



## Kazakhstan

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### Education for All 2015 National Review

*This report was prepared by the relevant national authorities in view of the World Education Forum (Incheon, Republic of Korea, 19-22 May 2015). It was submitted in response to UNESCO's invitation to its Member States to assess progress made since 2000 towards achieving Education for All (EFA).*

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MINISTRY OF EDUCATION AND SCIENCE  
OF THE REPUBLIC OF KAZAKHSTAN



**KAZAKHSTAN**  
**Mid-term assessment**  
**for achievement goals of**  
**Education for All**

**Country report**

**2014**

**UDC 37.0**  
**LBC 74.04**  
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This country report has been prepared as a part of fulfillment by Kazakhstan of its assumed obligations in respect of the Education-for-All goals. It contains a review of key national strategies in the field of education in the context of social and economic factors. The analytical material contains information about the positive trends, obstacles and priorities of further development of the country's educational policy.

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## LIST OF ABBREVIATIONS

<b>JSC</b>	Joint Stock Company
<b>AEO</b>	Autonomous Education Organization
<b>SARK</b>	Statistical Agency of the Republic of Kazakhstan
<b>GDP</b>	Gross Domestic Product
<b>ETAA</b>	External Testing of Academic Achievements
<b>IHL</b>	Institution of Higher Learning
<b>WEF</b>	World Economic Forum
<b>GCI</b>	Global Competitiveness Index
<b>CSES</b>	Compulsory State Education Standard
<b>PPP</b>	Public Private Partnership
<b>CI</b>	Childcare Institution
<b>EHEA</b>	European Higher Education Area
<b>CNT</b>	Common National Testing
<b>ICT</b>	Information and Communication Technologies
<b>EDI</b>	Education Development Index
<b>HDI</b>	Human Development Index
<b>LEB</b>	Local Executive Bodies
<b>UFS</b>	Underfilled School
<b>MES RK</b>	Ministry of Education and Science of the Republic of Kazakhstan
<b>MTF</b>	Material and Technical Facilities
<b>NIS</b>	Nazarbayev Intellectual School
<b>RLA</b>	Regulatory Legal Act
<b>NCEST</b>	National Centre of Educational Statistics and Testing
<b>EFA</b>	Education for All
<b>OECD</b>	Organization for Economic Cooperation and Development
<b>UNDP</b>	United Nations Development Programme
<b>CGB</b>	Central Government Budget
<b>RK</b>	The Republic of Kazakhstan
<b>TVE</b>	Technical and Vocational Education
<b>UNCF</b>	International organization under the aegis of the United Nations
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
<b>IMD</b>	International Institute for Management Development
<b>PhD</b>	Doctor of Philosophy
<b>PISA</b>	(Programme for International Student Assessment) International program of testing academic achievements of 15-year-old students
<b>QS WUR</b>	Quacquarelli Symonds (QS) World University Rankings



# INTRODUCTION

1

## INTRODUCTION

### 1.1 Country's development context and new development trends



The Republic of Kazakhstan is a sovereign state with a fast growing economy. The stable growth of all sectors of economy, international recognition, political stability has become the basis of prosperity of Kazakhstan society.

Kazakhstan, being in the centre of the Eurasian continent, has the 9th largest territory in the world and a favorable economic situation. In the course of twenty-three years of independence the state has demonstrated the scope of changes to the world thanks to its steady policy development and has entered the group of countries with a high level of human development.

The successful reforms in both economical and social sphere facilitate the achievement of a strategic goal – occupying a rightful place among the top 50 developed and competitive countries of the world.

Kazakhstan is steady in pursuing its goal – universal education, declared at the World Conference “Education for All: Meeting Basic Learning Needs” (Thailand) in 1990. ensuring its competitiveness in the global context is one of the ambitious goals of implementation of the country’s state educational policy.

At the initial stage of Kazakhstan’s development the state policy in the field of education was based on two interrelated principles. On the one hand, it aimed at preserving all positive moments of the Soviet period, on the other hand, it aimed at creating a new national model of education.

In 1999 the Law of the Republic of Kazakhstan “On Education”, universal for all educational levels, was adopted to provide a high quality of education, upbringing, to prepare a highly

qualified personnel with a new thinking and higher civil consciousness.

On September 30, 2000, the first State Program “Education” was approved by the Decree of the President of the Republic of Kazakhstan. This

document allowed to pass from the model “Education for All” to the model “Education for Each Individual”. The program “Aul Mektebi” (“Ауыл мектебі”) was realized to achieve equality in receiving education at the territorial level and to develop village schools.

The further development trends in the system of education of Kazakhstan with due regard to new social and economic conditions were reflected in the State Programs of Education Development of the Republic of Kazakhstan for 2005 – 2010, the State Programs of Technical and Vocational Education Development of the Republic of Kazakhstan for 2008 – 2012, the program “Children of Kazakhstan” for 2007-2011 and Balapan Program, dealing with providing preschool education for 2010-2014.

In December 2012 the Head of the State presented the Development Strategy of the Republic of Kazakhstan till 2050 to the nation. The main goal of the Strategy is to create a prospering society, based on a strong state, developed economy and universal labor opportunities, and Kazakhstan’s entering thirty most developed countries in the world. To achieve this goal, Strategy “Kazakhstan-2050” stipulates the realization of seven long-term priorities:

1. New course of economic policy – comprehensive economic pragmatism, based on the principles of profitability, return on investment and competitiveness.

2. Extensive support of entrepreneurship, a leading force of the national economy.

3. New principles of social policy – social guarantees and personal responsibility.



4. Knowledge and professional skills – the key ideas of modern system of education, personnel training and retraining.

5. Further enhancement of national identity and development of Kazakhstan's democracy.

6. Coherent and predictable foreign policy – the promotion of national interests and regional and global security.

7. New Kazakhstan patriotism – the basis of success of our multi-ethnic and multi-religious society.

The general state policy gives a special task of faster growth to the sphere of education. The key priority of the country's social policy consists in the protection of human rights and protection of children. Kazakhstan assumed obligations when it signed the Universal Declaration of Human Rights, the Convention on the Rights of the Child, the International Declaration of Economic, Social and Cultural Rights of Man, the Lisbon Convention on the Recognition of Qualification, etc.

The system of vocational education also plays a key role in satisfying the needs of the country's labor market, giving due consideration to the development of economy and social sphere. The improvement of quality of the country's human capital assets and efficiency of use of labor force is the main goal of education in Kazakhstan.

As a result of implementation of educational policy in the context of achieving six EFA goals, all educational levels in Kazakhstan are institutionally provided with a network of relevant organizations, financial assets and personnel resources, while the system of lifelong vocational education is being formed.

Providing the young children and the school-aged children with the universal education and equal access to different training programs, being the starting point of their further educational and career trajectory, is an important element of efficiency of the system of education of Kazakhstan. In this regard, giving due consideration to the national experience and international practices, the structure of

the system of education of Kazakhstan has been brought into conformity with the stages of the International Standard Classification of Education.

At the same time the strategic goal of modernization of system of technical and vocational education is being achieved in compliance with the society's needs and with the industrial and innovative development of economy. The system of higher and postgraduate education has changed over to a three-stage model of personnel training: Bachelor – Master – Doctor. The National higher school has taken measures to ensure the quality of higher education and postgraduate education. The achieved results allowed the Higher School of Kazakhstan to join the Bologna Declaration.

“Bolashak”, a unique program, has made a significant contribution to the development of the country's human capital assets and has given an opportunity to every Kazakhstani to receive education and enhance professional skills in the world's leading universities.

The international experts in the field of education note the developed state of the national system of education quality evaluation. The integral system includes the elements of both state control and independent external testing at all levels of the country's education.

Thus, the human capital assets were proclaimed to be a long-term basis of the country's economic prosperity and competitiveness, as well as a strategic resource. In the context of new tendencies of the country's development Kazakhstan successfully realizes the principle of “economy and society, based on lifelong acquisition of knowledge and training”.

## 1.2 Main government policies and strategies to develop education and promote lifelong learning

The global economic challenges in the international community suggest the mobility of human resources and require large-scale investment into the educational sphere. Developing the human potential in the process of lifelong learning has become a tendency of world educational policy.

The strategic initiative of Kazakhstan to diversify the country's economy is realized by means of improvements in the system of education, health, employment relationship and social protection. The State Program of Forced Industrial and Innovative Development is being successfully implemented. In compliance with the given policy document, the old enterprises and manufacturing departments are being modernized throughout the country and the new ones open. The success of numerous political and economic reforms in the country directly depends on the citizens of Kazakhstan having a strong motivation for lifelong learning.

The new stage of development of educational sphere started with the State Program of Education Development of the Republic of Kazakhstan for 2011-2020, where the principle of lifelong learning is one of the priorities of the country's educational policy. The target indicator has been defined – it is the introduction of different forms and types of education for people of all ages. This principle is implemented by means of creating conditions at all levels of the country's education, which ensure equal opportunities for all people, regardless of their social status, to receive education of high quality. To achieve it, different forms of training are offered in the country, including distance courses and short on-the-job courses. Besides, a special attention is paid to the vocational training of the disabled people. The issues of voucher

system of adult retraining are being worked over at the state level. The lifelong education includes training people from the

preschool age to the postretirement age by means of the system “kindergarten – school, college, institution of higher learning”.

At the same time the following principles of government policy were defined in the concept paper, dealing with the modernization of the system of education of Kazakhstan:

- to improve the system of financing, which is aimed at providing equal access to the educational services;

- to enhance the prestige of teaching profession;

- to form the system of state and public administration of education;

- to provide equal access of all participants of educational process to the best educational resources and technologies;

- to totally reach the children with the preschool training and education of high quality, to provide the children’s equal access to different programs of preschool training and education, meant to prepare them for school;

- to form intellectual, physically and spiritually developed citizens of the Republic of Kazakhstan at secondary schools, to satisfy their needs in receiving education, which ensures success in the rapidly changing world, to develop competitive human capital assets, ensuring the country’s economic prosperity;

- to modernize the system of technical and vocational education in compliance with the requirements of society, the industrial and innovative development of economy, the integration into the world education area;

- to achieve a high quality of higher education, which can satisfy the needs of labor market, complies with the industrial and innovative development of the country and personality, corresponds to the world’s best practices in the sphere of education;

- to provide functioning of lifelong learning system;

- to encourage the social activism of young people, to develop their social responsibility, patriotism, moral qualities and leadership.

Thus, the priorities of the educational policy of Kazakhstan were realized by the country as part of achieving EFA goals. It is the fourth year of implementation of the State Program of Educational Development for 2020 and the rate of achieving the target indicators in all spheres, specified in the given strategic document, indicates that Kazakhstan has every chance to be

among the countries with the highest Human Development Index of the United Nations Program by 2015.



## **MONITORING OF THE COUNTRY'S PROGRESS**

**2**

## CHAPTER 2. MONITORING OF THE COUNTRY'S PROGRESS

### 2.1. Preschool education and training

Preschool education and training of young children is one of the priorities of education in Kazakhstan. Preschool education and training is the first stage of lifelong learning system of the Republic of Kazakhstan and it gives necessary conditions to form and develop the child's personality due to the child's age peculiarities and individual features. The children's right to receive preschool education and training is realized through the network of different kinds of childcare institutions.

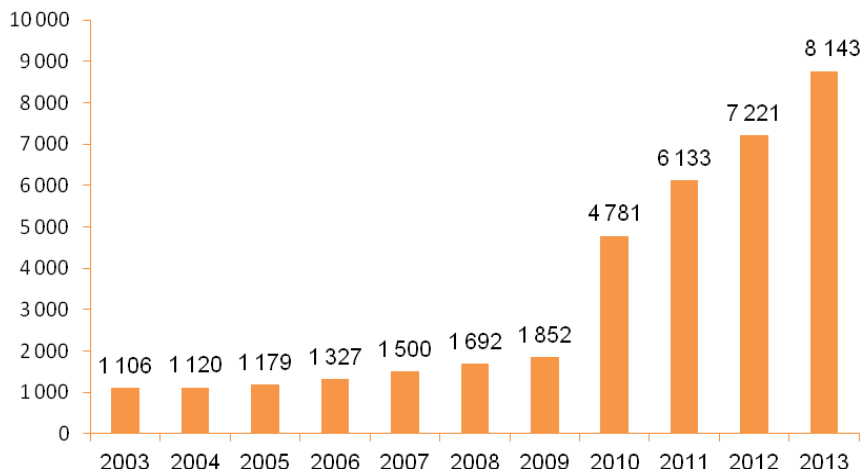
One of the target indicators of availability of preschool education is the full coverage of children with preschool education and training. In compliance with the Law of the Republic of Kazakhstan "On Education" the preschool education in the Republic is provided to the children, being from 1 to 6 (7) years old.

The demographic processes in the country is one of the factors, determining the order of receiving places in the childcare institutions of the Republic. Every year the attendance of childcare institutions by the children is determined, taking due consideration of birth rate within a calendar year. In Kazakhstan the figures of the natural population increase tend to change – during the period from 1990 to 1999 they reduced, and during the period from 2000 to 2011 they increased.

During the period from 2000 to 2013 the figures of involvement of young children between 1 to 6 years old, in the preschool education and training showed the tendency of positive dynamics (the year of 2000 – 11.34% and the year of 2013 – 48.8%). During thirteen years the number of childcare institutions increased on 7 054 units. The construction of 113 kindergartens with 30 thousand places was financed from the budget and the construction

of 114 units with 18 thousand places – from the local executive bodies (Fig. 2.1.1)

**Figure 2.1.1. Network of preschool education and training institutions**



*Source: MES RK data*

Nowadays 8 143 childcare institutions function in the country, bringing up 673 thousand children, which estimates 48.8% of children of typical preschool age.

The positive dynamics in achieving the maximum involvement of young children in receiving education and training has been due to the development of mini-centres, an alternative model of preschool education, in Kazakhstan since 2006. Their educational activities are carried out under the Law and are regulated by the Typical Rules of Organizing Activities of Preschool Mini-centres. Depending on the parents' requirements these educational institutions are functioning according to a flexible work schedule – from two hours per a day to a full day of staying there.

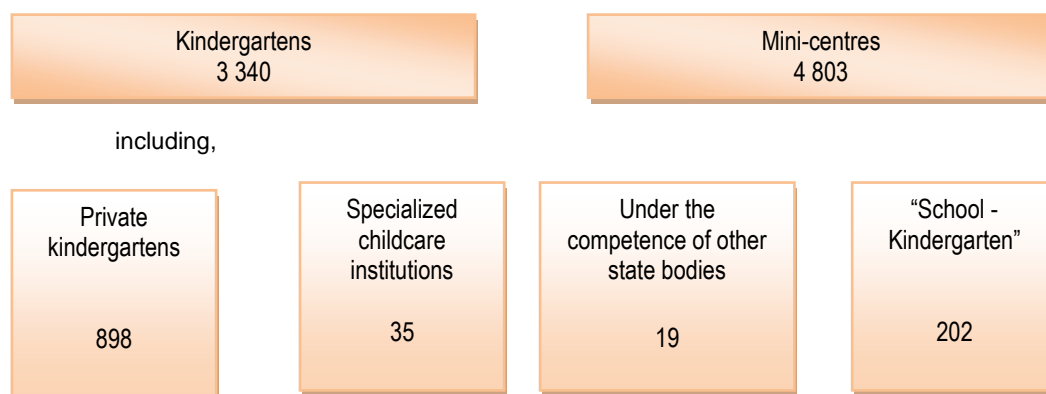
The state considers improving the system of preschool education as well as ensuring its availability as the basis of the country's human resources and workforce capacity. In 2010 the Government of the Republic of Kazakhstan adopted at the level of domestic legislation "Balapan", the Program of Providing Children with Preschool Education and Training for 2010-2014. In 2012 this



document was prolonged to 2020 because of the positive demographic tendencies. The Program identifies specific target indicators of involving the young children for receiving preschool education and training, including the aspects of creating proper conditions creation for the disabled children and vulnerable groups.

This policy paper allowed to realize the policy of state and private partnership in Kazakhstan, which created conditions for opening private kindergartens in compliance with the Law. The active participation of national holdings and companies, entities of small and medium business in the form of private investments contributed to the achievement of the goal of involving the young children for receiving the basic educational level (Fig. 2.1.2).

**Figure 2.1.2. Network of preschool education and training institutions, units, 2013**

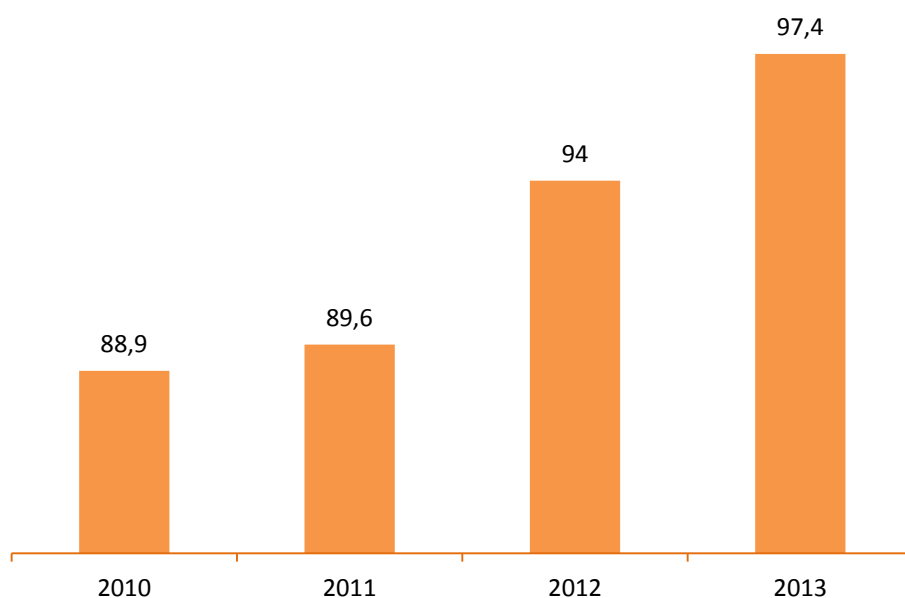


Ensuring the availability of preschool education to all young children is an important national strategy to improve their preparation for school training. Standard “Registration of Children of Preschool Age (from 1 to 6 (7) years old) to be Sent to Childcare Institutions” was approved by the Decree of the Government of the Republic of Kazakhstan. The local executive bodies strictly keep a register of children to be put in a queue and given place at kindergarten. This public service is automated in the official MES RK Internet resources ([www.edu.gov.kz](http://www.edu.gov.kz)), on the portal of “electronic government”

(www.e.gov.kz) and websites of local executive bodies. Thus the parents of the country can receive information about the queue advancing by means of this electronic portal, which ensures the transparency of this service.

The key point of continuity in the child's upbringing is to determine the child's preparation for school training. The Law of the Republic of Kazakhstan "On Education" stipulates state guarantees for receiving free and compulsory preschool education, the main goal of which is the children's general, intellectual and physical development, making them ready to acquire knowledge, forming the features of their personality and learning skills. In Kazakhstan there is a positive dynamics of involving the children of preschool age (5-6 years old) in receiving the preschool training (Fig. 2.1.3).

**Figure 2.1.3. Involvement of children of 5-6 in receiving compulsory preschool training, %**



Source: MSE RK data

The indicator of the system of preschool education of high quality is the contents of programs of preschool education and

training, aimed at forming a harmoniously developed, socially active and creative personality.

The educational process in the childcare organizations of Kazakhstan is carried out in compliance with the Compulsory State Education Standard of Preschool Education and Training of the Republic of Kazakhstan (CSES RK 1.01.2009). Standard of education and training of young children determines the basic parameters, reflecting the needs of society and children's individual features.

As a part of the country's system of preschool education the programs "Balbebek", "Kaynar", "Algashky Kadam" (1-3 years old), "Zerek Bala"

(3-5 years old), "Biz Mektepke Baramyz" (5-6 (7) years old) are being realized. The programs ensure the children's general (psychological) preparation for school by means of developing their curiosity, intellectual and artistic abilities, creative imagination and communication skills.

These programs contribute to the effective treatment of continuity of preschool and primary school education. The programs of children's development contain the programs and methodological instructions (a study guide for teacher, a reading book/a sampler, A-B-C copy books, didactic materials, a guide for parents).

The educational activities of childcare institutions are carried out in Kazakhstan in accordance with the international best practices, national scientific ideas and research results.

The international technologies, such as "Step by Step" have been introduced in 109 preschool experimental institutions. A particular attention is paid to the innovative projects of inclusive education. The pedagogical staff of the system of preschool education and training actively apply the early diagnostics of the children's talents, individual educational programs, enhancing development, including the programs of early English learning.

The positive trend in development of innovative network of preschool institutions and groups in kindergartens (health centers, kindergartens copyrights, gymnasium groups, etc.) is noted annually. Particular attention in the country is paid to establishing of strong relations with the society to create developing educational environment for children who do not attend preschool education organizations. For this purpose, the "Parents education program in the counseling offices" was prepared. The "Children's game language" educational course and the program for kindergarten teachers "Kindergarten teacher-tutor" were developed for children who do not attend kindergarten.

Legislation of the Republic of Kazakhstan in accordance with fundamental international documents in the area of education provides for the principle of equal educational rights for children with developmental disabilities. Quality and availability of special education services for children with disabilities is provided by the rendering of an integrated medical and psychology-educational support system. Kazakhstan has 35 special pre-school organizations, 397 special groups functioning for children with developmental disabilities and 140 speech therapy posts in the general purpose kindergartens. In a typical kindergarten, the different integration forms of training introduced for a group of children with disorders of the musculoskeletal system and others (Table 2.1).

**Table 2.1 Sanatory and special preschool organizations network, units**

Sanatory PSO	Special purpose PSO	among them					
		for children with speech impairments	for children with intellectual disabilities	for children with hearing impairments	for children with visual impairments	for children with mental retardation	for children with other impairments
67	35	16	4	2	8	2	3

In order to arrange education for children with disabilities "Typical special educational curriculums" have been developed and approved. The country has established a centralized database on children with developmental disabilities, which allows taking coordinated actions to expand the educational organizations network and improve the special education quality management system.

Therefore, the equality of rights of all young children, regardless of the territorial context, social status and personal needs for pre-school education is implemented through the expansion of the preschool organizations network and improving of its content.

## **2.2. Universal Primary Education**

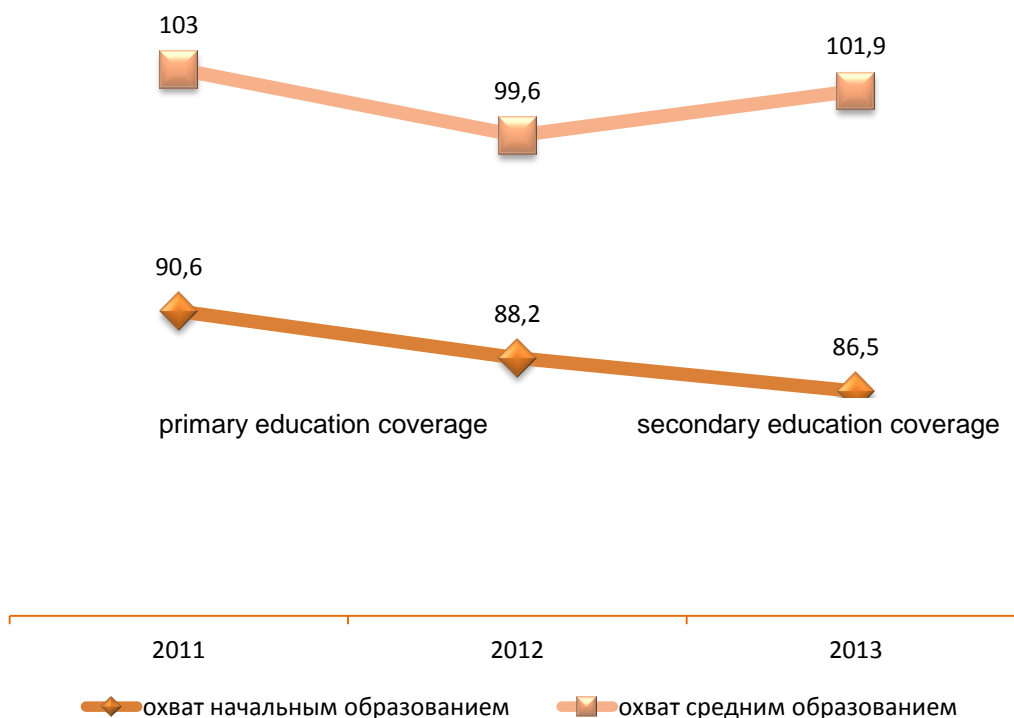
The Constitution of the Republic of Kazakhstan defines free and compulsory obtaining of general secondary education (Article 30). In accordance with the Law "On Education" the general secondary education is provided in the secondary schools of three stages: primary (forms 1-4), primary (forms 5-9) and senior 10-11 (12) forms). Educational programs of primary, secondary and senior levels of general educational organizations are successive.

In Kazakhstan, children of six or seven years are taken for the initial educational stage. Term for retention of a comprehensive

primary education curriculum is four years (Article 16 of the Law "On Education"). In Kazakhstan, the second objective of EFA is achieved through investment of both financial and human resources aimed at ensuring children with equal access to the best educational programs and technologies, increase of the teacher profession prestige and establishing of state-public education management system.

Citizens' right for free secondary education is provided in the country by an extensive network of educational organizations - lyceums, gymnasiums, boarding schools, special schools for gifted children and special educational organizations for children with developmental disabilities. Constitutional right for free education in general secondary educational organizations is implemented by more than 2.5 million students. Coverage ratio for the general secondary education in Kazakhstan is 100% (Fig. 2.2.1).

Figure 2.2.1 Kazakhstan: access to education, %



Source: The Global Competitiveness Report, 2011-2013, WEF

Significant national level measures are taken within implementation of the "Education for All" principle. Great importance

is given to the system of evening-time (shift) form of education for working youth who had not completed secondary education for various reasons.

In the context of the territorial factor, a large network of general education organizations of the country is located in the rural area.

**Table 2.2.1 General secondary education organizations network**

	Totally schools	among them									
		Daytime state		Daytime non-state	Evening time state	Special corrective schools	Republic schools	Schools at colleges and universities	NIS	Other schools	Schools for children with behavioral problems
		total	Including UFS								
<b>RK</b>	<b>7648</b>	<b>7307</b>	<b>3639</b>	<b>107</b>	<b>81</b>	<b>99</b>	<b>8</b>	<b>3</b>	<b>15</b>	<b>21</b>	<b>7</b>

Source: MES of RK

**Table 2.2.2 Enrollment in general secondary educational organizations**

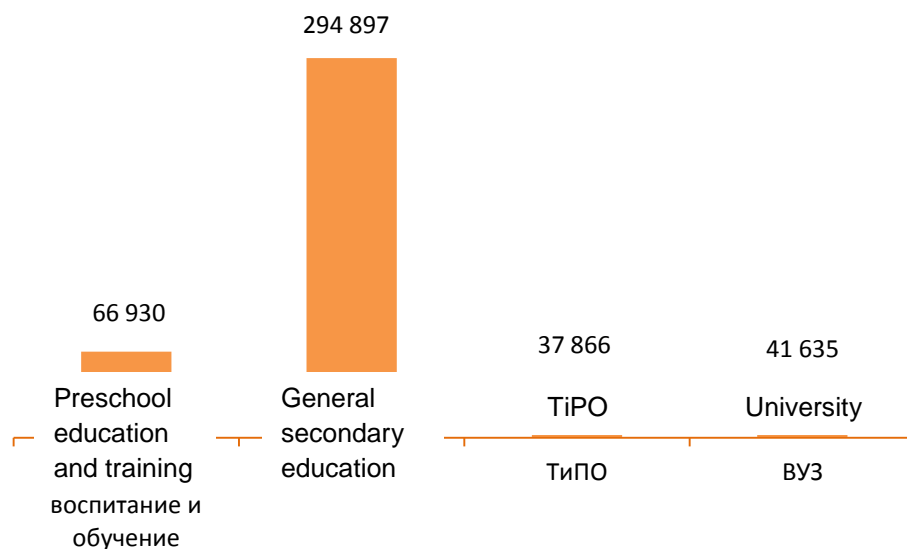
	Total students	among them						
		Daytime state schools, UFS	Daytime non-state schools	Evening time schools	Republic schools	RK Agency for Sports and Physical Education	Schools at universities	NIS
<b>PK</b>	<b>2 571 989</b>	<b>2 525 047</b>	<b>19 579</b>	<b>12 661</b>	<b>2 081</b>	<b>2 172</b>	<b>749</b>	<b>9 700</b>

Source: MES of RK

The State warrants functioning of **under-filled schools** (UFS) to ensure the right for free primary, basic secondary and general secondary education for children living in settlements with small populations. Most of the UFSs are located in the rural area. **Under-filled schools** network functioning contributes to solving strategic task of ensuring the availability of educational services regardless of territorial location. Availability of school education is provided by quality and comfortable transportation of children to school and back. Availability of school education is provided by qualitative and comfortable transportation of children to a school and back. Coordination of the UFS's issues is performed by the National Academy of Education named after Y. Altynsarin.

The key resource of Kazakhstan education is highly qualified teaching personnel. During 2000 - 2013 **the total number of pedagogical staff** involved to education system of the Republic of Kazakhstan keeps rising. Increase the number of pedagogical staff was due to the positive dynamics of the educational organizations network at all levels (Figure 2.2.2).

**Figure 2.2.2 Pedagogical staff of education system, 2013**

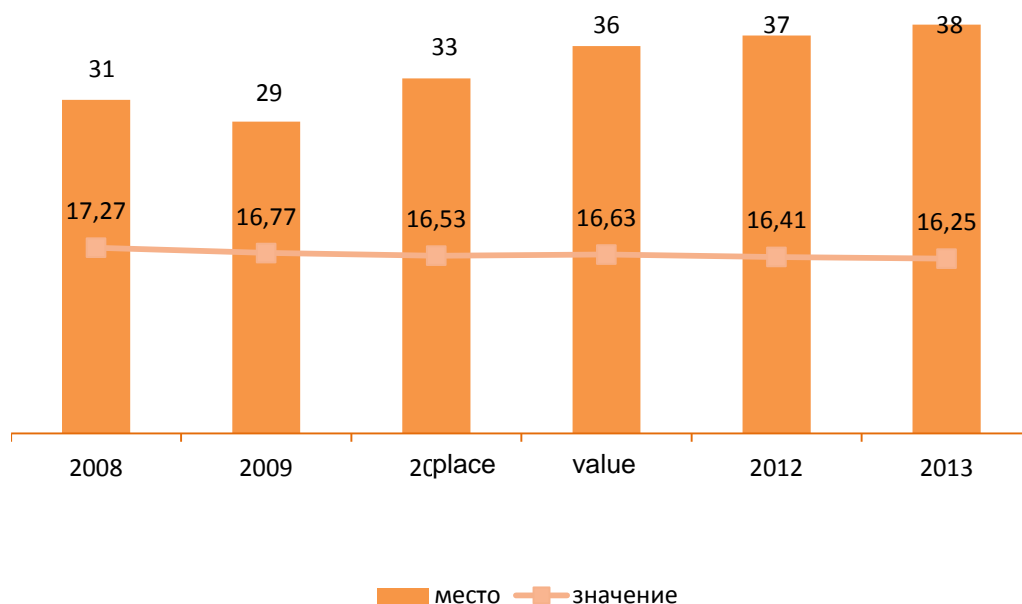


Source: MES of RK



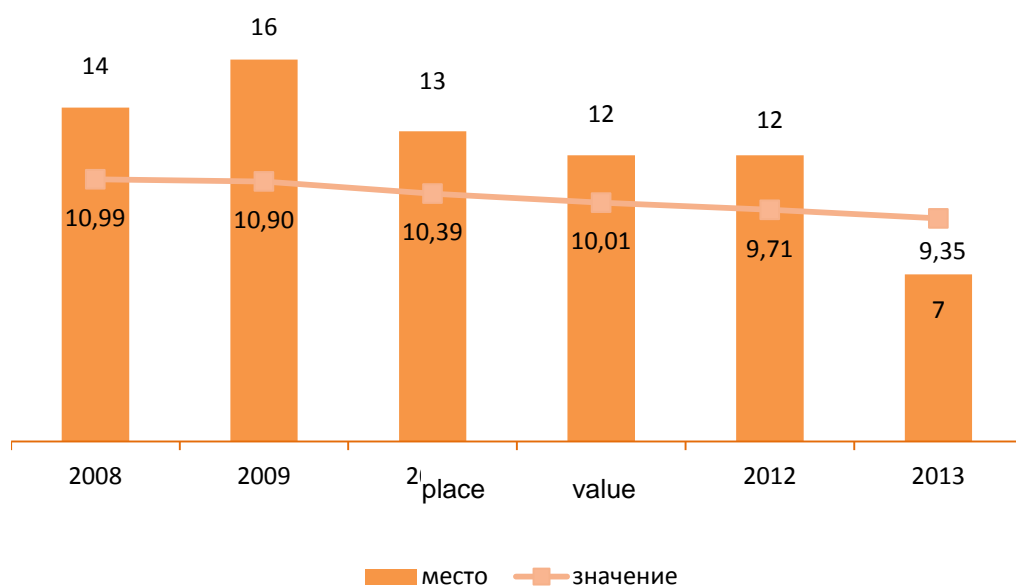
In the international ranking, drawn annually by the Swiss Research Group at the International Institute for Management Development, IMD, Kazakhstan holds a stable positions by criterion "Teacher/student ratio (secondary school)" (Figure 2.2.4).

**Figure 2.2.3 Teacher/student ratio, primary school, IMD-2013**



Source: IMD World Competitiveness yearbook 2013

**Figure 2.2.4 Teacher/student ratio, secondary school, IMD-2013**



Source: IMD World Competitiveness yearbook 2013

School catering arrangement is one of the important requirements in maintaining the health of children and the ability for more effective learning. Over three billion tenge is annually allocated for catering students from the Universal Education Fund. One of the targets of the State Education Development Program until 2020 is to provide students from low-income families and primary school pupils with free vitaminized hot meals. Local executive bodies implement special programs according to the regional perspective (East Kazakhstan region "Milk and Honey").

In Kazakhstan, a principle of equal rights to equal opportunities is implemented for all children regardless of the health state to obtain a qualitative education.

Standard rules for activity of general educational and special education organizations, as well as draft provision on inclusive education program with variable models to include children with

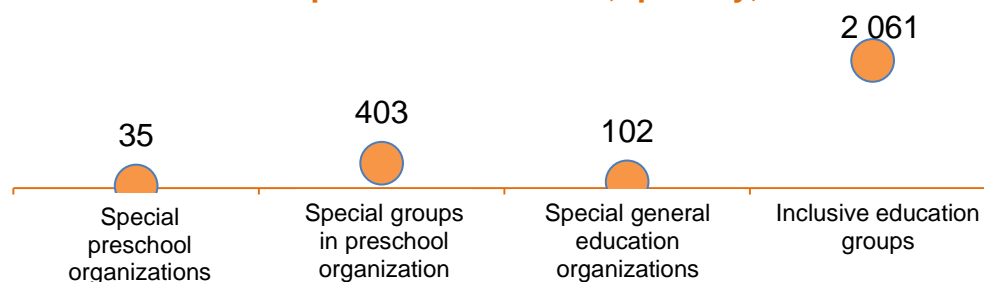
Inclusive education is a joint training and studying of persons with developmental disabilities, providing students with equal access to appropriate educational curriculums, corrective pedagogical and social support of development through provision of special conditions.

*Law of the Republic of Kazakhstan "On Education"*

developmental disabilities in the general education arrangement and their psychological and pedagogical support have been developed for implementation of inclusive educational program.

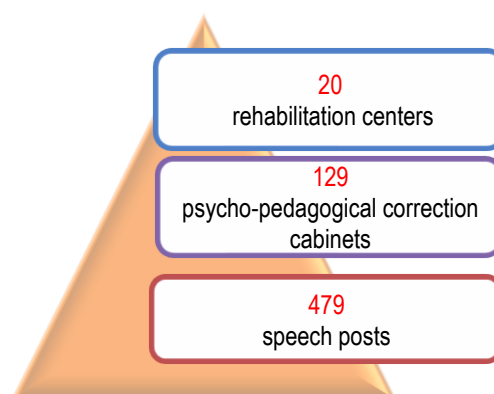
Special education for children with limited development opportunities is provided in corrective schools, as well as in special groups and classes of general educational schools of the Republic. Educational activity is conducted by rehabilitation centers, psycho-pedagogical correction cabinets and speech posts. Simultaneously 7,882 children in the country are studied at home under the individual program, and they are provided by the state with auxiliary training means and modern multimedia equipment (Figure 2.2.5).

**Figure 2.2.5 Network of special educational organizations for children with developmental disabilities, quantity, 2013**



Source: MES of RK

A centralized database on children with developmental disabilities functions in the country at the state level. Pedagogical support for educational organizations which implement inclusive education programs is provided by the National Scientific and Practical Centre of Correctional Pedagogy.



The positive fact is the practical implementation of experience obtained by Kazakh schools in the education of children, both in general and special education programs considering individual educational route (integrated education).

State educational policy of Kazakhstan provides access to qualitative education for all categories of school-age children, regardless of nationality and religion. Along with the Kazakh language schools the educational activities are carried out in schools with Russian, Uzbek, Uighur and Tajik languages of instruction (Figure 2.2.6).

**Figure 2.2.6 Educational organizations network in terms of language of instruction**



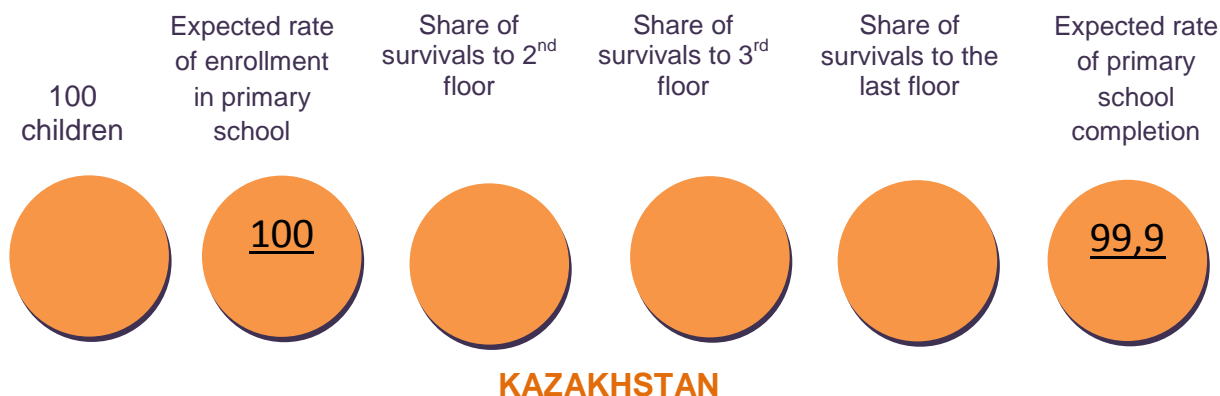
Source: MES of RK

In the most dense in Kazakhstan places of residence of ethnic minorities representatives the general educational organizations offer studying of languages that are native to them - Polish, German, Ukrainian, Ingush, Kurdish, Korean, Tatar and many other languages.

Therefore, the network of general education organizations currently existing in the country provides access to various categories of children and adolescents. Thus, the country's educational environment is established taking into account the needs of the population.

In Kazakhstan, the special attention is given to **movement of the enrollment at all levels of education**. The statistical analysis demonstrates that all students of 4th form transit from the **primary school** on the stage of basic secondary education without loss of students' contingent (Figure 2.2.7).

**Figure 2.2.7 Trends in retention of students' contingent**



**KAZAKHSTAN**

Kazakhstan took the first position in the UNESCO rating on Education Development Index in 2009 among 120 countries. **Four components** were taken into account when defining the EDI: coverage of the country population with universal primary education, literacy rate among adults (over 15 years), gender parity (equal access to education for men and women) and percentage of citizens survived to the last form of primary school (up to 5<sup>th</sup> form).

High positions in the ranking have been achieved due to the pre-school education and the eleven-year secondary education in Kazakhstan is free and compulsory. An additional advantage is a lack of gender discrimination in access to education.



Source: EFA World Report "Youth and skills: Putting education to work," 2012

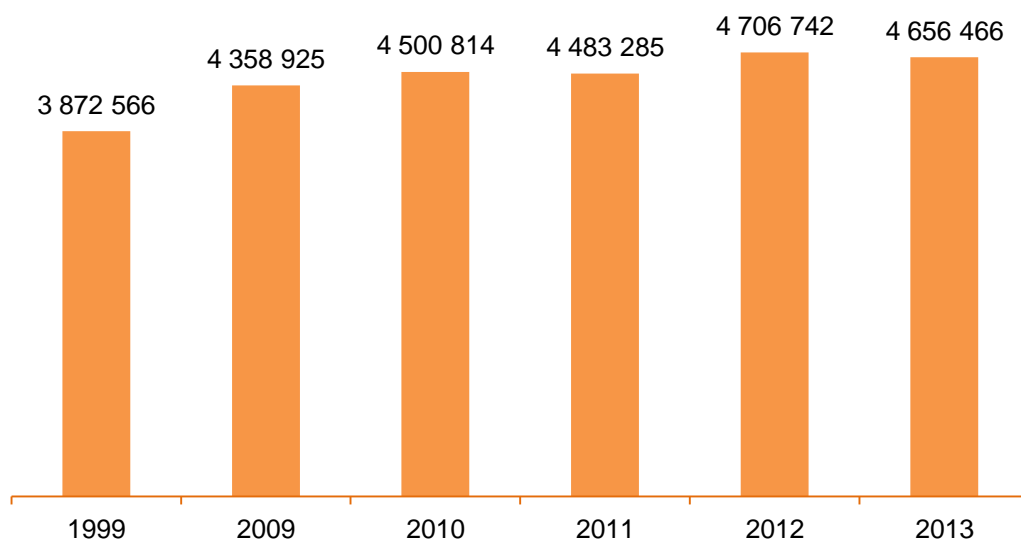
### 2.3 Education and life skills by youth and adults

In Kazakhstan, education in the lives of youth is considered as a basic human capital which determines the future of the nation. Particular attention is paid to creation of conditions necessary for implementation of the youth' rights to free social development and creative initiative in accordance with the interests and inclinations.

Implementing the principle of learning and life skills for youth and adults is coordinated by the Youth Policy Council under the President of the Republic of Kazakhstan.

Kazakhstan's youth is a special, most striking socio-demographic group, which occupies a special place in the reproduction of the society structure. According to the Statistical Agency of the Republic of Kazakhstan, the total number of young people (14 - 29 years) in the Republic in 2013 amounted to 4,656,466 persons (27.5%) (Figure 2.3.1).

**Figure 2.3.1 Number of young people in the population structure, persons**



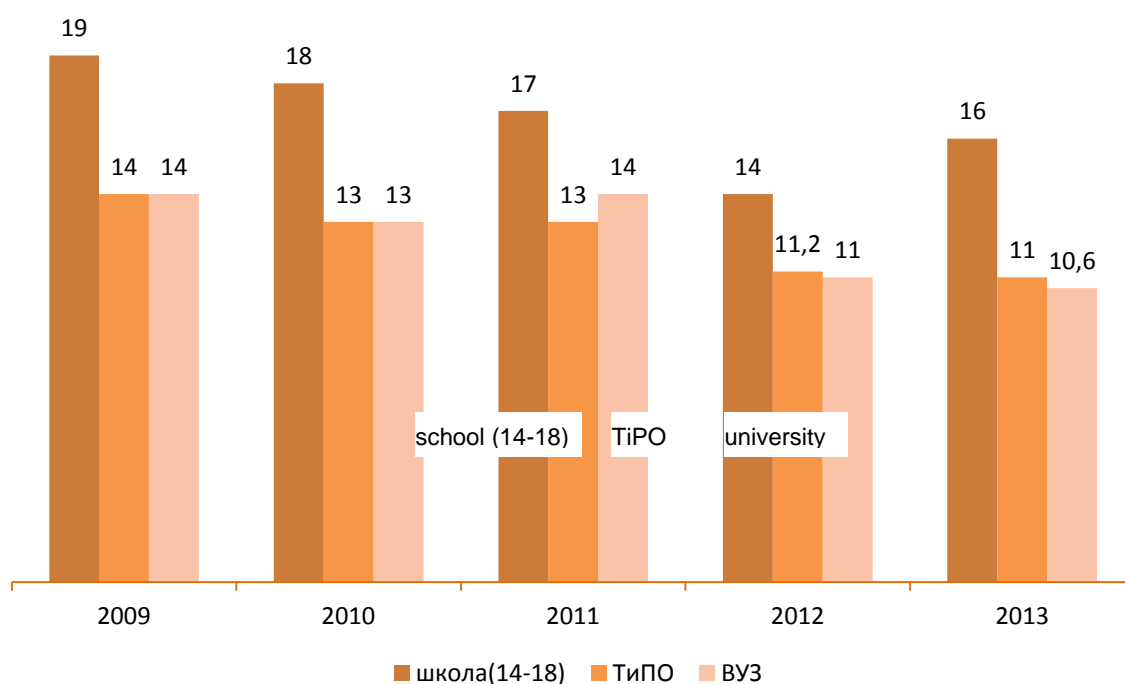
Source: SARK

The school education system in 2013 in the age group of 14-18 years old covered 746,309 people, which are 32,766 less than in 2009. These factors can be explained by the fact that the age of the students is at the beginning of 90-s, when a decline in fertility in the

country was observed.

561,940 young men and women are studied in 849 technical and vocational education organizations. The growth trend in the youth population was observed in higher education system until 2011. Currently, 493,323 young people are studied in the country (Figure 2.3.2).

**Figure 2.3.2 Share of students in terms of educational organization type, %**



Source: MES of RK

A unique opportunity to obtain an education in the best international universities of the world is also provided for the Kazakh youth. More than 7,000 boys and girls have completed education on the international scholarship of the President of the Republic of Kazakhstan "Bolashak". 2790 fellows continue education in the 27 countries on 77 specialties having highest priority for the country's economy.

As part of the state youth policy various **social services based on the non-governmental youth organizations** have been developed. The main activities are the support and development of rural youth, youth entrepreneurship and the special category of youth with developmental disabilities.

One of the most effective mechanisms for realizing the potential of the youth of the republic are projects such as "School of Civil Servant", "Youth Talent Pool" and "Creative School of Young Entrepreneur". Their purpose is in promoting professional self-determination of youth, development of their leadership skills and creative potential through the acquisition of special knowledge, experience and life skills.

One of the most effective mechanisms for the youth support is implementation of the "Youth Practice" program with the prospect of further employment. For example, only for 2009-2011, the program employed about 50,000 young people on permanent job.

State support for rural youth is provided as a part of a nationwide initiative "Auyl Zhastary". This project promoted the raise in civic participation and leadership skills of rural youth, development and support of young families, measures to ensure access to education, healthcare and employment. Support of young professionals arriving to the village is provided through the provision of social benefits (assignment allowance, housing and preferential loans). The "With diploma to the village" project is operated as a part of a nationwide initiative "Auyl Zhastary". During the program implementation period more than 20,000 professionals have been employed, the greatest number among which is young teachers, doctors, culture and sports staff.





The technical and vocational education system plays a key role in providing the life skills in accordance with the interests of young people upon completion of primary or secondary education. Educational programs of this level provide not only youth, but also adults with occupations which are in demand in the labor market.

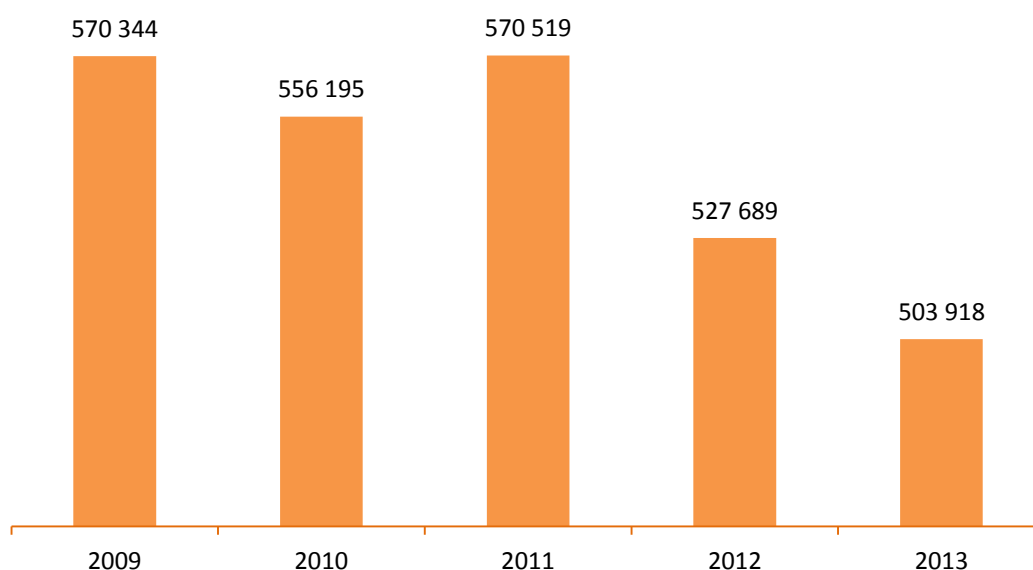
In this regard the technical and vocational education system is also a one of the key priorities of the educational policy in Kazakhstan. In 2012, considering the requests of industrial-innovative development of the economy, updating the TiPO structure and content was started. Amendments were made to the Law of the Republic of Kazakhstan "On Education" (introduction of the concepts "cooperative learning", "college" and "student").

The development of social partnership in vocational education becomes important aspect. Aspects identified at the legislative level provide direct participation of employers not only in updating the TiPO content, but also in providing places for vocational practice in the workplace for students.

Comparing to the period 1996 - 2006, when the number of colleges tended to increase due to the opening of private educational institutions (1996 - 16, 2006 - 309 pcs.), over the past few years a rapid growth is observed in the state technical and vocational colleges. In 2013, 849 colleges, 472 of them are public colleges conduct the educational activities in the education system for youth and adults.

Every year, 30% of secondary school graduates continue their education in schools at this level of education. Strategic documents in the field of education determine target indicators of typical age youth coverage by the TiPO system in the country. In 2013, the number of typical age youth (14-24 years) in the country amounted to 3,116,272. Among them, the TiPO system covered 503,918 people, which are 16% of the total number of Kazakh youth of this age (Figure 2.3.3).

**Figure 2.3.3 Indicators of typical age youth coverage by the TiPO system, persons**



Source: MES of RK

Changing the number of students studying in the TiPO system, both growth and decrease of these indicators is a consequence of demographic trends in the country.

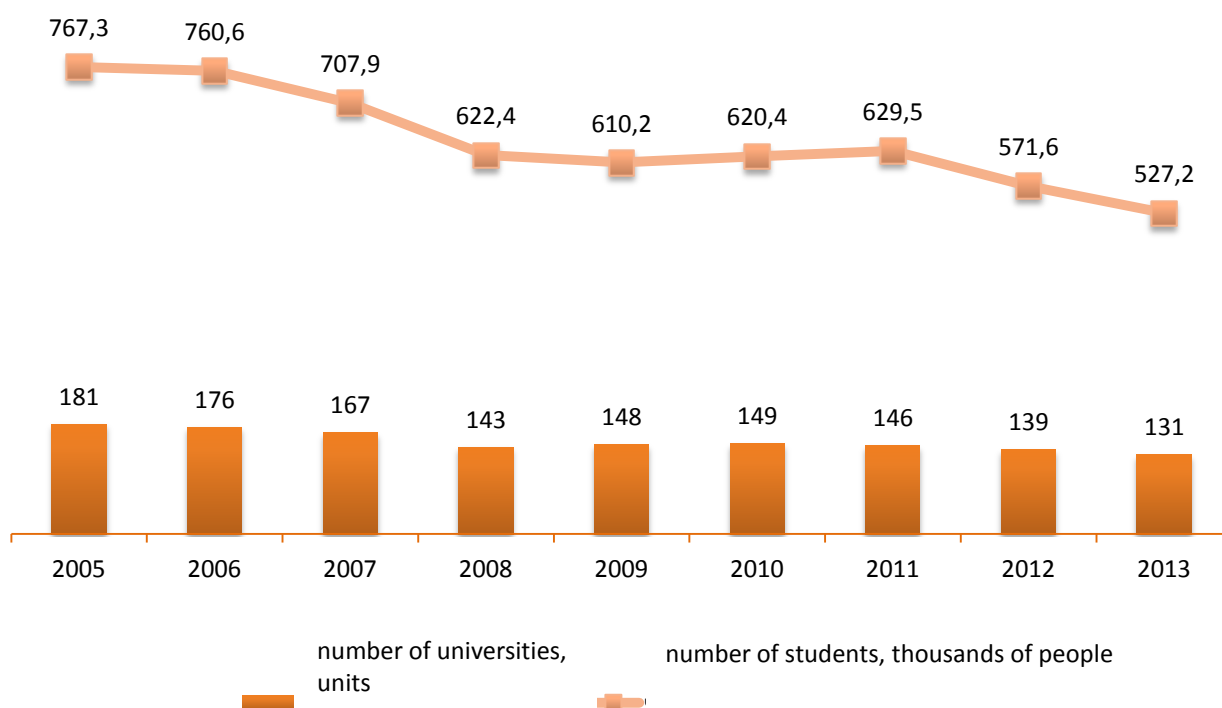
Professional skills education and training of skilled technical and maintenance personnel are carried out on preferable specialties and qualifications. In order to achieve the priority of life skills education among youths, the **Classifier** of professions and specialties of technical and vocational education is updated considering proposals from employers. With the participation of international experts such as the European Union project "Support for vocational education in the Republic of Kazakhstan" and the Center for professional training and learning (RKK, Norway) in 2011, the State Obligatory Standards (GOSO) based on the competency approach (unity of knowledge , skills and experience, ability to act and behavioral skills) have been developed in Kazakhstan.

Rural youth has the opportunity to receive professional education according to place of residence. Today rate of colleges located in rural areas is 21% of the total number. Development of the network of rural education institutions is dependent on features of the regions in the country, which allow solving issues of providing agro-

industrial complex with contingent of highly qualified experts in required spheres of agricultural production.

Educational policy in Kazakhstan in the field of higher and postgraduate education is implemented through the interaction of the trinity of science - education and production. In average, there are 312 students of high educational institutions per 10,000 people, living in the Republic. In 2013, educational activities carry out 131 higher education institutions in the system of higher and postgraduate education in the republic. Total number of students is 527,226 people (Figure 2.3.4).

**Figure 2.3.4. Network and contingent of universities**

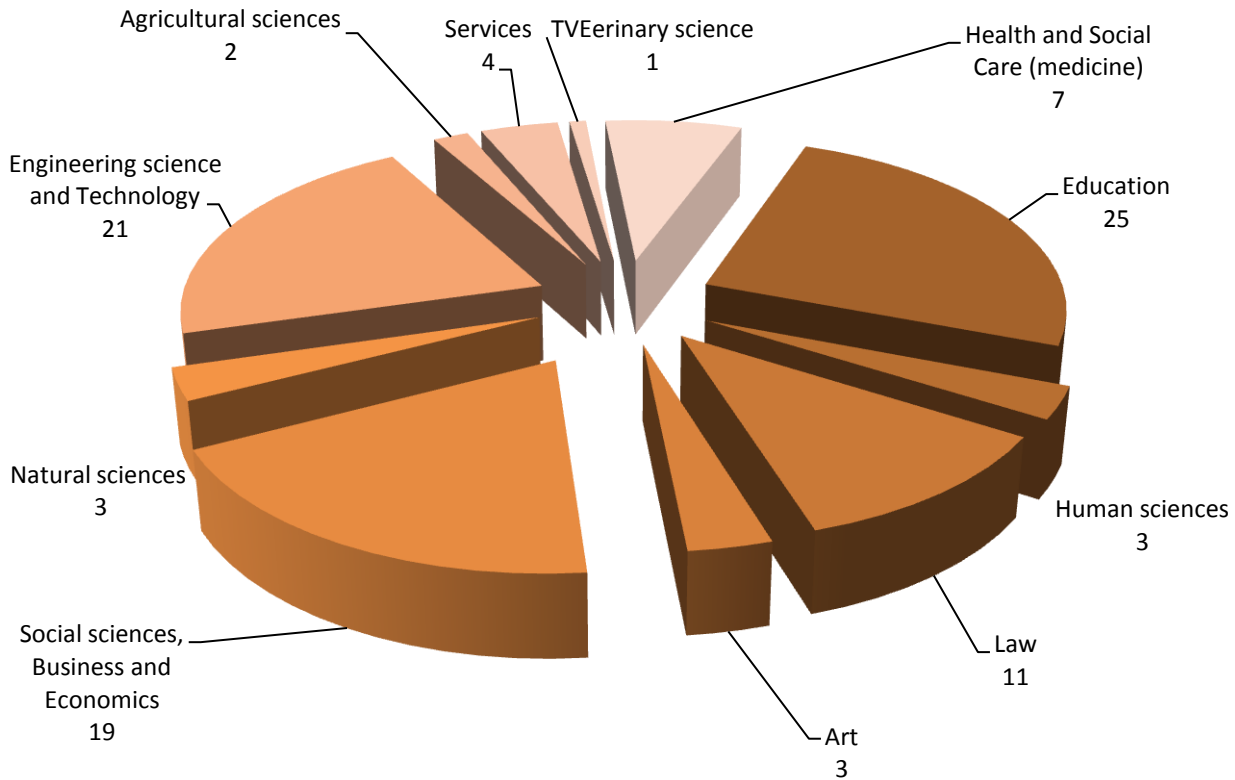


Source: data of MES RK

There is positive trend of training personnel with higher and postgraduate education for economic sectors and industrial and innovative projects due to employers and foreign investors in Kazakhstan. According to the Statistics Agency of the Republic of Kazakhstan in 2011, 4,327 people are trained at the expense of enterprises.

In general, the largest contingent of students falls on such specialty groups as “Education”, “Engineering and Technology” and “Social sciences, Business and Economics” (Figure 2.3.5).

**Figure 2.3.5. Bachelor Specialties Groups, 2013, %**



Source: data of the Statistics Agency of the Republic of Kazakhstan

In general, young people aged 18 to 29 years receive higher education. While higher quantitative indicator of students falls on 17-24 year old age category (Table 2.3.1).

**Table 2.3.1. Age structure of students of higher education organizations, people**

Total	16 years old or less	17-20 years old	21-24 years old	25-29 years old	30-34 years old	35-39 years old	40-49 years old	50-59 years old	60 years old and more
527 226	698	282,830	179,940	29,855	16,767	10,293	5,647	1,147	49

Source: data of SARK

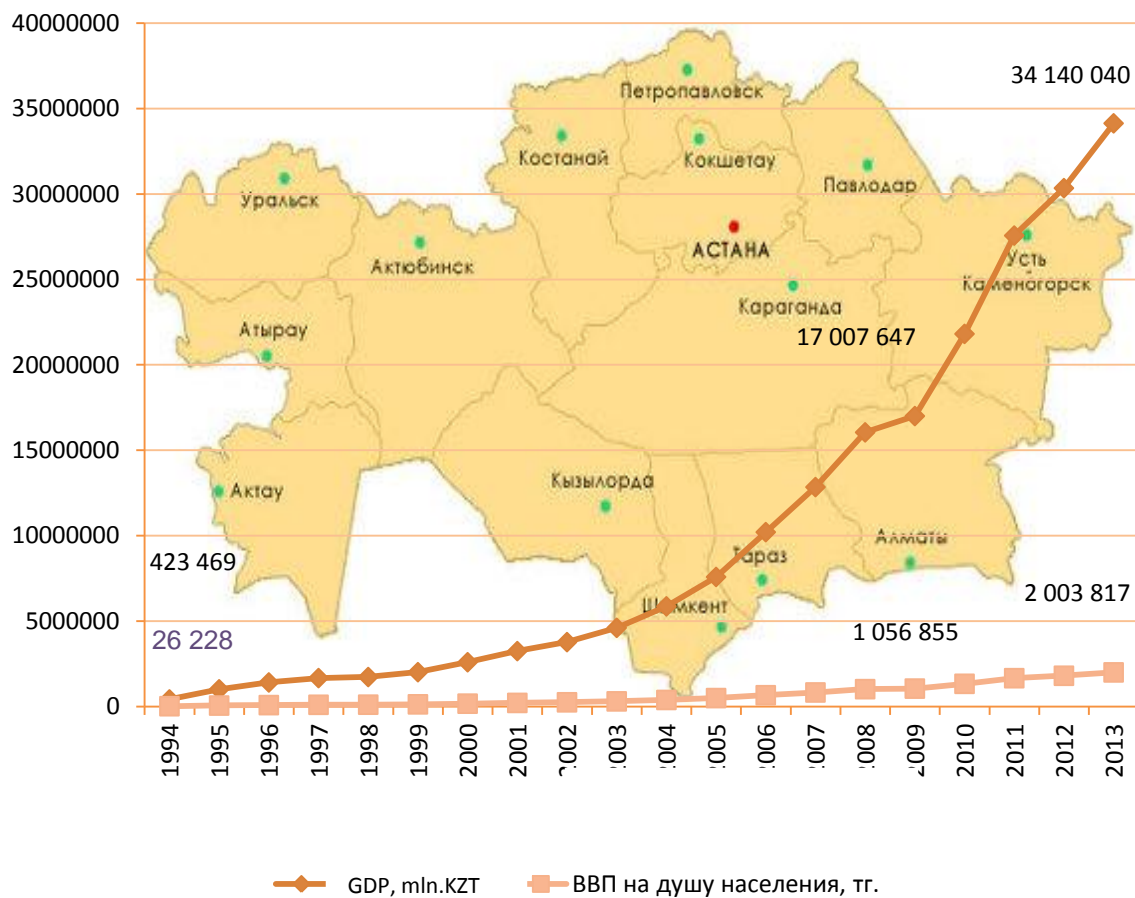
## 2.4. Adult literacy rate

The President of Kazakhstan Nursultan Nazarbayev in the report at the Eurasian Emerging Markets Forum “Entering of Kazakhstan into the 50 most developed countries in the world” noted that “education as a key instrument for building knowledge-based economy should focus on the new quality of all levels of the education system. It is a high level of quality of secondary, vocational and technical and higher education. The education system should provide not only knowledge, but also necessary skills of their practical application, continuously introduce modern teaching methods, and actively use information and communication technologies.

Providing education throughout life, responding to structural changes in the labor market without delay and form an effective system of vocational and technical education is necessary. To adapt higher education to the needs of the knowledge economy, integration of universities, science and business should be provided. The purpose is each level of education provides knowledge and skills required both in the economy and in life.”

Index of level of economic development shows positive dynamics of economic growth. If in 1994 the gross domestic product (GDP) of the country was 423,469 mln. KZT, in 2013 it was 34,140,040 mln. KZT. At the same time, GDP per capita, which characterizes the level of welfare of the population, has increased by 76 times in comparison with 1994 and in 2013 it was 2,003,817 mln. KZT (13,172 USD) (Fig. 2.4.1).

Figure 2.4.1. Dynamics of GDP in RK

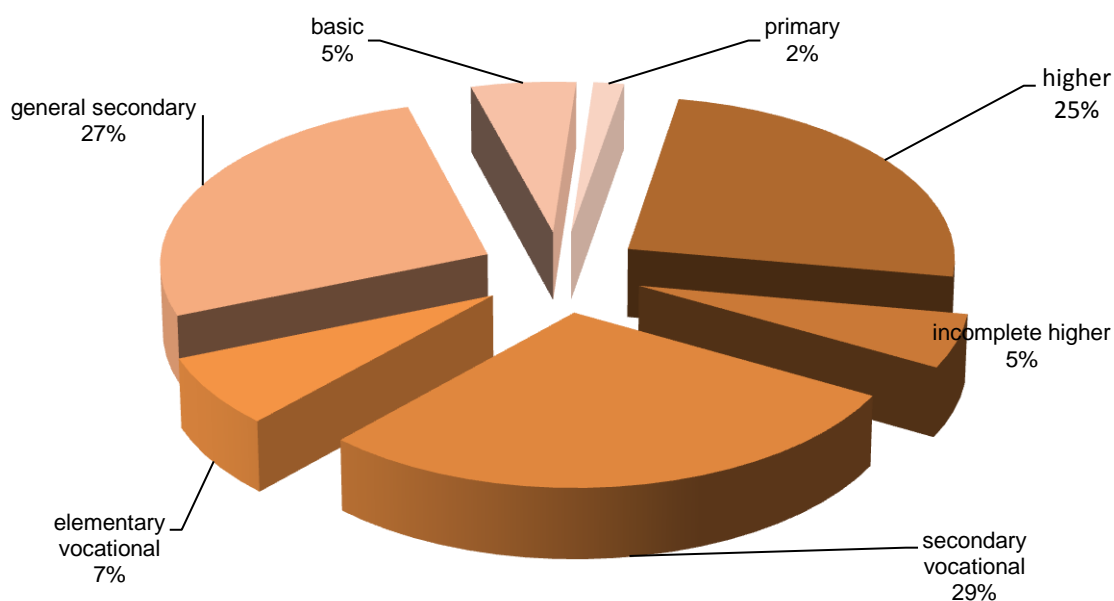


Source: data of SARK

Socio-economic development of Kazakhstan is caused by high levels of human capital, which has become possible due to the implementation of state educational policy on ensuring access to quality education and training of children from early development until getting their first profession. According to the Statistics Agency in 2009 literacy rate of the population aged 9-49 years old is 99.8%.

Effectiveness of socio-economic reforms in the country depends on many contextual variables, including the level of education. Economically active population in Kazakhstan makes 75% of the entire population aged 15 years and older (Fig. 2.4.2).

**Figure 2.4.2. Economically active population / level of education**



Source: data of SARK

One of the important factors, which has a direct impact on the successful student learning, is the **level of education of parents**. The higher is the percentage, the greater is the success. Questionnaire survey of 15-year-old Kazakh participants of this research shows that 87% of parents of students have higher education. Accordingly, their result in the direction of “mathematical literacy” is by 44 points more in comparison with the rate of success of students whose parents have lower levels of education (Table 2.4.1)

**Table 2.4.1. Results of students / education of parents**

Countries	Low level of education		High level of education	
	students, %	average score in mathematics	students, %	average score in mathematics
Shanghai-China	25	564	44	643
Hong Kong-China	30	537	22	601
Korea	3	509	57	574
Estonia	2	478	58	531
Russian Federation	1	416	91	487
Kazakhstan	1	391	87	435
Chile	22	377	35	458
OECD	12	440	52	517

Source: OECD International report “PISA 2012 Results”

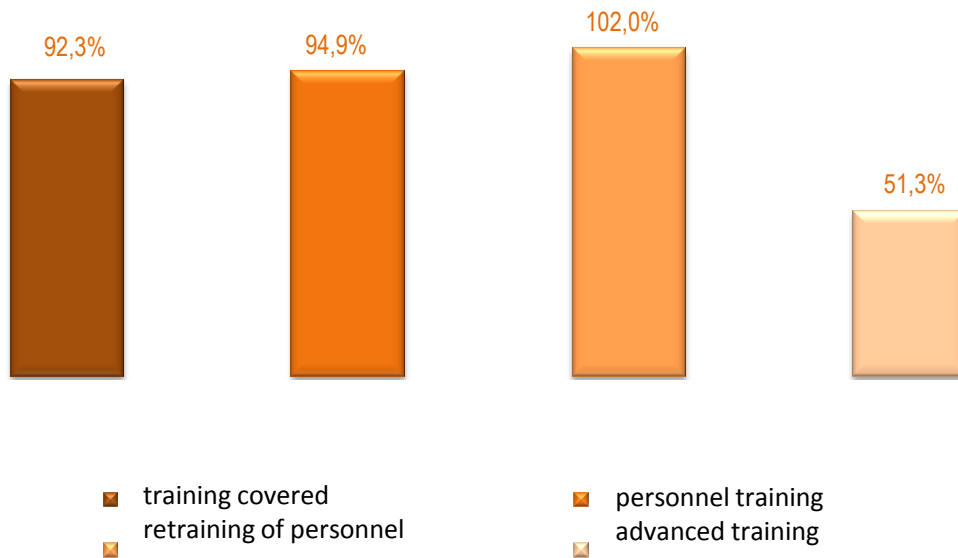
Students, whose parents are **unemployed**, have less chance to achieve high academic indexes than children whose parents have a higher socio-economic status.

Children from vulnerable social group also have limited opportunities to participate in educational or extracurricular activities then their coevals from more privileged families (Johnson et al., 2001).

Educational system of Kazakhstan is directly involved in implementation of the Program “Employment 2020” for persons among self-employed, unemployed and poor population and returnees.

Each year training and retraining are given to 66,000 people on the basis of 430 educational organizations of TVE and training centers (Figure 2.4.3).

**Figure 2.4.3. Information of the Program “Employment 2020”, 2012**



Source: Data of LEB



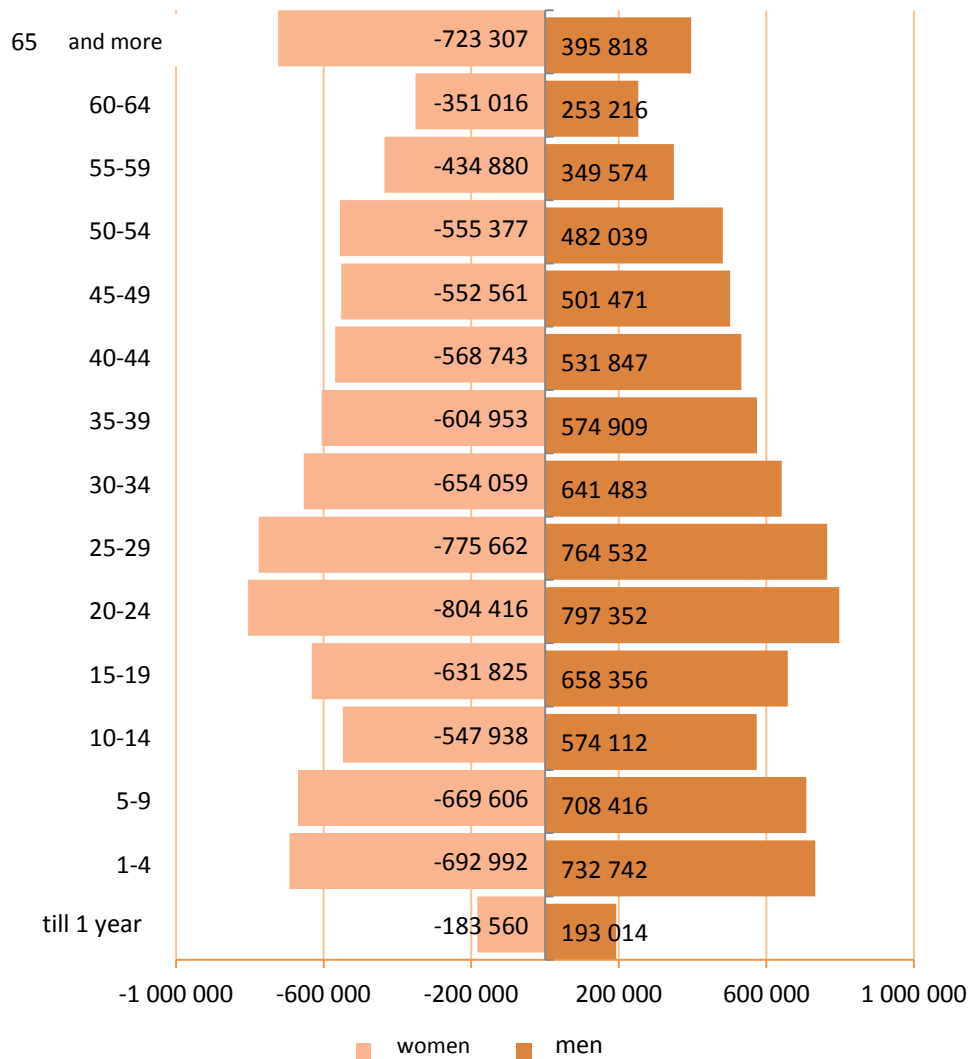
## 2.5 Gender parity and equality

In Kazakhstan, issues of gender equality have received considerable attention at the state level. “No one shall be subjected to any discrimination for reasons of origin, social, official and property positions, sex, race, nationality, language, attitude to religion, convictions, place of residence or any other circumstances”, says the Constitution of the Republic of Kazakhstan. In addition, there has been adopted the laws “On Marriage and Family”, “On State Guarantees of Equal Rights and Equal Opportunities for Men and Women”, “On Prevention of Domestic Violence”.

To ensure the balance of opportunities between men and women the National Commission for Women and Family Affairs under the President of the Republic of Kazakhstan was established in 1998 by the Presidential Decree. In 2005, the Strategy for Gender Equality in the Republic of Kazakhstan was adopted by Presidential Decree.

Gender structure of the population is important factor in the context of socio-economic development of the country. Population dynamics according to this indicator show a slight increase in share of both male and female population. Male population growth from 2011 to 2013 is 234,065 people, female population growth – 235,584 people. In the gender dimension proportion of female population prevails - 51.8% (male - 48.2%). In the education system, predominance of male population is observed in preschool and school age groups - from 0 to 19 years. Predominance of male population is observed from the age of 20 (Figure 2.5.1).

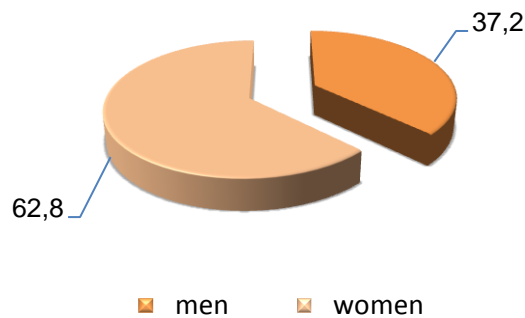
Figure 2.5.1. Kazakhstan: gender structure of the population, 2013 / people



Source: data of SARK

In Kazakhstan, at the beginning of 2013/2014 academic year among students from 1-4 classes 48.9% are girls, 51.1% - boys. Enrollment ratio represents the ratio of girls to boys in the total population of the corresponding age. In TVE 47.7% are women of the total number of students, 80% of them are studying full-time, 18.5% - part-time, 1.5% - evening form. Higher education system in the country ensure legal and gender equality for all people. Of the total number of students, there are 57.7% women, 42.3% men.

**Figure 2.5.2. Kazakhstan: the gender structure of university teachers, 2013 / people**



In the gender dimension proportion of women - university professors prevails by 25,6% (Figure -2.5.2).

In general, in the education system of Kazakhstan success of training has no trends in differences in terms of gender. In 2012, 2,391 Kazakh girls and 2,877 Kazakh boys participated in international research of student's functional literacy for PISA-2012. Their execution results of the test tasks of international exam are equivalent in mathematics. At the same time the Kazakh schoolgirl in science and reading showed better results in comparison with the boys' results.

Thus, the gender equality in Kazakhstan means not only the quantitative ratio of men and women, but also the position in society. Young women as well as men are actively involved in all spheres of society, both in politics and in the economy.

## 2.6 Quality of education

Achievement of high quality level in education quality and ensuring its competitiveness in the world educational space are one of the priority objectives of educational policy. In Kazakhstan, "Quality of education" focuses on three key factors of productivity and effectiveness of implementation of state educational policy.

First. Conditions of education system functioning (qualitative indicators of human resources and material and financial capacity of educational institutions).

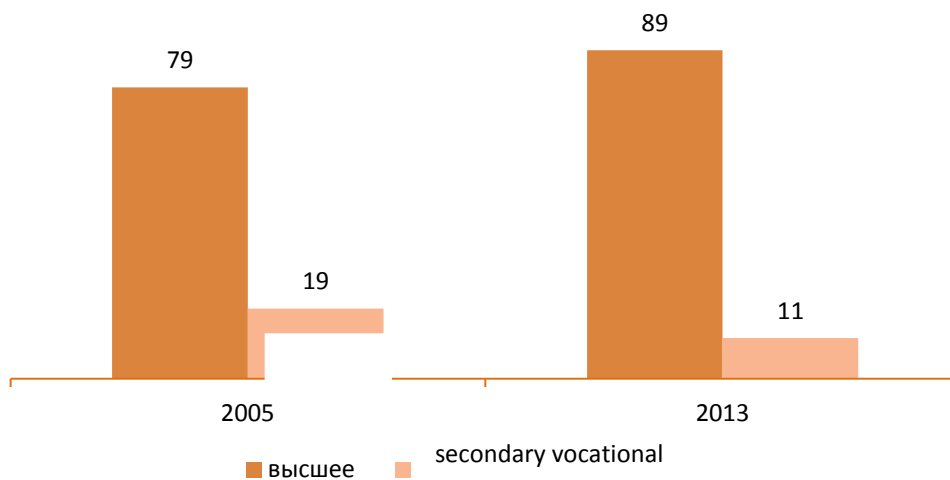
Second. Education/Bringing-up process (qualitative indicators of updated educational programs, textbooks and teaching materials, innovation methods of teaching etc.).

Third. Students’ educational achievements (qualitative indicators of mastering key competences, predicted on personality development).

Each factor includes a set of evaluation indicators, which are adequate interpretation of the “quality education” concept, which contain quantitative and qualitative indicators of strategic documents of the MES of RK and adequate indicators of the international rankings (GCI (WEF), HDI (UNDP), EDI (UNESCO), TIMSS, PISA, PIRLS and others .).

The quality of education in the country has a directly connected to the teacher’s professionalism of at all levels of education. Fundamentally new approaches of improving the social status of teachers, authority and prestige of their profession have been adopted in Kazakhstan. In 2013, teaching staff in all schools in the country are 294,897 people, among them 89% with higher and 11% with secondary education.

**Figure 2.6.1 Educational level of pedagogical staff, % of the total number**



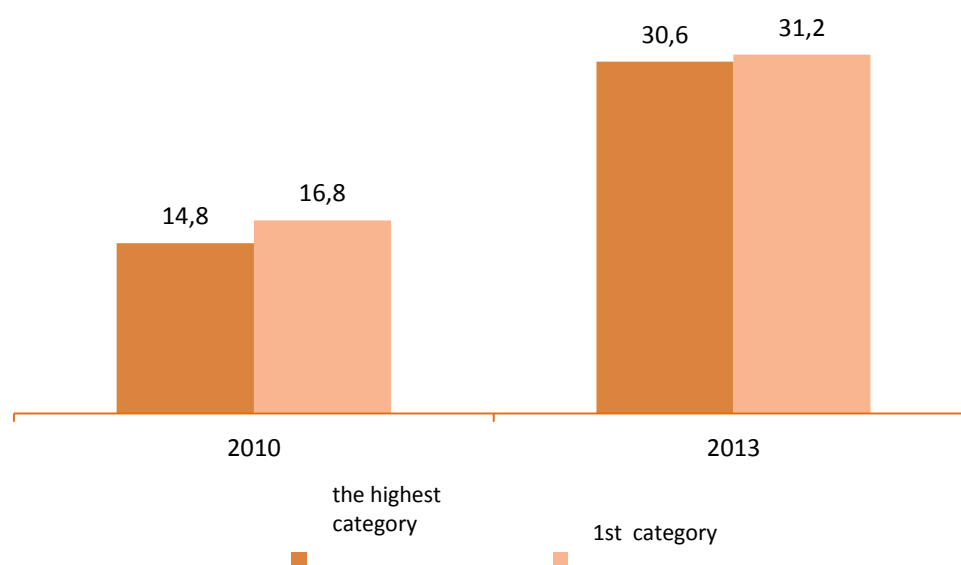
Source: data of MES RK

Compliance of teaching staff competence with qualification requirements shall be checked at least once in five years through attestation procedure of teaching staff. Procedure for assessment of teaching staff of preschool training and education organizations, primary, basic, secondary, general secondary, special, additional, technical and vocational, post-secondary, higher and postgraduate

education, regardless of ownership and departmental affiliation, is determined by the rules of assessment of teaching staff. Share of highly skilled teaching staff with the highest and the first category of the total number of teachers is the target indicator, defined in the State Program of Education Development until 2020.

In 2013, proportion of teachers who have the highest category has increased by 2%, with the first category - 0.6%, and amounted respectively 16.8% and 31.2% of people (Figure 2.6.2).

**Figure 2.6.2. Qualitative composition of pedagogical staff, %**



*Source: data of MES RK*

System of professional development improves the quality of the education/bringing-up process. Methodological and coordinating



support for advanced training of teachers under conditions of Kazakhstan's education modernization is provided by the “Republican Institute for Development of Leading and Research-Pedagogical Staff

of Education System of the Republic of Kazakhstan “Orleu”. Additionally in 2011, there was established completely new infrastructure of passing course training by existing teachers on

innovative programs - Center of pedagogical skills within “Nazarbayev Intellectual Schools”.

Directions of teacher training course are updated in accordance with priority tasks for improving the quality of Kazakhstani education. Such procedures are the basis of conducting three-month courses in seven modules that combine full-time (face-to-face) and on-line training. Taking into account international experience and needs of modern school the content and methodology of level courses have been developed (Figure 2.6.3).

**Figure 2.6.3. Modules of level courses**



Source: data of MES RK

Passing advanced training (portfolio of achievements), certificates and practical application of acquired skills in the educational process promote the formation of professional competence of teachers.

Considerable attention has been paid to development of school infrastructure in the country. Since 2005, all educational institutions of the Republic have been equipped with multimedia language and subject rooms, which allow the use of innovative technologies at school. In 2011, one of the leading projects of improving the quality of education “E-learning” was launched. Connection to the system of 50% educational institutions is planned

in the first phase (2011–2015), 90% of educational institutions - in the second stage (2016-2020).

An important aspect in successful children and youth teaching is the quality level of national textbooks. Republican scientific-practical center “Uchebnik” carries out state expert appraisal of textbooks, teaching materials and study guides. This Center entered into International Association for textbook writing (Liverpool) in 2013. Textbooks, received positive conclusions of the state examination and approbation, shall be considered by the Republican Commission, which consists of members of the Parliament of the Republic of Kazakhstan, representatives of government, public and non-governmental organizations, educational and scientific community.

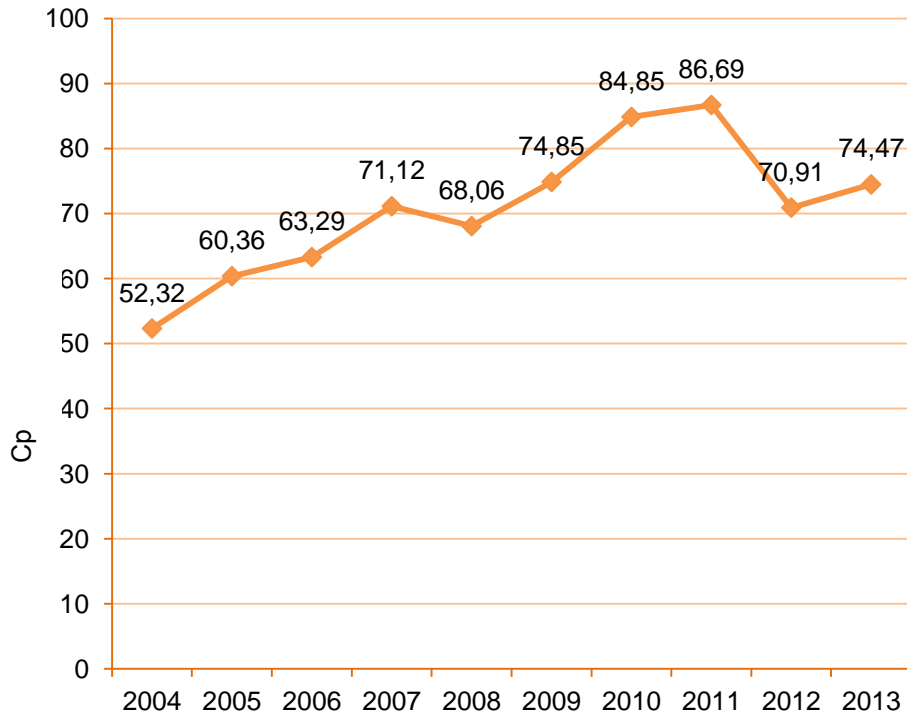
The educational content in Kazakhstan is regulated by state compulsory education standards that regulate not only subject knowledge and skills, but also qualities that define personality development and socialization of the individual student. Meeting the requirements of the standards indicates that students have received necessary knowledge, abilities, and skills, formed their value orientations.

In Kazakhstan, one of indicators of the quality of educational services provided by educational organizations is the results of independent external evaluation of educational achievements of students. There is quite successfully functioning The National System of Education Quality Assessment in the country.

Since 2004, independent procedure of Unified National Test has been introduced. This procedure combines two functions - the final exam after the completion of secondary education and entrance examinations to higher educational institutions of the country. Results of educational achievements of school graduates (CNT) in the dynamics of years show both growth and decline of the average score. Stable growth of the average score rate falls on 2004 – 2007.

Growth of success of students' educational achievements is recorded in 2013 (Figure 2.6.4).

**Figure 2.6.4. CNT average grade, 2004 – 2013**



Source: NTC of MES RK

Since 2012, external evaluation of educational achievements of basic school graduates (ETAA) has been conducted at the national level. Slight difference in successful execution of national examinations tests on a territorial basis is the result of external migration in rural areas (migrant children face difficulties due to language barriers in learning study program). In recent years, levelling of students' achievements in the territorial context (urban / rural) has been pointed out.

The National Action Plan on Development of Functional Literacy of School Students, developed by the Ministry of Education and Science of the Republic of Kazakhstan on behalf of the Head of the State Nursultan Nazarbayev, is one of conceptual documents, aimed at ensuring the effectiveness of the educational process.



Kazakhstan, taking a responsible decision about participation in the international exam PISA, claimed about the implementation of state educational policy in accordance with best international practice. First experience of participating in the project PISA-2009 allowed the education system of the country to get specific recommendations for developing strategies to improve the quality of education. Results of the second stage of PISA-2012 showed positive dynamics of Kazakh students' results in comparison with PISA-2009 in the direction of mathematical and scientific functional competence of schoolchildren. Growth of performance indicator in mathematical literacy was 27 points (2009-405, 2012-432 points) and 25 points in the natural sciences (2009 – 400, 2012 - 425 points). It is a high increase of the country's average score of 1000-point international scale and quite good dynamics of advance. Participants in the study of readers' literacy showed disappointing results.

At the same time Kazakhstan have made unprecedented decision to participate in independent international study of evaluation Students educational achievements of 4-8<sup>th</sup> classes (TIMSS).

In TIMSS-2011 the Kazakh fourth graders took 27 position in math and 32 in science among 50 countries. Kazakh 8th graders took 17 position in math and 20 in science among 42 countries.

The World Bank study “Quality and equity of education in Kazakhstan: data analysis of PISA-2009” conducted in Kazakhstan under the Joint Economic Research Program has showed that “the country could have significantly higher results of the quality of education, taking into account the level of economic development”.

In 2007, a system of evaluation of professional preparedness and assignment of professional qualifications with the participation of the employers was introduced to ensure compliance of qualifications of TVE graduates with requirements of the labor market in the Republic. Persons, who successfully passed the qualifying

professional exam, are assigned with appropriate level of qualification in a particular occupation. The qualification certificate of a standard form is issued for such person. The Republican Scientific-Methodological Center (RSMC) for Development of Technical and Vocational Training and Qualification Assessment of the Ministry of Education and Science of the Republic of Kazakhstan continues to conduct independent assessment procedure of professional preparedness of graduates.

In the Republic of Kazakhstan assurance of education quality is identified with the process of accreditation of higher education institutions. At the same time, organizations of higher education undergo the procedure of accreditation in agencies that are included in National Register of accreditation bodies. This register consists of national authorities, as well as international accreditation agencies (Accreditation Agency for Study Programs in Engineering, computer science, natural sciences and mathematics (ASIIN e.v., Germany), Accreditation, Certification and Quality Assurance Institute (ACQUIN, Germany), Austrian Agency for Quality Assurance (AQA, Austria), Accreditation Board for Engineering and Technology (ABET, USA). Joining to the National Register such reputable European accreditation agencies contributes to the process of formation of the Accreditation Institute of Kazakhstan.

Kazakh universities show a high interest in the external evaluation of their activities. Indicator of the quality of higher education and recognition of Kazakhstan's higher education institutions in the world space is in participation of the leading universities of the country in the ranking conducted by British consulting company QS (Quacquarelli Symonds). In 2013, QS rating includes six Kazakhstan's universities as organizations showing certain progress in the development and establishment of world-class universities.



Thus, education quality assurance system is functioning at all levels of the education sector of the country and fixes not only achieved goals, but also it is a guideline of taking concrete steps to improve the quality indicators of educational services.





**REVIEW OF OBJECTIVE  
STRATEGIES OF  
EDUCATION FOR ALL**

**3**

## CHAPTER 3. REVIEW OF OBJECTIVE STRATEGIES OF EDUCATION FOR ALL

### 3.1 EFA strategy evaluation

Inalienable right of all Kazakhstani to education is declared by the Constitution of the Republic of Kazakhstan.

- 1. The State guarantees to its citizens free-of-charge secondary education in state education institutions. Secondary education is compulsory.*
- 2. A citizen has the right to obtain, on competition basis, free-of-charge higher education in a state institution of higher learning.*
- 3. Obtaining of fee-based education in private education institutions is performed based on and in the manner prescribed by law.*
- 4. The State sets education standards compulsory for all. Operation of all education institutions must comply with these standards.*

*Constitution of the Republic of Kazakhstan  
Article 30*

The main principles of state educational policy focused on constitutional rights of Kazakhstan citizens, and also of foreigners and persons without citizenship who are permanently residing in the country, are regulated by the “Law on Education” of the Republic of Kazakhstan.

Legislative framework of legal confirmation of access of all children

and youth also includes the entire variety of regulatory documents, including Laws of the Republic of Kazakhstan “On Social and Medical and Educational Correctional Support of Children with Limited Abilities” (2002), “On Child Rights in the Republic of Kazakhstan” (2002), “On Children’s Villages of Family Type and Young People Houses” (2000), “On State Youth Policy”, “On Prevention of Juvenile Delinquency, Child Neglect and Homelessness”, “Strategy of Gender Equality in the Republic of Kazakhstan 2006-2016” (2005), etc.

In Kazakhstan legislative framework in the field of achieving EFA objectives is constantly improving. Only in 2013 regulations were made which provide new approaches to matters of defense of orphaned children rights and which are aimed at advancement of children and protection of their rights.

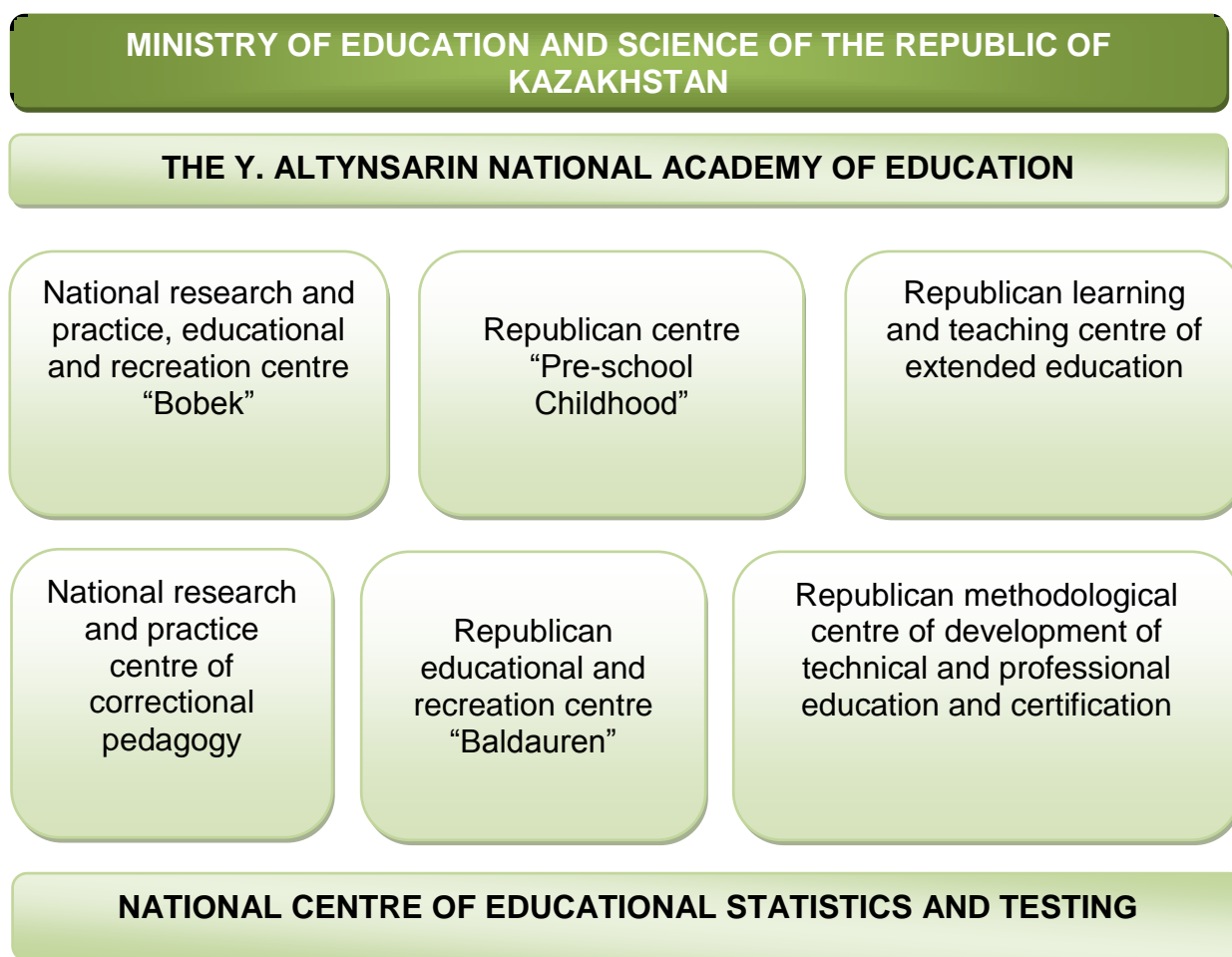
These are such conceptual documents as: “On State Education Savings System” (January 14<sup>th</sup>, 2013 No. 67-V), “On Amending Some Legislative Acts of the Republic of Kazakhstan Concerning Social Services (February 4<sup>th</sup>, 2013 No.75-V)”, “On State Services” (April 15<sup>th</sup>, 2013 No. 88-V), “On Amending Some Legislative Acts of the Republic of Kazakhstan Concerning Enforcement of Rights to Housing of Orphaned Children, Children Without Parental Support” (July 4<sup>th</sup>, 2013 No. 126-V), “On Adoption of Regulations of Housing Protection of Orphaned Children, Children Without Parental Support” (November 29<sup>th</sup>, 2013 No. 1271), “On Raising Responsibility of Administrators and Teachers of Education Organizations for Creation of Favorable Conditions of Training and Education, Prevention of Conflict Situations Between Teachers and Students, Among Students” (June 28<sup>th</sup>, 2013 No.24.7).

Annually Ministry of Education and Science of the Republic of Kazakhstan publishes the Report on Status of Children in the Republic of Kazakhstan (*Article 46 of the Law of RK “On the Rights of the Child in RK”*). It reflects issues of training, education and development of all children and teenagers, their health condition and nutrition, and also of social security of long families. Closer attention is paid to status of children in a hardship (orphaned children, neglected and homeless children, disabled children, migrant children, national minorities, etc.), and also to development of measures aimed at their protection and social support.

Quality of education at all levels is subject to State education standards compulsory for all, where content of educational training programmes, including special programmes for children with limited abilities, is defined.

State authority performing management in the areas of education, science, protection of children’s rights and youth policy is Ministry of Education and Science of the Republic of Kazakhstan. Methodological support and scientific support of issues of education quality is performed by lower organizations of MES RK (fig. 3.1.1).

**Figure 3.1.1. Lower Organizations of MES RK**



Over a period of mid-term assessment of EFA objective achievement, Kazakhstan has implemented two policy papers defining main directions, priorities, tasks and mechanisms of implementation of state educational policy. They are State programme “Education” (RK Presidential Edict of September 30<sup>th</sup>,

2000 No. 448), State programme of education development in the Republic of Kazakhstan for 2005-2010 (RK Presidential Edict of December 4<sup>th</sup>, 2001 No. 735).

In 2010 new State programme of education development in the Republic of Kazakhstan for 2011-2020 was enacted (RK Presidential Edict of December 7<sup>th</sup>, 2010 No. 1118). This policy paper provides modernization of education area in ten directions (financing, educator status, education management, e-learning, early childhood education and training, secondary education, TVE, higher and postgraduate education, lifelong education, educational work and youth policy).

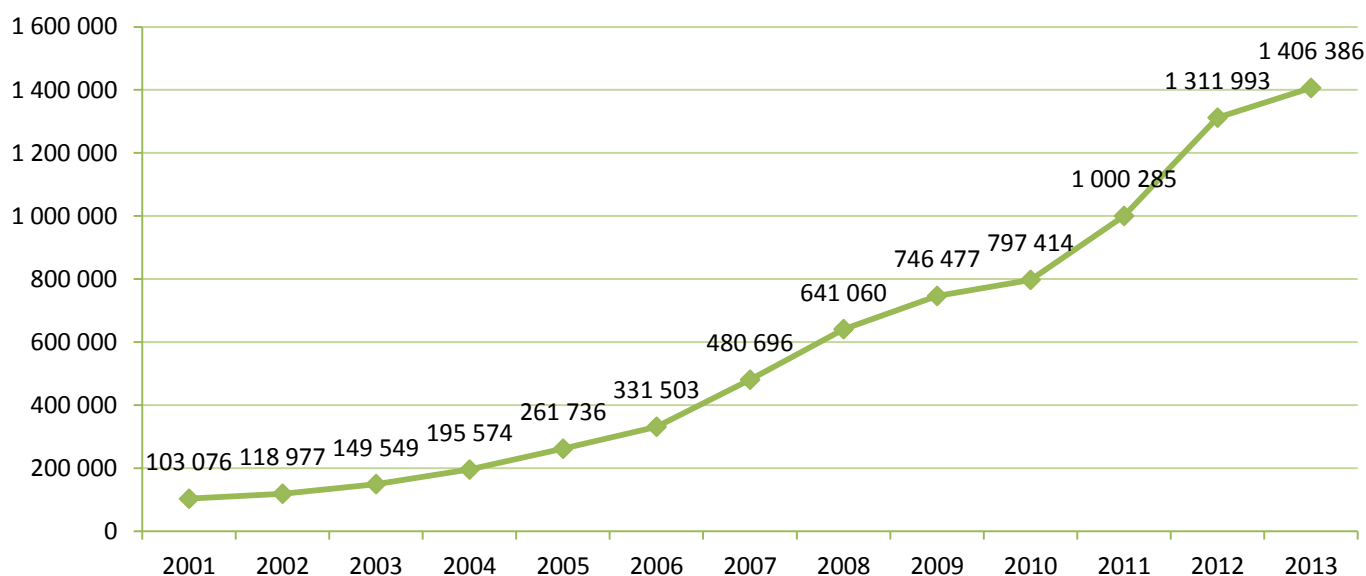
Education finance system of Kazakhstan based on principles of transparency, efficiency and effectiveness, includes republican and local budget, which is connected with the system of jurisdiction separation of government authorities. Traditionally, all levels of education except higher and postgraduate ones are financed by local budget.

Sources of financing are budget financing of state organization allowance and state educational order. Financing of educational system is focused on effective allocation of expenses across all its levels depending on amount of educational programmes, material and technical equipment, training and teaching load, and other factors.

Allocation of state budget across economic sectors shows the trend of stable annual growth in nominal terms (fig. 3.1.2).



Figure 3.1.2. Behaviour of state budget for education



Source: Information from MES RK

Since 2005, Ministry of Education and Science of the Republic of Kazakhstan has been annually publishing National Report on Condition and Development of Educational System of the Republic of Kazakhstan. Not only state institutions, but also the public obtains information about utilization efficiency of financial resources in terms of efficiency of the state educational policy. Conclusions and recommendations of the analytical document are the basis of making managerial decisions to achieve strategic objectives of the education area.

For overall outlook of the principle of education and acquisition of life skills of children and teenagers, youth and grown-ups, it is important to implement the conceptual idea of permanence and continuity of formal and informal education.

Strategies of providing opportunities of learning and personal potential realization of all Kazakhstani at any age, at any step of the life journey, require coordinated actions of the whole civil society of the country.

### 3.2 Advantages/ constraining factors

Achieving progress under Millennium Declaration requires speeding up of implementation and rise of effectiveness of all planned measures with active participation of pedagogic and civil society of the country.

In spite of taken measures for competitive growth of human capital assets, there are several constraining factors in the educational system, which require proactive actions.

In Kazakhstan there is quite high level of access to early childhood education due to significant expansion of preschool organization network. In these circumstances, figures of queue for obtaining a childcare require speeding up of growth of childcare institution number in the country. Positive trend of birth rate actualizes further development of construction of childcare educational institutions (2000 – 133,468 and 2013 – 680,706 children from 1 to 6 years).

Achievement of the objective of full coverage of universal primary education in the country is controlled by the Committee on Protection of the Rights of Children of the MES RK which, together with MIA RK maintains the Database of children not attending school for more than 10 days without reasonable excuse. At the same time, despite the decrease in the number of children not obtaining education, this issue in the country remains open in terms of acquisition of reliable statistical information from local executive bodies. "... school principals sometimes do not want to present to the public eye "problems" of non-attendance in their school..." (UNCF United Nations Children's Fund in Kazakhstan, "Detection and Monitoring of Children Not Attending School and of Students Dropped Out of Education", 2013) (table 3.2.1).

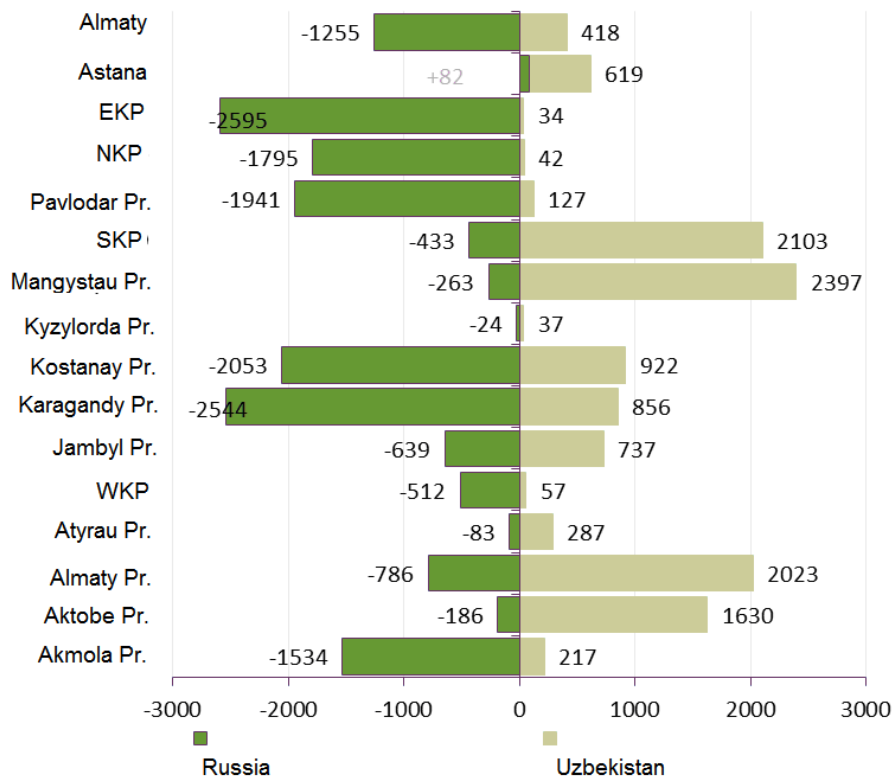
**Table 3.2.1. Minors not attending school without reasonable excuse for more than 10 days, people (2011 -2013)**

	2011	2012	2013
Reported minors not attending school for more than 10 days without reasonable excuse from the beginning of the school year	1756	894	540
Including minors who returned to school from the beginning of the school year	1542	706	367
Including minors who did not attend school in the last month under report	214	188	173

*Source. Committee on Protection of the Rights of Children of the MES RK*

In some cases there are administrative obstacles which are the reasons of “dropping out of education” of migrant children and also refugees (absence of personal documents and statements of residence). To provide full coverage of universal primary education, systematic work with consideration of migration processes in the republic is required.

Immigration background, including that of educating children from migrant families, is urgent in the country’s educational process. Main inflow of population, for example from Uzbekistan to Kazakhstan is registered in the boundary southern regions (South Kazakhstan and Almaty Provinces). Besides, repatriated Kazakhs migrate to the most economically attractive regions – Mangystau and Aktope Provinces. These factors are the direct consequence of low quality of educational achievements of schoolchildren in such regions of the country. According to the results of nationwide examinations, in regions with high level of migration low quality indexes of education are recorded. (fig. 3.2.1).

**Figure 3.2.1. Net migration, region, people**


Source: SARK information

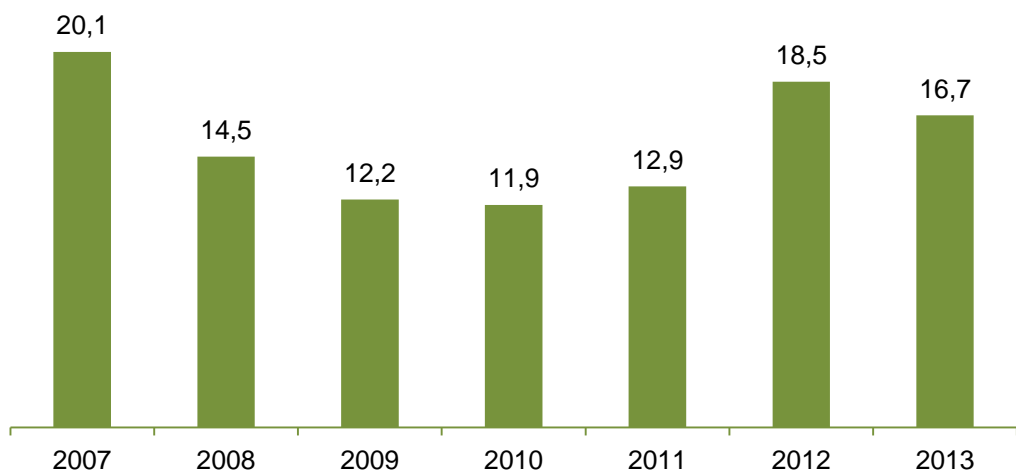
The network of general education institutions working in the republic provides the accessibility of education to different categories of children and teenagers. Educational environment of the country is formed with consideration of demands of the citizens. Implementation of “100 schools, 100 hospitals” programme has ended successfully. In 2012 the new programme of school construction in relation to the upcoming transition to the 12-year education started. Nevertheless, the issue of demand for educational institutions persists in connection with internal migration of citizens. High demand for construction of new educational institutions also exists in such cities as Almaty and Astana.

Transformation of vocational and career schools into colleges is an important event in improving the status of a trade in Kazakhstan. In these circumstances, active mobility of the labour

force in the country requires flexibility and advance update of professional standards in accordance with labour market needs. According to the results of survey of 500 enterprises of Kazakhstan conducted by the World Bank in 2008, “lack of highly qualified personnel impedes business development. With the extension of Kazakhstani economy, enterprises will need to hire employees who have strong core skills including knowledge of languages, mathematics, sciences, and also other skills of “high order thinking of the 21<sup>st</sup> century”” (World Bank “Review of Higher Education in Kazakhstan”, 2008).

Issue of movement of training load in the system of higher education in the country remains urgent. In recent years growth of student drop out rate in case of studying in institutions of higher learning at the domestic level has been registered (fig. 3.2.2).

**Figure 3.2.2. Losses in the higher education system, %**



Source: SARK information

Hence, indicators of children and youth not involved in education, and also their dropping out for some reason or another in future require carrying out narrower monitoring based on reliable statistical information.

### 3.3 The experience and the best practice

Smooth movement of educational policy of Kazakhstan has enabled considerable achievements with regard to accumulated experience of national identity and best international practices. More than 4 million of Kazakhstan citizens are acquiring education, gaining skills and obtaining knowledge required for a successful life in terms of formal and informal education.



The country's experience is unique in the frame of maximum coverage of all young children by early childhood education and training. In Kazakhstan the programme on providing children with early childhood education and training "Balapan" for 2010-2020 is being implemented successfully enough (RK Government Decree on December 20<sup>th</sup>, 2013 No. 1377).

Language policy in childcare educational institutions is conducted in accordance with the Constitution of the Republic of Kazakhstan and the Law of the Republic of Kazakhstan "On Languages in the Republic of Kazakhstan. In several regions of the country depending on the demand of the citizens, training and education of young children is carried out in native language (in day care centres there are groups with Uighur, Uzbek, German and other languages).

Increase of quality and accessibility of education for all school-aged children is implemented also as part of new per capita financing of general secondary education institutions. Evaluation of normative per capita financing started in the country in 2013 in 50 pilot secondary education institutions with the participation of UNCF international experts.

15 Nazarbaev intellectual schools of the Republic of Kazakhstan have become flagships of school education modernization.

The Law of RK “On “Nazarbaev University” and “Nazarbaev Intellectual Schools” Status” which provides implementation of educative models in accordance with international standards was adopted on January 19<sup>th</sup>, 2011.



2012 was marked with fundamental change of faculty members career development

system – National career development centre “Orleu” was founded. Work focused on improvement of pedagogue status is performed in the country, including new model of payment for labour following the results of career development according to Cambridge system.



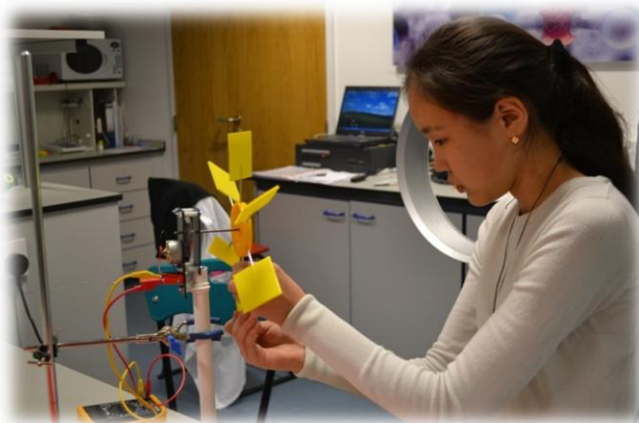
Work in terms of the ambitious “E-learning” project the purpose of which is providing of all members of school community with equal access to the best innovative technologies, is also speeded up. It is planned to cover 90% of schools of the country with this project by 2020. This is not only corresponding technological infrastructure, but also content-related filling of the learning process by means of new digital educational resources.



In the partnership with business community and leading world educational institutions of Singapore, Germany and the Netherlands, “Holding Kasipkor” non-profit joint stock company (Holding) was incorporated in 2011. One of the main tasks set for the Holding is

creating a network of world-class colleges and interregional professional centres for training and retraining of highest class professionals possessing excellent knowledge and high skills of practical work.

Introduction of the best international practices is also carried out through career development of engineer pedagogic professionals of TVE in foreign countries. MES RK does a big job in cooperating with such leading international organizations as German Society of International Cooperation (development of occupational standards), Training and Education Centre (personnel training and retraining in oil and gas industry (RKK, Norway)), InVent in career development of teachers and masters of vocational training (Germany), the British Council on quality assurance of training and employment of graduates, World Bank (“TVE Modernization“ project), etc.



In terms of medium term help strategy for 2010-2013, European Training Foundation programme implements such projects

as “Turinese Process”, “Overview of Cooperation Between Education and Business Areas”, “Development of Vocational Schools for the Purpose of Lifelong Education”.





Nazarbaev University operating under principles of autonomy and academic freedom makes a contribution to the development of education and scientific research of the republic. University model is exclusive and unique; it is built on integration of adjusted models of ten strategic partners of the IHL. All academic and research programmes of the IHL are implemented in official partnership with universities included in the best world IHL rankings, and international scientific organizations.

Therefore, Kazakhstan implements achievement of medium-term EFA objectives with consideration of the best international experience without sacrificing continuity of traditional national practices. This, in turn will ensure integration into international educational environment and competitive ability of all Kazakhstani.





**COUNTRY  
NEW DEVELOPMENT  
PRIORITIES IN EDUCATION**

**4**

## CHAPTER 4. NEW PRIORITIES OF THE COUNTRY'S DEVELOPMENT IN THE FIELD OF EDUCATION

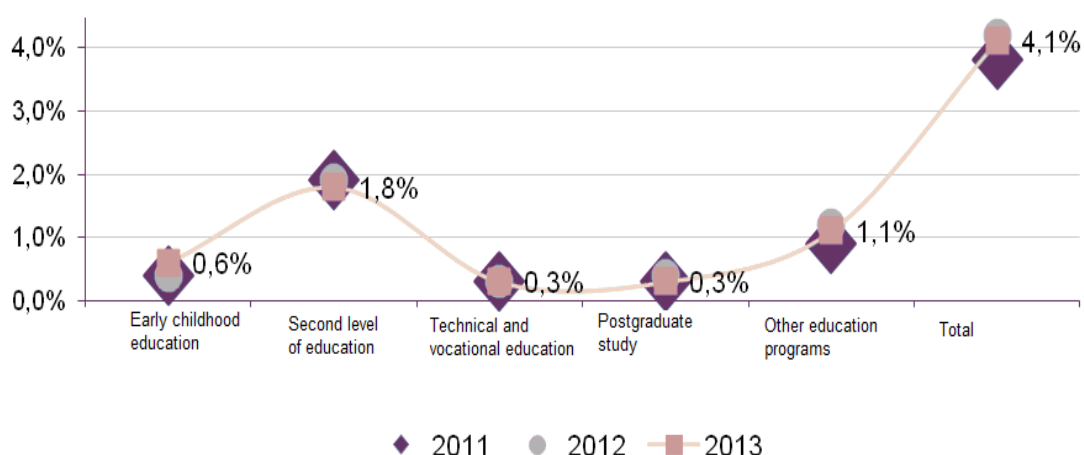
### 4.1 Existing regional development problems

Efficiency of implementation of State educational policy depends directly on many factors including level of country economic development, population processes and dispersal movements.

Gross domestic product (GDP) is a rate of economic functions; it characterizes the level of prosperity of the country and so living standard of population. GDP structure includes three following components: production of commodities, tertiary industries and taxes on products and import charges. Education belongs to the tertiary industries.

State budget allocation by economic sectors shows the tendency of stable annual growth in nominal terms. Expenditures for education as a percentage of GDP range slightly to 4% that is lower than international indices (6-8% of GDP). GDP rate on education levels in three year movements remains almost the same (Fig. 4.1.1).

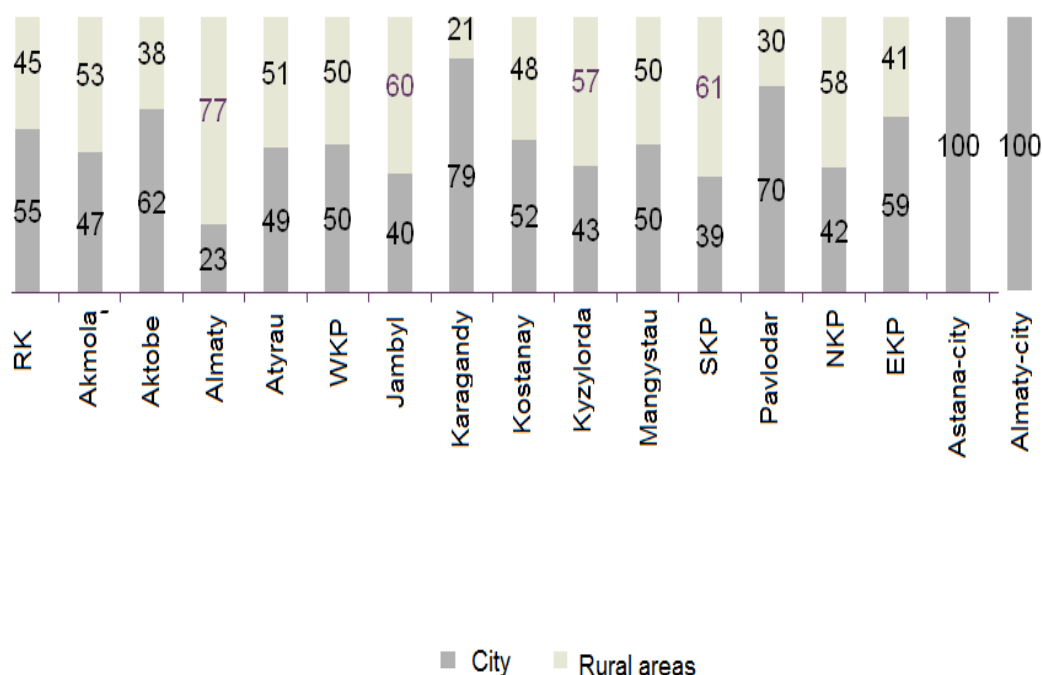
**Figure 4.1.1. State budget movements on education levels, % GDP**



Source: MES RK statistics

Efficiency of country social and economic changes depends on many context variables including education level of population. The population of Kazakhstan is 17 165 239 people, among them 45% of Kazakhstanis live in rural localities. High density of rural population falls on South provinces, including children of age limit from 3 to 17 years (Fig. 4.1.2).

**Figure 4.1.2 RK population size structure, %**



Source: SARK statistics

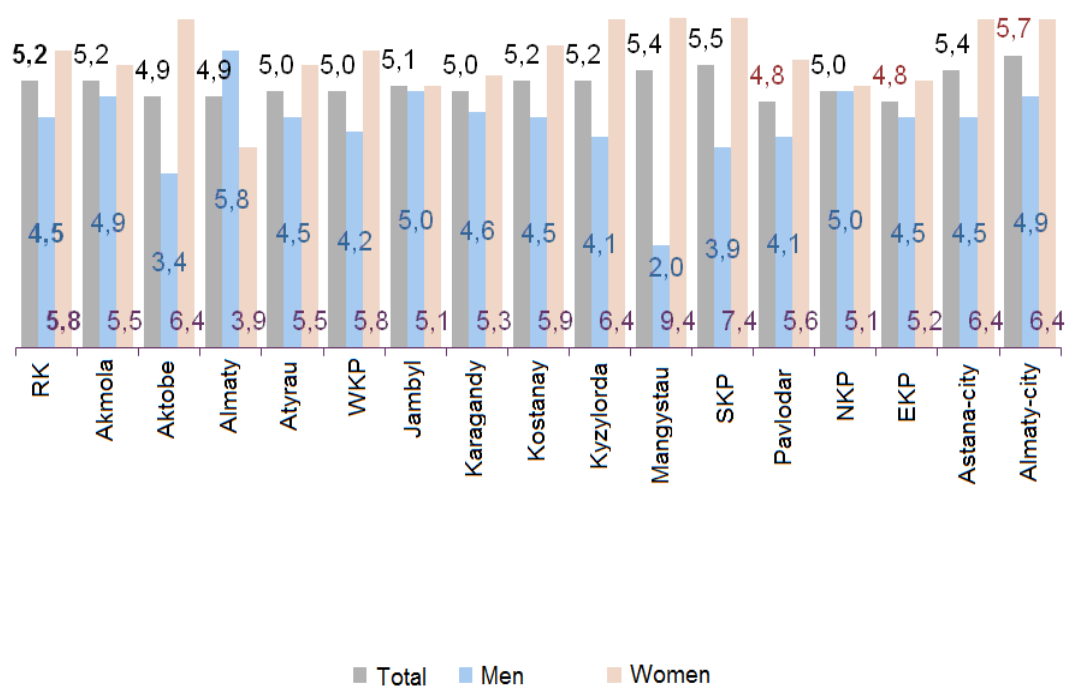
In this regard there are regional disequilibria of indices of younger children coverage by early childhood education. Besides, in Kazakhstan there are differences in quality of secondary education in the territorial context. One of the possible reasons of low results of secondary school students in south provinces of Kazakhstan in international researches of pupils educative achievements are migratory movements from Uzbekistan, China, Kirghizia and Turkmenistan.

There are 3164 pupils from south provinces of the country of 5808 PISA-2012 participants including such nationality as the Karakalpaks, the Turks, the Uzbeks, the Tajiks, the Dungans and others.

The low results of children-migrants are conditioned by the fact that a pupil does not have enough knowledge of language of tuition. In this regard the system targeted support of such children and youth category by pedagogical community of the country is very important.

According to SARK statistics in 2013 466 389 people of economically active population of 9 042 365 people are unemployed. The unemployment rate is 5,2% (Fig. 4.1.3).

**Figure 4.1.3. The unemployment rate, %**



Source: SARK statistics

The results of Kazakhstani pupils aged fifteen in the OECD project PISA-2012 showed that there is a considerable connection between the pupils' success in schooling and employment of their parents (Table 4.1.1).

Table 4.1.1. Parents' employment index

Countries	PISA-2012 participants, %		Mathematics, credits			
	Unemployed		Mothers		Fathers	
	Mothers	Fathers	Unemployed	Employed	Unemployed	Employed
Changhai-China	25	13	588	622	586	617
Estonia	18	9	509	525	508	523
Russian Federation	24	14	470	488	468	487
<b>Kazakhstan</b>	<b>38</b>	<b>23</b>	<b>424</b>	<b>437</b>	<b>416</b>	<b>437</b>
Международный средний показатель	28	11	479	503	475	500

Source: OECD international report "PISA-2012 results"

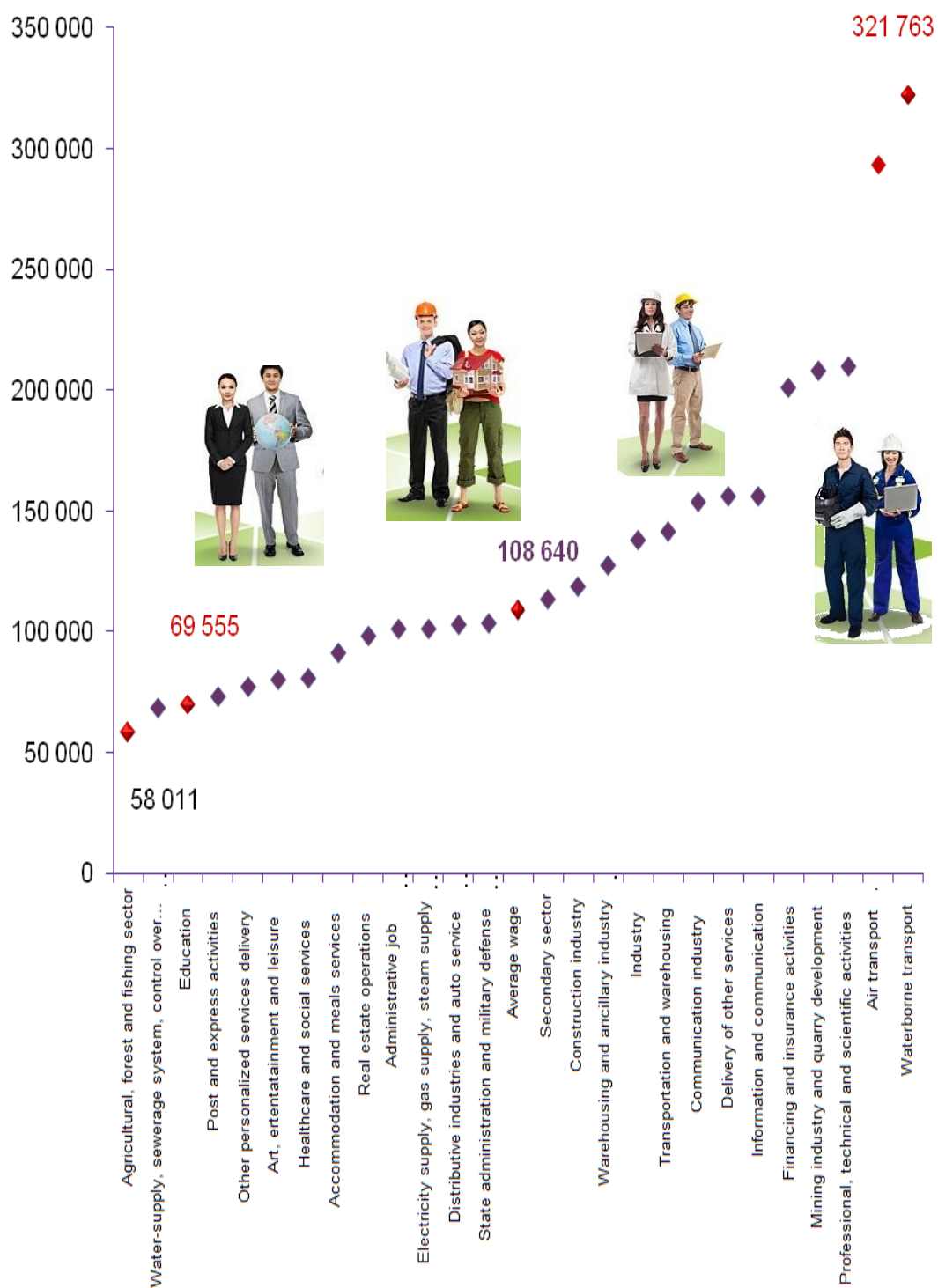
Education system quality depends directly also on pedagogical potent of state, the quality level of both is linked to the conducted policy of motivation and of status value of profession of teacher.

Despite teachers' wage increase since the year of 2000, in the country this profession remains still lowly-paid. According to SARK statistics in the year of 2013 the worker's average monthly earnings was 108 640 Kazakhstan tenge.

*A Wage is a recompense for work depending on employees' qualification, difficulty, quantity, quality and conditions of job, and also payments of compensatory character and incentive payments.*

The average monthly earnings of specialists of Mining industry and quarry development is thrice higher than the pedagogue's wage, the specialists of waterborne transport sector earn monthly 4,6 times more than pedagogues (Fig. 4.1.4).

Figure 4.1.4. Average monthly nominal wage of one worker in RK, tenge, 2013



Source: SARK statistics

In this context the wage level in education is lower than the average wage republic-wise in 1,6 time. Therefore, it is impossible to staff education institutions with able educators without future development of teaching staff's salaries.

In the Republic there is a package of measures as part of education availability for children and for young people with special educational needs. However such program is limited. In world expert community inclusive education has wider meaning. It is not just the education for all children with disabilities because of health issues. Vulnerable social groups (young people of risk group, migrants and others) also call for special attention. "It is necessary to establish standards and to keep strictly to them. It is also essential that the new classification to be determined, more precisely, educational types and levels. Such terms are to be used in both specialized and regular schools. It will serve to the progression of inclusive education" (OECD, "National educational politics review, Kazakhstan, Kyrgyz Republic and Tajikistan, 2009. Pupils with special needs and disabilities").

Therefore, not just external factors such as demographic, migrational, decreased status value of profession of a teacher, but also internal factors, for instance, prognosis on school enrolment increase and as a result, significant load over infrastructure of educational system, are so far depressant risks of non-achievement of efficiency benchmarks of state educational system.



## 4.2 Further development priorities

Kazakhstan is considering the tasks execution on millennium development objective fulfillment in new context. Not only quantitative indices of educational politics success but also qualitative indicators of formal and informal education are the cues.

According to the approach paper determining the progression, Government program of advancement of education in Kazakhstan Republic up to 2020, following growing points are specified as important: financing indices increase of education system, status value of teacher profession increase, complete coverage of all children by pre-primary and by universal secondary level education, highly qualified personnel training with technical and college education meeting needs of industrial innovation-driven development of the country.

In 2014 for key directions implementation a three year education top-priority goals Plan was adopted. For three year Plan benchmarks achievement three year memorandums with local executive bodies are made and new structure of MES RK is approved.

Progress achievement ways of Kazakh education will be realized through formation of high readiness to study at school in children, providing them with early positive socialization and realization of extended studies principle.

High quality level of Kazakhstani education in the future will be pursued through technological and social education infrastructure modernization and through implementation of educators further training system with vouchers.

Implementation of new normative mechanism per capita in school education system will allow realizing the efficiency of budget

financing principle to the full through corporate management system with the involvement of civil community.

The head of state Nazarbaev N.A. in his Message to people of Kazakhstan “Let’s build the future together” specified the necessity of transition to 12 year education before 2020. Considering the experience accumulated by academic community of the country the CSES projects for 12 year education and academic programs are developing.

To assure the education continuation they make the changes in the content of pre-school education, re-evaluate CSES and TVE and colleges programs. At the same time there is the work on teachers training and retraining to hold classes in the conditions of 12-year education.

In global informative world existing knowledge become old fast, new information succeeds.

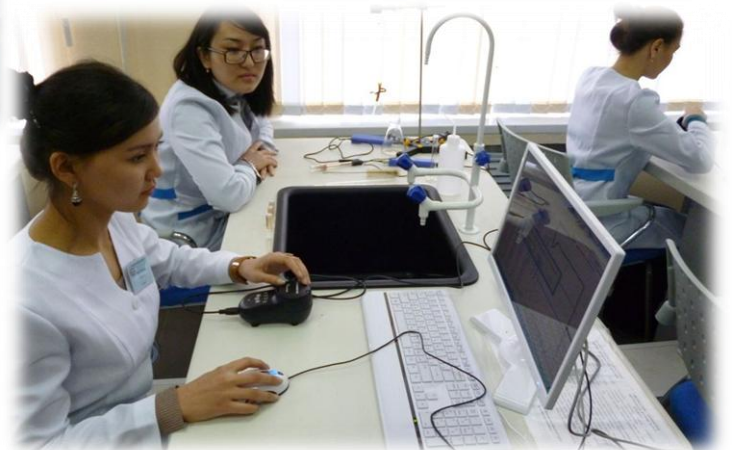
Implementation of the system of economical and social labor motivation of educators and of professors’ flexible wage system will become the main incentive for education institutions to provide education services of high quality.

To resolve the problem of labor forces misdistribution in territorial context of the country they take system measures to provide with staff for the Kazakhstan provinces where labor is in low supply. Department of labor and of social protection in association with MES RK set a base of professions after directions in demand for economics and manufacturing development. New flexible system of continuous vocational education corresponding to the needs of labor-market will promote the professional advancement, career progress and personal growth of public at large.

To fulfill new tasks MES RK manages the legislative base for education system modernization, including introduction of

amendment to the Education Act along with a number of related constituent acts.

Summing up what has been said, the new legislative and financial base of state education politics will allow moving to the new development level at the national and global levels.





**CONCLUSIONS AND  
RECOMMENDATIONS OF ACTIONS  
FOR PURPOSES OF EDUCATION  
DEVELOPMENT IN THE COUNTRY**

**5**

## CHAPTER 5. CONCLUSIONS AND RECOMMENDED ACTIONS TO DEVELOP THE COUNTRY'S EDUCATION



Nationwide concept of the country social development until 2030, which defined a new stage of social modernization of Kazakhstan, including such key objectives as the implementation of life quality standard, the formation of an effective model of social and labour relations and the modernization of education are aimed to form the society that provides opportunities for maximum self-fulfillment of each Kazakhstan's citizen at any life-time stage.

Qualitative analysis of monitoring the achievements' progress towards according to the six EFA's goals represents the positive trends in the development of education sphere in Kazakhstan. Due to



the mainstream international ratings of socio-economic development, Kazakhstan confidently asserts itself among a big amount of countries thanks to one of the fastest growing economies in the world.

In accordance with the results of the Global Competitiveness Index (GCI) in 2013, Kazakhstan ranks 50<sup>th</sup> place among 148 countries. Also, the annual improvement of country position in keeping with the indicators represented in the sphere of education takes place.

Kazakhstan according to the classification of rating's categories of the Human Development Index (HDI), annually published by the United Nations Development Programme (UNDP), is falling under the group of countries with high level of HDI.

Three basic criteria of humans' development, such as, health care service, education and revenue are component elements of HDI. Founding on ratings' indicators among 186 countries, Kazakhstan



shows high literacy rates of population aged 15 and older (99,7%), gross coverage of the population by the elementary-level education (111,0%), secondary-level education (100%) and higher education (40,8%). In addition, share of population having got the education not lower than secondary-level education (aged 25 and older) combines to 99,3%.

Moreover, taking into account the rating, annually organized by the Swiss research group of The International Institute for Management Development (IMD), the country carries stable positions judging by such criteria as: «General government expenditure on education per head of population», «Student / teacher ratios (secondary school)», «Education quality rating» and «Knowing of the English language».



Prosperity Index is the only global measurement of national success on the basis of profit and prosperity. Rating is based on 89 indicators combined into 8 sub-indices. In 2012, Kazakhstan in terms of results, represented by the British analytical center «Legatum Institute», was ranked 46th position among 142 countries considering eight parameters that reflect different aspects of public life as well as «Education».

At the national level, the positioning results of Kazakhstan in the international ratings should be the guide factor for making decisions on still competitive checks of education in Kazakhstan.

Government of the Republic of Kazakhstan with the aim to ensure first equal opportunities for all pre-school children is recommended to step up the work including the forecast of both: demographic, internal and external migration movements. Extremely important thing is to speed up the elimination of disparities in the access to the highly qualified pre-school education of children living not only in the countryside but also in places where high density of population is natural.

Shortage of places in nursery schools for many children limits their ability to be ready for school education. Such inequality reduces the chances of achieving success in the acquisition of education program. "65% of the participants from Kazakhstan taking part in the international studies highlighted the lack of pre-school education before entering the first form" (National report "The main results of the international study PISA-2012", NCEST).

At the same time, in order to achieve access to highly qualified pre-school education is important to note the implementation possibility of national level studies monitoring the quality of made training for children, who finished a nursery school, in order to future studying at school.

Moreover, the questions related to early education and educational system still remain relevant for Kazakhstan. It is recommended to International organization UNESCO to encourage the development of special programs with the educational component for children aged 0 to 2 years (ISIC-0).

Taking into account the international experience, it is necessary to change the content of pre-school education in the aspect of early education for children with the usage of innovative technologies.

High performance in the upbringing and development of children depends directly on the ratio compliance of the number of children per teacher. This allows a nursery school teacher to pay attention to each child, develop his or hers individual merits, keep a close watch on the development of intellectual and creative abilities.

In Kazakhstan, such index is lower than international values can provide (Republic of Kazakhstan - 15-20 children per 1 teacher, Finland - from 4 to 7 children, Germany - to 6, Japan - from 3 to 5 children). What is more, here also takes place a shortage of highly qualified teachers, professionals (psychologists, physical education instructors, music studying staff). That is why, it is very significant to increase the training of such specialists to meet the needs of teachers of pre-school organizations.

School in Kazakhstan by priority determines not only the provision of access to secondary education. The main goal – formation of personality capable on the deep basis of the knowledge and skills to develop and to make the right and responsible decisions under the conditions of rapidly changing world.

The main part of the state budget allocated for education, is used due to the general secondary education (large number of students and training period duration).

In Kazakhstan, the wages of teachers were often raised. Since 2000 the salaries among teachers and professors has increased on the average in more than 4 times. Since September 1, 2011 the amount of fringe benefit for teachers with qualifying category working in general education schools, boarding schools, educational institutions for orphans and in day centers for non-adult was increased. The level of wages among pedagogical staff in Kazakhstan is still low in comparison with the salary of teachers, who represent successful educational systems in the world.



Positive demographic trends in the country prove that the index of children acceptance is growing right to ISIC level 1, 2 and 3. In this turn the increase of places for students as well as regional specific features and forecast data of natural population growth are required.

Geographical features of the territory of Kazakhstan (the ninth largest country in the world) easily can be called the property of the country. In this way, the farness of populated locality and inequality of population density prevent the availability factor of highly qualified education from country students. In 2013, 9470 students from 32225 children living in localities where there are no schools still need the bus service.

Low results of students' educational achievements compel attention of the state standards and educational programs developers on the importance of saving the continuity of content, methods and means of education at all levels of education.

Results of examinations related to the international education quality TIMSS and PISA also show the need to move away from using the traditional model of teaching to learning, aimed at the development of functional literacy for children and young people.

In Kazakhstan can be noted the positive trend of clarity of educational sphere. In collaboration with international organizations such projects as "Identification and monitoring of the children not attending school the same as students who have dropped out of learning" (UNICEF), "Review of National Policies in the sphere of Education in Kazakhstan, Kyrgyz Republic and Tajikistan in 2009" (OECD), a series of round-tables with the inclusive education as the subject of discussion in Kazakhstan (Soros Foundation-Kazakhstan), etc are in evidence. The results of such reviews include specific recommendations for making decisions at all levels of education sphere management.





Most interesting thing for international experts in the lack of statistical information on children of migrants (internal, external, seasonal), children with special educational needs, on children studying at home, etc. Firstly developed by Ministry of Education and Science of the Republic of Kazakhstan in 2013 information collection system is important to improve, taking into account new indicators and indicators that allow to realize the deep monitoring of EFA goals achievement.

It is also recommended annually on the basis of truthful statistical data to develop a motion map for contingent of students at all levels of education. This work will help to look after indicators of withdrawal of children and young people, as well as youth employment on the state-level.

Modernization of the TVE system in Kazakhstan is focused on demands due to the labor market. At this level of education a great number of international projects that aim is to renew the content of education as well as training and retraining processes for teaching staff at colleges abroad are realized.

Furthermore, the mechanisms of statutory regulations of new initiatives, including the development of social partnership and dual forms of training are still not worked out. Financing of TVE system also remains insufficient (0.3% of GDP), which affects the material and technical equipment of educational institutions, which provided the training for the country's economy much-needed professionals in the negative way.

College graduates, who have successfully passed the qualifying exam will receive the certificate of giving the qualification standard pattern. However, the process of getting the qualification also requires more accurate quality control mechanisms at the national level. Since the existence of such certificate while entering the labor market is not compulsive, This fact indicates the lack of regulatory standards for employment.

Annual national report on the status and development of the educational system of the Republic of Kazakhstan - a unique example of public information to all concerned parties, including international organizations, provided by the country. It show fully enough not only the achievements of Kazakhstan's education, but also the factors that directly affect on the quality of education. In addition, the risks of failure of some indicators are accented in the context of making concrete recommendations within all aspects of relevant educational policy.

Thus, the country analysis while reaching the goals of EFA allows announce about the trend of performing by Kazakhstan certain assumed obligations. The reached progress is doubtless. Further development of the forward movement requires preservation and realization goal-oriented and systemic actions at all levels of education. The involvement of all public institutions and civil society in the development of education sphere will provide the welfare and prosperity of the nation and the country's competitiveness in the international global world.

## GLOSSARY

**Accreditation of educational organizations** – recognition procedure of educational services' compliance with accreditation established standards (regulations), performed by the accrediting body in order to provide objective information about the quality and to confirm the presence of effective mechanisms of its increase.

**Certification of teaching employee** – procedure, performed to determine the compliances between the qualification level of teaching employee and qualification requirements.

**Bachelor's program** – higher education, proved by a bachelor's degree with an academic bachelor's degree or a bachelor qualification.

**Gross domestic product (GDP)** – sum of value added, received by all producers of economic system, including distributive industries, transport, plus all taxes on products and minus any grants-in-aid, not included in the price of products.

**World bank** – international financial organization, established with the aim to organize the financial and technical assistance to developing countries.

**Higher education (HE)** – level of education, providing training of specialists in higher education programs.

**Higher education institutions (HEI)** – higher education institution (institute, academy, university), realizing educational programs of higher and post-graduated education and carrying out research activities.

**Gymnasium** – education institution, implementing general education curricula of primary, basic secondary, as well as humanitarian profile of the general secondary education in accordance with the inclinations and abilities of students.

**State certification of educational institutions** – procedure performed to monitor the compliance of educational services, provided by educational organizations with the requirements of state general mandatory standard.

**State educational order** - state-funded amount of services due to pre-school education and training, preparation, professional development and retraining of skilled workers and professionals to meet the needs of the economy, the reproduction of skilled labor force and intellectual potential of society, as well as training, learning and teaching support of the education system.

**Adult literacy** – reflects the part of the literate population, aged 15 years and older.

**Doctor of Philosophy (PhD), doctor on the profile** – academic degree awarded to the person, who have mastered professional educational program doctorate in relevant specialties and presented a thesis.

**Further education** – process of education and training, carried out in order to meet the comprehensive needs of students and pupils.

**Pre-school organizations** – educational organizations, realizing the training and education of pre-school children from one to six years.

**Common national testing (CNT)** – one of the forms, which presents the final certification of students in general secondary education, combined with the entrance exams to educational institutions that provide post-secondary or higher education.

**Inclusive education** – cooperative training and education of persons with disabilities, providing equal access within different categories of students to appropriate educational program of training, correctional and educational, and social development support by providing support to special conditions.

**Overseas students** – students from foreign countries, studying at the educational institutions of the Republic of Kazakhstan.

**Legatum Prosperity Index** — composite indicator, represented by British Analytical Center The Legatum Institute, which measures the achievements of the world in terms of their prosperity.

**Institute for Continuing Education** – educational organization, implementing relevant educational program of professional continuing education and retraining of people in the system of continuing education, which provides the support for innovative processes in education, ensuring the efficient of methodical work.

**Integrated educational programs** – educational programs, developed by combining the relevant substantive aspects of the educational programs.

**State final certification of students** – procedure, performed with aim to determine the degree of proficiency according to the volume of educational subjects, provided by the state educational standards appropriated to the level of education.

**Candidate of Sciences, Doctor of Philosophy** – academic degrees awarded on the basis of presenting a thesis by the candidates.

**Qualification** – reflected in the document on education type and level of professional training of graduate for performing the professional work or further education.

**College** – educational institution, realizing comprehensive educational programs of general secondary education and professional training programs for technical and vocational education, available in the post-secondary education.

**Acceptance contingent** – number and general characteristics of applicants accepted to the educational institution.

**Graduation contingent** – number and general characteristics of graduates from the educational institution.

**Contingent of students** – number and general characteristics of the students in the educational institution.

**Contingent of acceptance for Master degreed students** – number and general characteristics of Master's degree students, accepted in the educational institution.

**Competitiveness** – ability, based on withstanding the competition, fighting the competitors.

**Graduation rate** – ratio of the total number of graduates to the whole amount of student, studying at the educational institution.

**Coverage ratio of education** – number of students at a certain level of education, regardless of age, in the percentage to the population age of typical age group related to this level of education.

**Coverage ratio of overall primary education** – show the proportion of school-aged children, covered by primary and secondary school education.

**Credit education technology** – education based on choice and self-selection of study sequences for subjects with the use of credit as a unified volume unit, concerned to student and professor.

**Lyceum** – educational institution, performing comprehensive educational programs of basic secondary education and for science, physical and mathematical profile of general secondary education in accordance with the inclinations and abilities of students.

**Master** – academic degree awarded to persons who have mastered professional training programs of post-graduated education.

**Master's degree program** – professional educational program of post-graduated education with the aim to train scientific and pedagogical staff with the awarding of the academic degree "Master" in the relevant specialty.

**Undeified school** – secondary school with a small contingent of students, combined in the class with a specific form of training classes.

**Monthly calculation index (MCI)** – measure used in the Republic of Kazakhstan for the calculation of retirement pensions, benefits and other social payments, as well as penalties, during the calculation of taxes and other payments.

**Modular education** – educational system consisting of flexible finished blocks aimed at the formation of structural components of specific professional competencies.

**National system for estimating the quality of education** – whole amount of institutional structures, procedures, forms and methods of establishing compliance of the education quality with the state educational standards, the needs of the individual, society and the state.



**Nostrification for educational certificates** – procedure, performed with the reason to determine the equivalence of documents issued to persons who have finished education in other states, international or foreign educational institutions (their branches).

**Educational grant** – target amount of money, provided to the students with the conditions established by the legislation of the Republic of Kazakhstan, for following payment of professional education.

**Educational credit** – money, provided to the borrower by financial institutions to pay for education on terms of maturity, interest payment and repayment.

**Educational monitoring** – systematic observation, analysis, evaluation and forecast of the state and dynamics of changes in the results and conditions of the educational process, contingent of students, the network of educational organizations.

**General education school** – educational institution, realizing educational programs of primary, basic secondary and general secondary education, as well as educational programs of further education for students and pupils.

**Supporting school (Resource center)** – organization of general secondary education on the basis of which educational resources of surrounding small schools are consolidated for short-term training session and intermediate and final certification of students in order to ensure access to quality education for students, who represent small schools.

**Evaluation of professional training** – has the aim to determine the degree of compliance for graduate's qualifications (abilities) by the educational organizations, implementing the educational programs of technical and professional education, post-secondary education, to perform work under the appropriate type of professional activity.

**Teaching staff** – accepted for work as the members of educational institutes' staff, which provides direct training and education of students.

**Post-graduated education (PGE)** – highest level of continuing education system, aiming at the training of scientific and scientific-teaching highly qualified staff (master's degree program, post-graduate training program and doctoral program).

**Pre-primary education** – form of compulsory and free education for understanding school development program, carried out in pre-school groups of pre-school organizations or pre-school classes of secondary schools by 5 (6)-years-old children.

**Life expectancy** – number of years that a newborn can expect to live, if during his lifetime mortality rate will be the same as the level that took place at the time of his birth.

**Profile subject** – educational subject that defines the character of the areas represented in profile education in upper secondary education.

**Rating** – method of subjective evaluation of a concrete phenomenon, noticing a given scale.

**Typical age** – age group of the population, related to the given level of education, based on the theoretical entrance age and duration of training.

**Plan of study** – main document, which regulates the list and amount of educational disciplines (subjects) of the appropriate level of education, the way it should be studied and in which form be controlled.

**Educational program** - program that determines on the basis of each educational discipline (subject) the content and amount of knowledge, skills and competencies to be development.

**Form of education** – realization of training and education. Implemented as a full-time (day-time and evening-time), part-time and externship forms.

**E-learning (Electronic Learning)** — e-learning, a synonym for such terms, as e-learning, distance learning, learning with the help of computers, online learning, virtual learning, learning using information and electronic technologies.

**PISA (Programme for International Student Assessment)** – international study to assess mathematical literacy and literacy in the sphere of reading and science, according to 15-16 years old students.

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# APPENDIX



**Table 1. Organizations' network of pre-school education and training, units, 2013**

Number of pre-school organizations	Nursery schools	Mini-Centers	Sanatorium nursery school
<b>8 143</b>	<b>3 340</b>	<b>4 803</b>	<b>67</b>

Source: Information provided by MES RK

**Table 2. Children contingent, studying at organizations of pre-school education and training, people**

2011			2012			2013		
Total	Town	Village	Total	Town	Village	Total	Town	Village
<b>538 527</b>	<b>317 733</b>	<b>220 794</b>	<b>631 489</b>	<b>361 801</b>	<b>269 688</b>	<b>680 706</b>	<b>388 948</b>	<b>291 758</b>

Source: Information provided by MES RK

**Table 3. Coverage of pre-school education and training, 1-6 years, %**

2011	2012	2013
<b>43,5</b>	<b>47,2</b>	<b>48,8</b>

Source: Information provided by MES RK

**Table 4. Coverage of pre-school education and training, 3-6 years, %**

2012	2013
<b>71,5</b>	<b>73,4</b>

Source: Information provided by MES RK

**Table 5. Coverage of pre-school education, 5-6 years, %**

2011	2012	2013
<b>90,4</b>	<b>94</b>	<b>97,4</b>

Source: Information provided by MES RK

**Table 6. Qualification level of teaching staff, working at pre-school education institutions**

	2011	2012	2013
Number of teaching staff at pre-school institutions, total	<b>41 443</b>	<b>47 456</b>	<b>66 930</b>
<b>Education degree</b>			
Tertiary education	<b>23 373</b>	<b>27 501</b>	<b>38 773</b>
Incomplete higher education	<b>1 653</b>	<b>1 665</b>	<b>2 414</b>
Technical school graduate	<b>16 153</b>	<b>18 004</b>	<b>23 715</b>
General secondary education	<b>64</b>	<b>286</b>	<b>523</b>
Including individuals with secondary professional education in nursery schools	<b>14 531</b>	<b>9 556</b>	<b>2 028</b>
<b>Level of qualification</b>			
Highest quality	<b>3 598</b>	<b>3 806</b>	<b>4 580</b>
First category	<b>7 372</b>	<b>7 799</b>	<b>9 537</b>
Second category	<b>10 435</b>	<b>11 620</b>	<b>16 667</b>
No category	<b>20 038</b>	<b>24 231</b>	<b>36 146</b>

Source: Information provided by MES RK

Table 7. Gross measure of the entrance in 1<sup>st</sup> form of elementary school, %

2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
104,0	108,0	108,0	103,7	101,0	104,2	104,2	107,0	112,9	104,1	103,0	107,1	108,1	107,1

Source: Calculations based on the UNESCO Institute for Statistics database.

Table 8. Gross measure of the entrance in 1<sup>st</sup> form of primary school, %

2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
88,5	97,2	96,9	98,4	100,5	106,5	107,6	103,3	99,5	101,9	101,1	102,3	108,6	101,5

Source: Calculations based on the UNESCO Institute for Statistics database.

Table 9. Gross measure of the entrance in 1<sup>st</sup> form of primary school, girls, %

2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
89,7	96,7	96,8	98,3	100,2	107,0	107,7	103,6	99,6	101,9	100,1	101,8	108,4	102,2

Source: Calculations based on the UNESCO Institute for Statistics database.

Table 10. Adjusted net measure of the entrance in 1<sup>st</sup> form of elementary school, boys, %

2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
92,2	89,1	95,6	94,6	95,0	95,5	96,9	96,4	97,4	97,1	96,9	96,9	97,3	96,7

Source: Information provided by SARK

Table 11. Coverage gross measure of elementary education, %

2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
98,7	101,8	103,5	104,5	105,2	104,2	103,0	103,3	106,0	105,5	104,6	104,7	104,9	106,3

Source: Information provided by SARK

Table 12. Network of organizations of general secondary education by forms of ownership, units

	2011	2012	2013
<b>Total</b>	<b>7 685</b>	<b>7 493</b>	<b>7 414</b>
State	7 571	7 384	7 307
Private	114	109	107

Source: Information provided by MES RK

Table 13. Contingent of students of general secondary education by forms of ownership, people

	2011	2012	2013
<b>Total</b>	<b>2 509 340</b>	<b>2 502 768</b>	<b>2 544 626</b>
State	2 491 324	2 483 473	2 525 047
Private	18 016	19 295	19 579

Source: Information provided by MES RK

Table 14. Entrance of 1<sup>st</sup> form students, people

	2011	2012	2013
<b>Total</b>	<b>268 414</b>	<b>280 707</b>	<b>303 085</b>

Source: Information provided by MES RK



**Table 15. Network of organizations of general secondary education by type, units**

Year	Total	of which									
		Day, state		Day, non-state	Evening schools	Special schools	Republican schools	School at colleges and universities	NIS	Other schools	Deviant schools
		Total	including UFS								
2011	7 914	7 571	4 221	114	84	102	7	3	6	17	10
2012	7 784	7 384	4 145	109	87	106	7	3	7	73	8
2013	7 648	7 307	3 639	107	81	99	8	3	15	21	7

Source: Information provided by MES RK

**Table 16. Contingent of students of general secondary education, people**

Year	Total	of which						
		Day, state schools, UFS	Day, non-state schools	Evening schools	Republican schools	Agency of the Republic of Kazakhstan for Sport and Physical Education	Schools at universities	NIS*
2011	2 535 039	2 491 324	18 016	14 656	3 550	2 788	686	4 019
2012	2 533 229	2 483 473	19 295	18 015	3 583	3 044	1 224	4 595
2013	2 571 989	2 525 047	19 579	12 661	2 081	2 172	749	9 700

Source: Information provided by MES RK

**Table 17. Qualification level of teaching staff, working at general secondary education, people**

	2011	2012	2013
Number of teaching staff, total	181 636	290 687	294 897
<b>Education degree</b>			
Tertiary education	249 081	255 360	261 542
Incomplete higher education	1 804	1 831	1 562
Professional education	33 556	33 052	31 471
General secondary education	692	444	322
<b>Level of qualification</b>			
Highest quality	43 048	47 033	49 607
First category	87 633	90 205	91 992
Second category	82 916	83 755	83 763
No category	71 536	69 694	69 535

Source: Information provided by MES RK

**Table 18. Number of teachers in general education schools, people**

2011	2012	2013
286 370	292 064	297 897

Source: Information provided by MES RK

**Table 19. Education degree of teaching staff at secondary education institutions, % of total**

Tertiary education			*Technical school graduate			General secondary education		
2011	2012	2013	2011	2012	2013	2011	2012	2013
87,5	87,9	88,69	12,3	11,93	11,2	0,2	0,15	0,11

\*Note: including those, who have incomplete higher education.

Source: Information provided by MES RK

**Table 20. Qualitative composition of the teaching staff at general secondary education, % of total**

Category											
Highest quality			First			Second			No category		
2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
<b>15,2</b>	<b>16,3</b>	<b>16,8</b>	<b>30,7</b>	<b>31,0</b>	<b>31,2</b>	<b>29,0</b>	<b>28,8</b>	<b>28,4</b>	<b>25,1</b>	<b>23,9</b>	<b>23,6</b>

Source: Information provided by MES RK

**Table 21. Network of TVE organizations by forms of ownership, units**

	2011	2012	2013
<b>Total</b>	<b>896</b>	<b>888</b>	<b>849</b>
State	<b>511</b>	<b>499</b>	<b>472</b>
Private	<b>385</b>	<b>389</b>	<b>377</b>

Source: Information provided by MES RK

**Table 22. Contingent of students of TVE by forms of ownership, people**

	2011	2012	2013
<b>Total</b>	<b>600751</b>	<b>587 310</b>	<b>561940</b>
State	<b>354 738</b>	<b>338 131</b>	<b>320306</b>
Private	<b>246013</b>	<b>249 179</b>	<b>241634</b>

Source: Information provided by MES RK

**Table 23. Entrance of TVE students, by forms of ownership, people**

	2011	2012	2013
<b>Total</b>	<b>217 096</b>	<b>203 974</b>	<b>186 545</b>
State	<b>126 281</b>	<b>112 717</b>	<b>109 211</b>
Private	<b>90 815</b>	<b>91 257</b>	<b>77 334</b>

Source: Information provided by MES RK

**Table 24. Number of TVE graduates, by forms of ownership, people**

	2011	2012	2013
<b>Total</b>	<b>182 533</b>	<b>184 520</b>	<b>175 940</b>
Using state budget funds	<b>68 201</b>	<b>78 206</b>	<b>74 638</b>
On a fee paid basis	<b>114 332</b>	<b>106 314</b>	<b>101 302</b>

Source: Information provided by MES RK

**Table 25. Qualification level of TVE teaching staff, people**

	2011	2012	2013
Number of teaching staff at TVE organizations, total	<b>45 534</b>	<b>35 168</b>	<b>32033</b>
<b>Education degree</b>			
Tertiary education	<b>40 517</b>	<b>33 715</b>	<b>30 171</b>
Professional education	<b>5 017</b>	<b>1 453</b>	<b>1 862</b>
<b>Level of qualification</b>			
Highest quality	<b>10 513</b>	<b>8512</b>	<b>7707</b>
First category	<b>8 999</b>	<b>7304</b>	<b>6783</b>
Second category	<b>10 759</b>	<b>8593</b>	<b>7907</b>
No category	<b>15 263</b>	<b>10 759</b>	<b>9 636</b>

Source: Information provided by MES RK

**Table 26. Network of higher and post-graduate education, units**

2011	2012	2013
<b>146</b>	<b>139</b>	<b>131</b>

Source: Information provided by MES RK

**Table 27. Coverage of students by property type of universities, % of students' total number**

	2011	2012	2013
State universities	<b>49,4</b>	<b>49,1</b>	<b>47,7</b>
Non-state universities	<b>49,5</b>	<b>49,6</b>	<b>51,0</b>
Property, related to other countries, their legal entities and citizens	<b>1,1</b>	<b>1,3</b>	<b>1,3</b>

Source: Information provided by MES RK

**Table 28. Number of students / form of education, thousands of people**

	2011	2012	2013
<b>Total</b>	<b>629,5</b>	<b>571,7</b>	<b>527,2</b>
Full-time	<b>370,5</b>	<b>362,5</b>	<b>365,1</b>
Part-time	<b>259,0</b>	<b>195,5</b>	<b>143,9</b>

Source: Information provided by MES RK

**Table 29. Proportion of students, judging by languages of education, %**

	2011	2012	2013
Other languages	<b>1,5</b>	<b>1,9</b>	<b>2,0</b>
Russian	<b>44,1</b>	<b>41,7</b>	<b>40,1</b>
Kazakh	<b>54,4</b>	<b>56,4</b>	<b>57,9</b>

Source: Information provided by SARK

**Table 30. Number of overseas students in universities of Kazakhstan, people**

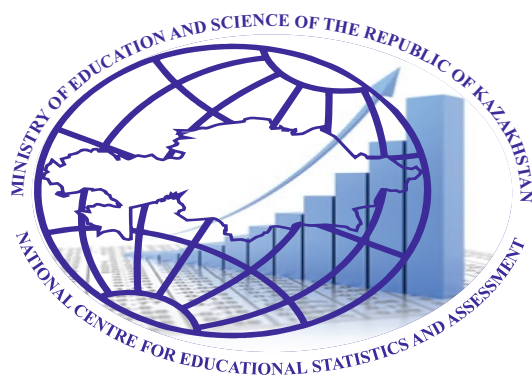
	2011	2012	2013
From the countries of the near abroad	<b>6429</b>	<b>6177</b>	<b>14 921</b>
Baltic Sea states (Latvia)	<b>4</b>	<b>1</b>	<b>1</b>
From countries of the far abroad	<b>2549</b>	<b>2 226</b>	<b>2 521</b>

Source: Information provided by MES RK

**Table 31. Dynamics of state budget expenditures due to education degree, mln. KZT**

Education degree	2009	2010	2011	2012	2013
Pre-school education and training	<b>32 067</b>	<b>63 332</b>	<b>93 590</b>	<b>140 059</b>	<b>189 477</b>
as % of GDP	<b>0,2</b>	<b>0,3</b>	<b>0,4</b>	<b>0,4</b>	<b>0,6</b>
Secondary education	<b>366 643</b>	<b>423 702</b>	<b>509 962</b>	<b>606 208</b>	<b>607 433</b>
as % of GDP	<b>2,2</b>	<b>2,2</b>	<b>1,9</b>	<b>1,8</b>	<b>1,8</b>
Technical and professional education	<b>48 893</b>	<b>51 434</b>	<b>72 466</b>	<b>91 117</b>	<b>105 076</b>
as % of GDP	<b>0,3</b>	<b>0,3</b>	<b>0,3</b>	<b>0,3</b>	<b>0,3</b>
Tertiary education and post-graduate education	<b>62 187</b>	<b>73 429</b>	<b>89 076</b>	<b>112 984</b>	<b>119 762</b>
as % of GDP	<b>0,4</b>	<b>0,4</b>	<b>0,3</b>	<b>0,4</b>	<b>0,3</b>
Other educational programs	<b>236 687</b>	<b>185 517</b>	<b>235 191</b>	<b>361 625</b>	<b>384 638</b>
as % of GDP	<b>1,4</b>	<b>1,0</b>	<b>0,9</b>	<b>1,2</b>	<b>1,1</b>
Total	<b>746 477</b>	<b>797 414</b>	<b>1 000 285</b>	<b>1 311 993</b>	<b>1 406 386</b>
as % of GDP	<b>4,4</b>	<b>4,1</b>	<b>3,8</b>	<b>4,1</b>	<b>4,1</b>

Source: SARK



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