

COUNTRY NOTE ON TRANSITIONS KAZAKHSTAN



COUNTRY NOTE ON TRANSITIONS

KAZAKHSTAN

TABLE OF CONTENTS

CHAPTER 1: THE TRANSITION SYSTEM AND ITS ORGANIZATION	3
CHAPTER 2: PROFESSIONAL CONTINUITY	9
CHAPTER 3: PEDAGOGICAL CONTINUITY.....	11
CHAPTER 4: DEVELOPMENTAL CONTINUITY	16
CHAPTER 5: CHALLENGES AND STRATEGIES	18
REFERENCES.....	19
ANNEX.....	21

CHAPTER 1: THE TRANSITION SYSTEM AND ITS ORGANIZATION

1.1 Political Context

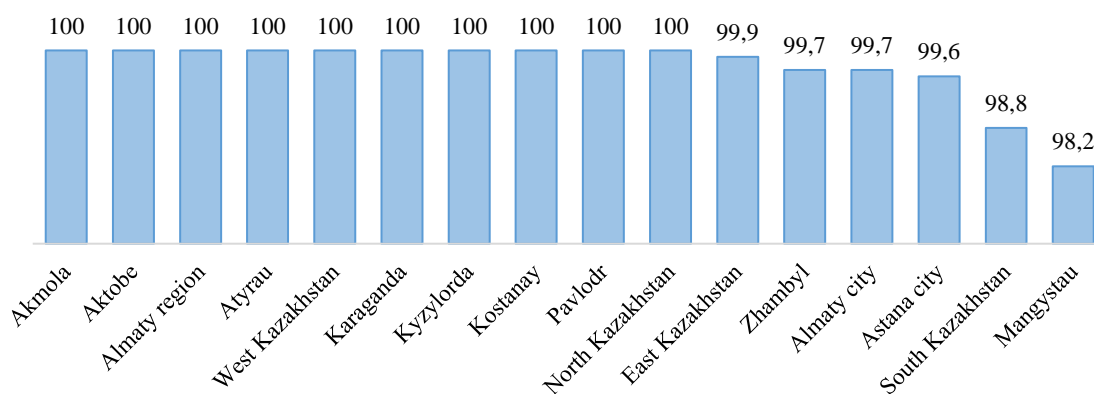
The main value of transition from ECEC to primary school in Kazakhstan is to ensure school readiness of a child. Over the past five years, attention to the preparation of children for school has increased. Pre-primary education is increasingly aimed at creating conditions for the formation of competencies necessary for successful learning in primary school, the development of creative and intellectual potential of a child. As part of improving the quality of the education system, the ECEC system in Kazakhstan is becoming the key to successful education of children in compulsory school and the basis of life-long learning.

While the role of pre-school education in the society is strengthening, political and social attention to transitions has increased at the national level in recent years. State educational standard was introduced defining the requirements for the level of development of children at different stages, to the content of ECEC and primary education. Educational programs for ECEC and primary education were developed. In recent years, more emphasis is put on ensuring ECEC quality for children older than 3 years, which is necessary to improve performance of children in primary and secondary school. All these issues will be addressed below.

The first step to ensuring transitions was introduction of obligation to one year of pre-primary education for 5-6 years old children in 1999 by Resolution of the Government of the Republic of Kazakhstan No. 1762 dated November 22, 1999, “On issues of mandatory pre-primary education of children”. Thus, pre-primary education for five and six years old children began to be implemented in ECEC settings and schools of Kazakhstan. Pre-primary education is delivered either in pre-primary groups of ECEC settings or pre-primary classes of schools (MNE RK, 2014; MES RK, 2012b). Currently, pre-primary education for children older than five years is compulsory and free of charge according to the Law of the Republic of Kazakhstan “On Education”. Pre-primary education can be carried out in family, pre-primary groups of ECEC settings, pre-primary classes of schools, lyceums and gymnasiums (Government of the Republic of Kazakhstan, 2013).

The introduction of compulsory pre-primary education led to creation of pre-primary classes for children aged 5 to 7 years in schools. In ECEC settings pre-primary education is provided in pre-primary groups. The main purpose of the introduction of compulsory and free pre-primary education was to improve school readiness of children and contribute to a more successful development of skills among children. By 2015, Kazakhstan has achieved almost full enrollment in pre-primary education. Thus, the introduction of compulsory pre-primary education contributed to development of continuity between ECEC and primary education.

Figure 1. Enrollment of 5-6 years old children in pre-primary education (2015), %



Source: JSC Information-Analytical Center, 2015

After the introduction of mandatory pre-primary education continuity between ECEC and primary education was developed further. Among the major changes that support transitions, can be identified the following:

- Introduction of the State educational standard of ECEC;
- Development of education program for 5-6 years old children;
- Increase of access for 3-6 years children to ECEC.

Provision of pre-primary education has led to the introduction of requirements for preschool children development. Thus, State educational standard of ECEC was developed (SES). Since its introduction SES for ECEC was subjected to update several times. The first SES for ECEC was introduced in 2001, which included basic curriculum of pre-primary education of children. In 2009, a new SES was approved. For the first time, the new standard introduced educational areas and competences by age group. In 2012, the standard had been updated and included a model of the ECEC setting's graduate, which also reflects the level of 5-6 years old child preparation at pre-primary education. Development and introduction of SES defined goals and objectives of pre-primary education and contributes to its implementation.

SES for ECEC became the basic for development of pre-school educational programs. In accordance with the SES 2009 Republican Center "Preschool childhood" developed three educational programs, one of which is "Biz mektepke baramyz" for children from 5 to 6 years. "Biz mektepke baramyz" defined main directions of ECEC teachers' work in accordance with the SES. According to the Law of the Republic of Kazakhstan "On Education", pre-school educational program is developed based on the state educational standard, taking into account peculiarities of pre-school children. Thus, introduction of SES and ECEC curriculum allowed to provide high-quality pre-primary education for 5-6 years old children.

Box 1. Integrating three early childhood education and care curricula into one

Kazakhstan: Note on the new curriculum

Why it was introduced

Standard curriculum for early childhood education and care (in Kazakh 'Мектепке дейінгі тәрбие мен оқытудың Типтік оқу бағдарламасы', in Russian 'Типовая учебная программа дошкольного воспитания и обучения') was introduced in 2016. Standard curriculum was developed to provide more coherence within ECEC sector and smooth transition of a child through the stages of early childhood education and care from first year of life to primary school entry.

What new features it covers

1. One curriculum for all preschool ages instead of three ones for different age groups. Standard curriculum covers the following age categories:

- Nursery – 1-2 years old (which includes early years – 1 year old, juniority – 2 year old);
- Preschool age – 3-6 (7) years old (which includes junior preschool age – 3 years old, middle preschool age – 4 years old, senior preschool age – 5 years old, pre-primary preparation for 6 years old)

2. New subjects were introduced in the Standard curriculum such as foreign language, drama and science

3. Previous curricula were based on developing competences of a child in accordance with State Educational Standard (SES) educational areas (health, communication and language development, cognitive development, creativity and social development). Standard curriculum for early childhood education and care focuses on developing skills in accordance with five educational areas of SES for further learning in primary school. Decision to move from "competence" to "skills" was made to ensure more opportunities for children to success since competence is difficult to develop at early stages of life and it's more appropriate for school students. So, changes made curriculum more responsive to the age peculiarities of pre-school children.

What are its objectives

The aim of the program is to form moral and ethical values, knowledge and skills in accordance with age and personal characteristics, develop patriotism and tolerance based on the ideas of "Mangilik el" (Eternal state); to ensure school readiness of children from social, psychological, personal, physical and intellectual perspectives.

The objectives are to create objective-spatial educational environment, where safety and healthy development of children are supported; to ensure smooth transition of a child and continuity within early childhood education and

care, integration of educational areas, collaboration of preschool educational institutions, schools and family; to satisfy the family needs in upbringing of preschool-aged children.

Previous curricula and primary school

Previous curricula were based on the same key ideas of child development as the new curriculum. However, monitoring of the previous curricula implementation showed that it did not provide smooth transition of a child from pre-school to primary school as well as within ECEC. The new curriculum strives for more integration of subjects and educational areas within the program. Inclusion of foreign language and science in the new curriculum of pre-school education brings more coherence and connection of primary and ECEC since these subjects are a part of primary education program. The Standard curriculum for early childhood education and care is focused on school readiness of a child not only at final stage of pre-school education, but from the early years, developing necessary skills in accordance with SES.

Increase of enrollment in ECEC settings contributed to smooth transitions of children as well as introduction of pre-primary education. Later, State program for education development for 2011-2020 (SPED 2011-2020) was adopted in 2010, which implies to achieve full enrollment of children 3-6 years old children (100%). According SPED 2011-2020, full enrollment of children aged 3-6 years in ECEC will increase their willingness to learn in school and reduce the likelihood of stress for children during transitions. Thus, provision of pre-school education for children older than 3 years old will ensure a smooth transition from ECEC to primary school.

Debates of ensuring transitions rose in the light of modernization of the secondary education system. Modernization to 12-year education model is planned as part of SPED 2011-2020. During modernization to 12-years education pre-school education becomes a basis for a smooth transition of a child from ECEC to primary school, ensuring continuity of education for preschool children. Meanwhile, introduction of 12-years education system to be implemented through the gradual inclusion of pre-primary classes in the secondary education system and its transformation into the first grade of primary education. Under the new conditions, more attention is paid to strengthening the continuity of preschool and primary education.

1.2 Goals and purposes

The main purposes of transitions are reflected in the goals of pre-primary education. Annual instructional-methodical letter for the academic year, as well as the curriculum of pre-school education for 5-6 years old children “Biz mektepke baramyz” define goals for pre-primary education. According to the instructional-methodical letter on 2015-2016 academic year, the main purpose of pre-primary education is general, intellectual and physical development of children, ensuring their readiness to assimilate knowledge, formation of personal qualities of a child necessary to master his educational activity. The curriculum “Biz mektepke baramyz” defines possession of key competences and basics of physical training and a healthy way of life, ability to communicate and cooperate with adults and peers, school readiness as a result of 5-6 years old child development (Republican Center “Preschool childhood”, 2012). Thus, ensuring smooth transition of a child to primary education, development of skills and interests in learning activities are the main purposes of continuity between ECEC and primary education.

In addition, the SES 2012 reflects the requirements for the development of 5-6 years old children in ECEC. The standard includes competences and skills to be developed by children that allocated respectively to five educational areas: health, communication and language development, cognitive development, creativity and social development (Government of the Republic of Kazakhstan, 2012). Thus, the standard illustrates main objectives of transitions from ECEC to primary education (See Annex D).

In Kazakhstan there are also measures to ensure pre-primary education and timely developmental correction for children with special needs. According to the Law of the Republic of Kazakhstan “On Education”, special conditions for education, correction of developmental disorders and social adaptation are created at all levels of education for children with special needs. Special education programs are developed and implemented to support their successful development and stimulate their better adaptation to educational process.

Pre-primary and primary education of children with special needs is carried out in special pre-school institutions and schools. According to the Model Regulations for special education institutions for children with special needs, the main objective of special organizations is provision of equal opportunities

for pre-primary education. Special pre-school organizations provide education, development, supervision, care and rehabilitation of children from one year before reaching school age in accordance with SES and special programs. Children with special education needs are also supported at primary schools. The types of special pre-school institutions and schools are:

- Special pre-school institution for children with visual impairments;
- Special pre-school institution for children with hearing impairments;
- Special pre-school institution for children with speech disorders;
- Special pre-school institution for children with disorders of locomotor system;
- Special pre-school institution for children with intellectual disabilities;
- Special pre-school institution for children with mental retardation;
- Special school for children with visual impairments;
- Special school for children with hearing impairments;
- Special school for children with speech disorders;
- Special school for children with disorders of locomotor system;
- Special school for children with intellectual disabilities;
- Special school for children with mental retardation;
- Psycho-medical and pedagogical consultation;
- Rehabilitation facility;
- Office of psycho-medical correction.

According to Model regulations for education institutions, inclusive or special classes can be opened in schools. Only two children with special education needs are allowed in one inclusive classroom. Education of children with special needs in inclusive classrooms is provided in accordance with standard education program.

Organization of pre-primary education of children with special needs is different from pre-primary education of healthy children. Often, pre-primary education of children with special needs is carried out in special institutions by teachers with appropriate training and experience. In addition, number of children per group is lower in special educational institutions, which allows teachers approach each child more carefully. Meanwhile, in pre-school groups of ECEC settings regulated numbers of children per group can be up to 25 people.

Table 1. Regulated number of children per group and classes for children with special needs.

no more than 6 people	with impaired emotional and volitional sphere and behavior, autism, complex two or more violations
no more than 6-8 people	with intellectual disabilities (moderate mental retardation)
no more than 8 people	deaf, with moderate mental retardation, with severe mental retardation at the age older than three years, with the hearing impairment (deaf), hard of hearing, with acquired hearing impairment with profound speech underdevelopment due to hearing impairment, blind
no more than 10 people	blind; hard of hearing, with acquired hearing impairment with a slight speech underdevelopment caused by the hearing- impairment, a violation of the locomotor system, with impaired speech (severe stuttering with normal speech development)

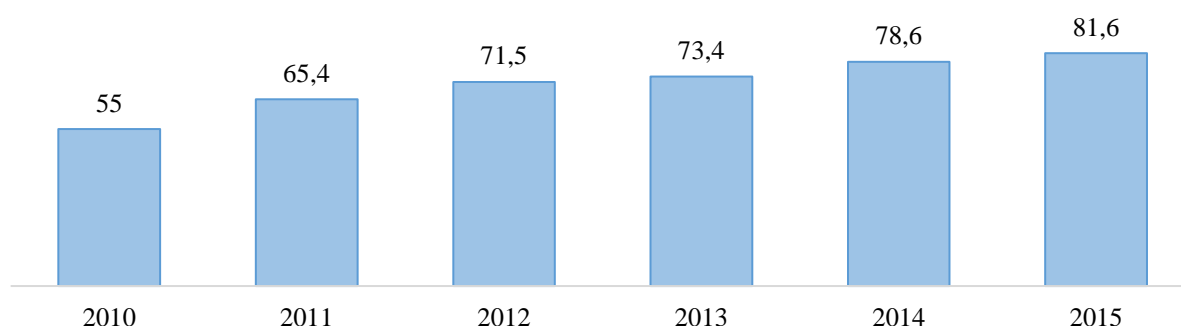
up to 10-12 people	with speech disorders, hearing impairments, violation of the locomotor system
no more than 10-12 people	with intellectual disabilities (slight intellectual retardation), mental retardation
no more than 10-15 people	with vision impairments
not more than 12 people	vision impairments; violation of speech with the severe underdevelopment of speech (alalia, dysarthria, nasality, aphasia) and the general underdevelopment of speech accompanied by stuttering, with slight intellectual retardation, mental retardation

Source: Order of the Minister of Education and Science of the Republic of Kazakhstan dated July 4, 2013 No. 258 On approval of the Model Regulations for special education institutions for children with special needs.

1.3 Organisation of ECEC and primary education

ECEC system developed significantly for the recent years. In addition to the introduction of compulsory one year of pre-primary education in 1999, full enrollment of 3-6 years old children in ECEC has become the main focus of early childhood education policy in Kazakhstan. Thus, there was significant increase of enrollment in ECEC to prepare children for primary school.

Figure 2. Enrollment of children 3-6 years in ECEC, %



Source: Ministry of Education and Science of the Republic of Kazakhstan

No changes in the organization of primary education in Kazakhstan have been noted over the past 5 years. The duration of the school year in primary education remains unchanged since 2010 and amounts to 33 weeks (MES RK, 2010; MES RK, 2011; MES RK, 2012c; MES RK, 2014). Number of school days per week is determined by pedagogical council in consultation with the education authorities (Government of the Republic of Kazakhstan, 2013). Typically, the duration of the school week in public schools is 6 days.

An increase of number of lessons per day in the 1st grade of primary school can be noted during recent years. Currently, the daily academic load of pupils is no more than five lessons in primary school, regardless of the length of the school week. The duration of each lesson is 45 minutes (Government of the Republic of Kazakhstan, 2013). During 2005-2013, number of lessons in 1st grade school in the 1st quarter was 3 lessons of 35 minutes duration; in the second quarter - 4 lessons of 35 minutes each (Government of the Republic of Kazakhstan, 2005).

1.4 Distribution of responsibilities

All issues on organization of transitions are addressed only at the national level. The central body responsible for determining educational policy is the Ministry of Education and Science of the Republic of Kazakhstan. For example, the distribution and management of financial and physical resources, both in ECEC and in primary education is carried out at the national level. Regulations and minimum standards for ECEC and primary education, strategies to support children with special needs are also defined and implemented by the Ministry of Education and Science of the Republic of Kazakhstan.

All children transit from pre-primary education and primary school as they turn six or seven years old. The exception can be made only for children with severe impairments upon decision of psycho-medical and pedagogical commission.

Meanwhile, Ministry of Education and Science of the Republic of Kazakhstan cooperates with different educational organizations, which develop resources necessary for transitions. For example, the Republican Center “Preschool childhood” developed educational programs for ECEC. Curriculum of primary education was developed by AEO “Nazarbayev Intellectual Schools” in cooperation with the National Academy of Education named after Y. Altynsarin and teachers of secondary schools. Ministry of Education and Science of the Republic of Kazakhstan approves programs developed by this organization before their implementation at the national level. It also concerns design of initial and in-service education programs for teachers, state educational standards for the specialties “Early childhood education and care” and “Pedagogy and methodology of primary education” of pre-service teacher training.

Monitoring and assessment of pre-school and 1st grade of primary education is not carried out at the national level. Tools for assessment of pre-school children was not adopted at the national level, and are not offered to teachers. Internal monitoring and assessment of children is carried out using a variety of tools in ECEC settings. There are also no developed nationwide strategies to ensure transitions and support staff in ECEC settings and primary education for ensuring continuity.

CHAPTER 2: PROFESSIONAL CONTINUITY

2.1 Leadership

Heads of ECEC settings and primary schools are responsible for collaboration of two organizations, as well as ensuring smooth transitions. Every year, heads of ECEC settings develop plan of educational activities of the institution, which includes plan to stimulate better transitions between the institution and primary school. Responsibility of managers to develop a plan for transitions is not fixed at the national level and not obligatory, however, it is a common practice among pre-school institutions of Kazakhstan. Plan for transitions include cooperation with primary schools to ensure smooth transition for children and improve the quality of educational process in ECEC setting. There are also call for better interaction of ECEC teachers with primary school teachers.

Box 2. Example of ensuring transitions between kindergarten and school

State municipal management organisation “Kindergarten №2 “Zhuldyz”, Department of Education of Kokshetau

Kindergarten “Zhuldyz” is working closely with the school No. 17 of the city of Kokshetau. This cooperation allows to solve problems of continuity between kindergarten and school. School teachers have the opportunity to get acquainted with the forms of work that are used in kindergarten, to see their future pupils in a familiar environment for children. A kindergarten teacher can learn more about main directions of work of primary school teachers, observe their past students at school lessons, which stimulate improvement of their work and allow teacher to form children's motivation to learn. We try to make transition to school for children smoother and help first-graders quickly adapt to new conditions. Continuity in education provides child's school readiness in terms of accumulation of new knowledge and skills.

Objectives:

- To ensure smooth development of children at ECEC and primary education, stimulating a holistic, consistent and forward-looking pedagogical process;
- To foster positive attitude of preschool children to learning at school.

Tasks:

- Physical development of children and strengthening their health;
- Development of communication skills of children;
- Establishment of unity of aspirations and views on the educational process between the kindergarten, school and family;
- Creation of favorable conditions for cooperation of all participants in educational process between ECEC teachers, primary school teachers, children and parents;
- Planning of joint school activities;
- Diagnosis of child development;
- Analysis of school performance of alumni group.

During the first two years of children's study at primary school ECEC teachers can track the progress of ECEC graduates at primary school comparing results of diagnostics in kindergarten. The following forms of transitions are chosen: pedagogical advice, seminars, round tables of teachers of ECEC settings, schools, teachers and parents on different issues of transitions; planning and implementation of joint practical activities of ECEC and primary school teachers with children - preschoolers and first-graders (festivals, exhibitions, sports events); meetings of parents and future teachers; game trainings for parents of preschool children.

Forms of transitions in ECEC settings.

Work with children:

- Visits to school (with possibility for a child to sit at school desk, draw something on the blackboard).
- Acquaintance and interaction with preschool teachers and pupils of elementary school;
- Participation in joint educational activities, playing programs;
- Exhibition of drawings and handicrafts;
- Joint festivals and competitions.

Interaction of teachers:

- Joint pedagogical council;

- Seminars, workshops, round tables;
- Open displays of educational activities in ECEC settings and open lessons in the school;
- Diagnose to determine readiness for school.
- Cooperation with parents:
- Parent meetings with teachers of preschool and school teachers;

Source: Website of State Municipal Management Organisation “Kindergarten No. 2 “Zhuldyz” Department of Education of Kokshetau. Preschool preparation of children in the context of continuity between preschool and primary education. Retrieved from: <http://ds0014.kokshetau.akmoedu.kz/article/view/ff4507ee96395130b98cfebf2a026eba.html>

2.2 Staff support for transitions

Currently, there are no mandatory materials for teachers of ECEC settings to ensure transitions developed at the national level. Teachers can use different materials or manuals on transitions developed at the local level. However, they are not widespread nationally or recommended for use at the national level. Thus, current provision of ECEC teachers with manuals or guidelines on transitions is not sufficient.

To ensure continuity and quality of pre-primary education ECEC teachers may seek the assistance of specialists in terms of elective part of the pre-primary education curriculum. Pre-primary education program is divided into elective and compulsory parts. Compulsory part is not subject to change for teachers. Meanwhile, elective component is at the discretion of ECEC teachers. Thus, teachers have the opportunity to interact with such narrow experts as teachers of a foreign language, physical education and others to ensure better continuity and stimulate successful child development.

CHAPTER 3: PEDAGOGICAL CONTINUITY

3.1 Curriculum framework and development goals

The curriculum structure of pre-primary education and primary school is identical and includes compulsory and elective components. The compulsory component determines educational areas and subjects on which work have to be carried out with a child (MES RK, 2012a; MES RK, 2012b). Elective component allows teacher to organize educational process on his own.

Pre-primary education program includes five educational areas, primary school program – seven (see table 3). In primary school subjects are related to development of math, reading and writing skills, self-cognition, music, art are kept from pre-primary education curriculum. In addition, new subjects such as practical skills training and foreign language appear in primary education. Some subjects of pre-primary education as literature, health and well-being (not covering physical education), language development are not taught in primary school (See Annex II).

Table 3. Educational areas of pre-primary and primary education

Pre-primary education	Primary education
Health	Physical education
Communication	Language and literature
Knowledge	Mathematics
Creativity	Art
Society	Human and society
-	Science
-	Practical skills training

In primary school, academic load on subjects present in pre-primary educational program increases. For example, development of reading and writing skills increases from 1.5 hours at pre-primary education up to 7 hours per week in primary school, maths increases from 1.5 hours to 4 hours per week. Overall academic load at pre-primary education and primary school remains the same. Academic load in pre-primary groups of ECEC settings constitutes 24 hours and 22 hours in pre-primary classes of school (See Annex III AND Annex IV). Meanwhile, academic load in primary school is 24 hours (MNE RK, 2014; MES RK, 2012a; MES RK, 2012b).

Subject goals of pre-primary and primary education are also different. Pre-primary education program is aimed at introduction to basics of reading (letters and sounds) and maths necessary for a successful start in education of a child. Primary education program includes formation of reading, writing skills, numeracy and others. For example, the subject of pre-primary education “Fundamentals of literacy and writing” provides development of basic reading skills and preparation of child’s hand for writing. Meanwhile, in primary school curriculum the subject “Literacy” aims to develop reading and writing skills in conjunction with speech development, as well as introduction to basics of grammar (Republican Center “Preschool childhood”, 2012; MES RK, 2015b).

Table 4. Objectives of pre-primary and primary education for literacy

Pre-primary education	Primary education
Give an idea of basic units of language (sound, syllable, word, sentence)	Learn to listen, speak, read and write
Introduce a variety of sounds of the world	Develop reading skills through the ability to comprehend text deliberately
Exercise in differentiating sounds	Cultivate interest in reading books
Acquaint with 12 letters of the Russian alphabet (6 vowels, 6 consonants)	Develop the ability to analyze, compare, summarize, organize information
Give a practical idea of syllable reading mechanism	Form a positive attitude towards people, to develop the culture of speech and culture of communication
Develop children's motor skills of hands, to learn how to hold a pencil, a pen	Develop creative abilities through the formation of cognitive interest and desire to improve speech
	Develop an interest and love towards mother language through acquaintance with the world
	Develop communication skills: listening to peers, willingness to engage in a dialogue and to take into account different points of view; express own point of view, justify it
	Develop ability to plan, monitor and evaluate educational activities in accordance with the task and conditions for its implementation; determine the most effective ways to achieve results
	Develop ability to understand reasons for success / failure of educational activity

Source: Republican State Institution of the Ministry of Education and Science Republican Center "Preschool childhood". (2012). Curriculum for pre-primary education of children "Biz mektepke baramyz": 5 to 6 years old children. Astana; Ministry of Education and Science of the Republic of Kazakhstan. (2015b). The educational program on the subject of "Literacy": Primary school (Grade 1). Astana

In Kazakhstan curricula for ECEC and primary school are not integrated. However, ECEC curriculum "Biz mektepke baramyz" for children 5-6 years old provides a solution to problems of transition from pre-school institution to primary school on the basis of content selection and definition of conditions for successful adaptation of children to school (Republican Center "Preschool childhood", 2012). Educational areas of pre-primary education correspond to the basic lines of primary education content. Pre-primary education is aimed at introduction to basic literacy and numeracy skills, preparation of a child to educational process at school. These skills get further development in primary education.

In accordance with the Law of the Republic of Kazakhstan "On Education" educational programs for pre-school education:

- ensure continuity of ECEC and primary education with regard to principles of integration of education, nurturing and healthy development of children;
- focus on development of abilities and talents of each child and prepare a child for primary education based on individual approach, taking into account the peculiarities of child's development and health.
- form basic skills of reading, writing, numeracy and communication, provide equal starting opportunities for primary education.

In pre-primary education program language development of children focuses on basic communication skills necessary for a child to present his thoughts. In primary education, these skills are further developed to help child make sense of his speech and speech of others. Formation of language skills in pre-primary education is aimed at development of child's motivation to speak grammatically correct, monologue and dialogue speech, stimulate interest in reading and use synonyms, antonyms, and various parts of speech. Primary education program stimulates language development through subsequent formation of communication skills, abilities to compare, summarize, analyze information and understand texts.

ECEC settings, schools, teachers or other local authorities cannot change the curriculum for pre-primary and primary education. Education programs consist of compulsory and elective components. Compulsory component includes subjects mandatory for the educational process, thus teachers of pre-primary or primary education (as well as regional or local authorities) are not allowed to make changes to this part of the program. Meanwhile, elective components of the education program provide teachers with opportunity to organize educational process in accordance with their opinion. Elective component constitute four hours per week in pre-primary education and one hour per week in primary school (MES RK, 2012a; MES RK, 2012b).

Since the introduction of mandatory pre-primary education, educational programs was developed to ensure the quality of the educational process. All changes in the curriculum of pre-primary education have been made in accordance with renewal of SES. The first program of pre-primary education have been developed in 1999 for pre-primary groups in ECEC settings and pre-school classes in schools: "The program of pre-primary education of children 5-7 years old in kindergarten" and "Comprehensive program for pre-primary education of children 6-7 years old at school". While two programs rely on the same goals they have distinctive features. "Comprehensive program for pre-primary education of children 6-7 years old at school" is aimed at intellectual, physical development of children 6-7 years, ensuring their readiness to assimilate knowledge and skills at the first state of compulsory education. "The program of pre-primary education of children 5-7 years old in kindergarten" is for children who attended preschool education up to 5 years old. Absence of a single standard at that time led to inconsistency in the content of two programs.

Introduction of the new standard in 2009, contributed to development of new educational programs for ECEC. So, in 2009 the Republican Center "Preschool childhood" has developed a number of educational programs for children 1-3 years, 3-5 years and 5-6 years, which included educational program "Biz mektepke baramyz". "Biz mektepke baramyz" education program for children 5 to 6 years old determines the basic content of pre-primary education in accordance with State Educational Standard and provide personal development of children and their school readiness. Unlike the previous ECEC curricula, this educational program focuses on development of individual capabilities of each preschooler. A new approach to organization of pedagogical process, based on the needs of children, required gradual sophistication of educational objectives and diversity of teaching forms and methods.

However, the new program "Biz mektepke baramyz" based on the updated SES for pre-school education 2009 covers only children 5-6 years old attending pre-primary groups in ECEC settings. Thus, pre-primary education of 6-7 years old children in ECEC settings are still carried out in accordance with "The program of pre-primary education of children 5-7 years old in kindergarten", and in pre-primary classes of schools in accordance with "Comprehensive program for pre-primary education of children 6-7 years old at school".

3.2 Pedagogy

Pedagogical approaches for teachers of ECEC and primary education are defined in the curricula of pre-primary and primary education. Pre-primary education program "Biz mektepke baramyz" includes orientation on the individual capabilities of each preschooler, pedagogical approach is mainly play-based learning with specific attention to individual needs of every child. The main purpose for children is to learn how to plan their activities, set a goal and find ways to achieve it (Republican Center "Preschool childhood", 2012). Meanwhile, primary education curriculum, for example, on the subject of "Literacy" involves the use of:

- activity approach to learning and teaching (students learn based on their learning experience and from educational activities they participate in);
- research approach (students analyze what they know, what they want to know and what they learnt);
- developmental teaching (students learn how to develop and manage their own educational activities);
- motivation, support children's learning through "assessment for learning";
- peer coaching, peer assessment of students (students learn from each other);
- organization of individual and group activities of all students;
- differential training (planning educational process in accordance with individual needs of each child).

In addition, all curricula of primary education stipulate support of the subject content in accordance with the trilingual policy. For example, in the curriculum for "Literacy" "teachers of language courses should ensure students' understanding of similarities and differences of Kazakh, Russian and English languages and awareness of how they manifest themselves, demonstrating a high degree of respect for all the three languages. Teachers can use materials of other subject curricula that can be integrated with the subject" (MES RK, 2015b).

In Kazakhstan ECEC teachers use well-established educational programs and methods for teaching children as Montessori, Step by Step pedagogy, Theory of Inventive Problem Solving and others (MES RK, 2015a). Practicing these pedagogical approaches in the educational process is not a requirement for pre-school organizations. For proper application of these pedagogical approaches, the Republican Center "Preschool childhood" developed guidelines and manuals for the implementation of innovative educational technologies in the ECEC system. In addition, as part of professional development preschool teachers get acquainted with the use of new pedagogical approaches.

Differences in the organization of educational process exist not only between pre-primary and primary education, but also between pre-primary groups of ECEC settings and pre-primary classes of schools. Regular day in pre-primary classes is more consistent with the educational process of primary education. As part of pre-primary education in schools, children attend lessons (See Annex V) (MNE RK, 2014). Pre-primary education in ECEC settings is carried out in a different mode, and more consistent with the educational process of kindergartens (See Annex VI). For example, some of the regime components of pre-primary education group, in addition to lessons, are games, bed time (MNE RK, 2015). According to the instructional-methodical letter on the 2015-2016 academic year, in pre-primary groups and classes education activities should be no more than four lessons lasting 25-30 minutes each.

In primary education, educational process is based on classroom activities and lessons (See Annex VII). The duration and number of lessons per day in primary school higher than in pre-primary education. Primary school day should be no more than five lessons, each lasting 45 minutes (Government of the Republic of Kazakhstan, 2013).

3.3 Child development

In Kazakhstan, internal evaluation is carried out by teachers of educational institutions in the form of day-to-day and final assessment in accordance with SES for ECEC and curriculum. The form of external assessment is state attestation of educational organizations. The procedure of attestation is regulated by the State attestation rules of educational organizations, approved by the Decree of the Government of the Republic of Kazakhstan dated December 24, 2007, No. 1270. State attestation is conducted in ECEC settings and primary schools.

Currently, the external monitoring and evaluation of pre-school children is not conducted. According to the State attestation rules of educational organizations children are not being tested. Monitoring and evaluation of children is conducted through surveys of staff and parents. The members of the evaluation commission can observe children during educational process. Observation, interview, analysis of children's portfolios and documentation are among the main instruments used for external monitoring and evaluation. The purpose is to exam teacher competences, compliance with sanitary regulations, as well as the ethics of pedagogical work.

ECEC graduates are evaluated by teachers of preschool institutions. ECEC teachers are responsible for implementation of SES requirements, in other words, tracking child development according to standard criteria. In Kazakhstan ECEC settings use a variety of tools for monitoring and evaluation of pre-school graduates: portfolio, diagnostic tasks, analysis of educational activities, observation. SES in ECEC provides descriptors of children school readiness (health, communication, cognitive development, creativity, social competences) which allow to monitor child development. Evaluation is carried out two times a year. Results of the evaluation allow ECEC teachers to adjust educational process. These results remain in pre-school organizations and are not distributed between parents or schools, and are not consolidated regionally (JSC IAC, 2015).

Parents are not involved in the monitoring of child development during pre-primary education. Monitoring and evaluation of child development is conducted by ECEC staff only, that work with children.

When psycho-medical and pedagogical commission diagnose delays in child development, child can get pre-primary education in special pre-school institutions or special schools. Enrollment in special pre-school institutions, rehabilitation centers or to the office of psycho-pedagogical correction is based on the decision of psycho-medical and pedagogical commission. Joint diagnosis carried out by health care workers and teaching staff results in the conclusion and recommendations of specialists.

Box 3. Definitions of the rehabilitation center and the office of psycho-pedagogical correction

Rehabilitation center aims to provide comprehensive psychological, medical and educational assistance in the form of psycho-pedagogical correction and rehabilitation of children with developmental disabilities from birth to 18 years.

Offices of psycho-pedagogical correction aim at providing remedial support for children from 0 to 3 years, for children of 3 to 6 (7) years with developmental problems who do not attend special preschool institutions. Education is organized based on individual developmental program taking into account psycho-physical development of a child during individual and group lessons with defectologist, speech therapists, visual impairment specialists, teachers of persons with hearing impairment, oligophrenopedagogos, psychologists, social workers.

Source: Ministry of Education and Science of the Republic of Kazakhstan. (2013). On approval of the Model Regulations for special education institutions for children with special needs (Order of the Minister of Education and Science of the Republic of Kazakhstan dated July 4, 2013, No. 258). Astana

In addition to special pre-school institutions, work with children with minor developmental delays (for example, language development) is carried out in the offices of psycho-pedagogical correction at ECEC settings or territorial departments of education. Offices of psycho-pedagogical correction aimed at provision of remedial support for children from 0 to 3 years old, and children aged 3 to 6 (7) years with developmental delays who do not attend special preschool organizations. Work with these children is carried out by speech pathologist, speech therapist, visual impairment specialist, teachers of persons who are hearing impaired, psychologist, social worker. In order to ensure child's development individual development programs are developed, taking into account child's mental and physical development. Attendance of special pre-school institution is not required (MES RK, 2013).

CHAPTER 4: DEVELOPMENTAL CONTINUITY

4.1 Collaborations with the child

Preparation of children for school is organized in accordance with requirements of SES to the level of development of 5-7 years old children and pre-primary educational program. While SES for ECEC identifies competences for all age groups, the curriculum “Biz mektepke baramyz”, based on the SES requirements, determines main directions of teacher’s work to ensure child’s readiness for school.

According to the “Biz mektepke baramyz” pre-primary education should foster a self-sufficiency of a child during games and educational activities. It is important to reduce guardianship from adults to develop child’s independence.

In pre-primary education, the amount of time devoted to educational activities increases and content becomes more sophisticated. When selecting pedagogical methods and techniques preference should be given to those with positive effect on the emotional and motor development of a child. It is necessary to organize a variety of independent artistic activities of children, including fine art, game-dramatization, theatricalizing. By the end of pre-primary education, children should have interest in school activities that would be beneficial to them as future students.

A prerequisite for successful development of preschool children is to ensure cooperation of teachers and family. Teachers need to establish trust with children’s families, which may help find solutions to the problems of a child, to ensure maximum involvement of parents in work of pre-primary group (Republican Center “Preschool childhood”, 2012).

Perceptions and opinions of children in ECEC settings about preparation for primary education are not considered.

4.2 Collaborations with the home environment

The involvement of parents in children preparation for school and ensuring smooth transition of a child from preschool to primary education is the responsibility fixed in legal acts. According to the Law of the Republic of Kazakhstan “On Education”, parents are obliged to ensure that their child get pre-primary education and enter compulsory school. Parents can provide pre-primary education of children at home, in pre-primary groups or classes. In addition, formation of educational path (which is a plan of educational activities developed in accordance with individual needs of child) or continuous development of a child should be carried out by teachers together with their parents (and other professionals) (Government of the Republic of Kazakhstan, 2012).

Parental engagement is articulated in the curriculum for pre-primary education of children “Biz mektepke baramyz”. The aim of parental engagement is to involve parents in ECEC setting’s activities, development of different strategies of interaction with them in the process of child upbringing and development, to provide psychological and pedagogical support for family practices. As part of teacher’s work with parents, there are pedagogical education of parents, parenting skills formation; stimulation of parental engagement in life of ECEC setting; identification of parental needs in upbringing, education and development of their own child; dissemination of best family practices.

To achieve the goals and objectives of the psycho-pedagogical education of parents collaborative and individual forms of interaction are used (round-table discussions, business games, parent conferences, counseling, teaching tips, teacher- parent meetings, etc.) (Republican Center “Preschool childhood”, 2012).

Involving parents in the educational process of pre-primary education provides their contribution to smooth transition of a child from ECEC to primary education.

4.3 Collaborations at setting level

In Kazakhstan, there is no network of ECEC settings and primary schools to ensure continuity of the two levels of education. Though collaboration still exists between pre-school institutions and primary schools on a local level and mostly between institutions of the same area.

4.4 Collaborations with early childhood services and other settings, agencies or organisations

In addition to ECEC settings and schools, health care workers are also involved in the process of ensuring the child's readiness to the educational process. At the end of pre-primary education, all children undergo medical examination. Before entering compulsory education each child gets "Passport of child's health" from children's polyclinic. If child attends a pre-school institution, the passport is filled by a healthcare worker of organization. Healthcare worker of preschool institutions is obliged to fill in the passport systematically until child enter compulsory school (Ministry of Health, 2003).

After finishing pre-primary education the passport is transferred to school for further diagnosis of a child's health.

CHAPTER 5: CHALLENGES AND STRATEGIES

5.1 Main challenges

The main challenges for transitions are lack of national strategies or guidelines for teachers to establish continuity of ECEC settings and primary schools. In addition, the interaction between teachers of preschool and primary education is more formal and is not sufficient to improve the continuity of the two levels of education.

Initial education of preschool and primary education teachers is not integrated. The content of pre-service teacher training for pre-school and primary education focuses on different aspects of the educational process. For example, pre-service teacher training on the specialty of primary education mainly covers the first stage of schooling, while ECEC teachers are trained to work with children of preschool age. Meanwhile, primary school teachers are permitted to work in pre-school institutions. This is caused by teacher shortage in ECEC sector. Exchange of pedagogical practices between teachers of preschool and primary education is insufficient and does not allow to improve educational process, as well as continuity between the two levels.

The Ministry of Education and Science of the Republic of Kazakhstan is the only body, which regulates transition policies of preschool and primary education, as well as disagreements on these issues at the national level. In general, conflicting opinions regarding transitions were not noted.

Currently, there is dissatisfaction on pay gaps between ECEC staff and primary school teachers. The workload of ECEC teachers is also higher than of primary school teachers. Thus, working conditions of ECEC settings and primary school are different in Kazakhstan, which influence teacher satisfaction.

Updating of pre-school and primary education content contributes to continuity between pedagogical approaches and practices of the educational process of two levels of education. Single curriculum for early childhood education and care (instead of the current three educational programs) is being developing, which stipulates continuity between preschool and primary education.

In addition to updating curriculum of early childhood education and care there is a work done on renewal of SES for pre-school education. The updated SES for pre-school education will include provision of smooth transitions between ECEC and primary education.

REFERENCES

- Decree of the President of the Republic of Kazakhstan “On Approval of State Program for the Development of Education of the Republic of Kazakhstan for 2011-2020” dated December 7, 2010, No. 1118
- Government of the Republic of Kazakhstan. (1999). *On issues of mandatory pre-primary education of children (Resolution of the Government of the Republic of Kazakhstan dated November 22, 1999, No. 1762)*. Astana.
- Government of the Republic of Kazakhstan. (2005). *On approval of the Model Regulations for educational institutions of secondary education (Resolution of the Government of the Republic of Kazakhstan dated March 11, 2005, No. 224 (cease to be in force))*. Astana
- Government of the Republic of Kazakhstan. (2012). *On approval of the state educational standards of relevant levels of education (Resolution of the Government of the Republic of Kazakhstan dated August 23, 2012, No. 1080)*. Astana
- Government of the Republic of Kazakhstan. (2013). *On approval of the Model Regulations for educational institutions of corresponding types, including the Model Regulations for educational institutions of additional education for children (Resolution of the Government of the Republic of Kazakhstan dated May 17, 2013, No. 499)*. Astana
- Information-Analytical Center, JSC. (2014). *Baseline Report for the OECD: Review of the policy for the early learning and development quality monitoring*. Astana.
- Information-Analytical Center, JSC. (2015). *Assessment of quality of pre-school education graduates preparation for school*. Astana
- Ministry of Education and Science of the Republic of Kazakhstan. (2007). *The Law of the Republic of Kazakhstan “On Education” dated 27 July, 2007, No. 319-III*. Astana
- Ministry of Education and Science of the Republic of Kazakhstan. (2010). *About the beginning of the 2010-2011 academic year in institutions of general secondary education of the Republic of Kazakhstan (Order of Acting Minister of Education and Science of the Republic of Kazakhstan dated July 16, 2010, No. 386)*. Astana
- Ministry of Education and Science of the Republic of Kazakhstan. (2011). *About the beginning of the 2011-2012 academic year in institutions of general secondary education of the Republic of Kazakhstan (Order of the Minister of Education and Science of the Republic of Kazakhstan dated April 27, 2011, No. 163)*. Astana
- Ministry of Education and Science of the Republic of Kazakhstan. (2012a). *On Approval of the Model curricula of primary, basic secondary, general secondary education of the Republic of Kazakhstan (Amendments to the Order of the Minister of Education and Science of the Republic of Kazakhstan dated November 8, 2012, No. 500)*. Astana
- Ministry of Education and Science of the Republic of Kazakhstan. (2012b). *On approval of the Model curricula of pre-school education of the Republic of Kazakhstan (Order of the Minister of Education and Science of the Republic of Kazakhstan dated December 20, 2012, No. 557)*. Astana
- Ministry of Education and Science of the Republic of Kazakhstan. (2012c). *About the beginning of the 2012-2013 academic year in institutions of general secondary education of the Republic of Kazakhstan (Order of the Minister of Education and Science of the Republic of Kazakhstan dated June 16, 2012, No. 336)*. Astana

- Ministry of Education and Science of the Republic of Kazakhstan. (2013). *On approval of the Model Regulations for special education institutions for children with special needs (Order of the Minister of Education and Science of the Republic of Kazakhstan dated July 4, 2013, No. 258)*. Astana
- Ministry of Education and Science of the Republic of Kazakhstan. (2014). *About the beginning of the 2014-2015 academic year in institutions of general secondary education of the Republic of Kazakhstan (Order of the Minister of Education and Science of the Republic of Kazakhstan dated June 10, 2014, No. 214)*. Astana
- Ministry of Education and Science of the Republic of Kazakhstan. (2015a). *Conceptual framework for early childhood development in the Republic of Kazakhstan, approved by the Decree of the Collegiums of the Ministry of Education and Science of the Republic of Kazakhstan, dated 18 February, 2015, No. 71*. Astana
- Ministry of Education and Science of the Republic of Kazakhstan. (2015b). *The educational program on the subject of "Literacy": Primary school (Grade 1)*. Astana
- Ministry of Health of the Republic of Kazakhstan. (2003). *On approval of the Instructions for completing and maintaining registration form 026/y 3 "Passport of child's health" (Order of the Minister of Health of the Republic of Kazakhstan dated June 24, 2003, No. 469)*. Astana
- Ministry of National Economics of the Republic of Kazakhstan. (2014). *On approval of sanitation rules "Sanitary and epidemiological requirements to educational institutions" (Order of the Minister of National Economics of the Republic of Kazakhstan dated December 29, 2014, No. 179)*. Astana
- Ministry of National Economics of the Republic of Kazakhstan. (2015). *On approval of sanitation rules "Sanitary and epidemiological requirements to pre-school educational institutions" (Order of the Minister of National Economics of the Republic of Kazakhstan dated March 17, 2015, No. 217)*. Astana
- National Academy of Education named after Y. Altynsarin. (2015). *On peculiarities of teaching the elements of science in educational institutions of the Republic of Kazakhstan in 2015-2016 academic year: the Instructional-methodical letter*. Astana
- Republican State Institution of the Ministry of Education and Science Republican Center "Preschool childhood". (2012). *Curriculum for pre-primary education of children "Biz mektepke baramyz": 5 to 6 years old children*. Astana
- State Municipal Management Organisation "Kindergarten No. 2 "Zhuldyz" Department of Education of Kokshetau. Preschool preparation of children in the context of continuity between preschool and primary education. Retrieved from: <http://ds0014.kokshetau.akmoedu.kz/article/view/ff4507ee96395130b98cfebf2a026eba.html>

ANNEX

Annex I. State educational standard of ECEC requirements to children's development

Healthcare competence	
Indicators of competences	5 to 6 years old
Hygiene	Demonstrate independence in hygienic practice
Physical education	Show creativity performing basic movements
Independent motor activity	Organize mobile game activities with a group of peers
Healthy lifestyle	Comply with safety regulations, understand importance of cold water treatment consciously
Communication and language competence	
Communication skills	Abide rules of behaviour in public places
Speech grammar	Demonstrate critical attitude to speech, grammar is correct
Sound speech	Play with words, differentiate sounds, use various types of intonation
Vocabulary	Understand and use antonyms, synonyms in speech, polysemy
Coherent speech	Form monologue, use various parts of speech, epithet, simile
Creative speech	Write stories, understand and use words in a figurative sense
Perception of literary works	Show interest in reading books, can read poems with expression
Cognitive competence	
Orientation in properties of objects	Examines the properties and attributes of objects as a category of cognitive activity
Recognition of the world	Can solve cognitive tasks in visualmotor and visual-shape plan, is able to distinguish similarities and differences, organise and classify for various reasons
Constructive skills	Understands several ways to create simpler generalised designs and uses the same methods to get different results
Fundamentals of ecological culture	Understands the diversity of the world, features and properties of plants, animals, and the relationship with the environment
Elementary mathematical representations	Knows the structural characteristics of geometric shapes, quantitative relations backwards and forwards
Search and experimental work	Sets a goal in the experimental activities to achieve results
Working with information	Understands how to provide new information and to whom it will be interesting
Creative competence	
Musical activity	Participate in different types of musical activities
Productive activity	Choose technical ways and tools of illustration in accordance with character independently
Esthetic perception of the world	Show emotional respond to the beauty of nature, clothes and decoration of facilities, interest to art of decoration, design
Social competence	
Cultural behaviour	Can ask for a help, respect other people's choices
Interaction with adults and peers	Explore interactions of social environment, demonstrates well-developed communication skills
Understanding moral standards	Acquire ethical norms and values of own and others nations,

show empathy, tolerance

Source: Government of the Republic of Kazakhstan. (2012). On approval of the state educational standards of relevant levels of education (Resolution of the Government of the Republic of Kazakhstan dated August 23, 2012, No. 1080). Astana

Annex II. State educational standard of children's development at primary school (shortened)

Language and literature	
Listening and speaking	Understands and explain main idea of conversation or text; understands the speaker's point of view and draws conclusions based on this; understands discussion's topic and participates in it; uses in own speech synonyms, antonyms, homonyms consciously; argues own point of view logically;
Reading	Reads oral folk art and children's literature; distinguishes literary texts; understands main idea and composition of works of art;
Writing	Writes his own texts of various types, genres and styles; writes in accordance with grammatical, punctuation and spelling norms;
Math and informatics	
Knowledge	meaning of the following concepts: "number", "integer", "half line", "доля числа", "standard fraction", "mixed number", "numerical expression", "literal expression", "equation", "inequation", "degree measure", "straight angle", "adjacent angle", "percent", "multitude", "symmetries", "information", "object", "file", "folder", "tag mark", "computer network", "Internet"; the decimal system; flat and spatial geometric shapes; formulas of perimeter, square and rectangle areas; rules of adding and subtracting fractions with the same denominators;
Comprehension	meaning and order of arithmetic operations over natural numbers, quantities and the relationship between them; converting percentages into fractions, fractions in percentages; difference between constant and variable values; main parts of the computer and its functions, input and output devices, interface elements of operating system; importance of protecting information and devices from malicious programs;
Application	mathematical symbols, arithmetic operations and their properties; oral and written methods of calculation over natural numbers; units of measurement; tools for measuring quantities; means of information and communication technology for the collection, storage, processing and transmission of information; application software for working with various types of information;
Analysis	methods of oral and written counting; geometric shapes and its features; relationship between different quantities; scope of application software; consequences of ethical and legal norms' violation in the network; information from various sources, selected in accordance with the claimed requirements;
Synthesis	classification of objects by their characteristics and spatial arrangement; simple models of real objects and real-world processes in the form of images and drawings; sequence according to a given pattern; model of objects and situations for solving practical problems using information and communication technologies; knowledge about the scope of application software and network services for solving different problems;
Evaluation	result of measurement; truth or falsity of simple statements about numbers, geometric figures; data presented in the form of a graph, tables, diagrams; conformity of the

	model to the given criteria; соответствие модели заданным критериям;
Natural science	
Knowledge	the planets of the solar system and their features; basic natural science concepts about the Earth and its nature, the Universe; methods of scientific research: observation, experiment; rules of conduct in natural disasters; life cycle of man, plants, animals and mushrooms; features of the structure and location of the main organs of man, plants, animals and mushrooms, and their functions;
Comprehension	importance of respect for the environment and conservation of biodiversity on the Earth; need for personal hygiene; protective functions of the body; importance of nature for living organisms; need for rational use of natural resources;
Application	some of research methods for studying natural objects, processes and phenomena; units of measurement of natural objects, phenomena and processes; simple instruments for measuring certain characteristics of natural objects, processes and phenomena;
Analysis	cause and effect relationships between the components of nature; properties of materials for determining ways of their use; animal and plant world of a certain territory; similar and distinctive features of different habitats; data of own research and materials from different sources;
Synthesis	obtained knowledge and skills for planning and conducting research on objects and phenomena of wildlife and inanimate nature; information in the form of drawings, diagrams, graphs, diagrams, tables; ideas on environmental issues;
Evaluation	factors of development and condition of natural objects, phenomena and processes; human activity and consequences of scientific and technological progress on the environment; impact of scientific and technological progress on human life; correspondence of the results of own research to the predicted result.
Person and society	
Knowledge	structure, composition and functions of the family, school community; basic social functions of people; main types of household items, their structure, properties; basic traditions and folklore of the Kazakh culture and other cultures living in Kazakhstan; role of Kazakhstan in the world; national symbols of Kazakhstan; human values; rules of positive and friendly communication, etiquette, healthy lifestyle, rights and responsibilities of the student;
Comprehension	value of family, homeland and the motherland; values of a multinational society of Kazakhstan; importance of national symbols of Kazakhstan; norms of behavior in society; importance of the correspondence of thoughts, words and actions, responsibility for them; importance of national traditions and customs; role of travelling in people's lives and development of society;
Application	methods of cognition to study social processes and phenomena; knowledge of healthy lifestyle, personal hygiene, nutrition and daily routine; basic knowledge of first-aid treatment; own and social experience in adaptation to the surrounding world; rules of decorum; rules of communication to maintain positive, friendly relationships in family and community;
Analysis	role and importance of social phenomena and processes; similarities and differences in cultural traditions of the Kazakh culture and others; human feelings and actions, their

	causes and consequences; own emotions;
Synthesis	knowledge and skills to identify some pressing problems of society; own solutions for orientation in space, time, social environment; model of communication in family, interpersonal and public spheres;
Evaluation	own behavior and actions of surrounding people in accordance with moral norms; level of own progress in the sphere of interpersonal, public and financial-economic relations; own emotional and physical condition;
Handicrafts and arts	
Knowledge	main types of lines and shapes; colors; basic materials and tools for drawing and decorative art; main types and genres of art; fundamentals of solfeggio; vocal and instrumental genres and styles; Kazakh folk instruments and instruments of other cultures; samples of song and instrumental repertoire of Kazakh folk music, composers of Kazakhstan and other countries of the world;
Comprehension	connection of art and life; significance of national traditions and customs in the decorative arts of Kazakhstan; importance art in the culture of the Kazakhstan and other cultures; features and significance of musical traditions of the Kazakh culture and other cultures; ideas, feelings and mood conveyed in music;
Application	creative ideas for creating simple artwork, using information and communication technologies; various artistic tools and techniques for creating artistic and technical works; singing skills, playing musical instruments;
Analysis	information on various types of art for independent work; styles and genres of art of the Kazakh culture and other cultures; similarities and differences in styles and genres of music;
Synthesis	creative projects in fine arts, technical and artistic work using of information and communication technologies; artwork using basic and mixed techniques with various materials and tools; creative ideas based on research results;
Evaluation	main idea, images and ideas in art and music; independent and collective works of art, music, improvisation.
Physical training	
Knowledge	main physical exercises; safety rules for physical exercises; rules for warm-up; techniques for development of body parts and muscles;
Comprehension	importance of physical education; levels of exercises' difficulty; importance of maintaining physical, mental and emotional health; risks in doing various physical exercises;
Application	skills of doing independent / collective work to achieve agreed goals; correct sequence of performing physical exercises;
Analysis	own achievements and experience in performing physical exercises to manage future learning and behavior in the group;
Synthesis	combinations of movements as well as strategies using various sports tactics;
Evaluation	difficulties and risks of various physical exercises; own physical abilities and of

others;

Source: Government of the Republic of Kazakhstan. (2012). On approval of the state educational standards of relevant levels of education (Resolution of the Government of the Republic of Kazakhstan dated August 23, 2012, No. 1080). Astana

Annex III. Standard educational plan for primary education with Russian language of instruction

№	Education areas and subjects	Hours per week in the first grade
I	Language and literature	10
1	Literacy (reading, writing)	7
4	Kazakh language	2
5	Foreign language*	1
II	Mathematics	4
6	Mathematics	4
III	Natural science	1
7	Understanding the World	1
IV	Human and Society	1
8	Self-cognition	1
V	Art	2
9	Music	1
10	Fine arts	1
VI	Production process	2
11	Crafts	2
VII	Physical education	3
12	Physical education	3
Compulsory academic load		23
Elective academic load		1
Maximum academic load		24

Source: Ministry of Education and Science of the Republic of Kazakhstan. (2012a). On Approval of the model curricula of primary, basic secondary, general secondary education of the Republic of Kazakhstan (Amendments to the Order of the Minister of Education and Science of the Republic of Kazakhstan dated November 8, 2012, No. 500). Astana

Annex IV. Standard educational plan for pre-primary groups and classes for 5 to 6(7) years old children

№	Educational areas	Duration of learning activity (hours per week)
1	«Health»	4
	Physical education	3
	Basics of safety behavior, healthcare science	1
2	«Communication»	6
	Language development	1
	Literature	0,5
	Basics of literacy and writing	1,5

	National language, Russian and other languages (national language is not taught in groups with Kazakh language of instruction)	3
3	«Cognition»	3
	Sensory	
	Basic math skills	1,5
	Design	0,5
	Basics of ecology	0,25
	Acquaintance with the world around	0,75
4	«Creativity»	5
	Drawing	1
	Modeling	1
	Application	1
	Music	2
5	«Society»	2
	Acquaintance with the world around	0,25
	Ecology	0,25
	Literature	0,5
	Self-cognition	1
	Duration of a learning activity	25-30 min
	Total	20
	Elective component	4
	Total length of learning activities for preschool children	24

Source: Ministry of Education and Science of the Republic of Kazakhstan. (2012b). On approval of the Model curricula of pre-school education of the Republic of Kazakhstan (Order of the Minister of Education and Science of the Republic of Kazakhstan dated December 20, 2012, No. 557). Astana

Annex V. Academic load in schools, hours per week

	Pre-primary classes	1st grade
Compulsory academic load	20,5	22
Lessons, elective courses	1,5	-
Individual and group consultations, physical exercises	-	2
Maximum academic load	22	24

Source: Ministry of National Economics of the Republic of Kazakhstan. (2014). On approval of sanitation rules "Sanitary and epidemiological requirements to educational institutions" (Order of the Minister of National Economics of the Republic of Kazakhstan dated December 29, 2014, No. 179). Astana

Annex VI. Daily routine for pre-primary classes of school

first half of the day

The day's routine	Duration, hours
Reception of children	8.30 – 9.00
Morning exercises	9.00 – 9.15
Lessons: I II	9.15 – 9.30 9.40 – 10.00
Free time, individual work with children	10.00 – 11.00
Walk, leave for home	11.00 – 12.00

second half of the day

The day's routine	Duration, hours
Reception of children	15.00 – 15.30
Lessons: I II III	15.30 – 16.00 16.10 – 16.40 16.50 – 17.20
Free time, individual work with children	17.20 – 18.00
Walk, leave for home	18.00 – 19.00

Source: Ministry of National Economics of the Republic of Kazakhstan. (2014). On approval of sanitation rules "Sanitary and epidemiological requirements to educational institutions" (Order of the Minister of National Economics of the Republic of Kazakhstan dated December 29, 2014, No. 179). Astana

Annex VII. Daily routine for pre-primary groups in ECEC settings

Components of daily routine	5–6 years old	6–7 years old
Reception, games, morning exercises	7.00 - 8.00	7.00 - 8.00
Breakfast	8.00 - 8.30	8.00 - 8.30
Games, preparation for lessons	8.30 - 8.45	8.30 - 8.40
Lessons (including breaks)	8.45 - 10.20	8.40 - 11.00
Preparation for walk	10.20 - 10.30	11.00 - 11.10
Walk	10.30 - 12.00	11.10 - 12.30
Returning from a walk	12.00 - 12.20	12.30 - 12.40
Lunch	12.20 - 13.00	12.40 - 13.10
Bedtime	13.00 - 15.10	13.10 - 15.10
Awake	15.10 - 15.40	15.10 - 15.40
Dinner	15.40 - 16.10	15.40 - 16.10
Games, individual activities	16.10 - 16.40	16.10 - 16.40
Preparation for walk	16.40 - 16.50	16.40 - 16.50
Walk	16.50 - 18.20	16.50 - 18.20

Returning from a walk	18.20 - 18.30	18.20 - 18.30
Supper	18.30 - 18.50	18.30 - 18.50
Leave for home	18.50 - 19.00	18.50 - 19.00

Source: Ministry of National Economics of the Republic of Kazakhstan. (2015). On approval of sanitation rules "Sanitary and epidemiological requirements to pre-school educational institutions" (Order of the Minister of National Economics of the Republic of Kazakhstan dated March 17, 2015, No. 217). Astana

Missing or unavailable information

1. Monitoring transitions. Transition is not the subject for monitoring in Kazakhstan.
2. Formal stakeholder consultation procedures on transitions.
3. Collaborations between authorities and ECEC/primary school on professional continuity.
4. Collaborations between authorities and ECEC/primary school on pedagogical continuity.
5. Strategies implemented to overcome each of these challenges or consideration of alternative options.