

UNESCO/OECD Early Childhood Policy Review Project

The Background Report of Kazakhstan

The Status of Preschool Education
in the Republic of Kazakhstan

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The present report on the Status of Preschool Education in the Republic of Kazakhstan (RK) has been prepared by the Country Taskforce set up in the Ministry of Education and Science for the UNESCO/OECD Early Childhood Policy Review Project.

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Introduction and Acknowledgements

Kazakhstan has ratified major international charters in the domains of education, human rights and child protection, including the Universal Human Rights Declaration, the Convention on the Rights of the Child, the International Declaration of Human Economic, Social and Cultural Rights, the Bologna and Lisbon Conventions. It has also shown its commitment to Education for All (EFA) and has prepared the EFA National Action Plan.

Kazakhstan has achieved one of the seven Millennium Development Goals, namely, universal primary education. It has succeeded in making its entire adult population literate. Education is included in the long-term Kazakhstan-2030 Strategy Priorities. In his Annual Address, N.A. Nazarbaev, President of the Republic of Kazakhstan, emphasised the inextricable link between Kazakhstan's national and economic competitiveness and the competitiveness of its individual citizens including scientists, business managers, professionals and workers. The goal of the nation's educational reform is to adapt the country to a new social and economic order. Expanding access to quality education, especially among preschoolers, is one of the urgent issues to be resolved.

The present report was prepared within the framework of the UNESCO/OECD Early Childhood Policy Review Project to identify policy issues to be addressed in order to expand and improve early childhood services in Kazakhstan. This report can serve as background material in drafting the Law on Preschool Education and Training in the Republic of Kazakhstan and in preparing the national plan *We Go To Kindergarten*, which sets out the details of arrangement, measures and support for implementing the *State Programme on Education Development of the Republic of Kazakhstan for 2005-2010*.

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Technical Notes

ADB: Asian Development Bank.

Adjustment and Inclusive Education Rooms (also called Cabinets for Health Correction and Inclusive Education): Specially designed rooms or premises in rural schools and kindergartens to help correct minor disabilities of children and provide adjustment and preventive work vis-à-vis children with limited capacities.

Age: In order to avoid confusion, children's ages are expressed as follows: Newborns and children who have not yet celebrated their first birthday are expressed as children of 0⁺ years or 0⁺ year-olds; children who have passed their first birthday and who have not celebrated their second birthday are expressed as children of 1⁺ year or 1⁺ year-olds. Thus, a 3⁺ year-old designates children who have passed their third birthday but have not yet celebrated their fourth birthday, and so on.

Agency for Statistics: A national agency for statistics with regional arms called *oblast* departments for statistics. It is also called the State Agency for Statistics or Statistics Agency.

Akim: Head of Akimat (local executive government)

Akimat: Local executive government (municipality) in charge of developing and implementing the local budget. Akimats have educational, health and financial departments, among others.

Aul: Village.

Attestation: Attestation forms a part of the overall monitoring and evaluation system for preschool education in Kazakhstan. Attestation Commissions, which consist of qualified teachers, PO experts, professionals, parent representatives, members of trade unions, NGOs and other stakeholders, evaluate POs' compliance with the state standards and curriculum. The Commissions also examine the children's developmental status as well as the service's overall operation and the under-utilisation of teachers' capacities, facilities and materials. Besides attestation, monitoring and evaluation are done by POs themselves and through regular inspection.

Care: Refers to the provision of conditions and services for ensuring children's health and safety in various preschool services. It includes provisions for medical services, sanitary and hygienic environments, and adequate nutrition (feeding).

CIS: Commonwealth of Independent States.

Donor oblasts: Economically strong oblasts (regions) of Kazakhstan. Part of their revenues are deducted from the National Budget to support the development of subvention oblasts.

Early childhood (or preschool) orphanage: A state institution for orphans and children aged 0⁺-4. For children who are mentally and/or physically disabled, without parents, or who were born out of wedlock. While it is under the supervision of the health system, it is part of the Preschool Education and Training Organisations.

General school: General secondary school which includes primary (1st to 4th grade), basic (5th to 10th grade) and upper secondary education (11th to 12th).

Healthy Life Style Centres: Centres under the Ministry of Health that promote a healthy life-style, attract public attention to the issues of prevention and early diagnosis of diseases; motivate the population to preserve health; raise awareness for the importance of prevention programs with medical staff.

HC: Health Centres at medical facilities.

Home kindergartens: A form of mini kindergarten (see below) based in a home.

Kazakh Academy of Education Named After Alтынсарin: A research institute that develops educational contents for preschool and secondary education.

Majilis: The Lower House of Parliament of the Republic of Kazakhstan.

Maslikhats: Local parliament which approves the local budget developed by Akimats.

Methodological Councils: Groups operating under oblast, Astana and Almaty city education departments, or within the national or local in-service teacher training institutes. Methodological councils provide professional support and evaluate teaching-learning materials.

Mini preschool centres: Preschool education services established on the premises of general secondary schools, kindergartens, or preschool teacher's home. It is a flexible and less expensive service type, serving typically children of age 3⁺-5⁺ for shorter hours (e.g. 2 hours) in a mixed-age setting.

Mini kindergartens: A form of mini preschool centre (see above) based in kindergartens, school or home.

MOES-RK: The Ministry of Education and Science of the Republic of Kazakhstan.

MOH-RK: The Ministry of Health of the Republic of Kazakhstan.

National In-service Teacher Training Institute: It belongs to the Ministry of Education and Science. It coordinates services and training courses provided by oblast and city in-service teacher training institutes for preschool teachers, administrators and secondary school teachers.

Oblast: Region.

Oblast / City In-service Teacher Training Institutes: They provide training and professional support services to preschool teachers, administrators and secondary school teachers. Their services are coordinated by the National In-service Teacher Training Institute.

Pedagogical colleges: Educational establishments that provide pre-service training for pedagogical staff with a specialised secondary education diploma. The duration of the training is 3 years. The graduates of pedagogical colleges can work as preschool or primary-level school teachers only.

Pedagogical institute and university: Educational establishment that provides pre-service training for pedagogical staff with a diploma in higher education. The duration of the training is 5-6 years. The graduates of pedagogical institute or university can work as preschool or primary-level school teachers as well as managers and directors.

Pre-primary classes: These classes are free of charge, and provide one-year pre-primary education to children of age 5⁺ -6⁺ who have not benefited from any form of early childhood service before. They are found in general secondary schools.

Pre-primary groups: These are pre-primary-level groups catering to children of the oldest preschool age (i.e. 5⁺ - 6⁺) embedded in full-time preschool organisations (e.g. kindergarten). These groups are normally fee-paying. In some oblasts, they charge for meals.

Preschool education: The generic term used in Kazakhstan to refer to early childhood care and education services catering to children ages 1⁺ - 6⁺ (7⁺) years. It is also called preschool education and training.

Preschool Education and Training Organisations: The generic term used in Kazakhstan to refer to all types of service settings catering for young children of age 1⁺ - 6⁺ (7⁺). They include preschool organisations, preschool groups for orphans, early childhood orphanages, boarding schools and pre-primary classes. They are interchangeably called Preschool Network.

Preschool Network: See above "Preschool Education and Training Organisations".

Preschool groups: Refers to groups embedded in orphanages and boarding schools providing preschool education and care.

Preschool Organisation (PO): The generic term used in Kazakhstan to refer to early childhood care and education services catering to children of age 1⁺ - 6⁺ (7⁺). POs include nursery, kindergarten, kindergarten-school complex, nursery-kindergarten, mini preschool centre, pre-primary class. They provide children with protection, enhance their physical and psychological health, correct their development deviations and develop their individual capacities through well designed educational and other activities.

Subvention oblasts: Economically weak oblasts (regions) of Kazakhstan which receive subsidies for their development from the National Budget.

Preschool UMK: Set of teaching-learning materials and textbooks designed especially for use in pre-primary classes.

State Compulsory Preschool Education Standard: Sets out state requirements on the scope and content of preschool education as well as rules and procedures of state quality control for preschool organisations, pre-primary classes, early childhood orphanages, orphanages and boarding schools also catering to preschool-age children, and preschool groups set up in settings other than schools.

State Programme on Education Development of the Republic of Kazakhstan for 2005-2010: The national programme on education, including preschool education, for the period from 2005 to 2010.

Rayon: District.

RK: Republic of Kazakhstan.

RK MOEBP: Ministry of Economy and Budget Planning of the Republic of Kazakhstan. It is the chief executive body for public finance distribution.

RK MOES: Ministry of Education and Science of the Republic of Kazakhstan.

School-kindergarten complexes: Refers to general secondary schools which provide preschool education for children 3⁺ -7⁺ and primary education for children aged 6⁺/7⁺-10⁺. They are frequently found in the low population density oblasts and rayons.

Subvention oblasts: Economically weak oblasts (regions) of Kazakhstan which receive subsidies for their development from the National Budget.

Valeology: A general educational subject to teach children a healthy life style.

We Go to Kindergarten Plan: A draft national programme of the Ministry of Education and Science of the Republic of Kazakhstan. It sets out the details of arrangement, measures and support for implementing the State Programme on Education Development for 2005-2010.

1. Context

1.1. Political and Administrative Systems

1.1.1. **Land and people:** Kazakhstan is located in Central Asia, deep in the Eurasian continent. Spread over an area of 2,724,900 sq. km. (1,049,150. sq. miles), it is the world's 9th largest country, after Russia, China, USA, Argentina, Brazil, Canada, India, and Australia. It is the second largest entity within the Commonwealth of Independent States (CIS). Its population of 15 million¹ (as of January 1 of 2004) embraces over 130 ethnic groups. Inter-ethnic harmony, peace and stability are one of the country's main achievements.

Figure 1: Administrative and Territorial Areas, Kazakhstan



Reference: www.travelblog.org

1.1.2. **Political system:** The Constitution states that the Republic of Kazakhstan is a democratic and secular state with the rule of law and social values that respect the life, rights and freedom of human beings. The state power is executed by the President, the Parliament, the Government and the courts of the Republic of Kazakhstan.

1.1.3. The President of the Republic of Kazakhstan is the head of the state elected through a direct and universal election process for a term of 7 years. The Parliament consists of two chambers: the Senate and Majilis, the Lower House of Parliament of Kazakhstan, acting on a permanent basis. The Senate deputies are elected for six years, and Majilis deputies for five years.

1.1.4. **Administrative system:** The country's administrative units consist of 14 oblasts (regions) and two cities of national significance (Almaty and Astana). The 14 oblasts are further divided into 160 rayons (districts), 39 oblast cities, 45 district towns, and 7862 auls (villages). On December 10, 1997, Astana became the capital of the country.

1.1.5. **Decentralisation:** Implemented as of 2003, the decentralization policy evolves in several stages. The implementation process has involved the undertaking of the following measures and tasks:

- Legislation to distribute the state budgets into National and Local Government Budgets in accordance with their respective responsibilities and functions.

¹ See Annex 8, Table 24.

- Legislation to specify the responsibilities of the central and the local governments in the development of social services.
- Drafting a Framework of Divided Authority Among Different Levels of Government in order to raise awareness and understanding of the authorities of different levels of their new functions and responsibilities and to ensure the transparency in the distribution of state budgets across different levels of government.

1.1.6. The Framework proposes a transfer of part of the state functions, including provision of services for preschoolers, to the local authorities in the oblasts, rayons, towns and villages. To implement the delegated responsibilities, the local authorities are to keep part of their tax revenues. Thus, the transfer of responsibility is accompanied, in principle, by the transfer of funds.

1.1.7. The provision of preschool education is an area that involves different sectors and the civil society. Therefore, it was found necessary to institute a mechanism that would enhance coordination and collaboration among different actors of the concerned sectors and civil society at the local level in view of facilitating an effective execution of the increased responsibilities by the local authorities. It is supposed to set up Inter-departmental Committees at the oblast/city and rayon levels to ensure the implementation of the decentralisation policy. (See Chapter 6 Government Coordination).

1.2. Socio-economic Development²

1.2.1. **Economic development:** A deep economic crisis lasted from 1991 to 1996 during the transition period. The first GDP growth was registered only in 1996 at 0.5%. Since 1999, however, the country's economy has grown and improved visibly with the inflation rate going down (Table 1), resulting in a favourable macro-economic environment for employment, population income growth, purchasing power increase and poverty reduction.

Table 1: GDP and GDP per capita 1998-2003

	Year					
	1998	1999	2000	2001	2002	2003
Index of the GDP physical volume in % of the previous year	98.1	102.7	109.8	113.5	109.8	109.2
GDP in bl. Tenge ³	1,733.3	2,016.5	2,599.9	3,250.6	3,776.3	4,449.8
GDP according to the official exchange rate, bl. US dollars ⁴	22.1	16.8	18.3	22.2	24.6	29.7
GDP per capita (unit: 1000 Tenge)	115.0	135.1	174.8	219.2	254.2	298.5
GDP according to the official exchange rate, in US dollars	1,468.8	1,129.1	1,229.2	1,491.4	1,645.8	1,995.4

Reference: Agency for Statistics of the Republic of Kazakhstan.

1.2.2. In terms of GDP per capita, Kazakhstan still lags behind Eastern Europe, but it is one of the fastest growing economies in the region. In 1993, the average income per capita was \$697.6; in 2003, this grew to \$2,000, by more than 300% in a period of 10 years.

1.2.3. **Structure of economy:** The economic structure of Kazakhstan resembles that of a modern economy: GDP is contributed mostly by the service sector and the share of agriculture in GDP is declining (See Annex 8, Table 25). In 2003, commodities/goods represented 42.2% of Kazakhstan's GDP, and services represented 52.4%. The share of agriculture decreased from 34% in 1990 to 7.5% in 2003, as did the share of construction from 12% to 5.5%. Meanwhile, the share of industry grew from 27.1% in 1991 to 29.1% in 2003.

1.2.4. **Household expenditure:** The monthly average household income of a family living in an urban area is 8,033 Tenge, compared with 7,118.3 for a family living in a rural area. Meanwhile, the monthly household expenditure of the former is 9,173.4 Tenge, compared to 7,536.1 Tenge for the latter. The gap between income and expenditure is bigger in urban areas than in rural areas, signifying a vulnerable financial situation among urban families.

² The country's main social and economic indicators are listed in Annex 1. Relevant data can also be found in Table 25, Annex 8.

³ bl. Tenge = billion Tenge. Tenge is the national currency of Kazakhstan. The exchange rate is indicated in Annex 2 from 1999 to 2004.

⁴ bl. US dollars = billion US dollars.

1.2.5. According to Table 2, in terms of household expenditures on education, fees for higher education take up the largest share of expenditure in families of both rural and urban regions. Interestingly, the gap between rural and urban families is much larger in their expenditure on kindergartens than that on higher education. Fees for kindergartens, in both urban and rural areas, are much higher than those for primary and secondary schools.

Table 2: Household expenditure on education by types of administrative entities in Tenge, 2003

Expenditure item	Urban + Rural	Urban						Rural average
		Urban Average	The city of Astana	The city of Almaty	Large cities	Mid-size cities	Towns	
Kindergarten fee	828	1,264	2,856	2,388	1,323	1,080	213	91
Purchase of text-books	319	371	761	759	306	201	305	231
Purchase of a uniform for schoolchildren	321	332	866	581	275	340	218	302
Food	1,937	2,016	3,719	2,691	1,690	2,094	2,063	1,803
Transportation	1,064	1,113	2,334	1,738	865	1,035	1,159	981
Fees for primary education	204	316	478	1,013	261	219	6	14
Fees for general secondary education	297	452	276	1,357	414	266	57	35
Fees for vocational education	1,070	1,012	584	1,206	933	1,110	1,084	1,168
Fees for higher education	4,218	4,376	10,295	5,174	3,585	4,990	4,549	3,951
Other informal education expenses	639	748	1,526	1,059	652	739	658	456
Student housing	442	257	260	3	69	409	810	756
Education for adults and other expenses	287	341	582	351	431	92	213	195
Total	11,626	12,598	24,537	18,320	10,804	12,575	11,335	9,983

Reference: Sange Agency Data.⁵

1.2.6. **Poverty**⁶: Poverty is particularly pronounced among large families. According to the Table 3 below, families with four or more children account for 87% of the total poor families with a monthly income below 5,000 Tenge.

Table 3: The relation between the number of children in a family and poverty

	% of the total poor families with a monthly income below 5,000 Tenge
Families with children under 16 years	48.2
with 1 child	34.6
with 2 children	51.2
with 3 children	73.2
with 4 or more children	86.6

Reference: Agency for Statistics, Republic of Kazakhstan.

1.2.7. Poverty is also high among single parent households, which total according to the 1999 census to 487,200, among which 444,800 are with single mothers. The number of children with a single parent and children born to unwedded parents is increasing.

1.2.8. The highest poverty level registered in Kazakhstan was in 1998 when 39% of the total population was below the level of minimum subsistence - 3,336 Tenge or US\$ 42.6 per month. In the face of this crisis, the Government adopted a state programme to combat poverty where the need to provide preschool education for the poor was addressed among other urgent needs.

1.2.9. From 1998 to 2002, the percentage of the population under the national poverty line was reduced significantly from 39% in 1998 to 24.2% in 2002 (Table 4), while the minimum subsistence level increased from 2,821 Tenge in

⁵ Based on the information collected from the families of the children attending the Preschool #33 in the City of Astana and the Preschool #75 in Zatoblosk village in Kostanai oblast.

⁶ See also Table 26, Annex 8.

1996 to 5,128 Tenge in 2003. Poverty depth and acuteness indicators indicative of the shortage of incomes and the extent of inequality among the poor also show an overall declining trend.

Table 4: Poverty indicators

	1996	1997	1998	1999	2000	2001	2002	2003
Minimum subsistence (SM), Tenge	2,821	3,120	3,336	3,394	4,007	4,596	4,761	5,128
Share of population with an income below the SM, %	34.6	38.3	39.0	34.5	31.8	28.4	24.2	19.8
Poverty depth, %	11.4	12.1	12.8	13.7	10.3	7.8	6.1	4.6
Poverty acuteness, %	5.2	3.1	3.8	5.5	4.0	3.1	2.2	1.6
Food basket (FB), Tenge	1,975	2,184	3,601	2,376	2,805	3,217	3,333	3,590
Share of population with an income below the FB, %	...	12.7	16.2	14.5	11.7	11.7	8.9	6.3

Reference: Agency for Statistics, Republic of Kazakhstan.

1.2.10. **Women's development:** As follow-up to the Beijing Declaration of the United Nations Fourth World Conference on Women in 1995, a National Action Plan to Improve Women's Status was adopted in July 1999. The Plan focuses on four issues: (1) promotion of women's political and economic status, (2) improvement of women's and families' health status, (3) provision of preschool education; and (4) eradication of violence against women.

1.2.11. In order to implement the Plan and protect rights and interests of family and women, the National Commission for Family and Women was set up in 1999 under the Head of the State, with branch offices at the local level. The Commission amended the Law on State Allowances so that mothers with four or more children could have special allowances called "Maternal Glory 1 and II Awards". Also, in January 2004, the minimum allowance for mothers with four or more children was raised to 5,000 Tenge. Furthermore, the early retirement scheme, previously available only for mothers with four or more children in rural areas, became available for their counterparts in urban areas. Since 2004, following the President's Order, the government provides a lump-sum state childbirth allowance of 14,000 Tenge to mothers for every child delivered.

1.2.12. At the Parliament, the Family (Otbasy) Deputy Group was set up in 2000 with 33 deputies from both Chambers and drafted a new Law on Equal Rights and Opportunities.

1.2.13. In order to improve the health of women and children, various targeted and comprehensive programmes have been set up including the People's Health Programme. In collaboration with international agencies, programmes to improve mothers' reproductive health are being implemented; and hospital facilities and equipment to detect and monitor women's health (e.g., breast cancer) are being improved. According to the Agency for Statistics, Republic of Kazakhstan, nearly 100% of Kazakhstan women give birth to children with the help of qualified medical staff.⁷

1.2.14. Women exercise their election rights actively. Fifty-seven percent of civil servants are women. In observance of the President's Order to promote women to high government positions, ministries and departments have a quota of female posts. About 50% (639) of the deputies of local government bodies are women.

1.2.15. The literacy rate among females aged 15 years and above in 1999 stands at 99.5%.⁸ The proportion of female students with higher education diplomas is higher than that of male students. Women comprise 62% of the total number of graduates from higher and secondary specialised education in 1999⁹. By legislation, women have equal rights to educational¹⁰, medical and other government services. Traditionally, all ethnic groups in Kazakhstan respect women; no negative or discriminatory practices vis-à-vis them are observed.

1.2.16. However, unemployment is more prominent among females (60% of the total). Women aged above 45 years with higher and secondary vocational education have the most difficulty finding a job that corresponds to their training. Females' wages equal only 61.5% of the males'. Most female workers need retraining to acquire new skills to enter into the job market, including entrepreneurship¹¹.

⁷ See Annex 8, Table 27, for indicators of women's health status.

⁸ See Annex 8, Table 28.

⁹ See Annex 8, Tables 28 and 29.

¹⁰ Including access to early childhood services.

¹¹ See Annex 8, Table 29.

1.2.17. In the National Budget for 2002, a total of 150 millions Tenge was allocated to support business plans set up by females. Over 300 plans were submitted and over 45,000 micro-credits were extended. Women constitute 75% of bank credit borrowers.

1.3. Educational System and Achievements

1.3.1. **Legislations:** In 1997 the Kazakhstan 2030 Strategic Programme Priorities adopted education as one of the priority areas of the country. In June 1999, the Education Law was adopted and four Presidential Decrees and about 100 Government Resolutions have since been adopted to implement the Law. Since September 2000, the Ministry of Education and Science has developed a package of regulatory frameworks.

1.3.2. **Policy:** The Education State Programme for the period 2000-2005 has been adopted and is being implemented. For the first time in the history of education in Kazakhstan, attention is being paid to all aspects of the education system, starting from preschool to higher education within the perspective of lifelong learning. Priority is given to the improvement of educational services in rural areas.

1.3.3. **Principles:** Educational development is to be pursued on the basis of the following principles:

- Democratic educational management
- Incentives for educational achievement
- Promoting Kazakh, Russian and one additional foreign language
- An ethnic group's right to learn its native language and to set up its own educational institutions
- Multi-functional educational institutions¹²
- Free compulsory preschool education for children aged 5⁺ / 6⁺ years in public schools

1.3.4. **Education system:** The formal educational system consists of four levels: Preschool education (1⁺ to 6⁺ or 7⁺ years old), secondary education (6⁺ or 7⁺ to 16⁺ total of 11 years), tertiary education (4-7 years), and professional and graduate professional education (1-4 years). Secondary education consists of primary education (Grade 1-4), basic secondary education (Grade 5-9) and upper secondary education (Grade 10-11). One year pre-primary education (children of age 5⁺ or 6⁺) and secondary education are free and compulsory. Secondary education has three tracks: General secondary, primary vocational and secondary vocational.

1.3.5. According to the census data of 1999, about 37% of the population aged 15 years and above had completed general secondary education; about 22% had completed college education; 18% general basic education (i.e. grade 9); 14.3% tertiary education; and 8% primary education. Currently, the transition rate from primary to lower secondary education is 100%; that from lower to upper secondary is 7.5%; from upper secondary to vocational schools is 30%¹³.

1.3.6. **Financing**¹⁴: In Table 5, the education budget as a percentage of GDP has declined from 4.0% in 1998 to 3.3% in 2003. However, the volume of the education budget increased by 250% from 1998 to 2003, resulting in the following progress:

- School construction resumed
- More schools of Kazakh language opened
- Kindergartens restored
- More funds allocated for school equipment
- Industries that provide school supplies (including materials and equipment) revived
- Pedagogical materials (electronic textbooks and manuals, etc.) introduced in preschools and secondary schools

¹² The term embodies the concept of life-long learning, and refers to educational institutions that embrace services of different areas/levels of education. For example, a university which has a multifunctional orientation may be one that has kindergarten, secondary education school, vocational school and college.

¹³ See also Annex 8, Table 31.

¹⁴ See also Annex 8, Table 33.

- All general education schools equipped with computers (on average, one computer per 44 students, 37 students per computer in rural area)¹⁵
- Experimental distance learning programme developed for all levels and for children, teachers and managers
- The National Education Evaluation and Single National Testing System implemented
- Kazakh-language schools with innovative methods of teaching increased

Table 5: The Republic of Kazakhstan state budget social expenditure, 1998-2003

	Year					
	1998	1999	2000	2001	2002	2003
State social expenditures, as % of GDP	9.5	14.6	12.6	11.4	11.1	11.5
Education, B Tenge ¹⁶	69.5	78.5	84.7	106.4	121.1	148.9
Education, as a % of GDP	4.0	3.9	3.3	3.32	3.2	3.3
Health, B Tenge	26.0	44.8	54.3	62.3	71.1	89.8
Health, as a % of GDP	1.5	2.2	2.1	1.9	1.9	2.0
Social protection, B Tenge	53.6	159.1	171.1	186.7	201.4	239.2
Social protection, as a % of GDP	3.1	7.9	6.6	5.7	5.4	5.4

Reference: Agency for Statistics, Republic of Kazakhstan.

1.3.7. **EFA objectives:** Priorities include preschool education, vocational education, rural school development, and improvement of quality and the management and funding systems.

1.3.8. As for preschool education, the objective is to provide all 5⁺ - 6⁺ year olds with free compulsory education. This policy is well elaborated in three key documents: The Concept of Preschool Preparation, 1999 RK Education Law, and the 1999 Government Resolution on the Issues of Compulsory Preschool Education for 5⁺ - 6⁺ year olds in Preschools and General Education Schools.

1.3.9. Progress is already evident: 63% of grade 1 students received pre-primary education, compared with 20% in 1998. Remaining challenges include preschool programme funding in general education schools and coordination of various stakeholders and partners in the educational community, civil society and international communities.

1.4. Demography

1.4.1. **Size of population** According to the 1999 Census, the population is about 15 million, of which about 56% are in urban areas, and 46% in rural areas. There is an average of 5.5 persons per each square km. Children aged 0 to 7⁺ years account for about 10% of the total population, or 1.5 million¹⁷.

1.4.2. **Demographic trends:** The table below shows that the absolute number of children born in Kazakhstan increased by about 14% from 217,600 in 1999 to 247,900 in 2003. The birth rate versus average annual population per 1000 persons increased from 14.6 in 1999 to 16.6 in 2003¹⁸.

¹⁵ The highest ratio in the Commonwealth of Independent States (CIS) countries.

¹⁶ B Tenge = Billion Tenge

¹⁷ According to regional education departments, as of Oct.1 2003. See also Annex 8, Table 24 for relevant demographic data.

¹⁸ See also Annex 8, Table 24.

Table 6: Demographic trends

	1999	2000	2001	2002	2003
Number of children born	217,578	222,054	221,487	227,171	247,946
Number of people who died	147,416	149,778	147,876	149,381	155,277
Growth of population	70,162	72,276	73,611	77,790	92,669
Number of infants who died at the age of 0-1 ⁺ year	4,444	4,158	4,238	3,849	3,805
Number of marriages	85,872	90,873	92,852	98,986	110,414
Number of divorces	25,583	27,391	29,599	31,236	31,717
Birth rate versus average annual population (per 1000 persons)	14.6	14.9	14.9	15.3	16.6
Mortality rate of children versus average annual population (per 1000 persons)	9.9	10.1	10.0	10.1	10.4
Difference between birth and mortality rates	4.7	4.8	4.9	5.2	6.2
Infant mortality (per 1,000 births)	20.4	18.8	19.1	17.0	15.7
Marriage rate against average annual population (per 1000 persons)	5.8	6.1	6.2	6.7	7.4
Divorce rate against average annual population (per 1000 persons)	1.7	1.8	2.0	2.1	2.1

Reference: Agency for Statistics, Republic of Kazakhstan.

1.4.3. **Family:** The legal age for marriage in Kazakhstan is 18 years of age. Local governments can lower it to 16 years of age. The average age for marriage for women is 23.4 years; for men it is 26.2 years (2003). Divorce is on the rise, occurring most likely (28%) among couples married for 5-9 years. Eighty percent of these divorces are found in urban areas. The economic crisis has deterred young people from getting married, which in turn has resulted in low birth rates.

1.4.4. The size of families did not change much from 1989 to 1999. In 1999, each family had an average of four members, with 3.6 in urban areas and 4.6 in rural areas. This represents very little change from 1989 when the average family size was four members, with 3.6 in urban areas and 4.5 in rural areas.

Table 7: Number of families and the size of families by urban and rural areas

	Number of Families			Average Family Size		
	1979	1989	1999	1979	1989	1999
Urban + Rural	3,295.733	3,754.858	3,527.256	4.1	4.0	4.0
Rural	1,359.077	1,483.420	1,382.710	4.7	4.5	4.6

Reference: Agency for Statistics, Republic of Kazakhstan.

1.4.5. In order to encourage young people to establish a family, have children and sustain their marriages, the Government has introduced the Demographic Development Programme which attends to social, family, employment and housing needs.

1.4.6. **Child development**¹⁹: Kindergartens and general secondary education schools monitor children's health status and provide basic health services for them. In many of these institutions, a team of pedagogues, medical staff, psychologists, and valeologists provide multi-diagnostic services. In 85% of general secondary schools, Valeology is taught as an optional subject and helps to increase students' hygiene awareness and knowledge of health.

1.4.7. In the Astana, Almaty, Mangystau and East-Kazakhstan regions, about 100%, 100%, 97% and 92% respectively of children receive meal services in kindergartens. In many regions, schools are trying to raise funds, seek sponsorship and to produce their own vegetables to provide children with reasonable school meals.

1.4.8. However, the proportion of healthy children among preschoolers is decreasing. Only 20%-25% of first form students are considered healthy. Over 15% of the age group 6⁺-10⁺ are under-weight; every 20th child is undersized; 1 out of 35 children of primary school age is obese; over 30% of children aged 6⁺-10⁺ have cavities, 30 to 70 children per every 1,000 children have poor eyesight.

¹⁹ See also Annex 8, Table 35.

1.4.9. The total morbidity rate of children between the ages of 0 to 14 years old is 87,600 per 100,000. Only one child out of 20 has an opportunity to participate in sports and physical activities.²⁰

²⁰ Reference: Recommendations of the education and health bodies' joint meeting on the issues of preschool and primary school students' health protection issues. Aktobe, May 2002.

2. National Framework of Early Childhood

2.1. Historical development

2.1.1. At the initiative of a private organisation, the first playground for children was opened in 1917 in Verny (presently Almaty) with 300 places. It later became a kindergarten. Inspired by this, public kindergartens were established, marking the beginning of the development of public preschool education in Kazakhstan.

2.1.2. Tair Zharykbaev, one of the most renowned Kazakh intellectuals, noted in his book “Balar Bakshay”, published in 1912, the need to organise an institution where children can spend a day to play and communicate with their peers, under the guidance of an adult pedagogue, an idea close to the concept of preschool education. It was not by chance that five children’s playgroups were set up in 1921 – one for Muslim children, one for Jewish children, and three for Russian children.

2.1.3. Moreover, in auls (villages) of the Semipalatinsk region, preschool yurtas (tents) were set up to teach mothers how to take care of young children; and preschool libraries were set up for children and children’s weeks were organized. Even during the Second World War, 188 nurseries-kindergartens were set up in Kazakhstan.

2.1.4. In 1922, there were over 22 kindergartens and playgrounds across the country. In 1930 the first rural Kindergarten was set up in the South-Kazakhstan region. By 1991, the number of preschools reached its peak, with 8,881 units operating in the country catering to 46.6% of children ages 2 months to 7⁺ years. The percentage of 6⁺ year olds who have attended preschools and who have had pre-primary education reached 84.4%.

2.1.5. Before 1961, the main purpose of preschool institutions was to take care of young children while parents are working, paying attention to their health and physical development. However, parents started to demand more than childminding for their children. In preschool institutions emphasis became placed on playing and learning in a team. Children were engaged in games and physical exercises and taught self-servicing skills. They participated in activities to promote language and literacy development, which became an essential part of the preschool curriculum.

2.1.6. **Kazakhstan view of the child:** Children are perceived as a gift and the traditional Kazakh family would prefer children to a property. One is considered lucky to be able to have and raise a child. Great importance is attached to teaching children from the early years. Abai Kunanbaev, the great Kazakh philosopher, poet and humanist, noted in his Words of Edification that “an infant, at the time of his/her birth, has two needs: One is to eat and sleep and the other is to learn about the environment.” Childhood, he said, is the morning of the long process of learning the environment.

2.1.7. Some parents believe that a kindergarten should provide children with an opportunity to acquire developmentally appropriate knowledge and skills and prepare themselves for formal schooling. Others are more concerned with having a place where they can leave their children while working. There are also parents who believe that children can be better nurtured in a Kindergarten than in their homes. These beliefs and perceptions have led the government to develop preschools and other low-cost alternative services (e.g. mini preschool centres in general secondary education schools).

2.1.8. **Foreign influence:** Since 1962, kindergartens in Kazakhstan have followed the programme guidelines developed on the basis of the Standard Programme Requirements of the USSR Academy of Pedagogical Sciences. The pedagogy was teacher-oriented, rigid and mechanical. Children were disciplined strictly and required to follow instructions.

2.1.9. But with the Education Law enacted in 1992 which emphasizes the importance of children’s holistic development, educational institutions came to have much more freedom in selecting and designing their programmes. The modernisation and democratisation of educational practices and processes also came to require new training and the introduction of new programmes.

2.1.10. After Kazakhstan obtained independence in the early 1990s, various forms of services (e.g., kindergarten-school complex, preschool gymnasiums, preschool centres, author kindergartens, child development centres, etc.) were set up by both public and private actors. Currently, there are 1,195 preschool organisations, 153 of which are private.

Table 8: The number of preschool organisations and the number of children enrolled in 2004

Oblast / City	Number of preschool organisations	Number of children (aged 1-6) enrolled	Gross enrolment rate (GER) in preschool organisations (%)
Almola oblast	78	7296	19.9
Aktobe oblast	72	9234	2.9
Almaty oblast	47	5137	5.4
Atyrau oblast	86	9158	31.6
East Kazakhstan oblast	74	12473	21.3
Zhambyl oblast	50	8769	15.5
West Kazakhstan oblast	63	8730	28.2
Karaganda oblast	133	21314	35.1
Kzyl Orda oblast	77	6363	13.1
Kostanai oblast	73	9862	24.8
Mangystau oblast	33	6775	23.2
Pavlodar oblast	72	12311	40.2
North Kazakhstan oblast	30	4206	16.0
South Kazakhstan oblast	109	16302	10.4
Almaty city	153	26900	35.7
Astana city	45	11077	40.6
Republic of Kazakhstan (RK) Total	1,195	175 907	20.7

Reference: Ministry of Education and Science of the Republic of Kazakhstan.

2.1.11. The Step by Step programme was introduced in Kazakhstan in 1996, focusing on children's personality development and parental involvement.

Table 9: Expansion of the Step by Step programme

	1996	1997	1998	1999	2000	2001
Step by Step pre-primary classes	19	215	333	420	450	480
Step by Step primary classes	0	6	22	53	147	210
Pedagogical educational institutions (i.e. pedagogical universities, institutes and colleges)	0	1	8	13	18	21
In-service training institutes	0	4	7	7	10	11
Teachers trained	66	214	670	950	1,418	1,600
Parents involved	770	2,560	9,480	15,440	22,680	27,500
Step by Step parents' associations	0	0	1	2	3	4
Step by Step regional training centres	0	1	7	11	11	11

Reference: Step by Step Educational Centre.

2.1.12. The Step by Step Programme developed partnerships with local communities and government agencies, democratising the educational processes concerning young children and advocating for the need of parental and community involvement in the care and education of young children. It also advocated the importance of inclusive education for children with special needs.

2.1.13. One of the changes observed since independence has been the development of parents associations for early childhood services. The *Menim Zhanuyam*, a parent association in the city of Taldykorgan (Almaty oblast), has hundreds of parents and communities as members. It addresses the need to attend to children's developmental needs before the Akimat and has raised funds to buy a bus for Kindergarten-School #45. Similar parents associations have since been established in Ust-Kamenogorsk, Kostanai, and Kzyl Orda oblasts.

2.1.14. The Dakar Framework for Action for Education for All provided Kazakhstan with an important momentum to refurbish the policy and pedagogy of preschool education. Through various projects with UN agencies including UNESCO and UNICEF, the pedagogical aspects of preschool education were improved and educators were trained in new pedagogical methodologies. Awareness of the importance of integrated care and parenting education was also increased. The preschool project carried out by the Asian Development Bank (ADB) pointed to the insufficient

funding for preschool education and helped develop a strategy for poor preschool age children. Much attention has also been paid to the importance of child rights to protection, survival and growth.

2.2. Legislation

2.2.1. **Presidential commitment:** In his speech “To a competitive Kazakhstan, a competitive economy and a competitive nation” delivered on March 19, 2004, the President Nazarbaev instructed Akims (Heads of local governments) to provide access to fully functioning preschool education for 1⁺ to 6⁺/7⁺-year-olds, build preschools, restore the network of Preschool Organisations and set up pre-primary classes on school premises, especially in rural areas.

2.2.2. **Part of the education system:** Article 23 of the Education Law of 7 June 1999 (# 389-1) states that preschool education is the first level of the country’s educational system and that preschool age children have the right to education alongside school age children. The Law on Social and Medical-Pedagogical Adjustment Support for Children with Special Needs of 11 July 2002 (# 343) prescribes the forms and methods of educational services for children with special needs and the system of assistance with their training and employment.

2.2.3. The Law on Languages in the Republic of Kazakhstan of 11 July 1997 (# 151-1) allows preschool education to be provided in Kazakh and allows ethnic groups to provide preschool education in their own languages. The language of education and training in orphanages and other social services is to be determined by the local governments in consideration of the ethnic composition of the services.

2.2.4. The Government Resolution on the Issues of Children’s Compulsory Pre-primary Preparation (# 1762) of November 1999 states that one-year pre-primary classes for children of 5⁺ - 6⁺ years of age can be set up in general secondary schools and other educational establishments may be set up by different government sectors, both public and private. Pre-primary classes can also be set up in Preschool Organisations. Pre-primary education in public kindergartens and schools is to be funded by the state budget.

2.2.5. Through the Government Resolution “Providing Access to Preschool Education Services”, the Government approved “Auyly Mektebi”, the national programme for expanding preschool education in rural areas. This encouraged the expansion of school-kindergarten complexes²¹ in rural areas.

2.2.6. The State Programme on Education Development for 2005 to 2010 was approved by the President of the RK (as of 11.10.2004, #1459). The Programme aims to improve access to all forms of preschool education in view to setting favourable conditions for the introduction of compulsory preschool education starting from the age 3⁺. It states the following targets:

- 164 preschool organisations with 23,000 places will be constructed;
- 800 mini preschool centres with enrolment of 20,000 children will be established;
- 380 special rooms/premises for inclusive preschool education for special needs children will be set up;
- 75% of 5⁺-year-olds will have access to improved and updated teaching-learning processes in pre-primary education;
- 30% of children from poor families will have access to preschool education through establishing a social support mechanism.

2.2.7. The Order of the Minister of Education and Science of the Republic of Kazakhstan of 21 December 2004 (# 1353) approved the Rules on the Operation and Management of Kindergartens and Pre-primary Classes, which are to be observed by both public and private services.

2.2.8. **Other legislations:** The following resolutions and laws also exist to provide young children with protection and care:

- The Government Resolution of 14 May 2001 (# 630) approved a 2001-05 Programme for the Protection of Mother and Child Health.
- The Law on Foster Families and Youth Houses of 13 December 2000 (# 113-II) and the Government Resolution of 11 Dec. 2001 (# 1613) regulate the functioning of foster families.

²¹ Kindergartens/preschools established in the premises of general secondary schools.

- The Order of the Republic of Kazakhstan Health Agency Chairman of 6 June 2000 (# 228) approved the Rules for Early Childhood Orphanages' Activities and Rules for Children's Admission to and Dismissal from Early Childhood Orphanages. The procedure to adopt an orphan is regulated by the Law on Marriage and Family, the Regulations on Guardianship bodies, and the Rules for adopting children, citizens of the Republic of Kazakhstan by foreigners.

2.2.9. **Tax exemptions:** In accordance with the Tax Code, there are a number of tax privileges for private preschool organisations. They can be exempted for VAT, land and property taxes.

2.3. Early Childhood Policy

2.3.1. **Concerned ministries:** The Ministry of Education and Science is the main government body responsible for the policy development and provision of services for preschool education. The Ministry of Health is also involved in relation to the monitoring of children's physical development and provision of necessary health services; the Ministry of Labour and Social Protection in relation to children with special needs; and the Commission for Family and Women's Affairs in relation to family matters.

2.3.2. **Local bodies:** Akimat (local executive government) prepares the local budget for developing the social sector (education, health and social protection) in the oblast. Maslikhat (local parliament) then approves the budget of the respective administrative-territorial entity. Once the budget is approved, preschool education specialists of oblast, city and rayon educational departments implement activities.

2.3.3. **Social assistance:** The Ministry of Labour and Social Protection provides social assistance to families under the poverty line. As of January 1 of 2004, 114,000 preschool age children receive this assistance, which amounts to about 1000 Tenge per month.

Table 10: Preschool children receiving social assistance, 2004

Oblast / City	No. of recipient children	Amount of social assistance In Tenge	Average monthly amount of social assistance In Tenge
Almola oblast	4,124	12,769.4	1,032.12
Aktobe oblast	4,024	14,801.6	1,226.11
Almaty oblast	11,647	32,203.51	921.65
Atyrau oblast	8,402	36,372.6	1,443.01
East Kazakhstan oblast	14,426	52,171.75	1,205.5
Zhambyl oblast	12,118	10,510.3	289.11
West Kazakhstan oblast	4,665	16,342.9	1,167.77
Karaganda oblast	8,531	28,527.2	1,114.65
Kzyl Orda oblast	3,470	8,997.7	864.3
Kostanai oblast	8,536	28,009.3	1,093.77
Mangystau oblast	3,325	17,452.8	1,749.65
Pavlodar oblast	4,720	15,872.32	1,120.93
North Kazakhstan oblast	4,864	14,636.87	1,003.07
South Kazakhstan oblast	19,420	44,288.5	760.19
Astana city	540	2,519	1,554.94
Almaty city	1,342	6,189.37	1,537.35
RK Total	114,154	341,665	997.8

Reference: Ministry of Labour and Social Protection of the Republic of Kazakhstan. (1 January 2004).

2.3.4. Over 11,000 children attend special adjustment preschool organisations free of charge or with a considerable discount. "Hope Groups", set up in early childhood orphanages, provide care and education for children of age 0⁺ - 3⁺ whose mothers are either single or convicted with a sentence of three years and below. They are funded by the state budget.

2.3.5. **Childcare support:** In 2004 the government developed a measure to support families planning to have a third child. 3,080,948.000 Tenge has been allocated in the 2004 state budget for this purpose²².

²²See the Republic of Kazakhstan Parliament publications # 23, December 2003.

2.3.6. In accordance with the Government Resolution of 25 February 2003 (# 2000), mothers (i.e., citizens of RK, Oralmer or expatriates, foreigners, persons without citizenship permanently residing in Kazakhstan) who give birth to a child within the territory of the Republic are entitled to a lump-sum state child allowance. The allowance is provided for each child born regardless of his/her mother's income level. In case of the mother's death, the entitlement goes to the father. It also applies to the case of adoption. The monthly allowance amounts to 13,080 Tenge in 2003.

2.3.7. In accordance with the Law on State Allowance for the Disabilities and Families Without a Breadwinner of 16 June 1997 (# 126-1), disabled children under 16⁺ years and children disabled from birth receive monthly allowances of 3488 to 5232 Tenge (i.e. 4 to 6 times of the basic rate of 872 Tenge). Children of a family without a breadwinner receive 1744 to 13080 Tenge (i.e. 2 to 15 times of the basic rate of 872 Tenge). Minors retain the right to the allowance for loss of breadwinner even after being adopted.

2.3.8. In accordance with the Labour Law of 10 December 1999 (# 493-1), women are entitled to a maternity leave of 70 days before the delivery and 56 days²³ after the delivery. A lump-sum (including pregnancy and childbirth allowance) is granted to the mothers by their employers regardless of the duration of their services in the employment.

2.3.9. When a child is adopted directly from a maternity hospital, one of the parents is granted a leave of 56 days, along with an allowance from the employer, regardless of the years of his/her employment.

2.3.10. When the child is less than 1.5⁺ year old, the mother can apply for an additional leave of absence for childcare during which time the employer must reserve her post. The same entitlement is granted to a mother who adopts a child directly from a maternity hospital. The leave of absence can be used either entirely or partially any time before the child becomes 1.5⁺ year old.

2.3.11. **EFA plan on early childhood:** In the State Programme on Education Development for 2005-2010 and in the National EFA Plan of Action, the focus is on expanding access to preschool education, especially among the poor. Efforts are concentrated on identifying cost-effective service models and developing partnership with the private sector.

2.3.12. The priority target of the State Programme on Education Development for 2005-2010 is to increase the coverage of preschool education to 75% by 2010, adding 2.4% every year. To meet this target, a total of 21,500 places need to be set up in pre-primary classes and preschool groups; and 86 preschool organisations should be constructed to create 12,000 places between 2005-7. Creation of these places will cost 7 billion Tenge (4.8 billion Tenge for construction; 1.8 billion Tenge for equipment; and 0.39 billion Tenge for maintenance). In rural areas it is required to set up 380 pre-primary classes within existing schools, which will cost 1.5 billion Tenge (1.2 billion Tenge for equipment; and 0.3 billion Tenge for maintenance).

2.3.13. As of early 2004, there are 114,000 school age children in Kazakhstan living below the poverty line. The government aims to provide 30% of these children (31,000) with preschool education between 2008 and 2010. To meet the target, a total of 31,000 places need to be created in preschool organisations and mini preschool centres; and 11,000 places in 78 new kindergartens. Creation of these places requires a total of 66 billion Tenge (4.5 billion Tenge for construction; 1.7 billion Tenge for equipment; and 360 million Tenge for maintenance). In rural areas, 800 mini preschool centres have to be built in school buildings to cater for 20,000 target children. This will cost 3.1 billion Tenge including the costs for equipment (2.5 billion Tenge) and maintenance (600 million Tenge). Proposals for financing these plans have been submitted to the Ministry of Economy and Budget Planning.

²³ 70 days in case of a complication or a delivery of more than one child (e.g., twins).

3. Access

3.1. Status

3.1.1. **Early Childhood Services:** The table below shows the major public early childhood services in Kazakhstan. With regard to the formal provision, the Ministry of Education and Services (MOES) is the main provider of early childhood services in the country.

Table 11: Public early childhood service structure in Kazakhstan

Preschool Network (= Preschool Organisations or Preschool Education and Training Organisations)			
Under MOES and oblast education departments			Under MoH and oblast health departments
Nursery 1 ⁺ -3 ⁺	Kindergarten (KG) 3 ⁺ -6 ⁺	Pre-primary classes (PPE classes) 5 ⁺ -6 ⁺ Attendance for 1 year in a school-setting	
Nursery 1 ⁺ - 3 ⁺ (10 hours)	KG 3 ⁺ - 6 ⁺ (10 hours / 24 hours) Nursery-KG 1 ⁺ -6 ⁺ (10 hours) KG-school complex 1 ⁺ - 10 ⁺ (10 hours) Mini preschool centres (mini KG, home KG are forms of mini preschool centre) 3 ⁺ - 5 ⁺ <ul style="list-style-type: none"> • Shorter hours (from 2 to 10 hours) / flexible • Can be mixed age group (curriculum is different from KG because the opening hours and type of group, i.e. single- or mixed-age; in KG usually the groups are by single age) • Setting can be in KG, secondary school, home (e.g. preschool teacher's apartment) Kinderdorf ("children's village", serving young children in orphanages) 4 ⁺ - 7 ⁺ (24 hours)	PPE classes in secondary school 5 ⁺ - 6 ⁺ (4 hours - no lunch) PPE classes in POs 5 ⁺ - 6 ⁺ (from 5 to 10 hours)	Early childhood orphanages 0 ⁺ - 4 (24 hours)

3.1.2. There is a small but growing private provision of early childhood services in Kazakhstan. In private provision, there are formally organised services (e.g. full-time and short-time nurseries, children's centers for children ages 1⁺ - 6⁺/7⁺, preschool groups for children ages 1⁺ - 6⁺/7⁺ in KG-School) and informally organized services (e.g. baby sitters, nanny services). MOES monitors the former but does not finance them.

3.1.3. **Participation in Preschool Organisations (POs):** According to Table 12 below, 20.7% of children aged 1⁺ - 6⁺ are attending Preschool Organisations (POs). The regional gap is enormous, the rate of urban areas standing at 32.9% as opposed to 5.6% for rural areas. POs may form single-age or mixed-age groups.

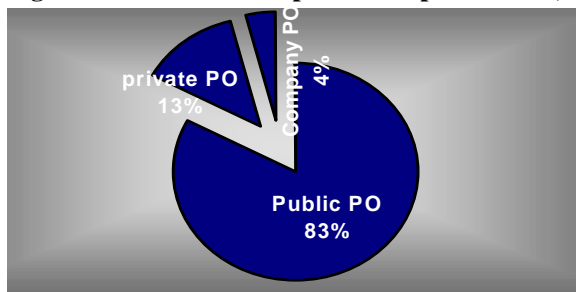
Table 12: The number of and participation in preschool organisations by oblast, 2004

Oblast / City	Urban + Rural			Urban			Rural		
	No. of POs	No. of children in POs	% of total children ages 1 ⁺ - 6 ⁺ years	No. of POs	No. of children in POs	% of total children ages 1 ⁺ - 6 ⁺ years	No. of POs	No. of children in POs	% of total children ages 1 ⁺ - 6 ⁺ years
Almola	78	7296	19.9	39	5631	33.2	39	1665	8.5
Aktobe	72	9234	21.9	50	7726	26.4	22	1508	11.6
Almaty	47	5137	5.4	36	4352	12.3	11	785	1.3
Atyrau	86	9158	31.6	38	6461	39.7	48	2697	21.2
East Kazakhstan	74	12473	21.3	61	11186	34.5	13	1287	4.9
Zhambyl	50	8769	15.5	23	5953	27.4	27	2816	8.1
West Kazakhstan	63	8730	28.2	33	7022	47.8	30	1708	10.5
Karaganda	133	21314	35.1	128	21020	41.3	5	294	3.0
Kzyl Orda	77	6363	13.1	42	4488	17.0	35	1875	8.5
Kostanai	73	9862	24.8	50	8719	41.5	23	1143	6.1
Mangystau	33	6775	23.2	29	6584	28.3	4	191	3.2
Pavlodar	72	12311	40.2	56	11429	59.1	16	882	7.8
North Kazakhstan	30	4206	16.0	14	3171	36.6	16	1035	5.9
South Kazakhstan	109	16302	10.4	81	13099	25.5	28	3203	2.9
Almaty city	153	26900	35.7	153	26900	35.5	0	0	0.0
Astana city	45	11077	40.6	45	11077	40.6	0	0	0.0
RK total (1)	1 195	175 907	20.7	878	154818	32.9	317	21089	5.6
RK total 2002/2003 academic year (2)	1162	153965	18.6	867	135393	30.4	295	18572	4.8
(1) - (2)	+33	+21942	+2.1	+11	+19425	+2.5	+22	+2517	+0.8

Reference: Ministry of Education and Science, Republic of Kazakhstan.

3.1.4. About 83% of POs are public; 13% private; and 3% of other status.²⁴ The percentage of POs funded by local authorities grew to 26% of the total, an increase by 9% compared with 2000. Public POs are expanding rapidly in East and West Kazakhstan, Zhambyl and Kyzulordinskaya oblasts, while the number is shrinking in Almaty. Public POs have been expanded thanks to increased public expenditure on preschool education (from 2.9 billion Tenge in 2000 to 4.9 billion Tenge in 2004).

Figure 2: Distribution of public and private POs, 2004

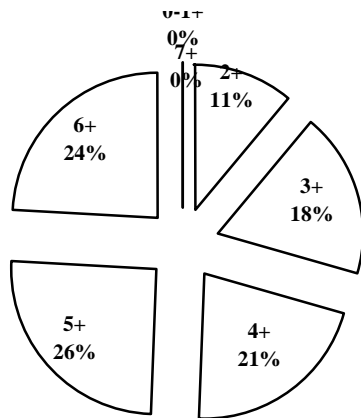


Reference: Ministry of Education and Science, 2004.

²⁴ See Annex 8, Table 32, for private enrolment as % of total enrolment in pre-primary education.

3.1.5. As demonstrated below in Figure 3, about 50% of the children participating in POs are 5⁺ and 6⁺ year olds in 2003.

Figure 3: Participation in POs by age, 2003



Reference: Ministry of Education and Science, 2004

3.1.6. **Participation in pre-primary education:** Because of the increased number of children entering into primary schools without pre-primary education, the government encouraged since 1999 the opening of pre-primary classes, a free one-year pre-primary education service established in general secondary schools for children who have never benefited from early childhood service. As a result, 63% of 5⁺ - 6⁺ year olds are receiving pre-primary education in 2004, compared with 20% in 1998. Interestingly, the gap between urban and rural areas in the participation of children aged 5⁺ - 6⁺ in Preschool Education is not so pronounced compared to that among 1⁺ - 6⁺ year olds.

Table 13: Participation in pre-primary groups and classes, 2003

Oblast / City	Number of pre-primary groups in POs	No. of children in pre-primary groups in POs	Number of pre-primary classes in secondary schools	No. of children in pre-primary classes in secondary schools	Total no. of children in pre-primary groups in POs and pre-primary classes in secondary schools	% of total 5+ - 6+ year olds participating in pre-primary education		
						Urban + Rural	Urban	Rural
Almola	135	3,184	828	9,206	12,390	70	74	68
Aktobe	209	4,071	528	7,273	11,344	70	71	67
Almaty	95	2,447	701	12,288	14,735	33	31	34
Atyrau	104	2,876	300	5,447	8,323	88	95	80
East Kazakhstan	237	6,201	809	12,074	18,275	61	61	60
Zhambyl	120	3,360	586	10,693	14,053	59	65	56
West Kazakhstan	108	3,214	460	6,008	9,222	64	69	59
Karaganda	335	8,967	685	10,859	19,826	97	99	90
Kzyl Orda	105	2,952	177	3,770	6,722	35	32	40
Kostanai	149	3,819	746	8,465	12,284	66	70	62
Mangystau	125	3,165	140	2,619	5,784	54	62	42
Pavlodar	271	6,485	388	3,734	10,219	86	96	71
North Kazakhstan	42	1,218	706	7,325	8,543	63	63	63
South Kazakhstan	324	7,794	1,645	34,600	4,2394	66	71	64
Almaty city	749	14,166	69	1,158	15,324	67	67	0
Astana city	144	4,812	18	337	5,149	59	59	0
RK Total	3,258	78,731	8,786	135,856	214,587	63	67	57
RK 2002/2003 academic year	3,172	77,667	8,079	136,999	214,666	62	63	56
<i>Difference with the total RK 2002/3</i>	+86	+1,064	+707	-1143	-79	+1	+4	+1

Reference: Ministry of Education and Science, Republic of Kazakhstan

3.1.7. **Special needs children:** Preschool age children with disabilities (severe and mild forms of speech, eyesight, hearing, intellectual and locomotor system problems, children with mental retardation, with early signs of TB infection, with mild or abating TB forms as well as with other chronic, infectious diseases) are admitted to POs for special needs children.

3.1.8. The Ministry of Education and Science operates a total of 109 orphanages accommodating 2,500 orphans aged 4⁺ - 7⁺ years among other age groups of children. Also, the Ministry of Health operates 27 early childhood orphanages for 2,500 orphans aged 0⁺ - 4⁺ years, providing medical and pedagogical care. "Hope Groups" are set up within early childhood orphanages to provide care and education for children of young single mothers and mothers convicted for three years or less. Trust Councils are set up to draw attention of the communities to the problem of orphans and to the operation of orphanages.

Table 14: The network of early childhood orphanages, 2002

Oblast / City	Number of early childhood orphanages	No. of children in early childhood orphanages
Almola	1	55
Aktobe	1	187
Almaty	4	260
Atyrau	1	37
East Kazakhstan	2	207
Zhambyl	0	0
West Kazakhstan	2	169
Karaganda	3	344
Kzyl Orda	1	62
Kostanai	3	212
Mangystau	1	54
Pavlodar	1	89
North Kazakhstan	1	67
South Kazakhstan	1	116
Almaty city	4	267
Astana city	1	110
RK Total	27	2,236

Reference: Ministry of Health, Republic of Kazakhstan.

3.1.9. **Fees for preschool education:** In urban areas, parents pay, on the average, about 2,500 Tenge for a general state PO for 5⁺ - 6⁺ year olds. The fee increases to about 3,300 Tenge if it caters for 0⁺ - 5⁺ year olds. The fees in rural areas are generally lower, 1,344 Tenge for 5⁺ - 6⁺ year olds as opposed to 2,500 Tenge in urban areas, and about 1,600 Tenge for 0⁺ - 5⁺ year olds as opposed to 3,300 Tenge in urban areas.

3.1.10. In urban areas, companies that provide nannies to families charge 5,000 – 12,000 Tenge per month; there are also mini kindergartens for 4⁺ - 10⁺ year olds that charge 1,000 – 4,000 Tenge.

3.1.11. Food costs are mostly covered by parents. But in Pavlodar oblast parents also pay for the educators; and in Kzyl Orda oblast for utilities. In Astana, parents cover 50% of food and utility expenses.

3.1.12. POs for children with special needs, in some regions, are fee-paying, and in others, free; so are POs for tuberculosis (TB) infected children.

Table 15: Monthly fees of the services in the preschool network, 2003

Oblast / City	Public POs				Fees of pre-primary classes set up in general secondary schools	Fees of correctional POs for children with special needs	Fees of sanatorium POs for TB infected children	Fees of "Hope Groups" in early childhood orphanages
	Urban		Rural					
	5 ⁺ - 6 ⁺ year olds	0 ⁺ - 5 ⁺ year olds	5 ⁺ - 6 ⁺ year olds	0 ⁺ - 5 ⁺ year olds				
Almola	2,500	2,500	800	800	0	0	0	0
Aktobe	2,500	4,400	2,900	3,500	0	2,200	0	0
Almaty	4,200	4,200	1,500	1,500	0	0	620	0
Atyrau	3,000	4,700	1,500	3,000	0	0	0	0
East Kazakhstan	2,116	2,267	2,075	2,100	0	2,300	0	0
Zhambyl	788	788	528	528	0	788	788	0
West Kazakhstan	1,900	1,900	830	830	0	300	0	0
Karaganda	2,500	2,500	1,500	1,500	0	1,500	1,200	0
Kzyl Orda	960	1,750	600	800	0	0	0	0
Kostanai	2,900	2,900	1,500	1,500	0	2,800	0	
Mangystau	5,500	5,500	4,600	4,600	0	0	0	0
Pavlodar	1,800	3,500	1,400	1,400	0	0	0	0
North Kazakhstan	2,000	3,000	1,400	1,600	0	1,500	1,000	0
South Kazakhstan	1,800	2,000	1,200	2,000	0	800	700	0
Almaty city	3,000	6,800	0	0	0	0	0	0
Astana city	1,900	3,500	0	0	0	1,700	0	0
Country average	2,498 (16.7\$ US)	3,263 (21.8\$ US)	1,344 (9.0\$ US)	1,604 (10.7\$ US)	0	1,400 (9.4\$ US)	862 (5.8\$ US)	0

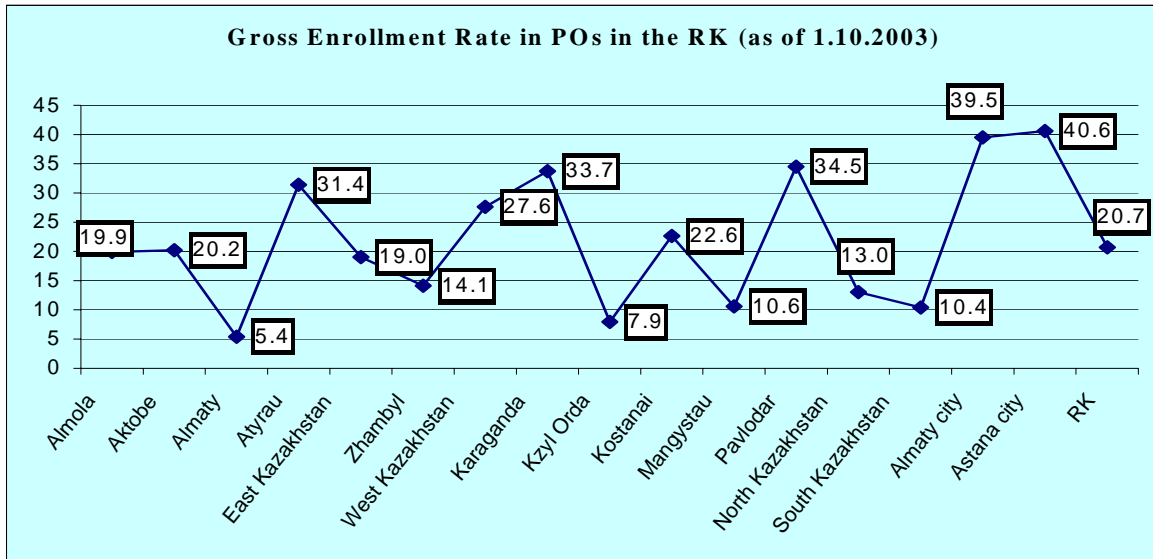
Reference: Ministry of Education and Science, Republic of Kazakhstan.

3.2. Problems and Measures Taken

3.2.1. **Lack of places:** Demand for preschool education in Kazakhstan has always been high, but it became particularly so, as the available services were reduced by 80%. Since 1996, no new POs have been built and this has intensified the demand even further. Data of 2002 show that in the urban areas of West Kazakhstan, Kostanai, Mangystau, North Kazakhstan and South Kazakhstan oblasts and Astana City, 105-129 children compete for 100 places available in POs. In the case of Astana City, over 3000 children queue up to get a place in a PO. At the country level, there are about 22,000 children waiting for places in POs.

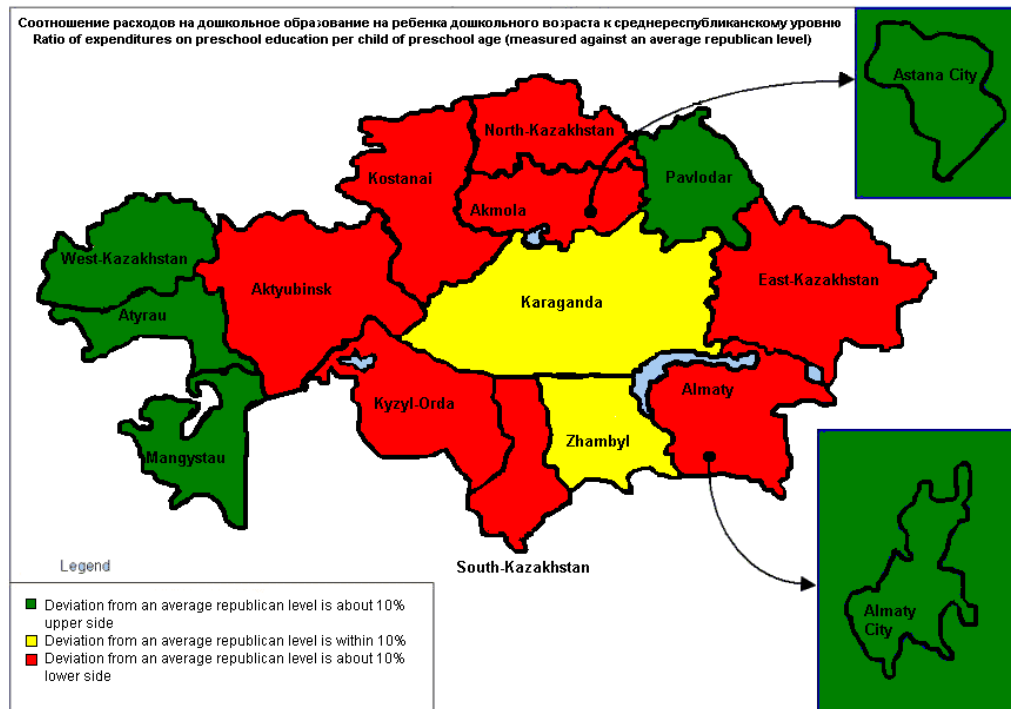
3.2.2. Assuming that the existing places are fully occupied, the current supply of places in POs can accommodate, nation-wide, only 20.7% of 1⁺ - 6⁺ year olds; and in rural areas, only 5.6%.

Figure 4: Gross enrolment rates in POs by oblast, 2004



3.2.3. **Inequitable access:** Taking the enrolment rates in POs as a proxy for the availability of services, one can observe in Figure 4 indicated above that there is a great deal of regional gap. The enrolment rate varies from 5,4% in Almaty oblast to 40,6% in Astana City. What contributes to this regional gap is that the expenditure for preschool education per child in Subvention oblasts²⁵ is lower than in Donor oblasts²⁶.

Figure 5: Regional distinction by expenditure on preschool education per child



²⁵ Subvention oblasts are economically weak regions of Kazakhstan. They receive subsidies for the development of their regions from the National Budget.

²⁶ Donor oblasts are economically strong regions of Kazakhstan. Part of their revenues is deducted to the National Budget to support the Subvention oblasts.

3.2.4. The Figure 5 above distinguishes oblasts by the level of their expenditure on preschool education per child measured against the national average level of expenditure. In the oblasts marked in green (Pavlodar, West Kazakhstan, Atyrau and Mangystau oblasts and Almaty and Astana Cities), the oblast level of expenditure exceeds that of the national level by 10% or more. In the oblasts marked in yellow (Karaganda and Zhambyl), the expenditure is up to 10% against the national average expenditure. In the oblasts in red (North Kazakhstan, Akmola, Kostanai, Aktyubinsk, Kyzul-Orda, South Kazakhstan, Almaty, East Kazakhstan and Almaty city), the oblast expenditure is lower than the national average level (less than 10%).²⁷

3.2.5. **Causes of regional gap in expenditure:** The regional gap in expenditure on preschool education is, in turn, attributed by the following factors:

- Non-mandatory participation of children under 5⁺ years in preschool education
- Local authorities' low estimation of their roles and responsibilities for preschool education
- A shortage of preschool educators in rayon (District) and City Education Departments²⁸
- Poor monitoring and evaluation system for preschool education
- Lack of public preschool education services
- Difference among POs in the quality of teaching materials and pedagogy

3.2.6. **Expansion plan:** As part of the draft Indicative Plan for Social and Economic Development of RK for 2005-2007, the local governments developed plans to expand and improve the Preschool Organisations, pre-primary classes and mini preschool centres (see Table 16). According to these plans which cover 2005-2007, 137 Preschool Organisations are to be built for 19,000 children; 259 POs to be restored for 25,200 children. The annual local expenditure on preschool education is expected to double in 2005-2008 compared with 2003-2004.

3.2.7. Due to their low number of POs per preschool-age population (age 1-6), North and South Kazakhstan oblasts are planning the largest expansion. Meanwhile, the expansion will be rather limited in the Almaty and Astana Cities and Almaty oblast.

²⁷ Data from UNICEF and Sana-Consulting Agency. 2002

²⁸ In 202 Rayons and Municipal Education Offices.

Table 16: Regional expansion plans for preschool organisations, 2005-7²⁹

Oblast / City	No. of POs 1/01/2004	No. of POs projected /2005	No. of POs projected /2006	No. of POs projected/ 2007
Almola	75	93	110	126
Aktobe	72	84	88	94
Almaty	44	48	48	18
Atyrau	84	94	101	106
East Kazakhstan	72	78	81	84
Zhambyl	47	55	65	74
West Kazakhstan	63	74	79	82
Karaganda	127	138	144	150
Kzyl Orda	67	89	89	89
Kostanai	72	82	94	104
Mangystau	30	33	38	42
Pavlodar	73	79	83	91
North Kazakhstan	26	32	47	62
South Kazakhstan	107	143	184	222
Almaty city	153	156	158	159
Astana city	44	47	49	49
RK Total	1,195	1,325	1,458	1,552

Reference: Ministry of Education and Science, Republic of Kazakhstan.

3.2.8. **Measures by the MOES-RK:** Within implementation of the State Programme of Education development 2005-2010 the Ministry of Education and Science of the Republic of Kazakhstan (MOES-RK) is working on the following legislative and policy frameworks to expand access to preschool education:

- A Law on Preschool Care and Education in the RK
- State Education Programme for 2005-2010
- “We go to Kindergartens” programme (detail programme of State Education Programem 2005-10)
- Future Plan for Rehabilitating POs for 2005-2015

3.2.9. The Ministry’s strategies are aimed at expanding access for preschool age children to different types of educational establishments/organisations as follows:

- Expand home kindergarten
- Expand POs with inclusive education
- Expand mini-centres in the premises of general secondary schools, with special short day-time preschool groups
- Expand POs with different languages of instruction other than the national language
- Use public and private financing sources to restore the POs network, construct new POs and open new pre-primary classes
- Provide with appropriate and relevant specialist of the oblast education departments for better coordination and management of preschool services

3.2.10 **Alternative services:** The MOES-RK and local governments are piloting low cost alternative services. These include mini preschool centres and preschool groups with shorter operating hours, and flexible educational programmes set up in rural schools and other non-formal settings provided 2 hours daily and free-of-charge. In East Kazakhstan and Kysylordinskaya oblasts, 13 home kindergartens were set up.

²⁹ Included in the draft 2005-2007 Indicative Plan for the Social and Economic Development of the Republic of Kazakhstan.

3.2.11. The MOES-RK has provided oblast educational departments with the guidelines for the opening and management of mini preschool centres and school-kindergarten complexes. In 2004, 117 such preschool groups and classes were set up in POs and primary schools, catering for 2130 children. 67 of them were established in villages, catering for 927 children. The MOES-RK is in the process of developing the pedagogical programme for mini preschool centres.

3.2.12. **Parenting education reinforced:** Initiatives for parenting education are being sprung up. Since 2004, Semipalatinskaya region of East-Kazakhstan and Kzyl Orda oblasts, for instance, are introducing parenting programmes focused on child development, safety, speech skills, math, and child disciplining. There is also a plan by the Ministry of Education and Science to develop a National Family Support Programme to provide parents with information and knowledge on how to interact with children, take care of their health and assist with their preparation for formal schooling.

3.2.13. By the order of the Ministry of Health, Health Counselling Centres are being opened within the premises of medial polyclinics. So far, 33 Health Counselling Centres have been established nationwide. These centres provide mothers and their young children with basic information on basic health and nutrition, childcare, family planning, prevention of diseases, etc. The Centres also provide training for prospective mothers, who receive information on prenatal care, family planning, breastfeeding and childcare.

3.2.14. The Government Plan for 2003-6 also mentioned the need to further develop preschool education. It stresses the need to improve preschool facilities, teachers' capacities and teaching-learning processes. It also encourages the expansion of the network of POs, which provide not only pre-primary learning but also social support to poor families and working mothers.

4. Quality

4.1. Status

4.1.1. **Guidelines:** The activities and programmes of preschool education in Kazakhstan are regulated by the following two guidelines:

- Basic Regulations of the State General Mandatory Standards for Preschool Education (Basic Regulations, hereafter), effective from September 19, 2001 (MOES RK Order #739).
- Basic Minimum General Curriculum for Preschool Education for Children ages 1⁺ - 6⁺ years (Basic Curriculum, hereafter), effective as of May 14, 2004 (MOES RK Order #410).

4.1.2. The two guidelines are based on the concept of the child-oriented education, and emphasise the importance of games, children's physical, speech and artistic development and acquisition of basic scientific concepts including numeric skills. They also stress the child's mastering of Kazakh and Russian languages as well as his/her understanding of the cultures of different ethnic groups living in Kazakhstan. In developing these documents, relevant information and experience from other countries were taken into account.

4.1.3. They describe how to monitor and provide care to young children, as well as how to arrange the learning environment (e.g., the kinds of materials and equipment to be provided). They also highlight that each child should be allowed to learn at his/her own pace; and that the teaching method should be child-centred.

4.1.4. The guidelines are observed in all public and private POs, preschool groups in orphanages, boarding schools, and non-formal organisations, and pre-primary classes.

4.1.5. With the aim to identifying social and psychological basis of the pedagogical process in preschool groups and classes, a number of documents were drafted and are used at present, such as the Childhood Preschool Preparation Concept, State Standards for Preschool Education, as well as General Educational Programs for Childhood Preschool Preparation in Kindergarten and School, which focus on building the child's psychological preparedness for schooling and learning skills.

4.1.6. **Preschool personnel:** Currently, there are 17,600 teachers working in 1,195 POs. Different educational qualifications are required to work as teachers depending on the posts occupied. For example, people with general secondary education certificate can work as care/teaching assistants³⁰; those with higher educational diploma can work as managers, directors and teachers. The higher the educational qualification, the greater the amount of salary. The following shows the breakdown of preschool teachers according to their educational and training background.

- **40.9%** of them are with higher education diploma (15.7% with higher preschool education; 25.2% with other higher pedagogical education).
- The majority (**50%**) are with college education diploma (74.3% with college preschool education; 12.3% with other college pedagogical education).
- **6.5%** are with incomplete³¹ pedagogical education diploma (4% with other incomplete pedagogical education; 2.5% with incomplete higher preschool education).
- **2.5%** are with general secondary education certificate.

³⁰ They assist preschool teachers in conducting lessons and activities as well as help with cooking and cleaning. It should be noted that there is no English equivalent to this category of preschool personnel, as care/teaching assistants normally would not be engaged in cleaning and cooking.

³¹ "Incomplete" means that people are currently undergoing their respective post-secondary training, including distance learning.

4.1.7. The preschool personnel are now teamed up with other professionals such as psychologists, speech therapists, valeologists, sport instructors, choreographers, teachers in foreign languages and arts, diet nurses and etc. Most preschool personnel are women.

4.1.8. **Training:** There are pedagogical institutes and universities in the Cities of Almaty, Taldykorgan, Aktyubinsk, Semipalatinsk, Taraz, Karaganda, Petropavlovsk that train preschool teachers. The duration of this training is 5 years. Meanwhile, there are 24 pedagogical colleges that train teachers with specialised secondary education; the graduates receive a college diploma. There are 1,200 students enrolled in pedagogical colleges. The training in pedagogical colleges lasts for 3 years.

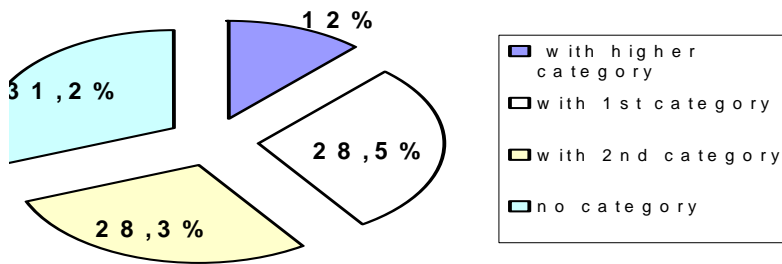
4.1.9. Training focuses on both theories and practices. Future preschool teachers are taught psychology, pedagogy, preschool pedagogy, preschool education management and methodologies both at pedagogical institutes and colleges.

4.1.10. **Remuneration:** Monthly salaries of PO teachers vary, depending on the type of the service, years of their employment, and the level of their education. On the average, they earn 12,000 – 14,000 Tenge per month. In accordance with the Education Law, teachers in POs and pre-primary classes are to work 24 hours per week. Their daily working hours vary from 4.48 hours in preschool groups to 5-6 hours in POs.

4.1.11. Transfer of teachers is regulated by the Regulations for Preschool Education. Teachers can move from one service to another. With complementary training, primary school teachers can teach in POs.

4.1.12. **Primary school teachers:** Their statutory working hours are 20 hours a week; and their salaries vary depending on the years of employment, region, level of education, number of working hours and special assignments to undertake. Their monthly salaries range from 16,500 to 25,200 Tenge. Teachers working on a pilot project are paid 10% more.

Figure 6: Different grades of primary teachers³²



4.1.13. Professional development programmes are available for preschool teachers, psychologists, curriculum specialists or “methodologists”, managers, and other categories of early childhood workers. The percentage of preschool teachers who participate in professional development programmes in 1997 was 10%; it increased to 25.2% in 2003.

4.1.14. As shown in the Figure above, only 41.5% of the total number of primary school teachers belong to the higher and first categories.

4.1.15. Teachers working in private POs and Centres for Early Childhood Development³³ can participate in the government-instituted education and training for preschool teachers provided at universities and national/regional professional development courses. However, they are required to pay the education and

³² Different grades are determined for primary school teachers according to their qualification and experience. Those graded as “higher category” are those best qualified and experienced; the least qualified and experienced teachers are graded “2nd category”.

³³ A kind of non-formal preschool service.

training fee, unlike the government teachers. There is no specific training programme to train non-formal teachers.

4.1.16. **Teacher-student ratio in POs and pre-primary classes**³⁴: On the average, the teacher-student ratio in POs, where children are received on two shifts, is 1:10; the ratio in pre-primary classes, where children are received in a single shift, is 1:17. The ratio in primary schools is 1:18; and that in universities 1:8.

Table 17: Teacher-student ratio in POs and pre-primary classes, 2003

Oblast / City	Number of teacher in POs	Number of children in POs	Average number of children per teacher in POs	Number of teachers in pre-primary classes	Number of children in pre-primary classes	Average number of children per teacher in pre-primary classes
Almola	789	6,857	9	592	9,206	16
Aktobe	912	8,607	9	526	7,273	14
Almaty	548	4,729	9	678	12,288	18
Atyrau	970	8,553	9	749	5,447	7
East Kazakhstan	1,204	11,751	10	749	12,074	16
Zhambyl	875	8,168	9	599	10,693	18
West Kazakhstan	793	8,498	11	461	6,008	13
Karaganda	2,005	19,382	10	619	3,770	6
Kzyl Orda	525	4,476	9	177	3,770	21
Kostanai	795	8,726	11	540	8,465	16
Mangystau	585	6,500	11	127	2,619	21
Pavlodar	1,231	10,950	9	309	3,734	12
North Kazakhstan	331	3,561	11	706	7,325	10
South Kazakhstan	1,500	14,780	10	1,640	34,600	21
Almaty city	2,448	25,200	10	68	1,158	17
Astana city	818	9,970	12	18	337	19
RK Total	16,329	16,0708	10	8,104	13,5856	17

Reference: Ministry of Education and Science, Republic of Kazakhstan.

4.1.17. **Pre-primary classes**: Curriculum for pre-primary classes is designed for a cycle of 32 weeks, with 22 hours a week. The curriculum takes into account the learning needs of 5⁺ - 6⁺ year olds. In 2003-2004, about 40% of Pre-primary class children received textbooks from the state. About 60-80% of first graders receive preschool education before entering into formal schooling. Evaluation studies show that children are generally well prepared for formal schooling.

4.1.18. According to the table below, 65.9% of the teachers in pre-primary classes have college level education; 33.5% of them have completed tertiary level education. Only 1.6% of them have general secondary education diploma. It can be said that teachers in pre-primary classes are relatively well educated.

4.1.19. Furthermore, 35.9% (2,900) of teachers teaching pre-primary classes have been educated and trained specifically in preschool education at either tertiary or college level. The majority (53.8%) of those teaching pre-primary classes have specialised in primary education at either tertiary or college level.

³⁴ See also Annex 8, Table 34.

Table 18: Educational backgrounds of teachers working in pre-primary classes, 2003

Oblast / City	Total number of teachers in pre-primary classes	Number of teachers with tertiary education specialised in:				Number of teachers with college education specialised in:				Number of graduates of general secondary education
		Preschool education	Primary education	Other education fields	Non-education fields	Preschool education	Primary education	Other education fields	Other non-education fields	
Almola	592	31	69	15	1	221	215	11	0	29
Aktobe	523	62	63	16	15	168	152	9	17	21
Almaty	678	187	160	0	0	191	140	0	0	0
Atyrau	295	64	78	6	0	64	82	1	0	0
East Kazakhstan	745	41	118	55	1	201	252	67	0	10
Zhambyl	599	63	83	24	0	168	189	40	9	23
West Kazakhstan	425	3	31	27	0	28	334	2	0	0
Karaganda	621	49	105	16	0	101	349	1	0	0
Kzyl Orda	177	7	47	0	0	65	30	19	9	0
Kostanai	534	31	73	10	0	111	289	3	0	17
Mangystau	123	13	10	1	0	50	40	1	2	6
Pavlodar	309	7	24	19	0	103	134	22	0	0
North Kazakhstan	703	39	53	25		243	313	10	0	20
South Kazakhstan	1641	335	336	231	0	217	517	1	0	4
Almaty city	68	24	25	0	0	0	17	2	0	0
Astana city	18	0	0	6	0	4	8	0	0	0
RK Total	8051 (100%)	956 (11.9%)	1275 (15.8%)	451 (5.6%)	17 (0.2%)	1935 (24.0%)	3061 (38.0%)	189 (2.4%)	37 (0.5%)	130 (1.6%)

Reference: Ministry of Education and Science, Republic of Kazakhstan.

4.1.20. In 2003/04, about 30% of the primary school teachers working in pre-primary classes received training on preschool education.

4.1.21. **Physical conditions of services:** The physical conditions of preprimary classes/groups in POs are developmentally appropriate. However, those of pre-primary classes in general secondary schools are generally poor: Toys are insufficient; facilities and equipment are not adapted to the developmental needs of young children. Moreover, the pre-primary classes in general secondary schools are not properly equipped to cater adequately to children with learning disabilities.

4.1.22. POs are equipped with child-friendly furniture, sports facilities, music instruments, audio-visual aids, and a library. Their classes have toys, play materials, games, educational materials for cognitive development and a corner for children to learn about plants and animals. Many POs have a place for meals, infirmary, and a swimming pool. POs are designed not only to educate children but also to provide them comprehensive care.

4.1.23 Among 1,156 POs operating in the country in 2003, more than 80% are located in buildings constructed for the purpose of POs; around 15% in buildings converted into POs; and 49.6% of state kindergartens needing thorough repair. 50.4% POs are said to have modern utilities.³⁵

4.1.24. As shown in the table below, 15.6% (180) of the total number of POs (1,156) have no water supply pipeline; 34.9% (404 POs) have no hot water; 12.2% (142 POs) have a stove heating; and 19.1% (221 POs) have no sewage system.

³⁵ Modern utilities include electricity, central heating, water supplies, telephone lines, modern furniture.

Table 19: Physical conditions of preschool organisations, 2003

Oblast / City	Number of POs with no hot water	Number of children in POs with no hot water	Number of POs with water supplied in tanks/bottles ³⁶	Number of children in POs with water supplied in tanks/bottles	Number of POs with stove heating	Number of children in POs with stove heating	Number of POs with no sewage	Number of children in POs with no sewage
Almola	47	2,613	26	1067	6	148	18	544
Aktobe	30	1,742	17	795	13	459	18	767
Almaty	26	1,966	0	0	27	591	5	263
Atyrau	39	2,612	39	1,920	6	166	36	1,612
East Kazakhstan	9	884	1	69	2	244	3	235
Zhambyl	27	3,029	3	125	13	1,006	14	1,079
West Kazakhstan	23	1,287	19	897	6	167	14	666
Karaganda	17	1,921	2	237	0	0	3	282
Kzyl Orda	65	4,358	34	1,611	30	1,273	46	2,116
Kostanai	31	1,386	18	479	8	184	17	407
Mangystau	0	0	0	0	0	0	0	0
Pavlodar	15	636	6	279	2	51	8	318
North Kazakhstan	12	683	8	358	0	0	5	163
South Kazakhstan	63	7,095	7	871	28	2,844	33	3,331
Almaty city	0	0	0	0	1	0	1	51
Astana city	0	0	0	0	0	0	0	0
RK total	404 (34.9%)	30,212	180 (15.6%)	8,708	142 (12.2%)	7,133	221 (19.1%)	11,834

Reference: Ministry of Education and Science, Republic of Kazakhstan.

4.1.25. **Supervision:** The Article 35 of the Education Law stipulates the procedures for monitoring and evaluation of educational organisations including Preschool Organisations. Evaluation is two-tiered. It is first done by the Preschool Organisations themselves; and second, by the Attestation Commissions, which consist of qualified teachers, PO experts, professionals, parent representatives, members of trade unions, NGOs and other stakeholders. The Commission evaluates the Preschool Organisations' compliance of state standards and curriculum; it also examines the children's developmental status as well as the service's overall operation and under-utilisation of teachers' capacities and facilities. The results are reviewed and followed up by concerned education authorities, PO staff and other stakeholders in the Organisations' annual planning.

4.1.26. In addition to the attestation, there are also regular inspection on the quality of services provided. Inspection identifies strengths and weaknesses of the services inspected. A mandatory inspection is conducted annually in August before the commencement of the academic year by education authorities and other authorities concerned on the service's physical infrastructure. In May – before summer time – Preschool Organisations are inspected for children's health as well as conditions for hygiene and food safety during summer. Inspection results are discussed among the concerned education, health and finance authorities as well as with local governments.

4.1.27. **Learning and teaching materials:** Following the legislation on one-year mandatory pre-primary education for 5⁺ - 6⁺ year olds from 2003-2004, the Ministry of Education and Science of the Republic of Kazakhstan developed 19 sets teaching and learning materials for pre-primary education (UMK). Each set includes an ABC exercise book, reading materials, handouts, manuals for educators and parents on how to organise preschool education activities. 2.3 million copies of the UMKs (i.e. sets of teaching and learning materials) were produced in Kazakh and Russian. The UMKs are the first of its kind quality pedagogical materials produced for pre-primary education. Price of 1 book or 1 set is US\$ 0.5 – 4.

³⁶ In other words, there is no water supply pipeline that runs in the POs. Therefore, the water has to be delivered from somewhere else.



Illustration: UMKs (teaching and learning materials for pre-primary education) of Kazakhstan

4.1.28. New textbooks were also produced for primary schools in four languages: Kazakh, Russian, Uigur and Uzbek. They focus on helping children acquire cognitive skills along with a good understanding of cultural values. The price of one copy is US\$ 2-2.5.

4.1.29. **Parents' satisfaction:** Parental satisfaction is one of the indicators to assess the quality of services provided. In Kazakhstan, it is observed that parents are generally content with preschool services. The box below shows parents' comments on the Preschool Organisation "Kapelka" situated in the village of Zatobolsk, Kostanai oblast oblast.

Box: Parents' opinions about the kindergarten of Zatobolsk village, Kostanai oblast

"As a housewife I was not expected to put my child in a kindergarten. But I lack the know-how to develop and teach him, which the kindergarten has. So, we have decided to take him to the kindergarten although we have low income".

"Healthcare services are provided in the kindergarten and are free-of-charge. Our children are treated for diseases and become healthy. There are swimming pool, sauna, phyto/physio-therapies, etc.

"In this kindergarten, our children are served with food containing vitamins, like fruits, berries and vegetables".

"In the family consultation room set up in the kindergarten, parents can share information and learn from a competent psychologist about developing and educating children".

"Our family likes this kindergarten because it has a group that accommodates children around the clock. We work at the market and need a place for our child to stay in the evening. This arrangement is helpful for us".

Reference: Sange Agency, 2004.

4.2. Problems and Measures Taken

4.2.1. **Transition to formal schooling:** As part of the government's continuing efforts to facilitate the child's transition from early childhood services to formal schooling, a mandatory participation of 5⁺ - 6⁺ year olds in pre-primary education was introduced as a state policy in 1999.

4.2.2. **Poor training capacity:** In 1995-2001, there was a reorganisation of tertiary education institutions in Kazakhstan. In this process, pedagogical institutes, where preschool teachers were trained, were replaced by or transformed into universities. As general universities that embraced other subjects, they proved to be rather ineffective in training future preschool teachers. They came to pay less attention to the pedagogical education and training. One reason is that there was insufficient teaching staff who could deliver useful, practical learning to equip the students with the necessary knowledge and skills. The teaching staff mostly consisted of those without professional working experience in POs. Another is that practical requirements have been reduced, and the learning was centred on acquiring theories, much less on practical know-how and updated information.

4.2.3. In order to solve the above-mentioned problems, the President decided to open again pedagogical institutes. Through the Government Regulation no. 128, the Pedagogical Institutes were reopened in 2004,

increasing the training capacity from 100 to 300 annually. Pedagogical Colleges are training over 1,200 students at preschool faculties.

4.2.4. **Research capacity to be reinforced:** In order to develop theories and approaches to preschool education, MOES-RK is planning to establish the National Research and Practical Centre “Preschool Childhood” in 2005. Its functions include the following: developing and implementing multidisciplinary and multi-sectoral approaches to preschool education; reviewing the status of preschool education system in Kazakhstan; developing state standards for preschool education; provide training; pilot innovative approaches; testing teaching and instructional materials, toys and games.

4.2.5. **Problems with pre-primary education textbooks:** As mentioned earlier, the pre-primary classes and groups for 5⁺ - 6⁺ year olds are now using the UMKs, the pre-primary education textbooks. Introduction of the UMKs has faced a host of challenges.

4.2.6. With the aim of providing the UMKs for 41% of pre-primary level children, the government has allocated 350 million Tenge and sent instructions to oblast Akims to utilize the fund. Some oblasts have responded swiftly and been able to cover 60-100% of the target children; but there are oblasts (e.g., Aktobe, Almaty and Kzyl Orda oblasts) where only 10-20% of the target children have received the textbooks.³⁷

4.2.7. According to the National In-service Teacher Training Institute, for the last 4 years, 5,000 preschool teachers (30% of the total) have received refresher courses. But these courses did not introduce the UMKs, which was first introduced in 2003, nor did the teachers have the opportunity to meet with the textbook developers. There is a need to redesign the refresher course that preschool teachers can be fully briefed and training on the new textbooks.

4.2.8. Managers of POs and schools have not been familiarized with the new textbooks. They need training. Parents also need to be aware of the presence of the textbooks and learn how to introduce them to children. The MOED-RK and UNESCO are planning a national seminar to be held in September 2004 on this and other pending issues in preschool education in Kazakhstan.

4.2.9. The education authorities in oblasts and rayons are to examine the status of textbook provision and distribution in schools in remote areas, pedagogical colleges and institutes, and inform it the publishers. However, this has not been done as expected.

4.2.10. The publishing houses should know the exact demand for preschool textbooks and materials. To do so, it is considered necessary to carry out consultations with the concerned stakeholders, such as preschool teachers, first grade teachers, preschool education experts, faculties in the training and teaching institutions, and students of preschool education. Also, the local education departments and in-service teacher training institutes should also be involved in and facilitate the consultation process. However, this has not been done.

4.2.11. **Pedagogy in pre-primary classes:** According to an assessment study carried out by the MOES-RK and UNESCO, the pedagogy of pre-primary classes in rural areas is characterized by teacher-oriented, question-and-answer sequences. Children are controlled strictly; and the environment is not conducive for children’s own explorative learning processes. Thematic corners where children can choose to go and learn at their own pace are not set up.

4.2.12. **Partnership with parents:** Parents have been invaluable partners to providing preschool education in Kazakhstan. In the case of PO #45 in Taldykorgan city, Almaty oblast, parents are organizing activities to share their teaching and childrearing skills with other parents. In Kindergarten #4 in Talgar, a town in Almaty oblast, parents financed the operation of the kindergarten for the last five years. In the kindergarten called “Murager” in the Kostanai oblast, parents produce a pedagogical bulletin on family education. Yet, POs and schools still do not know how to develop a partnership with parents and benefit from the partnership. Their current contact with parents is, at best, nominal, paying lip service to their obligation. It

³⁷ Data from the MOES, 2003.

is necessary to look at the latest knowledge and practices in preschool education so as to come up with better strategies to involve parents in preschool education.

5. Resources

5.1. Status

5.1.1. **Situation before 1991:** Before 1991, there were 8,734 preschool organisations (POs), 50% of them being in rural areas. Most of these POs were owned by plants and collective farms, of which closedown had a rippling effect on the closedown of their kindergartens. In 1998, the enrolment in POs dropped to 10.8%. Local government budgets did not include expenditure for preschool education, which escalated the problem.

5.1.2. **Situation after 1999:** In 1999, the Education Law was passed and the Government Regulation on the Issues of Preschool Preparation of Children was announced. Funding for POs began to increase with these two measures. The government strategy was to include the budget for preschool education in the overall education budget. Public expenditure on preschool education grew by 45% from 2.9 billion Tenge in 2000 to 4.9 billion Tenge in 2004. The enrolment of children aged 1-6 was doubled to 20.7 % from 2000 to 2004.

5.1.3. However, as the fees for POs increased, most poor children could not have access to preschool education. Thus, the government started to look for low-cost services, especially for children in poor rural areas. The alternative services considered include the following:

- Short-term Stay Groups in kindergartens
- Where POs are not available, mini preschools or preschool groups with a daily 2-3 hours programme provided by preschool teachers
- Short-term stay groups in preschool teacher's homes
- Half-day stay in kindergartens

5.1.4. **Funding system:** Public resources for preschool education come from two sources: national and local budgets of oblasts and rayons. Spending priorities are determined at the central level. The national budget is decentralised from the central to oblast and rayon levels; the size of the national budget oblasts and rayons receive is adjusted according to the local situations (e.g. number of preschool-age children, number of preschools). Disputes between central and local governments over budgets are moderated by the National Budget Commission, which also approves the priorities of the government expenditure. The central government sets the procedure and timeline for the drafting of national and local budgets. Local budgets are handled by the oblasts, of which Budget Commissions project the budgets of rayons. Local budgets cover POs, pre-primary classes, general secondary schools, boarding schools and textbook supplies.

5.1.5. The major national funding programmes for children are as follows:

- State support for gifted children in science, arts and sports
- Support for the National Research and Praxis Centre for Social Adaptation and Professional and Labour Rehabilitation of Children and Teenagers with Developmental Problems.
- Support for the National Education Centre called "Bobek" ("Kids")
- Funding of training and retraining of preschool teachers in institutes, including the National In-service Teacher Training Institute

5.1.6. **Share within the education sector:** The share of preschool education as a percentage of education budget shrank drastically from 7.12% in 1997 to 3% in 2003.

Table 20: Proportion of preschool education, as a % of the total education expenditure, 1997-2003

	1997	1998	1999	2000	2001	2002	2003
Total expenditures for education (million Tenge)	73,375	69,462	78,691	85,414	107,883	123,980	152,627
Expenditures for preschool sector ³⁸ (% as of total education expenditure)	5,253 (7.12%)	3,999 (5.76%)	2,481 (3.15%)	2,976 (3.48%)	3,322 (3.08%)	3,880 (3.13%)	4,591 (3.00%)

Reference: Ministry of Education and Science, Republic of Kazakhstan, Ministry of Economy and Budget Planning.

5.1.7. **Local responsibility:** Provision of preschool and primary and secondary education is the responsibility of the local governments. In the case of preschool education, local governments' support includes maintenance of POs and pre-primary classes, and training of preschool teachers at colleges. According to Table 21 below, the biggest contributors are the local governments, followed by parents; the national budget figures very little in the share of the contribution. The proportion of parental contribution has increased from 27% in 1999 to 34% in 2003. Meanwhile, that of the local budget is steadily declining, from 69% in 1999 to 60% in 2003. The amount of the national budget has been fairly stable, although it has halved from 33,4 million Tenge in 2002 to 16 million Tenge in 2003.

Table 21: Size of funding for POs by source, million Tenge

	1999	2000	2001	2002	2003
Total	3,900.1 (100%)	4,624.8 (100%)	5,332.2 (100%)	6,480.3 (100%)	7,881.8 (100%)
National budget	34.2 (1%)	38.3 (1%)	37.5 (1%)	33.4 (1%)	16 (1%)
Local budget	2,673.2 (69%)	3,060.4 (66%)	3,368.2 (63%)	4,052.7 (62%)	4713.6 (60%)
Parental contribution	1,075.7 (27%)	920.5 (20%)	1,818.2 (34%)	2,194.9 (34%)	2,716 (34%)
Other contribution	117.0 (3%)	605.6 (13%)	108.3 (2%)	199.3 (3%)	436.2 (5%)

Reference: Agency for Statistics, Republic of Kazakhstan.

5.1.8. **Funding for preschool education by oblast:** According to the table below, the total expenditures on preschool education by oblasts have increased from US\$ 22.6 million in 2001 to US\$ 30.7 million in 2003. The average expenditure per child has also risen from US\$ 181.2 in 2001 to US\$ 217.2. All the oblasts have increased their expenditures on preschool education from 2001 to 2003, with the exception of Astana city. In all the oblasts, the expenditure per child has increased slightly from 2001 to 2003, except in Atyrau, East Kazakhstan, Kzyl Orda oblasts and Astana city. There is a considerable regional difference in the expenditure per child. In Almola oblast, it is 8,120 Tenge (60\$ US) compared to 49,460 Tenge (363\$ US) in Atyrau oblast in 2003 – the former is more than 6 times compared to the latter. In Almaty city, it is 33,040 Tenge and Astana city 39,200 Tenge in 2003.

³⁸ This is the recurrent expenditure to maintain POs.

Table 22: Expenditure on preschool education, the number of state POs, the number of children enrolled in state POs, the expenditure per child by oblast, 2001-3

Oblast/city	2001				2002				2003			
	Expenditure K Tenge ³⁹	No. of State POs	Number of children enrolled in state POs	Expenditure per child (EPP) K Tenge	Expenditure K Tenge	No. of State POs	Number of children enrolled in state POs	EPP K Tenge	Expenditure K Tenge	No. of State POs	Number of children enrolled in state POs	EPP K Tenge
Almola	14,302	59	5,557	2.57	22,011	57	5,932	3.71	50,007	59	6,158	8.12
Aktobe	105,010	59	6,861	15.31	146,245	62	7,847	18.64	210,851	62	7,758	27.18
Almaty	77,114	35	3,312	23.28	105,650	36	3,729	28.33	139,417	30	3,763	37.05
Atyrau	322,388	80	6,927	46.54	363,792	79	7,227	50.34	397,305	80	8,033	49.46
East Kazakhstan	148,508	51	6,401	23.20	161,302	54	8,218	19.63	186,481	56	9,560	19.51
Zhambyl	186,952	41	6,508	28.73	242,812	42	7,238	33.55	318,186	47	8,168	38.96
West Kazakhstan	199,974	60	7,588	26.35	245,049	62	8,203	29.87	254,525	62	8,508	29.92
Karaganda	266,697	81	12,348	21.60	375,564	82	12,917	29.08	459,001	83	13,960	32.88
Kzyl Orda	80,877	56	3,250	24.89	90,191	63	3,749	24.06	93,454	63	4,111	22.73
Kostanai	116,175	41	5,639	20.60	142,615	41	6,089	23.42	167,603	43	6,949	24.12
Mangystau	253,810	28	6,246	40.64	213,534	29	6,335	33.71	291,105	29	6,311	46.13
Pavlodar	253,818	62	10,795	23.51	315,599	64	10,093	31.27	354,493	69	10,719	33.07
North Kazakhstan	48,847	12	1,578	30.96	64,405	12	1,684	38.25	78,426	15	2,094	37.45
South Kazakhstan	286,296	93	12,705	22.53	385,949	92	13,121	29.41	477,638	94	13,344	35.79
Almaty city	568,501	127	20,166	28.19	621,507	126	20,939	29.68	728,650	126	22,053	33.04
Astana city	393,020	40	9,058	43.39	384,046	36	9,647	39.81	384,080	40	9,798	39.20
RK total	3,322,289	925	124,939	26.59	3,880,271	937	132,968	29.18	4,591,222	958	141,287	32.50
In US\$	22.6 million			181.2	25.3 million			190.4	30.7 million			217.2
Exchange rate applied	146.74				153.28				149.58			

Reference: Ministry of Education and Science, Republic of Kazakhstan.

5.1.9. In terms of expenditure items, oblasts spend about 73% of the total preschool budget on wages of PO teachers; 20% for meals; and 7% for utilities.

5.1.10. **Subsidies for kindergartens:** In the case of this sampled kindergarten, the teachers' salaries, which takes up the largest share, are 100% subsidized by the government, while there is no subsidy for foods. Utility bills for water, electricity and heating are covered by government subsidies. The short balance is compensated by the parents and other mobilized funds. The table below, which shows the breakdowns of expenditure of the sampled kindergarten, exemplifies the spending pattern of most kindergartens.

Table 23: Monthly expenditure of a kindergarten with 280 places in an urban area, 2003

Item	Total expenses, Tenge	State subsidy, Tenge
Wage	3,582,100	3,582,100
Taxes	661,100	661,100
Foods	1,968,500	0
Medical expenses	3,000	0
Trips	0	0
Procurement	553,700	475,600

³⁹ K Tenge = 1000 Tenge

Water	160,300	160,300
Telephone (communications)	25,300	0
Electricity	157,200	157,200
Heating	309,500	309,500
Maintenance	221,200	144,800
Other services	23,600	0
Equipment	356,300	0
Capex, capital works	0	0
Total	8,02,1800	5,490,600

Reference: Ministry of Education and Science, Republic of Kazakhstan.

5.1.11. State kindergartens do not charge parents tuition fees. However, parents cover the entire costs of meals as well as extra educational activities and services, such as foreign languages, choreography, medical care, and nighttime care. On the whole, parents pay 300-1,800 Tenge per month for extra educational activities, and 1,000-6,800 Tenge (US\$ 7.5-49.2) for basic services. Financial units of the local education departments specify the procedure and amount of parents' fees. In contrast, private kindergartens charge parents US\$ 100-300 for education, training, meals and utilities (e.g. building maintenance, heating, handouts).

5.1.12. **Other funding programmes:** Both the central and local governments are supporting a national programme called Motherhood and Childhood Protection Programme. Under the programme, the central government's contribution is devoted to supporting the National Research Centre for Motherhood and Childhood Protection, Research Centre for Paediatrics and Infant Surgery and the National Children's Rehabilitation Centre "Balbulak". Local contributions are concentrated on early childhood orphanages and maternity hospitals. Local social budgets are spent to support disabled children and mothers and families with four or more children.

5.2. Problems and Measures Taken

5.2.1. **Inequity:** The majority of children attending POs are from middle class families. The percentage of children from poor families is limited to 20%. Increasing parental contribution is one of the factors widening the social gap. In 2000 the percentage of parental contribution to preschool education was 19%; it was increased to 33-34% in the following years.

5.2.2. **Government measures:** The government is tackling this challenge by creating POs in both rural and urban areas. It plans to increase the total number of targeted children up to 52,500 within the period of 2005-2010. Specific plans for urban and rural areas are as follows:

- In urban areas: 164 POs to be built for 23,000 children, requiring 13.5 billion Tenge (9 billion Tenge for construction; 3.5 billion Tenge for equipment; and 650 million Tenge for maintenance)
- In rural areas: 800 mini preschool centres and 380 pre-primary classes in rural schools, requiring 4.1 billion Tenge (3.7 billion for equipment; 895 million Tenge for maintenance).

The Ministry of Economy and Budget Planning has agreed to this expenditure and is in the process of elaborating it.

5.2.3. International agencies (UNICEF, UNESCO, ADB and others) recommended that the best financing strategy for preschool education would be to include the budget for preschool education for 5⁺ - 6⁺ year olds in the budget for general education. This recommendation has been implemented, enabling the government to ensure equitable access to preschool education.

5.2.4. **Mobilisation of private resources:** Efforts have been made to encourage the private sector to provide preschool education. Between 1995 and 2003, private companies, enterprises, large farms and

individuals have established 152 private POs, catering for 13,800 children. Middle-income families are the clients of these private POs, which often offer English, computer or aesthetic classes.

5.2.5. **Legislative backup:** The following measures have helped the government identify and muster various sources of funding for preschool education.

- Article 43 of Education Law of 1999 on funding of state education organisations, including POs from the national and local budgets.
- Article 23 of Education Law of 1999 on free and compulsory preschool education for 5⁺ -6⁺ year olds in state educational organisations.
- Government Regulation #1762 of 1999 On Issues of the Compulsory Preschool Education for Children to raise awareness among state bodies of the preschoolers' learning and social needs and the need to fund their early childhood with state budgets.
- Government Regulation # 1438 of 1999 On the Procedure for the Provision of Fee Paying Educational Services by the State Educational Organisations
- Government Regulation # 1441 of 1999 on the Approval of the Procedure for the Use of Financial, Material and Currency Income by the state education organisations.
- Government Regulation #738 of 2000 On the Size and Sources of Social Aids for Citizens in Need during their Education, specifying public expenditures for the education of orphans and disabled children in boarding houses.
- Government Regulation #1168 of 2002 On Approving the Standard Staff Lists of Educational Organisations, which serves as the guiding framework for hiring new categories of educational personnel (psychologist, nutritionist, methodologists for pilot programmes, choreographers, computer teachers, doctors, etc.), who will help diversify the kinds of services offered in educational organisations.
- Government Regulation #157 as of 2000 On the Procedure for Providing Teaching Aids to the Pupils in Education Organisations, based on which pilot initiatives have been set up to develop and printed 50,000 copies of 19 teaching and learning materials in Kazakh and Russian for 5⁺ - 6⁺ year olds. In 2003/2004 academic year 40% of poor children in preschool received preschool UMKs, produced with local budgets.

5.2.6. With the help of above legislative measures, in 2003 the government allocated 2 billion Tenge for 135,800 5⁺ - 6⁺ year olds' compulsory preschool education to be offered in general schools. Expenditure for POs almost doubled from 2.9 billion Tenge in 2000 to 4.9 billion Tenge in 2004, with respective growth in enrolment of the age group 1⁺ - 6⁺ from 10.8% in 1998 to 20.7% in 2004. This is due to the government strategy to include the budget for preschool education in the budget for general secondary education.

5.2.7. **Tax benefits:** In accordance with the Code on Taxes and Customs, private POs can have tax benefits. As a result, the percentage of children catered for by private POs has increased by 4%. In 2003, there were 41 newly established POs.

5.2.8. **Support from the international community:** UNESCO funded the "Preschool Educators' Distance Training" project and the development of a website titled Preschool. UNICEF mobilized about 600 million Tenge to implement the projects, Motherhood and Childhood Survival, Development and protection and Comprehensive Child Development; the "Step by Step" Centre invested over 100 million Tenge to preschool education for the last 7 years.

6. Government Coordination

6.1. Status

6.1.1. **Public agencies involved:** Besides the Parliament and the Ministry of Economy and Budget Planning, which play very important roles in regard to the legislations and funding of preschool education, the Ministry of Education and Science of the Republic of Kazakhstan (MOES-RK) and the Ministry of Labour and Social Protection are the two line ministries involved in the care and education of young children.

6.1.2. **MOES-RK:** The roles and responsibilities of the MOES-RK, which is the main ministry responsible for preschool education, are prescribed in the Education Law. In the Department of Preschool and Secondary Education, there is one preschool education specialist, who provides all the administrative, policy and technical assistance to the government, regional authorities and other stakeholders in the matter of preschool education.

6.1.3. **At the local level:** At the local level, maslikhats (local parliament), akimats (local executive government), oblast education departments are responsible for the administration and financing of public POs. They monitor the programme content of private POs and services, but do not provide financial support to them.

6.1.4. Maslikhats approve the local programme and budget on education, health and social protection services of their respective administrative-territorial units. Maslikhats also make decisions on the provision of social care services to teachers and health workers. Together with akimats, they implement public policies on education, health and social protection and provide necessary services to the local inhabitants. However, they have no monitoring/controlling and distribution functions.

6.1.5. Akimats' responsibilities for preschool education include:

- Drafting the budgets for education, health and social services
- Registering preschool and school age children and ensuring their education up to secondary education
- Providing material, technical and resource assistance to educational institutions
- Providing social protection and support to educators
- Providing care to orphaned children
- Providing free school meals
- Providing free transportation to rural students
- Coordinating issues related to school construction

6.1.6. Structurally, oblast and city education departments are placed within akimats, and report directly to akimats. The heads of oblast and city education departments are approved by the MOES-RK and appointed by akimats.

6.1.7. The following are the responsibilities of preschool education specialists working in oblast and city education departments:

- Monitoring the implementation of legislations on preschool education
- Detecting breaches of law and analysing reasons for the breaches
- Analysing evaluation and monitoring results
- Guiding officials on the enforcement of regulations and standards
- Evaluating the status of the country's preschool education system
- Analysing the implementation of preschool education legislations with the aim to making recommendations for necessary amendments
- Providing technical assistance on latest pedagogy

- Ensuring inter-sectional coordination
- Organising national hearings and meetings on preschool education and training
- Linking up with mass media for the promotion of preschool education
- Collecting feedbacks on the issues related to supervision
- Coordinating international and national stakeholders

6.1.8. **The Ministry of Health:** The Ministry of Health provides primary health services to children and their mothers. In line with the Law #343 of 202 on Social and Medical Pedagogical Correctional Support for Children with Disabilities, the Ministry and oblast education departments are also undertaking various initiatives for early detection of risk groups. They also manage the system of early childhood orphanages. Currently there are 27 such orphanages, catering for about 2,200 0⁺ - 4⁺ year olds. Within the Ministry, the Department of Mother and Child Health is responsible for the health services for mothers and children.

6.1.9. **Ministry of Labour and Social Protection:** In accordance with the Law on Social Protection of Invalids, and other laws, the Ministry looks after the rehabilitation of children with disabilities. Also in line with the Law on State Targeted Social Support of 2001, the Ministry finances and administers support programmes for low-income families.

6.1.10. **Presidential Commission on Family Affairs and Women:** Consisting of 28 members from the government officials and representatives of civil society, the Commission is concerned with the following issues:

- Women, Power and Politics
- Women in Economy
- Family Issues
- Women's Rights and Population Protection
- Work with Women's NGOs, International Organisations and their offices in the Republic of Kazakhstan
- Family, Woman and Mass Media

6.1.11. Its responsibilities related to preschool education are as follows:

- Recommendations for policy development on family, women and children
- Development of comprehensive economic, social, psychological and legal support measures for families, women and children
- Participation and assistance in drafting regulatory frameworks for family, women, and children
- Coordination with NGO for women and international agencies concerned with family, women and children issues

6.1.12. Reporting directly to the President, the Commission has the right to require the concerned government bodies to carry out inspections and investigations when cases of legislative violation are observed.

6.1.13. **Assembly of the Peoples of Kazakhstan:** The Assembly is a consultative body for cultural harmony among different ethnic groups. Placed under the President, it has a national network of cultural centres, which offer summer schools for school and preschool children learn in their own ethnic languages.

6.2. Problems and Measures Taken

6.2.1. **Need for better coordination:** Despite the understanding that preschool education requires the involvement of not only education authorities but also authorities in the health and social sectors and not only the government but also civil society, the coordination among concerned stakeholders is not satisfying.

6.2.2. Part of the problem has to do with the lack of personnel in the local education offices, who should play a major role in developing and managing partnerships. For example, out of 202 Rayon and Municipal Education Departments only 58% have preschool specialists.

6.2.3. The education and social protection offices at the rayon, municipal and oblast levels do not coordinate to produce evaluation reports collectively, which in turn prevents a coordinated follow-up.

6.2.4. **Measures for coordination**: The draft Plan for support of preschool education “We go to Kindergarten” and the draft Law on Preschool Education and Training suggest the coordination of social, health and educational services for preschool children.

6.2.5. **Council for Preschool Education and Training**: At the national level, it is suggested that an inter-agency Council for Preschool Education and Training be set up. It could be headed by the vice minister of the social sector and the MOES-RK and the Presidential Commission on Family Affairs and Women could play the role of an implementation agency. The Council should include representatives, preferably, at the level of vice minister and oblast deputy Akims, from the concerned ministries, sectors and local bodies in the areas of finance, social protection, health, agriculture, sport, culture, internal affairs, trade, etc as well as representative of civil society including parents and people with disabilities. The Council may develop national policies, legislations, financial strategies, and analyse and coordinate all activities related to preschool education at the state level.

6.2.6. **Coordination at local level**: At the local level (i.e. oblast, city and rayon), it is proposed to establish Interagency Committees under the leadership of the Deputy Akim, who is in charge of social issues. The Committee members consist of representatives from social protection, finance, health care, education, sports, internal affairs organisations and departments, the civil society, associations of invalids, people with special needs and parents.

6.2.7. There is a need to have Interagency Committees at the local level in order to coordinate all types and forms of preschool education in support of implementing the national policy at the local level. There is also a need to evaluate regional interagency cooperation and produce assessment report, coordinating the collection of information on preschool education.

6.2.8. The matters that need to be coordinated at the local level include the following:

- Multidisciplinary support to children, their families and families with special needs.
- Collection of information related to families with preschool children
- Mobilisation of human and material resources

6.2.9. According to the State Programme on Education Development in the Republic of Kazakhstan for 2005-2010, the management and ensuring of teaching-learning process at POs should be done by relevant specialists within oblast and rayon Education Departments. Preschool education specialists should provide and ensure effective co-ordination and pedagogical support.

6.2.10. The Programme of Action of the Government for 2003-2006 is a government framework promoting comprehensive answers to problems and concerned efforts of all the concerned parties. Preschool education and training is also governed by this framework.

7. Data and Research Development

7.1. Status

7.1.1. **Data collected by the Agency for Statistics:** State statistics on preschool education and training are collected by the Agency for Statistics of the Republic of Kazakhstan. There are two survey forms used for preschool education. One of them is the Form 85 “Permanent Preschool Organisation Reporting“, which collects the following information⁴⁰:

- The number and objective of permanent POs (e.g., general, sanatorium, special POs for children with disabilities)
- The number of special POs disaggregated by their profile (e.g., special POs for the deaf, children with speech, mental or behavioural problems)
- Operation of POs (e.g, 3,4,5, or 6 days per week)
- Physical conditions of POs (e.g., under capital repair, in alarming condition, in need of capital report)

7.1.2 The other form used is the Form OIII-1 *Day Time General School Accounts*, which collect information on pre-primary classes:

- Age, gender and ethnicity of the children in pre-primary classes
- Language of instruction
- Information on mandatory preschool education in urban and rural areas
- Number of schools and kindergartens with pre-primary classes
- Number of students and teachers
- Number of pre-primary classes and groups disaggregated by language of instruction

7.1.3. The Agency for Statistics conducts an annual data collection on preschool services as well as cross-checking of the data collected. The services on which the data is collected include all POs⁴¹ which operate no less than 10 months a year and pre-primary classes provided in general secondary schools.

7.1.4. **Data collected by the MOES**⁴²: Besides this data collected by the Agency for Statistics, the MOES-RK also collects and analyses preschool education data, which include the following:

- Participation of 1⁺ - 6⁺ year olds in POs
- Number of children of 1⁺ - 4⁺ year olds and of 5⁺ - 7⁺ year olds (disaggregated by single age)
- POs by types/forms, language of instruction and ownership
- Children with disabilities and on correctional POs and preschool groups
- Opening, restoration and close-down of private POs
- Preschool facilities and equipment including computers
- Pilot and international projects
- Compulsory pre-primary education and training in urban and rural areas
- Number of schools and kindergartens with pre-primary classes and groups
- Number of pedagogical staff in them
- Pre-primary classes by language of instruction

7.1.5. **Data by other ministries:** The Ministry of Health collects the following information:

- Health status from 0⁺ to 18⁺ (disaggregated by age);
- Number of different types of diseases (infections, TB, STDs, mental)
- Vaccination

⁴⁰ The form is presented in Annex 6.

⁴¹ Preschool organisations include kindergartens, nurseries, and school-kindergarten complexes.

⁴² A list of statistical reports produced by MOES-RK is presented in Annex 7.

- Status of health care services provided to children
- Number of Early childhood orphanages
- Number of Paediatric health centres
- Number and Status of children with disabilities
- Regular medical check-ups of adolescents, students of tertiary schools and colleges
- Number of boarding schools

7.1.6 The Ministry of Labour and Social Protection also collects data related to the distribution of social assistance to young children.

7.1.7. There are data collected by international organisations and NGOs. In 2003, SANGE, a national NGO, conducted a survey within the framework of the Strategy of Education Sector Development, a joint project of ADB and the Ministry of Health. The survey covered alternative models of POs and interviewed 208 parents and 33 teachers of POs. The Step-by-Step also conduct surveys on early childhood programmes.

7.1.8. **The procedure:** In collecting data and filling out the survey forms, all the administrative, student and teacher records kept in the POs or schools are taken into consideration. The data collection by government agencies normally takes the following procedure:

- The relevant organisations are listed
- Surveys are prepared and distributed to oblasts and their subsidiaries
- Completed surveys are submitted to the concerned offices at rayons and oblasts and then to the oblast Statistics Departments
- The data are processed at the oblast Statistics Departments
- In case of errors, inquiries are sent to individual organisations; and necessary corrections are made
- The data finalised at the oblast level
- The data are disaggregated by rayons, region, and types of organisations
- The data are transmitted to the Agency for Statistics; and the preschool specialists at the oblast education departments also send the data directly to the MOES-RK
- The data from the local offices are consolidated and disaggregated at the national level across different ministries; in 2000, a database was formed on preschool education and training related statistic indicators.
- The final reports are prepared and distributed to all government offices

7.1.9. **Research and policymaking:** Implementation of policies on preschool education is monitored systematically and the results are fed back into the policy making process. Research findings are also taken into consideration in making policies. For instance, the results of the survey conducted by the MOES-RK in 1997-8 on the impact of the new curriculum and textbooks on the learning achievement of students served as the basis for the new legislation passed in 1999 on compulsory preschool education for 5⁺ - 6⁺ year olds.

7.1.10. The conclusions and recommendations of the research jointly carried out by ADB and MOES within the framework of the Strategy of Education Sector Development: Preschool education in Kazakhstan (2003) also have been incorporated into the State Programme on Education 2005-2010 and into the Indicative Plan of Social and Economic Development for 2006-2008.

7.2. Problems and Measures Taken

7.2.1. **Quantitative data:** The data being collected currently focus mainly on the quantitative aspects of preschool education and little data are available concerning the impact of preschool education. Data on management, organisational structure and funding of preschool education are also weak. Regional decision making processes are not always evidence-based.

7.2.2. **Data needs:** More reliable data are needed on the following topics:

- Assessment of the results and achievements of preschool education
- Assessment of pre-primary programmes implemented in general schools and in POs
- Identification and registration of all forms of public, private and non-formal preschool services
- Access to preschool and compulsory pre-primary education for children from poor families
- Financial needs of and allocations to preschool education (e.g., proportion of budgets for the improvement of preschool infrastructure, financial contributions by NGOs, international organisations, parents)
- Investment efficiency in preschool education
- Assessment/evaluation of staff capacity (experts in preschool pedagogy, psychologists, sociologists, paediatricians, and health and distance learning experts)

7.2.3. **Research needs:** The following subjects demand more research efforts:

- The kinds of kindergarten and types of preschool education that will help implement the 12-year compulsory education starting from preschool education⁴³
- The types of kindergartens that can best serve children in rural areas
- Contents of learning suited for young children
- How to facilitate the child's transition from preschool to formal primary education
- How to implement an inclusive education for children with special needs
- Flexible and individually adopted preschool education for 5⁺ - 6⁺ year olds
- Targeted funding strategies for children from low-income families
- Innovative learning and teaching process
- Inclusive programmes for children with disabilities
- How to involve parents in preschool education

7.2.4. **Measures taken:** It has been suggested by the government that the Agency for Statistics of the RK should develop a unified statistics reporting form for data on children with disabilities in order to reduce the data discrepancies and duplication among the Ministries of Health, Education and Science and Social Protection.

7.2.5. Also, in order to ensure high quality, effective and impartial statistics services, the government approved a seven-year programme to improve formal statistics.

7.2.6. Studies are being conducted by the MOES-RK on the following topics:

- Protection of mental and physical health of the children
- Developmentally appropriate preschool education
- Development of child's ethnic and gender identity

7.2.7. The MOES-RK has also been working closely with the Kazakh Academy of Education, Women's Pedagogical Institute, Almaty University Named After Abai, the Republican Experimental Site "Arina" (Ust-Kamenogorsk), the Psychology Chair of Semipalatinsk Pedagogical Institute and the Centre for Teacher Advancement in Karaganda, and Kindergarten #45 in Taldy-Korgan City to develop standards for preschool education and draft Plan to support Preschool Education and draft Law on preschool education.

⁴³ In Kazakhstan where there is 11-year compulsory education, there are discussions on whether to extend the period to 12 years. Research is needed to properly assess the feasibility of introducing a 12-year compulsory education.

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Annex 1: Basic Social and Economic Indicators

	1999	2000	2001	2002	2003
Per capita GDP (\$USA)	1,129.1	1,229.2	1,491.4	1,658.6	2000
GDP index as a % to the previous year	102.7	109.8	113.5	109.8	109.2
Ratio of 10% of the richest and 10% of the poorest (fund coefficient), times	11.00	11.90	11.27	9.79	8.9
Total population, thousand people	14,955.1	14,901.6	14,865.6	14,851.1	14,951.2
Population below age 15, %	30.6	22.2	21.8	28.7	27.2
Population below age 15, thousand people	4,590.2	4,480.3	4,370.1	4,256.9	4,064.7
Annual population growth, %	-0.4	-0.2	-0.1	0.1	0.6
Annual population growth, thousand people	-53.5	-36.0	-14.6	15.8	84.4
Total fertility rate per 1 woman	1.8	1.9	1.8	1.9	2.0
Urban population, %	56.0	56.2	56.4	56.6	56.7
Public expenditures on education, as a % of GDP	3.9	3.3	3.3	3.2	3.3
Public expenditures on Primary Education, million Tenge	...	3,526.5	8,213.8	10,171.1	12,285.2
Age group for preschool education	1-6	1-6	1-6	1-6	1-6
Gross coefficient of children participating in preschool education	10.8	12.3	14.5	18.6	19.1
Gender parity in preschool education	0.94	0.95	0.95	0.96	0.96
Number of students in private preschool education, thousand people	15.4	15.4	14.8	14.9	15.2
Students repeating education in the same grade, all primary school grades, %	0.3	0.2	0.2	0.2	0.2
Net enrolment in PE, %	99.9	99.7	99.9	99.8	100.0
Life expectancy index	0.669	0.666	0.669	0.672	0.672
Access to education of children aged 7+ -17+	0.927	0.934	0.940	0.947	0.947
Income index (selected data)	0.644	0.648	0.677	0.695	0.695
Human development index	0.747	0.749	0.762	0.771	0.771
Literacy rate of women ages 15 and over	99.5	99.5	99.5	99.5	99.5
Female employment, out of total female population, %	...	...	41.9	41.8	43.4
Proportion of female employment, out of economically active population, %	...	...	88.0	88.8	89.6
Proportion of women engaged in agricultural sector, as a % of total female population	...	...	14.3	14.5	14.8
Proportion of women engaged in agricultural sector, as a % of total female employment	...	...	34.1	34.6	34.0
Proportion of women engaged in other economic sectors, as % of total female employment	...	...	65.9	65.4	66.0
Maternal mortality rate per 100 thousand of live births*	65.3	60.9	48.6	50.5	42.1
Proportion of births attended by qualified personnel, %	100	100	100	100	100
Infant mortality rate per one thousand of live births	20.35	18.80	19.13	17.01	15.59

Reference: Agency for Statistics, Republic of Kazakhstan

* Data of the Ministry of Health

Annex 2: Average Exchange rate 1 US \$ - Kazakh Tenge

Year	1999	2000	2001	2002	2003	2004
Rate	120	142	147	153	149.6	135,2

(National Bank of the Republic of Kazakhstan)

Annex 3: Questionnaire for Parents

Dear Parents!

The Ministry of Education and Science of the Republic of Kazakhstan is conducting an evaluation on the performances of preschool organisations. The evaluation will be based on the information collected through this questionnaire. We are asking all the parents to fill it in. Your answers will help the Ministry obtain the most comprehensive information about the performance of your preschool organisation. The questionnaire is anonymous. We will be grateful if you could complete it today and return it to us.

Thank you very much.

For each question there is a choice of answers. Please circle “Yes” or “No” or “DK” (don’t know).

1. How long has your child (children) been in a preschool organisation? Mark one of the following:

- Less than 6 months _____
- From 6 months to one year _____
- From 1 to 2 years _____
- More that 2 years _____

2. How old is your child (children)? _____

3. Do you get information about:

Goals and objectives of the education and training of children in the preschool organisation
Yes No DK

The working schedule of the preschool (working hours, holidays, non-working days)
Yes No DK

Meals (menu)
Yes No DK

4. Are there special efforts to help children to get adapted to the environment and activities of the preschool organisation (talking to parents; offering parents the possibility to stay in the preschool group during the first days of child’s participation, etc)?

Yes No DK

5. Do parents have opportunities to discuss with teachers on various matters concerning the preschool organisation (meals; teaching and learning processes, medical issues, etc.)?

Yes No DK

6. Are parents invited to take part in lessons and excursions with children? Yes No DK

7. Do parents receive information about daily events in the group and their children’s learning achievements (through notice board, verbal communication by the staff)? Yes No DK

8. Are parents informed about their children’s traumas, changes in their health status and eating habits, etc.?

Yes No DK

9. Do parents discuss their children's learning achievements with the staff in general meetings (not less than twice a year)?

Yes No DK

10. Are parents asked if they are happy with the staff's work with children (through discussion, questionnaires)?

Yes No DK

11. Are you happy with the care, education and training (development of knowledge and skills, extracurricular activities, etc.) provided to your child in the preschool organisation?

Yes No DK

12. Do you feel that the staff of the preschool organisation is friendly towards your child?

Yes No DK

If you wish you may add any comments about the work of your preschool organisation and possible changes in it.

*Department of Secondary Education of
the Ministry of Education and Science of the Republic of Kazakhstan*

Annex 4: Questionnaire on the Evaluation of the Conditions in Pre-primary Classes

Language of instruction _____

Secondary School (Grade 1-11) / Basic School (Grade 1-9) / Primary School (Grade 1-4) _____

Village (city) _____ Rayon _____ Oblast _____

Date of establishment of the pre-primary class _____

The pre-primary class has been operating for _____ weeks

Total children in the class _____

Number of 5-year olds _____

Number of 6-year old _____

Number of children of other age _____

Number of children from low-income families _____

Number of children who participate in an education program for the first time (i.e. never attended preschool organisation, different hobby groups, summer schools) _____

Number of children with mild disorder of:

speech _____

hearing _____

eyesight _____

motor disorder _____

mental disability _____

Teacher background:

Higher education diploma in preschool education _____

Higher education diploma in pedagogy & methodology of primary education _____

Higher education diploma in other subjects _____

College education diploma in preschool education _____

College education diploma in pedagogy & methodology of primary education _____

College education diploma in other subjects _____

Secondary education certificate _____

Teacher's participation in refresher training in 2001 and 2002:

Took part in special rayon workshops _____

Took part in special courses in the Oblast (City) In-service Teacher Training Institute _____

Took part in courses on preschool in the National In-service Teacher Training Institute _____

Teacher's salary:

Full pay (working full-time) _____

0.7 pay (working 70%) _____

0.5 pay (working 50%) _____

Other _____

Funding is provided for 2003 _____

*Department of Secondary Education under the
Ministry of Education and Science of the Republic of Kazakhstan*

Annex 5: Criteria of Evaluation on the Activities of Preschool Organisations

Criteria for evaluating the preschool education and training activities,
including those for promoting children's school readiness,
of education bodies, schools and preschool organisations

When evaluating the preschool education and training activities, including those for promoting children's school readiness, attention should be paid to the following items:

I. In education bodies:

Implementation of resolutions of the Board of MoES RK №_____ of _____ May 2000

Functioning of preschool organisations (POs) and development of network of pre-primary classes and groups (tackling issues related to preschool education at the level of oblast, rayon akimats, Boards of oblast Departments of Education, oblast Health Department, oblast Financial Departments, rayon Education Departments, oblast Financial Departments, rayon Education Department councils; implementing decisions; establishing intersectoral councils on preschool education and training; coordinating activities with real estate agencies in case of privatization of preschool organisation)

Improvement of teaching and learning processes in POs and pre-primary classes (providing pedagogical support; collecting and implementing best pedagogical practice; applying research results in the practices in POs and pre-primary classes; conducting joint work between POs and schools in preparing children for schooling; equipping POs with training materials, visual aids, teaching tools and literature on pedagogy, etc.);

Staff related activities (Upgrading of qualification of all categories of preschool personnel; selection and appointment of managers, senior teachers, teachers, music teachers; data on upgrading and promotion of staff, personnel without special preschool education, and rewards for teachers; organisation of pedagogical support; work with communities; selection, appointment and retraining of staff to be able to work in POs);

Co-ordination of the PO's activities with family and community; coordination and dissemination of best practices of family education; advocacy for best practices of family education; forms of preschool education and training for children not participating in POs / pre-primary classes;

Implementation of the laws of the Republic of Kazakhstan "On Education", "On Languages in the Republic of Kazakhstan" (providing conditions for POs to have the national and other languages as language of instruction; providing for the teaching of Kazakh language for children and personnel in POs); Resolution of the Government of the Republic of Kazakhstan "Issues of Mandatory Preschool Education";

Safety and health of children in PO (collection and analysis of data on child diseases, joint work with health agencies, traffic police; reparation and carrying out summer activities);

Availability of data on pre-primary classes and groups in all the oblast POs and school-kindergartens as of 1 October 2002 and 1 January 2003 regardless of ownership or responsible sector (with the indication of the type, school number, title, address and telephone number; number of pre-primary groups, number of children enrolled, work schedule by day and hour);

Availability of data on preschool education and training in each rayon (information on the work of POs, documents related to the functioning of POs, attestation (evaluation) documents of POs, indicative plans, etc.);

Statistical information on preschool education and training for the last 5 years, on preschool training for the last 3 years;

Availability of instructional materials and reports of previous supervision and monitoring;

Availability of lists of five-six year olds in rayon Education Departments;

Activity of oblast Teacher Advancement Institute with regard to problems of preschool education and training and preschools.

II. In preschool organisations and pre-primary classes:

1. Creating conditions for the child health promotion

Availability of special cabinet in a preschool organisation for prophylactic and treatment-rehabilitation interventions, correctional work;

Systematic work on promoting child health; inter-related and co-ordinated activities of teachers and health workers;

Positive outcomes in efforts to reduce child morbidity and correct abnormalities in children's physical development

2. Creating conditions for child development.

Activities of preschool teachers on physical, intellectual, artistic and aesthetic education and psychosocial development of children;

Individual approach to each child with due attention to his or her peculiarities; combination of frontal, group, individual interaction with children, including work in hobby groups that meet their interests and needs;

Ensuring conditions for different kinds of children's activities (plays, motor activity, intellectual, etc.) that facilitate their all-round development (zones, centres, halls and other facilities equipped for design, drama and drawing activity, "privacy corners", etc.);

Ability of teachers to build upon children's activities, to involve them in joint work, encourage them to carry out individual tasks without pressuring them

2.5. Organisation of developmentally appropriate learning activities for children of different ages children (play, musical or drama activity and etc.)

2.6. Teachers' activities aimed at developing intellectual curiosity in children and ability to deal with adults and their peers

Interaction between preschool teachers and primary school teachers, and joint activities to promote children's successful adaptation to school, etc.

3. Providing necessary conditions for emotional wellbeing of children and adults

3.1. Respectful, attentive and sympathetic attitude of personnel to every and each child;

3.2. Assessment of working relations among staff;

Taking into account the needs and interests of children in creating child friendly environment in preschool groups and classes;

Creating a family type environment in classrooms (room decorations and interior of PO);

Creating a comfortable environment for the PO personnel to work and rest.

4. Parental satisfaction with the work of the preschool organisation (pre-primary class)

4.1. Positive feedback of parents on children's attendance in kindergarten (e.g. children attend kindergarten with pleasure and come back home being in good spirits);

Parents like teachers and their attitude to children; parents find it pleasant and interesting to communicate with the teachers;

Parents give positive feedback on the conditions created for the stay of their children; parents' awareness about the forms, methods and content of learning activities and their positive feedback.

When conducting a professional examination, the following methods are used:

Assessment of conditions for children in PO;

Review of programmes, pedagogical materials and documents of education bodies, preschool organisations and pre-primary classes;

Observation of pedagogical processes;

Survey among teachers and parents (questionnaires);

Talks with the children and teachers.

G. Samsaieva (333545)

11.03.2003

Annex 6: Form 85 “Report of a Permanent Preschool Organisation”

Agency for Statistics of the Republic of Kazakhstan

In the first section of the report the following indicators are included:

- Number of children, listed in a preschool organisation as of the end of the reporting year (as of December 31) disaggregated by age and sex;
- Number of children in a preschool organisation that are educated along with the 1 grade programme;
- Number of children who participated in a preschool training.

In the second section:

- Number of groups in preschool organisations, disaggregated by sanatorium groups, special groups, groups that stay in a PO 24 hours, self-supporting groups;
- Number of groups for children above 3 years of age;
- Number of places in preschool organisations disaggregated by the number of places in a sanatorium groups, in special groups, groups that stay in a PO 24 hours, self-supporting groups;
- Number of places for children above 3 years old.

In the third section:

- Attendance of preschool organisation in the reporting year;
- Number of days spent in groups by children of 3 years and older;
- Number of days missed by children of 3 years and older;
- Number of days missed due to the illness by children of 3 years and older;
- Number of days missed due to other reasons by children of 3 years and older;
- Number of working days of the organisation per year.

In the fourth section:

- Children’s illnesses;
- Number of illness cases among children at the age of 3 years and older;
- Most frequent diseases: bacterial dysentery, viral hepatitis, enteritis, colitis and gastroenteritis, caused by specified, unspecified and not clearly specified agents, scarlet fever, quinsy (acute tonsillitis), flu and acute upper respiratory tract infections, pneumonia, accidents, poisonings, traumas and other diseases;
- Average annual number of children of 3 years and older.

In the fifth section:

- Number of personnel in preschool organisations, disaggregated by sex;
- Number of pedagogic personnel, including teachers, nurses, teaching assistants, cooks and others;
- Number of pedagogic personnel, working as full time and part time employees.

In the sixth section:

- General education level of pedagogical and medical personnel: Heads of preschool organisations, teachers, music teachers, specialists in special needs education, teachers who are speech therapists, other teaching staff and nurses;
- Number of the aforementioned employees by education level (complete tertiary, incomplete tertiary, secondary vocational, including pedagogical education);
- Number of nurses, paid by education bodies;
- Their wages;
- Number of teachers-methodologists;
- Number of special needs teachers, teachers specialised in speech therapy, having special needs education;
- Distribution of the number of pedagogic staff by experience in pedagogic activity (up to 5 years, from 5 to 10 years, from 10 to 15 years, 15 years and more).

In the seventh section:

- Facility size: total size of the premises of a preschool organisation;
- Including the size of premises for groups;
- Number of beds in a medical room set up in the preschool organisation.

In the seventh section:

- Distribution of children, including the number girls, disaggregated by the language of communication in a preschool organisation.

In the eighth section:

- Material resources of a preschool organisation
- Availability of gym halls, swimming pools, music classes rooms, bedrooms;
- Accomplishment;
- Availability of hot water, stove heating, latrines.

Annex 7: List of Statistic Reports of MOES-RK

Preschool Education (PE) - 1	Enrolment of children 1 ⁺ -6 ⁺ in POs
PE - 2	Ethnic distribution of PO participation
PE - 3	Children 0 ⁺ to 7 ⁺ of other ethnic groups
PE - 4	Children from 0 ⁺ to 7 ⁺ of other ethnic groups in POs
PE - 5	Children from 5 ⁺ to 7 ⁺ of other ethnic groups in pre-primary classes and groups
PE - 6	Number of children from 0 ⁺ to 7 ⁺ by age
PE - 7	Number of Kazakh children from 0 ⁺ to 7 ⁺ by age
PE - 8	Number of Russian children from 0 ⁺ to 7 ⁺ by age
PE - 9	Number of children of other ethnic groups from 0 ⁺ to 7 ⁺ by age
PE - 10	Number of children from 0 ⁺ to 7 ⁺ residing in urban area by age
PE - 11	Number of children from 0 ⁺ to 7 ⁺ residing in rural area by age
PE - 12	Permanent and seasonal POs in 2002/2003 academic year
PE - 13	Number of POs, groups and children by language of instruction
PE - 14	Level of education and training of PO teachers as of 1 October 2003
PE - 15	Level of education and training of teachers in POs using Kazakh as language of instruction as of 1 October 2003
PE - 16	PO teachers by professional category
PE - 17	Teachers in POs using Kazakh as language of instruction by professional category
PE - 18	Network and number of POs under MOES
PE - 19	Network and number of POs under other ministries and public companies
PE - 20	Vacant POs and those used for purposes other than education compared to 1991
PE - 21	Network and number of non-public POs
PE - 22	Material resources of POs
PE - 23	Use of privatised POs in 1991-2003
PE - 24	Privatisation of POs in 2002/2003 academic year
PE - 25	New types of POs by type of activity
PE - 26	Re-opened POs out of the total number of POs that have been closed down in 1991-2002
PE - 27	POs that have been closed down
PE - 28	Network and number of preschool groups in which children learn German, Polish, Uigur and other languages as mother tongue language
PE - 29	Network and number of preschool groups in which children learn German, English, French and other languages as foreign language
PE - 30	Experimental sites and international projects implemented in POs
PE - 31	Accidents including traffic accidents among preschool children in 2002-2003 academic year
PE - 32	PO teachers by specialisation
PE - 33	Teachers in POs and pre-primary classes by specialisation
PE - 34	Mini preschool centres and school-kindergarten complexes
PE - 35	Number of special needs children from 0 ⁺ to 7 ⁺ by age
PE - 36	Sanatorium POs and TB groups in general POs
PE - 37	Special POs for children with disabilities
PE - 38	Special groups for children with disabilities in general POs
PE - 39	Teaching of Kazakh language in POs
PE - 40	Specialists of preschool education in rayon Education Departments
PE - 41	Enrolment of 5 ⁺ /6 ⁺ year old children in mandatory pre-primary education
PE - 42	Network, contingent and teachers of public and non-public preschool establishments overseen by all the concerned ministries
PE - 43	Network and contingent, pedagogic staff of preschools reporting to MOES
PE - 44	Preschool education in Kazakh language
PE - 45	Preschool education in Russian language

PE -46	Preschool education in other language of instruction
PE -47	Preschool education in schools and kindergartens with mixed language of instruction
PE -48	Oblast Education Department data on computing facility of POs
PE -49	Computing facility of school-kindergarten complexes
PE -50	Children of preschool age – oralman
PE -51	Waiting list and payment by parents in state owned kindergarten
PE -52	Network of mini preschool centres (groups of short-term stay), at home kindergartens, model pre-primary classes
PE -53	Number of mini preschool centres (groups of short-term stay), at home kindergartens, model pre-primary classes
PE -54	List of public and non-public POs and school-kindergarten complexes of all sectors

Annex 8: Comparative Data on Kazakhstan⁴⁴

Demography

Table 24: Size, growth, distribution and composition of the population

	Total population, 2002 (millions)	Average annual population growth rate (%)		Fertility rate (births / woman)		Urban population (% of total)		Rural population		% of population ages 0-14, 2002
		1980-2002	2002-2015	1980	2002	2002	2015	% of total	average annual % growth	
								2002	1980-2002	
Kazakhstan	15	0.0	0.3	2.9	1.8	55.8	58.2	44	-0.2	25.3
Project⁴⁵										
Brazil	174	1.6	1.1	3.9	2.1	82.4	88.4	18	-1.2	27.9
Indonesia	212	1.6	1.1	4.3	2.3	44.5	57.8	57	0.2	29.8
Kenya	31	2.9	1.4	7.8	4.2	38.2	51.8	65	1.7	42.6
Reference⁴⁶										
Belarus	10	0.1	-0.5	2.0	1.3	70.5	75.2	30	-1.5	17.4
Czech Rep.	10	0.0	-0.2	2.1	1.2	74.2	75.7	25	-0.0	15.8
Hungary	10	-0.2	-0.4	1.9	1.3	64.7	70.0	35	-1.2	16.5
Kyrgyzstan	5	1.5	1.1	4.1	2.4	34.0	35.4	66	1.7	32.5
Poland	39	0.4	0.0	2.3	1.3	61.8	64.0	37	-0.2	18.2
Russia	144	0.2	-0.5	1.9	1.3	73.3	74.3	27	-0.3	16.9
Turkmenistan	5	2.3	1.3	4.9	2.7	45.1	50.0	55	2.5	34.7
Uzbekistan	25	2.1	1.3	4.8	2.3	36.8	37.0	63	2.4	35.4
Global⁴⁷										
Low income	2,495	2.1	1.5	5.5	3.5	31.2	37.5	69	1.6	36.5
Lower middle income	2,408	1.3	0.8	3.1	2.1	52.8	61.0	51	0.2	26.1
Upper middle income	329	1.5	1.1	3.6	2.4			25	0.1	28.9
High income	966	0.7	0.3	1.9	1.7	77.8	80.9	22	-0.3	18.3
World	6,199	1.5	1.0	3.7	2.6	47.8	53.5	52	0.8	29.2

Reference: World Development Indicators. The World Bank, 2004. Human Development Report. UNDP, 2004.

With a population of 15 million people, Kazakhstan is the least populous of the four countries participating in the UNESCO/OECD Early Childhood Policy Review Project. Although its population has grown, the growth rate projected for 2002-15 is only 0.3%, similar to the average of high-income countries. Its fertility rate has dropped by 38% from 2.9 in 1980 to 1.8 in 2002, the decrease percentage being higher than in most of the reference countries from the region except Belarus, Hungary and Russia. The population ages 0-14 account for about 25% of the total, lower than lower-middle-income countries' average of 26%.

⁴⁴ Prepared by the Section for Early Childhood and Inclusive Education, Basic Education Division, UNESCO Education Sector.

⁴⁵ Countries participating in the UNESCO/OECD Early Childhood Policy Review Project.

⁴⁶ Countries selected from the region to provide Kazakhstan with a frame of reference or benchmarking.

⁴⁷ According to the World Development Indicators, low-income countries are those with a GNI per capita of \$735 or less in 2002; lower-middle-income countries of between \$735 and \$2,935; upper-middle-income countries of between \$2,935 and \$9,076; and high-income countries of \$9,76 or more. According to this categorisation, Kazakhstan, whose GNI per capita in 2002 is \$1,520, is one of the lower-middle-income countries.

The urban population in Kazakhstan is slowly expanding. It is projected to grow by 4% from 56% in 2001 to 58% in 2015. This is the slowest growth rate among the project countries, one of the slowest among the reference countries (after Russia and the Czech Republic), and equal to the average rate of high-income countries. **Kazakhstan's demographic profile is not expanding at any particularly alarming pace.**

Economy

Table 25: Size and structure of the economy

	PPP gross national income, per capita (\$), 2002	GDP % growth, 2001-02	Structure of GDP, 2002		
			Agriculture % of GDP	Industry % of GDP	Services % of GDP
Kazakhstan	5,630	9.8	9	39	53
<i>Project</i>					
Brazil	7,450	1.5	6	21	73
Indonesia	3,070	3.7	17	44	38
Kenya	1,010	1.0	16	19	65
<i>Reference</i>					
Belarus	5,500	4.7	11	37	52
Czech Rep.	14,920	2.0	4	40	57
Hungary	13,070	3.3	4	31	65
Kyrgyzstan	1,560	-0.5	39	26	35
Poland	10,450	1.4	3	30	66
Russia	8,080	4.3	6	34	60
Turkmenistan	4,780	14.9	29	51	20
Uzbekistan	1,640	4.2	35	22	44
<i>Global</i>					
Low income	2,110	4.0	24	30	46
Lower middle income	5,290	4.9	10	34	56
Upper middle income	9,550	-1.2	6	34	60
High income	28,480	1.6	2	27	71
World	7,820	1.9	4	29	68

Reference: World Development Indicators. The World Bank, 2004.

In terms of PPP gross national income per capita, Kazakhstan (\$5,630) falls between lower-middle-income (\$5,290) and upper-middle-income (\$9,550) countries. Its GDP grew by 9.8% in 2001-02. This is a **relatively high growth rate in the region**, whose rates range from – 0.5% of Kyrgyzstan to 4.7% of Belarus; only Turkmenistan has a higher GDP growth rate of 14.9%. In terms of GDP structure, Kazakhstan is similar to most of the countries in the region except Kyrgyzstan and Turkmenistan: **Services sector is the largest contributor (53%) to total GDP.**

Table 26: Income distribution and poverty

	% share of income or consumption		GINI index ⁴⁸ , (survey year)	Int'l poverty line				
	Lowest 10%	Highest 10%		Survey year	Population below \$1 a day, %	Poverty gap at \$1 a day, %	Population below \$2 a day, %	Poverty gap at \$2 a day, %
Kazakhstan	3.4	24.2	31.3 (2001)	2001	<2	<0.5	8.5	1.4
<i>Project</i>								
Brazil	0.5	46.7	59.1 (1998)	2001	8.2	2.1	22.4	8.8
Indonesia	3.6	28.5	34.3 (2002)	2002	7.5	0.9	52.4	15.7
Kenya	2.3	36.1	44.5 (1997)	1997	23	6.0	58.6	24.1
<i>Reference</i>								
Belarus	3.5	24.1	30.4 (2000)	2000	<2	<0.5	<2	0.1
Czech Rep.	4.3	22.4	25.4 (1996)	1996	<2	<0.5	<2	<0.5
Hungary	2.6	22.8	24.4 (1999)	1998	<2	<0.5	7.3	1.7
Kyrgyzstan	3.9	23.3	29.0 (2001)	2001	<2	<0.5	27.2	5.9
Poland	2.9	27.4	31.6 (1999)	1999	<2	<0.5	<2	<0.5
Russia	1.8	36.0	45.6 (2000)	2000	6.1	1.2	23.8	8.0
Turkmenistan	2.6	31.7	40.8 (1998)	1998	12.1	2.6	44.0	15.4
Uzbekistan	3.6	22.0	26.8 (2000)	2000	21.8	5.4	77.5	28.9

Reference: World Development Indicators. The World Bank, 2004.

Compared with Brazil, whose GINI index reached nearly 60 in 1998, **Kazakhstan is not a country with a particularly challenging disparity in income distribution and consumption.** Its GINI index in 2001 stood at 31.3, lower than the reference countries', with the exception of Poland, Turkmenistan and Russia. Its richest 10% share or consume about 24% of national income, while in Poland, Turkmenistan and Russia, the figure stands, respectively, at around 27%, 32% and 36%. The lowest 10% in Kazakhstan share or consume about 3% of national income, while in Hungary, Poland, Russia and Turkmenistan, the figures are below 3%.

When the international poverty line below \$1 a day is applied, less than 2% of Kazakhstan's population falls below the poverty line. Even when the poverty line below \$2 a day is applied, only 8.5% of its population is concerned, while among the reference countries, Russia and most of Kazakhstan's neighbouring countries in Asia have a bigger population affected. Kazakhstan shows a poverty gap at \$2 a day of 1.4%, which is one of the lowest among the reference countries after Belarus, the Czech Republic and Poland. In general, poverty in Kazakhstan is not deep, which is in part explained by its relatively lower GINI index.

⁴⁸ "Measures the extent to which the distribution of income among individuals or households within an economy deviates from a perfectly equal distribution" – 2004 World Development Indicators, p. 63.

Women's development

Table 27: Gender parity, vulnerability and reproductive health status of women

	GDI rank ⁴⁹	Female headed households, % of total, (year)	Adolescent fertility rate, birth per 1,000 women, ages 15-19, 2002	Pregnant women receiving prenatal care, % of total, 1995-2002	Birth attended by skilled health staff % of total, 1995-2002	Maternal mortality ratio, per 100,000 live births, modelled estimates 2000
Kazakhstan	63	33 (1999)	35	91	99	210
Project						
Brazil	60	20 (1996)	68	86	88	260
Indonesia	90	12 (1997)	52	89	64	230
Kenya	114	31 (1998)	100	76	44	1,000
Reference						
Belarus	51	--	21	100	100	35
Czech Rep.	32	--	23	99	99	9
Hungary	35	--	21	--	--	16
Kyrgyzstan	--	26 (1997)	29	97	98	110
Poland	34	--	15	--	99	13
Russia	49	--	46	--	99	67
Turkmenistan	67	26 (2000)	16	98	97	31
Uzbekistan	85	22 (1996)	37	97	96	24
Global						
Low income	Norway: 1	--	98	--	41	657
Lower middle income	Estonia: 33 Mexico: 50 Morocco: 100	--	33	--	78	112
Upper middle income	Pakistan: 120 Niger: 144	--	54	--	92	67
High income		--	24	--	99	13
World		--	63	--	60	403

Reference: World Development Indicators. World Bank, 2004. Human Development Report. UNDP, 2004.

Despite its female population's active participation in education and the labour force, the **Gender related development index (GDI)** of Kazakhstan ranks relatively low in the region at 63 out of 144; among the 8 reference countries, only Turkmenistan (67) and Uzbekistan (85) lag behind Kazakhstan.

Meanwhile, female-headed households are relatively prevalent in Kazakhstan (33%), compared with the project countries and the reference countries. Adolescent fertility rate (35) is relatively high, compared with countries in the region except Russia and Uzbekistan, but certainly lower than the other project countries or the global average of 63%. **The country's social vulnerability measured in these two factors is not too high.**

Ninety-one percent of pregnant women in Kazakhstan receive prenatal care, a rate lower than the reference countries' in the region. However, when it comes to the percentage of births attended by skilled health staff, the percentage reaches nearly 100%. Yet, Kazakhstan's maternal mortality ratio reaches 210 for every

⁴⁹ Gender related development index (GDI) "adjusts the average achievement to reflect the inequalities between men and women" in life expectancy at birth, adult literacy and school enrolments, and estimated earned income (PPP US\$). Human Development Report 2003. UNDP.

100,000 cases, which is relatively high compared with the reference countries or lower-middle-income countries.

Table 28: Educational status of women

	Female gross intake rate in primary education, % of relevant age group (2001)	Female survival rate to last grade of primary education, % of relevant age group (2000)	Female adult literacy, % aged 15 and over	
			1990	2000-2004
Kazakhstan	105.9	94.8	98.2	99.2
<i>Project</i>				
Brazil	118.8	84.5 (UIS estimate)	81.2	88.3 (national estimate)
Indonesia	113.1	88.7	72.5	83.4
Kenya	101.5 (data from 1999/2000)	58* (2000/01 – 2002/03)	60.8	78.5
<i>Reference</i>				
Belarus	--	--	99.3	99.6
Czech Rep.	101.0	97.2	--	--
Hungary	96.2	98.8	98.9	99
Kyrgyzstan	105.8	91.3	--	--
Poland	97.5	98.1	99.5	--
Russia	--	--	98.9	99.5
Turkmenistan	--	--	--	98.3 (national estimate)
Uzbekistan	104.2 (UIS estimate)	98 (2000/01 – 2002/03)	97.9	98.9
<i>Global</i>	<i>(Median)</i>		<i>(Weighted average)</i>	<i>(Weighted average)</i>
Developing countries	101.5	79.6	57.9	69.3
Developed countries	98.4	--	97.5	98.2
Central Asia	103.4	94.8	88	92
Countries in transition	--	95.2	98.8	99.4
Central and Eastern Europe	97.9	98.8	--	--
World	102.0	87.0	69.1	76.5

Reference: EFA Global Monitoring Report. UNESCO, 2004 / World Development Indicators. World Bank, 2004.

* data are preliminary and for the most recent year available

In Kazakhstan, female gross intake rate and completion rates in primary education are close to 100%. Female adult literacy in 2000-2004 also stood at nearly 100%. **Education of girls and women in Kazakhstan does not seem to present a major challenge.**

Table 29: Employment status of women

	Female labour force participation rate, %, ages 15-64	
	1980	2002
Kazakhstan	70.5	68.9
<i>Project</i>		
Brazil	35.7	47.0
Indonesia	45.6	59.1
Kenya	77.7	76.8
<i>Reference</i>		
Belarus	74.3	73.4
Czech Rep.	75.1	74.5
Hungary	62.0	61.1
Kyrgyzstan	68.8	68.1
Poland	67.7	66.2
Russia	74.7	72.2
Turkmenistan	69.9	67.4
Uzbekistan	70.4	68.1
<i>Global</i>		
Low income	53.8	54.4
Lower middle income	64.2	67.2
Upper middle income	44.3	49.0
High income	52.6	63.5
World	57.3	60.8

References: World Development Indicators. The World Bank, 2004.

Although female participation rate in the labour force decreased by 2% from 70.5% in 1980, about **68.9%** of women ages 15-64 in Kazakhstan were in the labour force in 2002. This is one of the highest rates among the reference countries except Belarus, the Czech Republic and Russia. It is also higher than the lower-middle-income countries' average of 67% and the global average of 61%.

Education

Table 30: Adult and youth literacy rate

	Adult literacy rate % ages 15 and older				Youth literacy rate % ages 15 - 24			
	Male		Female		Male		Female	
	1990	2000-04	1990	2000-04	1990	2000-04	1990	2000-04
Kazakhstan	99.5	99.7	98.2	99.2	99.8	99.8	99.8	99.8
<i>Project</i>								
Brazil	82.9	88.0*	81.2	88.3*	90.5	95.1*	93.1	97.5*
Indonesia	86.7	92.5	72.5	83.4	96.6	98.5	93.4	97.6
Kenya	80.9	90.0	60.8	78.5	92.9	96.4	86.7	95.1
<i>Reference</i>								
Belarus	99.7	99.8	99.3	99.6	99.8	99.8	99.8	99.8
Czech Rep.	--	--	--	--	--	--	--	--
Hungary	99.3	99 (2002)	98.9	99 (2002)	99.8	100 (2002)	99.7	100 (2002)
Kyrgyzstan	--	--	--	--	--	--	--	--
Poland	99.6	--	99.5	--	99.8	--	99.8	--
Russia	99.6	99.7	98.9	99.5	99.8	99.8	99.8	99.8
Turkmenistan	--	99.3*	--	98.3*	--	99.8*	--	99.8*
Uzbekistan	99.5	99.6	97.9	98.9	99.7	99.7	99.6	99.6
<i>Global (Weighted average)</i>								
Developing countries	75.9	83.4	57.9	69.3	85.8	89.3	75.8	81.0
Developed countries	98.5	99.1	97.5	98.6	99.7	99.7	99.6	99.7
Central Asia	99.4	99.6	98.0	99.1	97.8	98.3	97.7	98.3
Countries in transition	99.6	99.7	98.8	99.4	99.2	99.4	99.2	99.3
Central and Eastern Europe	98.0	98.7	94.6	96.1	99.2	99.3	97.4	98.3
World	81.8	87.0	69.1	76.5	88.2	90.9	80.1	84.0

Reference: EFA Global Monitoring Report. UNESCO, 2004. / World Development Indicators. The World Bank, 2004.

* National estimate

Like in all of the countries cited from the region, the literacy rate among younger generation ages 15-24 years in Kazakhstan stands, for both men and women, at almost 100%. Adult literacy among females ages 15 and older in Kazakhstan is also very high at 99%. This is far above the world weighted average of 76.5%.

Table 31: Enrolments and internal efficiency in pre-primary, primary & secondary education

	Enrolment ratios			Internal efficiency		
	Gross enrolment ratio in pre-primary education, 2001	Net enrolment ratio in primary education, 2001	Net enrolment ratio in secondary education, 2001	Survival rate to last grade of primary education, 2000	Repeaters in primary school, 2001	Repeaters in secondary education, 2001
Kazakhstan	19 (2003) ⁵⁰	89.5	84.1	94.8	0.2	0.2
Project						
Brazil	67.3	96.5	71.6	79.9	21.5	18.0
Indonesia	20.3	92.1	47.4* (1999/2000)	85.9	5.3	0.3
Kenya	44.4	69.9*	24.0*	56** (2000/01-2002/03)	--	--
Reference				131** (2000/01-2002/03)		
Belarus	98.7	94.2*	77.5*	98.2	0.3	0.3
Czech Rep.	95.6	88.5	89.5	96.6*	1.1	1.1
Hungary	79.5	90.8	92.1	98.2	2.5	2.2
Kyrgyzstan	14.3	90.0	--	91.3	0.2	0.2
Poland	49.0	98.0	91.3	98.2	0.6	1***
Russia	91.9	--	--	99.8	0.9	0.8
Turkmenistan	--	--	--	--	--	--
Uzbekistan	21.4*	--	--	98** (2000/01-2002/03)	--	--
Global		(Weighted average)	(Weighted average)			(Median)
Developing countries	35.0	82.5	48.5*	77.5	7.7	7.4
Developed countries	81.9	95.6	90.0	--	0.7	--
Central Asia	22.3	94.1	83.6	94.8	0.3	0.3
Countries in transition	30.5	90.1	85.0	95.3	0.3	0.3
Central and Eastern Europe	60.2	88.8	82.7	98.2	1.1	1.1
World	48.6	84.0	54.9*	86.2	5.6	4.4

Reference: World Development Indicators. World Bank, 2004. / EFA Global Monitoring Report. UNESCO, 2004. / Global Education Digest 2004: Comparing Education Statistics Across the World. UIS, 2004.

* UIS estimate

** Data are preliminary

*** Provisional

Net enrolment ratio in primary education in Kazakhstan is about 90%, above the weighted average of Central and Eastern Europe and close to the weighted average of developed countries. Survival rate to last grade of primary education is nearly 95% while repetition is almost 0%.

The net enrolment ratio in secondary education is 84.1%, higher than the world median of around 77.5%. This rate, however, is lower than some of the reference countries, such as the Czech Republic

⁵⁰ Data from the Ministry of Education and Science, Republic of Kazakhstan. The age group concerned is 0⁺-7⁺.

(89.5%), Hungary (92.1%) and Poland (91.3%). Repetition rate in secondary education (0.2%) is negligible. Internal efficiency in primary and secondary education is not a major problem in Kazakhstan.

Table 32: Private enrolment as % of total enrolment in pre-primary, primary & secondary education

	Pre-primary	Primary	Secondary
	2001		
Kazakhstan	11.9	0.6	0.9
Project			
Brazil	28.7	8.1	11.3
Indonesia	98.8	16.0	42.7
Kenya	10.4 (1999/2000)	5.6	4.2
Reference			
Belarus	--	0.1	0.1
Czech Rep.	1.5	1.0	6.7
Hungary	3.9	5.2	9.7
Kyrgyzstan	0.9	0.3	0.3
Poland	5.3	1.2	5.0 (2000/01)
Russia	2.3*	0.4	0.3
Turkmenistan	--	--	--
Uzbekistan	--	--	--
Global			
Developing countries	55.5	10.9	14.9
Developed countries	7.8	4.2	7.1
Central Asia	1.2	0.6	0.9
Countries in transition	1.1	0.5	0.4
Central and Eastern Europe	1.5	0.8	1.1
World	40.1	7.2	11.7

Reference: EFA Global Monitoring Report. UNESCO, 2004.

* UIS estimate

In all three levels of education, Kazakhstan has relatively low percentages of private enrolment⁵¹ as compared with the global rates and the project countries. This is particularly the case in primary and secondary education, where private enrolments count less than 1% of the total. However, when compared with the neighbouring reference countries, the percentage is higher in the case of pre-primary education and within the range in the case of primary and secondary education.

⁵¹ Services that are not operated (controlled and managed) by a public authority. A private institution can be FUNDED by a public authority.

Table 33: Educational financing

	PPP gross national income, per capita (\$), 2002	Public expenditure on education, % of GDP, 2001-02
Kazakhstan	5,630	4.4
Project		
Brazil	7,450	4.0
Indonesia	3,070	1.3
Kenya	1,010	6.3
Reference		
Belarus	5,500	6.0
Czech Rep.	14,920	4.4
Hungary	13,070	4.9
Kyrgyzstan	1,560	3.1
Poland	10,450	5.0
Russia	8,080	3.1
Turkmenistan	4,780	--
Uzbekistan	1,640	--
Global		
Low income	2,110	3.1
Lower middle income	5,290	4.0
Upper middle income	9,550	4.4
High income	28,480	5.2
World	7,820	4.1

Reference: World Development Indicators. World Bank, 2004.

Kazakhstan's expenditure on education as a percentage of GDP stands at 4.4%, higher than the world average and similar to the upper-middle-income countries' average. However, it remains lower than Belarus, Hungary and Poland where the numbers are 6.0%, 4.9% and 5.0%, respectively.

Table 34: Pupil/teacher ratio in pre-primary, primary and secondary education

	Pre-primary		Primary		Secondary	
	Pupil/teacher ratio		Pupil/teacher ratio		Pupil/teacher ratio	
	1998	2001	1998	2001	1998	2001
Kazakhstan	9	5	18*	19	--	12*
<i>Project</i>						
Brazil	20	19	--	23	--	19
Indonesia	--	13	--	21	--	14
Kenya	27	25	29	32	26*	26* (2000/01)
<i>Reference</i>						
Belarus	5	5	20	17	--	9*
Czech Rep.	18	18 (1999/2000)	18	17*	13	14 (1999/2000)
Hungary	12	11	11	10	10	11
Kyrgyzstan	12	19	25	24	13*	13
Poland	--	12 (2000/01)	--	15	--	--
Russia	--	6	--	17	--	--
Turkmenistan	--	--	--	--	--	--
Uzbekistan	--	7*	--	--	--	--
Developing Countries	22	21	28	28	19	20
Developed countries	16	14	16	15	13	12
Central Asia	12	10	20	19	13	12
Countries in transition	9	8	20	19	--	12
Central and Eastern Europe	12	11	19	17	13	13
World	19	18	24	22	17	17

Reference: EFA Global Monitoring Report. UNESCO, 2004.

* UIS estimate

The pupil/teacher ratio in pre-primary education in Kazakhstan stood at 5 in 2001, a ratio lower than most of the reference countries except Belarus. Its pupil/teacher ratio in secondary education is relatively low (12 in 2001) compared to the world median.

Child Development and Health Environment

Table 35: Child development and health environment

	Under-5 mortality rate 2002	Child immunisation rate, measles, 2002	Prevalence of child malnutrition, % of under age 5, 1996-2002		Public expenditure on health, % of GDP, 2001	Private health expenditure, % of total 2001	Access to improved water source, % of population, 2000	Access to improved sanitation facilities, % of population, 2000
			Weight for age	Height for age				
Kazakhstan	99	95	4	10	1.9	39.6	91	99
<i>Project</i>								
Brazil	37	93	6	11	3.2	58.4	87	76
Indonesia	43	76	25	--	0.6	74.9	78	55
Kenya	122	78	22	33	1.7	78.6	57	87
<i>Reference</i>								
Belarus	20	99	--	--	4.8	13.3	100	--
Czech Rep.	5	97	--	--	6.7	8.6	--	--
Hungary	9	99	--	--	5.1	25.0	99	99
Kyrgyzstan	61	98	6	25	1.9	51.3	77	100
Poland	9	98	--	--	4.6	28.1	--	--
Russia	21	98	6	11	3.7	31.8	99	--
Turkmenistan	86	88	12	22	3.0	26.7	--	--
Uzbekistan	65	97	19	31	2.7	25.5	85	89
<i>Global</i>								
Low income	121	65	42	--	1.1	73.7	76	43
Lower middle income	40	78	9	17	2.7	52.8	81	8
Upper middle income	22	94	--	--	3.7	42.3	--	--
High income	7	90	--	--	6.3	37.9	--	--
World	81	72	--	--	5.6	40.8	81	55

Reference: World Development Indicators. World Bank, 2004.

Under-5 mortality rate in Kazakhstan (99) is higher than the world's average of 81, and higher than in any of the reference countries. Yet, child immunisation rate for measles in Kazakhstan stands at 95%, close to the upper-middle-income countries' average of 94%. Compared with lower-middle-income countries (9% in terms of weight and 17% in terms of height) and the reference countries, Kazakhstan shows a much **lower percentage of malnourished children** (4% and 10%, respectively).

Kazakhstan's public expenditure on health as a percentage of GDP (2001) is 1.9%, higher than the low-income countries' average of 1.1%, but much lower than the global average of 5.6%. This rate is also one of the lowest among the reference countries. On the other hand, its private health expenditure amounts to 39.6%, which is among the highest in the region next to Kyrgyzstan.

Around 91% of Kazakhstan's population has access to improved water sources, and those who had access to improved sanitation facilities reached 99% in 2000.