Country Background Report for Kazakhstan
OECD Review of Policies to Improve the Effectiveness of Resource Use in Schools (School Resources Review)

This report was prepared by JSC “Information-Analytic Center”, Ministry of Education and Science of the Republic of Kazakhstan, as an input to the OECD Review of Policies to Improve the Effectiveness of Resource Use in Schools (School Resources Review). The document was prepared in response to guidelines the OECD provided to all countries. The opinions expressed are not those of the OECD or its Member countries. Further information about the OECD Review is available at www.oecd.org/edu/school/schoolresourcesreview.htm.

Astana – 2014
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JSC “Information-Analytic Center”

Astana, 2014
Country Background Report for Kazakhstan (further –Report)

This report was prepared by JSC “Information-Analytic Center” within the joint project with OECD in collaboration with the World Bank and MES RK.

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### List of acronyms

**AEO**  
Autonomous Educational Organization  

**AIS**  
Automated Information System  

**APS**  
Agency for Public Service  

**ASRK**  
Agency of Statistics of Republic of Kazakhstan  

**BS**  
Base Salary  

**CCA**  
Cash Control Accounts  

**CCFES**  
Committee of Control in Field of Education and Science  

**CE**  
Centre of Excellence (NIS)  

**CES**  
Common Economic Space  

**CIS**  
Commonwealth of Independent States  

**CNR**  
Construction Norms and Rules  

**CPCR**  
Committee for Protection of Children’s Rights  

**DFIP**  
Department of Finance and Investment Projects  

**DHPE**  
Department of Higher and Postgraduate Education  

**DSPIIT**  
Department of Strategic Planning and Information Technology  

**EEEA**  
External Evaluation of Educational Achievements  

**EMC**  
Educational Methodological Complex  

**EurAsEC**  
Eurasian Economic Community  

**FCC**  
Financial Control Committee  

**GD RK**  
Government Decree of Republic of Kazakhstan  

**GDP**  
Gross Domestic Product  

**IAEA**  
International Atomic Energy Agency  

**IBRD**  
International Bank for Reconstruction and Development  

**IMF**  
International Monetary Fund  

**ITIS**  
The Integrated Treasury Information System  

**KazNPU**  
Kazakh National Pedagogical University named after Abay  

**KZT**  
Kazakhstan Tenge (local currency)  

**LBI**  
Local Budget Investments  

**LEA**  
Local Executive Authority  

**MA**  
Ministry of Agriculture  

**MEBP**  
Ministry of Economy and Budget Planning  

**MEP**  
Ministry of Environment Protection  

**MES**  
Ministry of Education and Science  

**MF**  
Ministry of Finance  

**MH**  
Ministry of Health  

**MJ**  
Ministry of Justice  

**MRD**  
Ministry of Regional Development  

**MTB**  
Material-technical Base  

**MTC**  
Ministry of Transport and Communications  

**NAE**  
National Academy of Education named after I. Altynsarin  

**NAP**  
National Action Plan for the Development of Schoolchildren’s Functional Literacy  

**NCESA**  
National Center of Education Statistics and Assessment  

**NCT**  
National Center of Testing  

**NEDB**  
National Education Database  

**NGO**  
Nongovernment Organizations  

**NIS**  
Nazarbayev Intellectual Schools  

**NLA**  
Normative legal Acts  

**NLB**  
Normative Legal Base  

**NSA**  
National Space Agency  

**PC**  
Personal Computers  

**PISA**  
OECD Programme for International Student Assessment  

**PMPC**  
Psychological-medical-pedagogical Commission  

**PI**  
Public Institutions  

**PP**  
Population Potential  

**PPP**  
Public-Private Partnership
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>PSED</td>
<td>Preschool and Secondary Education Department</td>
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<tr>
<td>RB</td>
<td>Republican Budget</td>
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<td>RC</td>
<td>Resource Centers</td>
</tr>
<tr>
<td>RIPD</td>
<td>Republican Institute for Professional Development of Education Managers and Scientific-and-Pedagogical Employees of the Education System “National Center for Professional Development “Orleu” JSC</td>
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<tr>
<td>RTC</td>
<td>Regional Centers for Public Servants Retraining and Professional Development</td>
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<tr>
<td>SEP</td>
<td>Standard Education Plan</td>
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<td>SCES</td>
<td>State Compulsory Educational Standards</td>
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<tr>
<td>SFK</td>
<td>Soros Foundation Kazakhstan</td>
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<tr>
<td>SNR</td>
<td>Sanitary Norms and Rules</td>
</tr>
<tr>
<td>SPED</td>
<td>State Program of Education Development for 2011-2020</td>
</tr>
<tr>
<td>SPFIID</td>
<td>The State Program on Forced Industrial-Innovative Development</td>
</tr>
<tr>
<td>TVE</td>
<td>Technical and Vocational Education</td>
</tr>
<tr>
<td>TIMSS</td>
<td>Trends in International Mathematics and Science Study</td>
</tr>
<tr>
<td>UCSE</td>
<td>Universal Compulsory Secondary Education</td>
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<td>UGS</td>
<td>Ungraded Schools</td>
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<tr>
<td>UNT</td>
<td>Unified National Testing</td>
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<tr>
<td>UNTAO</td>
<td>Unified National Testing Administration Office</td>
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<tr>
<td>WHO</td>
<td>World Health Organization</td>
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<td>WTO</td>
<td>World Trade Organization</td>
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EXECUTIVE SUMMARY

The national context

Republic of Kazakhstan is Central Asian state with an average income level and the 9th largest country in the world with population density 6.2 people per 1 square km. As of 2013 the population was 16 909.8 thousand people, 26.77% of which are young people aged up to 15 years.

In accordance with the Constitution of the Republic of Kazakhstan of 1995 Kazakhstan is a democratic, secular, legal and unitary state with a presidential form of government and with state power divided into legislative, executive and judicial branches.

Educational policies of the Republic of Kazakhstan were shaped while taking into account the strategic directions of socio-economic developments indicated in long-term “Strategy Kazakhstan -2050: new political course of the established state” dated December 12, 2012, as well as the annual messages of the President to nation of Kazakhstan. In the sphere of secondary education the state is moving toward the 12-year secondary education from 11-year, this is due to provide future school graduates time for preparation into tertiary education as well as good transition into labor market. The educational reform also includes the introduction of English language learning at first grade.

As the reaction to results of the PISA study in 2009 a five-year National Action Plan for Development of Functional Literacy for School Children (NAP) was set up in 2012 to support the building of functional literacy skills, stimulate creative thinking and problem-solving, and strengthen the readiness of school children to study throughout life. Another answer to the “PISA Shock” is the creation of excellence centers based on network of new schools AEO “Nazarbayev Intellectual Schools” (NIS), created as incubators of innovation.

Much attention is paid to the improvement of the quality of learning outcomes and teacher qualifications, building of system management and financing of schools, improving school infrastructure, which shows the importance of secondary education in the country.

The school system

Secondary education is the base level of the education system of the Republic of Kazakhstan, which is acquired in stages, by learning the education programs of primary education (1-4 grades), lower secondary education (grades 5-9) and upper secondary education (10-11 or 12 grades) in scheme 4+5+2, which respectively means the duration of primary, lower secondary and upper/general secondary education. Secondary education system is represented by network of different types of schools. In the 2012-2013 academic year there operates 7 698 schools, out of which 7 589 are public and 109 are private.

The understanding of the importance of education in the society are emerging and forming itself, at the state level it is guaranteed for every Kazakhstani citizen the right to free secondary education. Historically the secondary education of Kazakhstan is characterized by the high degree of centralization, which led to the formation of a well-established vertical accountability at present. However, taking into account the international trends, in Kazakhstan there are undertaken steps to increase the school autonomy (school Board of Trustees, enhanced opportunities to introduce some changes into curriculum).

Main goal of educational reform in Kazakhstan is the adaptation of the education system to the new socio-economic environment. Organizational basis for the realization of the state policy of the Republic of Kazakhstan in education is the State Program of Education Development for 2011-2020 (SPED). In the process of implementation of this program will be solved the following issues of secondary education such as the transition to 12 - year education model with updating the content of education, the situation of ungraded schools (UGS), and improvement of inclusive education and etc.

In general, the state policy in education, is oriented to the modernization of the educational process through the a set of measures realized to achieve 100 % coverage of preschool and school education enrolment, to change the principles of educational institutions financing, to improve methods of teaching at all levels with the usage of innovative technologies, to upgrade and train the skills of educational workers; to revise the curriculum and bring them into conformity with the requirements of the present and take into consideration the healthy lifestyle of the younger generation.

As tools for assessing the student achievement of learning objectives are applied: Unified National Test (UNT) and External Evaluation of Educational Achievements (EEEA), which provide view of performance level of students in grades 9 and 11. Kazakhstan participates in international studies, such as PISA and TIMSS. In the ranking of countries participating in PISA 2012 Kazakhstan improved its
position from 59 to 49. It is also planned to participate in PIRLS (2015). Results from UNT and PISA indicate a lower student achievement in rural schools than students attending urban schools.

Key performance indicators of the secondary education system are access to education that ensures the constitutional rights of each citizen to free high quality education; the share of students’ transition into next grade and completion of school, the average learning duration. The main issues of the secondary education system are a large gap in achievement among students from rural and urban schools; weak material and technical base (MTB), schools operating in three shifts, schools in emergency conditions, a big share of UGS; shortage of highly qualified teachers and school administrators; low the level of teacher training, insufficient funding of schools.

Gradually in the secondary education system was introduced to market mechanisms, such as the transition to per capita funding for all schools except ungraded schools, more parental choice for children's education, etc. There are some trends of decentralization or centralization in the process of decision making in secondary education (autonomy in the planning and approval of the budget, autonomy in personnel management, etc.).

**Governance of resource use in schools**

Funding of public educational institutions are made at the expense of budget funds due to the requirements imposed by the state educational standards for each level of education, and due to standards defined by the legislation of the Republic of Kazakhstan. The main sources of funding for education are the central and local budgets. Secondary education is financed by the local budget, and target transfers are from the central budget. The largest share of expenditure on education accounts for secondary education 46% due to free charge, and longest duration and its multiplicity (universality).

During the period from 2001 to 2012, spending on education in general and secondary education have risen steadily. As administrator of the budget programs are local executive authorities (LEA), the organization of secondary education financed from the local budget. The share of central budget is lower. The main issues related to financial and other educational resources in secondary education are the shortage of teaching staff, low equipment of material and technical base, and funding based on data from the previous year. Efficiency of resource use in schools undergoes by system monitoring.

The priorities of educational policy are to ensure equal access to quality education to all segments of the population, as well as the introduction of effective financing of secondary education. Allocating educational resources to the priorities of educational policy is under in the jurisdiction of the Government of Kazakhstan, of the authorized body in education and local representative and executive bodies.

Treasury Committee of the Ministry of Finance monitors the implementation of state budget. At the regional level, the control is carried out territorial authorities Departments of Treasury and the Office of the Treasury areas by districts and cities. Special methods and tools are designed to assess the effectiveness and efficiency of resource use at regional and central levels.

The process of formation of a national education policy in secondary education system is initiated at the central level, revised and supplemented at the level of oblasts and rayons, then returns to the central level, where the final versions of the basic documents and final decisions. formed This approach allows us to take into account the interests of all stakeholders, which in turn, greatly increases the effectiveness of implemented educational policy.

The process of financial resources spending, allocated to secondary education, is regulated by the Budget legislation of Kazakhstan, which is applicable throughout the Republic to all individuals and legal entities. Priority of expenditures is determined in accordance with the strategic and policy documents. Resource use monitoring is carried out at all levels of secondary education by the central body and the local authorities. Main challenges and solutions are identified by Ministry of Education and Science (MES RK) according to monitoring results.

Main pilot projects implemented at the moment, are per capita funding, transition to 12-year education model and functioning of school Board of Trustees in educational institutions, which are being tested as part of the SPED. Conducting these pilot projects are due to the need to minimize the risks and consider the issues that may arise in the course of their widespread implementation. Therefore, the decision on the correctness and appropriateness of their general introduction will be made based on the results of the pilot projects and conducted the experiments.
Resource distribution

All public schools are funded in accordance with the one principle of allocation: most of the spending consists of local budget, from the central budget it is distributed target transfers.

Funding of educational institutions is based on data from previous years budgeting, taking into account inflation and changes in enrollment (number of classes-sets). Mechanism is the financing plan, including a list of specifications (expenditure) by month, which is adjusted in the course of the use of budget funds for the purpose of rational distribution and its implementation.

Network of schools of Kazakhstan is presented by the different types of schools with different jurisdictional affiliation, which can be divided into two main groups: public and private. Private schools make about 1.4% of the total number of schools. Size of schools can vary considerably even within the same locality, as well as their capacity. A characteristic feature of the Kazakhstan school network is the large number of ungraded school; lately there have been made certain measures to address the issues of ungraded schools. Also there are mechanisms to optimize the school network.

Over the past five years teacher contingent has increased. It is formed a trend towards higher levels of education and professional development in urban and rural teachers over the past five years. There is a steady growth of teachers with higher education in urban and rural schools. One of the issues of secondary education is the low level of update in teachers' contingent.

There is a system of teacher attestation in Kazakhstan, according to which teachers are assigned to one of three qualification categories: second, first or higher category. Professional development increases the status of a teacher as well leads to an increase in teacher’s wages. There is steady dynamics, showing the increasing numbers of teachers in all categories, as well as in the urban and in rural locations. Particularly, this tendency is shown with respect to the first category. While there is gradually decrease of the teacher number without category.

Training of educational workers in Kazakhstan is carried out in teacher training colleges and universities. In teacher training colleges of the Republic of Kazakhstan there are 9 teaching professions with 22 awarding qualifications. Eighty-six of 139 higher education institutions have a license for teacher training. Law “On Education” provides certain measures to attract qualified teachers in rural schools, but a shortage of such specialists is still open. Not less important is the question of selection, preparation and testing of target incentive schemes to attract skilled leaders in schools.

Distribution of educational resources for children in need of social assistance, while they are of secondary education is made in accordance with the criteria laid down in the Law “On Education” and governmental regulations. Along with this, there are programs and actions aimed at the provision of additional resources groups of students in need of social assistance. As part of providing inclusive education provided by the types of additional support available for students with special needs, as well as additional funding intended for the above-mentioned students.

Resource utilisation

The main principle of the distribution of students by grade is age. The division of students by any other characteristics is prohibited in secondary school. All questions on the opening of classes in schools, including correction classes, as well as the distribution of children in classes, are solved at the local level. School attendance by children is strictly controlled.

Study time in Kazakhstan comprehensive public schools organized in the framework of the academic year, which is, in turn, divided into four non-identical time quarters. Hours of training depends on the curriculum, which is designed for each class and may vary slightly from class to class. Academic week is organized in accordance with the schedule of lessons, which must be established on the basis of the working curriculum and approved by the school principal.

Teacher’s work consists of conducting lessons, as well as additional activities. One of the system requirements for a teacher is teacher training/professional development. Pedagogical employee is entitled to training at least once every five years, a period not exceeding four months. It is developed and applied methods to promote the professional development of teachers.

Teachers’ salaries in Kazakhstan are calculated in accordance with the system of teaching load per unit, which is taken 1 stavka/load consisting of 18 weekly hours of instruction time. Despite the fact that in recent years, teachers’ salaries has been raised, and there are different incentive schemes for educational activities and professional experience of teachers, the issue of the level of teachers’ salaries is still relevant.
Much attention is paid to the activities of the organization and external support system of school administration. There are special measures for the development of leadership and managerial skills for school administration. Starting salary of principals is one of the highest in the education system. However, the principals' opportunity to benefit from the remuneration system and compensation are very limited due to the fact that school leaders do not have the qualification category and do not receive additional payment for improving their leadership and management skills.

Each school conducts regularly self-assessment of effectiveness its performance. This work is carried out within the framework of the system for monitoring the quality and effectiveness of school activities, and the results are intended for use interschool, as well as to generate reports. In each school, a system of internal evaluation of teachers having some unique to this particular school characteristics, but mainly consists of conventional “quality indicators” of teachers. These indicators include the impact of learning, extra-curricular work on the subject, quality of the lessons and methodological improvement.

Mechanism for evaluation the performance of schools and teachers is the attestation procedure conducted once every five years. Outcome evaluation of the school, in most cases, is the continuation of the educational activities of the issued license. In case the attestation commission decision "not to certify" the license shall be suspended until the violations and resumes to eliminate them.

At present the system of financing secondary education addresses the needs of the whole school, and the cost per student is nominally determined by dividing the total amount specified in terms of school funding, the number of children enrolled in the school. Allocation of funds to the school, are determined based on the number of school teachers and their teaching load. Also, take into account the actual cost of utilities. Also, expenses annually indexed in line with inflation.

**Resource management**

In order to increase the capacity for effective management in Kazakhstan courses of professional development are organized for school principals. Training courses for deputy principals are also systematically conducted in order to take account of changes occurring in the different directions of the school. Updated training program for leaders of educational organizations allow the use of new learning management tools, modern teaching methods used in learning advanced technical solutions, as well as to reduce inequalities in access to education leaders from rural and remote regions of the country. The support in the sphere of resource management given to schools and administration of schools are represented in organization of Councils at educational divisions, where there are held meetings to discuss actual issues of schools, as well as seminars and conferences, the main of which took place at August conference of teaching personnel and pedagogical workers.

Monitoring the use of resources provided by the administration at all levels of secondary education (at the rayon, oblast and central). All three main types of resources (human, financial, physical resources), exposed system monitoring in accordance with the rising vertical: School - Department of Education of rayon / city - Department of Education of the oblast -MES. There are two basic approaches to monitoring: system-regular and hierarchical.

The functions of oblast education Departments include the implementation of internal control over compliance with the subordinate organizations budgetary and other legislation of the Republic of Kazakhstan. In the structure of oblast education Departments there are divisions for internal control. The main activity of these divisions is to check the organization of education, which are financed through local budgets. In addition, government agencies are created - the Audit Commissions, which are considered as states authorities.

Effectiveness of various school policies or targeted programs is evaluated by conducting educational monitoring. This monitoring is based on complex statistical and analytical estimates for internal and external evaluation of the quality of the education system. Educational monitoring is conducted to ensure informative support to the development and implementation of educational policy, education authorities access recent, complete, accurate and regularly updated information on the situation of the education system of the Republic of Kazakhstan, the formation of the evidence base for the analysis and forecast of the development of education.

Schools systematically provide oblast/rayon departments of education with the information about human, financial and physical resources, which then aggregated and used for future planning and decision making.

One of the main aspects to be reviewed is the transition to 12 - year schooling model that is mentioned in SPED. The reasons that led to the revision of the current educational system are problems in the quality of education provided by ungraded schools, students overload, ineffective assessment system,
and the fact that after finishing a 12-year schooling students will not only receive a certificate of school education, but initial professional skills. However, in light of the transition to 12-year schooling, matters of training teachers to work on a new program to develop new State Compulsory Educational Standards (SCES) for all levels of education and Education Methodological Complex (EMC) to it, as well as the creation of appropriate material and technical base become important.
CHAPTER 1. THE NATIONAL CONTEXT

Chapter 1 “The national context” provides an overview of the political structure of Kazakhstan, geographical characteristics and indicators of economic development. In this chapter is presented the main economic and labor market trends, as GDP per capita and GDP growth, membership intentions to the Custom Union and WTO, the equitable distribution of national wealth and employment and unemployment trends. Chapter 1 includes information on demography, as ethnic diversity, gender and age structure of the population. The political system and governance as well as recent development strategies and programs also in education are described in the following chapter.
Geographical characteristics of Kazakhstan

Kazakhstan is located in the center of the Eurasian continent. The area of the Republic of Kazakhstan constitutes 2,724.9 sq. km, and extends from the Volga river in the West to the Altai Mountains in the East and from the Trans-Ili Alatau mountains, related to the Northern Tien Shan mountain range, in the South to the West Siberian lowland in the North.

In terms of the land area, the state ranks 9th in the world following Russia, China, the US, Argentina, Brazil, Canada, India and Australia. The length of the state border is 13,394 km: with the Russian Federation – 7,591 km, the Republic of Uzbekistan – 2,354 km, China – 1,782 km, Kyrgyz Republic – 1,241 km, Turkmenistan – 426 km.

The population as of 01.01.2013 is 16,909.8 thousand people. Population density is 6.2 persons per 1 sq. km.

The capital of the Republic of Kazakhstan is Astana. The population of the capital as of 01.01.2013 is 778.2 thousand people. The largest city is Almaty, which population as of 01.01.2013 constituted 1,475.4 thousand people. The biggest region by area is Karaganda oblast (428 thousand sq. km).

The highest population density is in South Kazakhstan oblast (22.8 people per sq. km).

1.1 The economic and social context

Present the economic and social background of your country, with a special emphasis on the main economic and labour market trends that have implications for school policies.

GDP per capita and GDP growth

Effectiveness of the implementation of state education policy depends on numerous external and internal factors, including the level of socio-economic development, demographic, cultural and political processes.

One of the main macroeconomic indicators reflecting the economic condition of the country is the Gross Domestic Product (hereinafter - GDP). This index characterizes the material welfare of the nation, and therefore the standard of living of its population (Table 1.1).

<table>
<thead>
<tr>
<th>Table 1.1. GDP figures from 2010 to 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>GDP</td>
</tr>
<tr>
<td>Million KZT</td>
</tr>
<tr>
<td>2010: 21,815,517</td>
</tr>
<tr>
<td>2011: 27,571,889</td>
</tr>
<tr>
<td>2012: 30,346,958.2</td>
</tr>
<tr>
<td>Million USD</td>
</tr>
<tr>
<td>2010: 148,052,4</td>
</tr>
<tr>
<td>2011: 188,050</td>
</tr>
<tr>
<td>2012: 203,520,6</td>
</tr>
<tr>
<td>As % to the previous year</td>
</tr>
<tr>
<td>2010: 107,3</td>
</tr>
<tr>
<td>2011: 107,5</td>
</tr>
<tr>
<td>2012: 105</td>
</tr>
<tr>
<td>GDP per capita</td>
</tr>
<tr>
<td>KZT</td>
</tr>
<tr>
<td>2010: 1,336,465,9</td>
</tr>
<tr>
<td>2011: 1,665,102,3</td>
</tr>
<tr>
<td>2012: 1,807,049,4</td>
</tr>
<tr>
<td>USD</td>
</tr>
<tr>
<td>2010: 9,070</td>
</tr>
<tr>
<td>2011: 11,356,6</td>
</tr>
<tr>
<td>2012: 12,118,9</td>
</tr>
</tbody>
</table>

Source: Official web-site of SARK

By the end of 2012, GDP constituted KZT 30,346,958.2 million, and increased by 5% compared to the corresponding period. GDP per capita in 2012 amounted to KZT 1,807,049.4.

Compared to 2011, GDP growth declined from 7.5% to 5%. The main reason for the decline in GDP growth has been the shrinking of external demand for mining and metallurgy products, and also among the reasons causing a GDP fall can be crop production and the decline in oil production (Official web-site of the Government of the Republic of Kazakhstan, 2013).

The level of 2012 GDP in real terms exceeded the level of 1991 GDP almost twofold (95.2%). GDP per capita in the period from 1993 to 2012 increased from KZT 1,796.2 to 1,807,049.4 (Figure 1.1).
The Customs Union, desire to join the WTO

To stimulate trade through creating a market and a single economic space, in 2010 Kazakhstan established the Customs Union with two states of the Commonwealth: Russia and Belarus. The Republic of Kazakhstan is a member of the Eurasian Economic Community (EurAsEC), which was established on October 10, 2000 in Astana. This Community includes Belarus, Kazakhstan, Kyrgyzstan, Russia and Tajikistan (Eurasian Economic Community, 2013). On August 16, 2006 at an informal summit of EurAsEC member states, Decree No.313 was adopted “On the formation of the Customs Union within the framework of EurAsEC, which since January 1, 2010 has incorporated Kazakhstan, Belarus and Russia (History of Kazakhstan portal, 2013). The Customs Union within the Eurasian Economic Community is a form of trade and economic integration of Belarus, Kazakhstan and Russia, which envisages a single customs territory within which no customs duties or economic restrictions would apply to the mutual trade of goods, with exception of special protective, antidumping and countervailing measures (RIA Novosti, 2013). In this case the participating countries of the Customs Union share a common customs tariff and other common measures regulating trade with third countries. The Customs Union base set a higher level of integration - the Common Economic Space (CES), which was introduced with effect from 1 January, 2012 (Information portal zakon.kz, 2012). When functioning, the CES ensures the principle of the four freedoms (freedom of movement of goods, services, capital and labor) (Information portal zakon.kz, 2012).

Besides, the Republic of Kazakhstan is undertaking steps to join the World Trade Organization (WTO). In order to conduct negotiations on the accession of the Republic of Kazakhstan to the WTO, in 1996 through a Governmental Decree of the Republic of Kazakhstan (hereinafter - GD RK) the Interdepartmental Commission on WTO issues was established, which was later transformed into the Interdepartmental Commission on customs and tariff policy and participation in international economic organizations (GD RK dated November 1, 2001 No.1388), and in September 2006 – into the Interdepartmental Commission of the Republic of Kazakhstan on trade policy and participation in international economic organizations.

The state seeks closer cooperation with the OECD, with the aim of becoming a part of countries that are members of this organization in the future (OECD, 2014).

The equality of national wealth distribution – the city / village

Gini index is a statistical indicator of inequality of the distribution of income in society, wages of different population groups ranging from 0 (perfect equality) to 1 (maximum inequality), and tends to constantly decrease for the past decade, from 0.34 in 2001 to 0.28 in 2012. The number of poor people (the proportion of the population living below the poverty line) fell to 3.8% in 2012. However, there is still a large gap between rural and urban areas (4.2%) (OECD, 2014).

Average nominal monthly wages by oblasts steady increased, as evidenced by the data for the period from 2008 to 2012. The indicator for year 2012 exceeded the same indicator for 2008 by KZT 40 458 and was KZT 101 263 (Annex 1A, T1A.1).
**Employment and unemployment (for the adult and youth)**

In 2012, the employment rate of the population amounted to 8507.1 thousand people, and compared with the previous year increased by 2.5% (Table 1.2). The level of self-employed in 2012 decreased by 0.9% from 2 720.2 to 2 693.4 thousand people.

**Table 1.2. Employment and unemployment**

<table>
<thead>
<tr>
<th>INDICATORS</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Economically active population</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economically active population</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>thousand people</td>
<td>8610.7</td>
<td>8774.6</td>
<td>8981.9</td>
</tr>
<tr>
<td>as percentage to the previous year</td>
<td>101.8</td>
<td>101.9</td>
<td>102.4</td>
</tr>
<tr>
<td><strong>Employment</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The employed population</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>thousand people</td>
<td>8114.2</td>
<td>8301.6</td>
<td>8507.1</td>
</tr>
<tr>
<td>as percentage to the previous year</td>
<td>102.7</td>
<td>102.3</td>
<td>102.5</td>
</tr>
<tr>
<td><strong>Hired workers</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>thousand people</td>
<td>5409.4</td>
<td>5581.4</td>
<td>5813.7</td>
</tr>
<tr>
<td>as percentage to the previous year</td>
<td>103.3</td>
<td>103.2</td>
<td>104.2</td>
</tr>
<tr>
<td><strong>Self-employed</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>thousand people</td>
<td>2704.8</td>
<td>2720.2</td>
<td>2693.4</td>
</tr>
<tr>
<td>as percentage to the previous year</td>
<td>101.5</td>
<td>100.6</td>
<td>99.0</td>
</tr>
<tr>
<td><strong>Unemployment</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unemployed population</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>thousand people</td>
<td>496.5</td>
<td>473</td>
<td>474.8</td>
</tr>
<tr>
<td>percentage to the previous year</td>
<td>89.5</td>
<td>95.3</td>
<td>100.4</td>
</tr>
<tr>
<td>The share of the registered unemployed people among the</td>
<td>0.4</td>
<td>0.4</td>
<td>0.4</td>
</tr>
<tr>
<td>The number of people registered as unemployed, %</td>
<td>35.4</td>
<td>36.6</td>
<td>34.6</td>
</tr>
<tr>
<td>The level of unemployment, %</td>
<td>5.8</td>
<td>5.4</td>
<td>5.3</td>
</tr>
<tr>
<td>The level of youth unemployment (age 15-24), % 2)</td>
<td>5.2</td>
<td>4.6</td>
<td>3.9</td>
</tr>
<tr>
<td>The level of youth unemployment (age 15-28), % 3)</td>
<td>6.6</td>
<td>6.3</td>
<td>5.4</td>
</tr>
<tr>
<td>The level of long-term unemployment, %</td>
<td>2.2</td>
<td>2.1</td>
<td>2.5</td>
</tr>
</tbody>
</table>

**Note:**
1) Excluding the persons included in the list of participants in "Employment Program 2020".
2) The age classification for youth is based on the standards of the International Labor Organization.
3) The age classification for youth is based on Law of the Republic of Kazakhstan "On State Youth Policy in the Republic of Kazakhstan".
4) As of January 1, 2013.

**Source:** Official web-site of SARK

The dynamics of the employed population in the period from 2001 to 2012 demonstrate a sustained trend of increase in the number of this population (Figure 1.2). So the employed population over the analyzed period increased by 1 808.3 thousand people, from 6 698.8 to 8 507.1 thousand people.
Dynamics of total unemployment and youth unemployment, by gender

In 2012, the number of unemployed people amounted to 474.8 thousand, and in comparison with the previous year increased by 0.4%. In the period from 2001 to 2012, the number of unemployed people decreased by 305.5 thousand: from 780.3 thousand people to 474.8 thousand people (Figure 1.3).

Trends in indicators of unemployment demonstrate Kazakhstan success in decreasing the level of unemployment from 10.4% in 2001 to 5.3% in 2012 (Figure 1.4).
As evident from Figure 1.4, the reduction of unemployment was even more impressive for the youth (age 15-24): from 19.1% in 2001 to 3.9% in 2012 (Figure 1.4). These numbers may indicate that Kazakhstan has been successful integrating young graduates into the labor market (OECD, 2014).
1.2 Demographic developments

Summarise the main population trends in terms of numbers, age structure and cultural diversity that have implications for school policies

According to the Statistics Agency of the Republic of Kazakhstan (hereinafter – SARK) as of October 1, 2013 the population of Kazakhstan amounted 17,098,546 people, of whom at the beginning of 2013, 4,528,011 were aged up to 15 inclusively: that is more than a quarter of the population (26.5%) were children. As of September 2013, the natural population growth rate constituted 1.11% (1.42% as of 2012).

Over the same period (up to 01.10.2013), 54.9% of the population resided in urban areas, which is 0.2% higher than in 2011. The most urbanized oblasts are: Karaganda (78.6%), Pavlodar (69.5%), Aktobe (61.7%) and East Kazakhstan (58.8%). The rural population is concentrated in Almaty (76.9%), South Kazakhstan (60.8%), Zhambyl (59.8%), North Kazakhstan (58.1%) and Kyzylorda (57.3%) regions.

The most populated is South Kazakhstan oblast (15.92%), further followed by population of Almaty (11.56%) and East Kazakhstan oblasts (8.15%) (ASRK, 2012).

Ethnic diversity

According to the results of the National Census 2009 conducted by SARK, there were more than 123 ethnic groups residing in the Republic. According to the last Census (2009), 63.1% of population are ethnic Kazakhs, 23.7% - Russian, 2.9% - Uzbek, 2.1% - Ukrainian, 1.4% - Uighur, 1.3% - Tatar, 1.1% – German, and 3.9% are related to other minorities. Most of Kazakhstan's population practice Islam: 70.2% of the republic's citizens consider themselves Muslims, about a quarter of the population consider themselves Christians (26.3%), 3.5% indicate a different religion or not profess any religion. Those possessing citizenship of another state are only 0.4%.

The Kazakh language, which possesses the official state language status, is spoken by two-thirds of the population. The second official language – Russian – is spoken by around 95% of the population and that is why it is called the "language of interethnic communication". According to Census 2009, the Kazakh language is understood by 74% of population, however only 62% can fluently write and read the language. Around 95% of the population understands conversational Russian, and 88.2% fluently read and 84.8% fluently write that language. English is understood by 15.5% population, and only 10.2% fluently read and write. For the benefit of developing national identity and confirmation of the Kazakh language as the main language of communication, since 2008 there have been an increased number of schools with Kazakh language instruction. Kazakh is replacing Russian as the language of instruction at an increasing number of schools.

The gender and age structure of the population

The age structure of the population is a distribution of the total population by age groups. The age structure of the population in Kazakhstan as of January 1, 2013, had the following proportions. The category of people aged up to 15 account for 26.5% of the total population, aged 16-62 (57) – 63%, aged more than 63 (58) – 10.5%.

The gender structure of population in Kazakhstan considers women and men in the context of age. The gender and age structure of population as of the beginning 2013 is reflected in the "gender and age pyramid" (Figure 1.5).
The birth rate

According to the World Bank, the birthrate in Kazakhstan as of 2011 was 2.59. This means that on average 2.59 births are per woman of reproductive age. This ratio in Kazakhstan is higher than the average for the Commonwealth of Independent States (CIS) countries. The lowest birthrate of 1.7 was recorded in 1999. Peak birthrate occurred in 2008 with the rate of 2.7, that is there has been recorded a decline in birthrates since 2009 (2,6) (World Bank, 2013).

Trends in migration decrease (increase) in population

The population growth in Kazakhstan shows the displacement of populations in the territory of the near and far abroad. In this case, net migration is shown in the balance of external migration from 2007 to October 2013 (Table 1.3).

Table 1.3. External migration

<table>
<thead>
<tr>
<th>Year</th>
<th>Immigrated</th>
<th>Emigrated</th>
<th>The balance of migration</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>53 397</td>
<td>42 435</td>
<td>10 962</td>
</tr>
<tr>
<td>2008</td>
<td>46 404</td>
<td>45 287</td>
<td>1 117</td>
</tr>
<tr>
<td>2009</td>
<td>41 485</td>
<td>33 983</td>
<td>7 502</td>
</tr>
<tr>
<td>2010</td>
<td>41 996</td>
<td>26 531</td>
<td>15 465</td>
</tr>
<tr>
<td>2011</td>
<td>38 004</td>
<td>32 902</td>
<td>5 102</td>
</tr>
<tr>
<td>2012</td>
<td>28 293</td>
<td>29 721</td>
<td>-1 428</td>
</tr>
<tr>
<td>As of October 1, 2013</td>
<td>17 193</td>
<td>18 307</td>
<td>-1 114</td>
</tr>
</tbody>
</table>

Source: Official web-site of SARK

Over the period 2007-2011, the migration surplus was due to an active policy of “oralman” (repatriate) resettlement into the Republic1 (Article 16 on the Immigration quota for the “oralman” of the Law on Population Migration as of July 22, 2011 No.477-IV).

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1 According to the Article 1 of the Law “On Migration”. Oralman (repatriate) is an ethnic Kazakh who permanently resided outside of the Republic of Kazakhstan when it obtained sovereignty as well as his children of Kazakh ethnicity who were born after the acquisition of the sovereignty by the republic, have moved to Kazakhstan for permanent residency, and obtained the status of oralman by the procedure established by law.
Negative net migration since 2012 has been, on the one hand, due to a decreased number of emigrants and immigrants, and on the other hand, the suspension of issuing quotas for oralmans (Bondareva, 2013).

**Trends in the level of education among population**

Trends in the level of education most accurately can be traced based on data from Census of 1999 and 2009. When compared, the following education level rates were identified. For all age groups considered, except the 15-19 age groups, there was a decrease in the proportion of population with primary education in 2009 compared to 1999 by 1.61%.

Compared between 1999 and 2009, the number of people with lower secondary education decreased by 2.69% out of the total population over this period. This is due to the exercise of the right for free secondary education at state educational institutions, guaranteed by Article 30 of the Constitution of the Republic of Kazakhstan adopted on the National referendum on August 30, 1995 (amended and modified as of February 2, 2011), as well as on the implementation of the following requirement inherent in the same article: "Secondary education is compulsory".

The number of people with general secondary education decreased by 2.67% of the total population in 2009, which also shows the desire and the possibility that national citizens possess to obtain a profession. This ratio is not observed with age groups above 45 given that these people had already received post-secondary education by 1999.

Compared with 1999, in 2009 the number of people obtained specialized secondary education increased by 3.01%. This indicator demonstrates, on the one hand, availability of specialized secondary education, and, on the other hand, the demand for specialists with this level of qualification on the labor market.

The number of people with higher education compared to 1999, increased by 6.02% in 2009. Especially this figure increased sharply for age groups 20-24 and 25-29, which indicates the desire to obtain higher education at this age. And the increase in the analyzed indicators for all age groups illustrates the opportunity to improve their education without interruption from main employment on the basis of part-time education.

The number of people with incomplete higher education increased by 1.75% in 2009 compared to 1999. This education level clearly demonstrates prevalence of the education process given that this category mostly includes those who completed the 3rd year of University study and continuing their study at the time of data registration.

Figure 1.6 displays a summary of changes in indicators relating to all levels of education of the population and an increase of the level of education among population in general.

**Figure 1.6. Correlation of all levels of education**

Source: SARK, Education in Kazakhstan, results of the National Census in Kazakhstan, 2009

According to ASRK (2013), over the past three years the number of people without computer skills decreased by more than 3%, so more than 66% of population can operate a computer at the normal user level. From 2011 to 2012 the number of people able to use a computer at the experienced user level increased by 2.9% (Figure 1.7).
Figure 1.7. Computer literacy among population, %

Source: IAC JSC according to SARK, “Kazakhstan in figures” brochure, Astana 2013a, p.12

Trends in domestic migration village/city (a network of schools)

Domestic migration of the country is divided into interregional and intra-regional migration. As evident from Figure 1.14, over the period from 2007 to 2013 there was a decline in interregional migration. Over the past few years, the number of migrants within a region (intraregional migration) increased. This process is due to an improvement in social and economic standard of living in regions (Bondareva, 2013). Over the period from 2012 to 2013 there was an overall decline in migration activity (Figure 1.8).

Figure 1.8. Domestic migration turnover

Source: IAC JSC according to SARK for 2007-2013

For example, there can be observed a small increase in migration as a result of internal migrations between Almaty and Karaganda oblasts. The population growth in Almaty oblast had been on increase since 2008, and constituted 14,9 thsd. people in 2012. All other regions were also losing population in the internal migration exchange (Aktobe, West Kazakhstan, North Kazakhstan oblasts), mainly to migration are subjected two cities of republican significance – Astana and Almaty, since they are attractive due to greater opportunities in the labor market. Significant increase in these cities was noted in 2011 (SARK).

Migration surplus within a region is observed in Almaty, West Kazakhstan, Karaganda, Kostanai, South Kazakhstan and East Kazakhstan oblasts, as well as in the cities of republican significance – Astana and Almaty (ASRK, 2013).

Thus, it can be noted that over the analyzed period, migration within regions exceeded interregional migration. Besides, as of October 1, 2013, the average migration rate decreased significantly (by 27.7%), which confirms the improvement of the socio-economic and demographic situation in the country, and the growing prosperity of the population, which, in turn, affects the reduction in the number of people willing to change their place of residence (Bondareva, 2013).

As evident from Figure 1.9, there is an outflow of population to the city, i.e. urbanization, throughout Kazakhstan. This trend is also correlated with a decrease in the number of rural settlements. As of October 1, 2013, there were 9.4 million people residing in cities, and 7.6 million of population in rural settlements (ASRK, 2013).
Figure 1.9. Population in the urban/rural context

[Bar chart showing population size from 2007 to 2013 for urban and rural areas.]

Source: IAC JSC according to ASRK for 2007-2013.
1.3 Political context

Present the political context of your country, with special emphasis on aspects that have implications for school policies (e.g. political cycle, political jurisdictions).

According to the RK Constitution and Law “On the administrative-territorial structure of the Republic of Kazakhstan” Kazakhstan is administratively divided into 14 oblasts (provinces) and 2 cities of republican significance. The city of Baikonur, where the Baikonur cosmodrome is located\(^2\), is leased to the Russian Federation until 2050 and holds special status. For optimal interaction of national and local interests, the territory of Kazakhstan is subdivided into two main categories – regions and settlements. Regions include an oblast, rayon and rural rayon. Oblasts, in turn, consist of rayons – administrative territorial units. Each oblast is governed by an akim, appointed by the President. Rayons are headed by rayon akims, who are appointed by the oblast akim (OECD, 2014).

As of 2012, there were 175 administrative rayons in Kazakhstan, 87 cities, 34 villages and 6904 rural settlements (SARK, 2013).

Figure 1.10. Kazakhstan by oblasts

Note: This document and any map included herein are without prejudice to the status of or sovereignty over any territory, to the delimitation of international frontiers and boundaries and to the name of any territory, city or area.

Source: BernardTom, WikimediaCommons


The policy of the Republic of Kazakhstan in the field of education is developed with an account of the strategic directions of socio-economic development as identified in long-term Strategy Kazakhstan-2050 "New political course of the established state" as of December 14, 2012, as well as in the annual addresses of the President to the Nation.

The central executive body that carries out supervision within the extent provided by legislation, inter-sectoral coordination in the fields of education, science, children's rights and youth policy is the MES (IAC, 2012) (see Annex 1A, 1).

\(^2\) The Baikonur Cosmodrome is the world's first and largest operational space launch facility (http://www.ilstaunch.com/). It is located in the desert steppe about 200 kilometres east of the Aral Sea at 90 meters above sea level. It is managed jointly by the Russian Federal Space Agency and the Russian Space Forces.
1.4 Public sector management

Outline the main principles, practices, aims and objectives prevailing in the organisation and management of the public sector. What recent reforms have been implemented?

According to Article 1 of RK Constitution (1995), the Republic of Kazakhstan is a democratic, secular, legal, social and unitary state with a presidential form of government. The RK Constitution defines the basic principles, goals and objectives of the organization and management of the public sector.

The basic principles of the Republic, according to the Constitution, are: public concord and political stability, economic development for the benefit of all the people, Kazakhstani patriotism, and resolution of the most important state-related issues by democratic methods including voting at the national referendum or in the Parliament.

The Republic’s state power is united and, based on the principle of its division, is divided into the following three branches: legislative, executive and judicial.

Legislative power is exercised by the Parliament of the Republic of Kazakhstan. The Parliament consists of two Chambers: the Senate and Majilis. The right of legislative initiative belongs to the President of Kazakhstan, members of Parliament and the Government, and is implemented in Majilis. In separate sessions of the Chambers, the issues first are addressed in Majilis, and then the Senate adopts constitutional laws. Besides, the Parliament, in separate sessions of the Chambers: approves the National budget, establishes and annuls state taxes and duties, establishes the procedure for addressing issues related to the administrative-territorial structure of Kazakhstan, establish state awards, addresses the issues on state loans and issues related to amnesty (RK Constitution, 1995).

The Parliament, at a joint session of the Chambers, approves reports of the Government and the Accounts Committee for control over execution of the national budget, addresses issues of war and peace, hears annual addresses of the Constitutional Council on the constitutional legality in the Republic elects and dismisses Commission chairmen of the Chambers. Also, on the proposal of RK President, the Parliament, in a joint session of the Chambers: amends or supplements the Constitution, delegates legislative powers to RK President for the period of up to one year and decides to use the Armed Forces of the Republic to fulfill international commitments to maintain peace and security (the RK Constitution, 1995).

The RK President, as proposed by the Prime Minister, forms, dissolves and reorganizes the Government, which exercises executive power of the Republic. The RK Prime Minister, according to Article 67 of the RK Constitution (1995) organizes and supervises the Government. He also signs Governmental decrees, reports to the RK President on major activities of the Government. In accordance with Article 66 of the Constitution of the Republic of Kazakhstan (1995), the RK Government carries out the development of basic directions of socio-economic policy, submits the National budget to the Parliament, and ensures implementation and accountability of the budget. Besides, The Government of the Republic of Kazakhstan introduces draft laws to Majilis, organizes supervision of state property, supervises Ministries and other executive bodies, as well as develops measures for the conduct of national foreign policy (the RK Constitution, 1995).

The judicial power is realized through civil, criminal and other statutory forms of proceedings. RK courts are the National Supreme Court, local and other courts in the Republic as established by law. Judicial power is exercised on behalf of the Republic of Kazakhstan and is intended to protect the rights, freedoms and legitimate interests of citizens and organizations, ensuring compliance with the Constitution, laws and other regulatory legal acts, international treaties (the RK Constitution, 1995).

Local state governance is carried out by local representative and executive authorities within the framework of laws and other legal acts (the RK Constitution, 1995). The Law on Local Public Administration of 2001 defines the expenditure assignments of the different tiers of government but, regional governments traditionally enjoy a high degree of discretion over their subordinate local governments.
Ambivalences in the de facto distribution of responsibilities for sub-national infrastructure expenditures are common so that, when confronted with a lack of adequate resource allocations or revenues, sub-national governments might find it easier to cut capital and maintenance expenditures rather than to sacrifice commitments to other, more sensitive expenditure items (Norris et al., 2000). In fact, the flow of transfers from the central to the local level is not always predictable and could shift from one year to another year independently of local resource deficits, thus limiting the ability of sub-national governments to budget and plan (Bhuiyan, 2010).

International agreements

The country’s foreign policy began with the declaration of the state independence of the Republic of Kazakhstan in 1991.

The first foreign policy document signed by independent Kazakhstan was the Declaration on the establishment of the Commonwealth of Independent States (CIS). On January 30, 1992, Kazakhstan joined the Organization for Security and Cooperation in Europe (OSCE). On March 2 the same year, on the 46th session of the United Nations General Assembly through Resolution 46/224, the Republic of Kazakhstan was admitted to the UN. Along with this, on May 16, 1992 a Presidential decree was issued on opening the Embassy of Kazakhstan to Turkey. On May 22, 1992, Kazakhstan joined UNESCO and on May 25 the Treaty on Friendship, Cooperation and Mutual Assistance between the Republic of Kazakhstan and the Russian Federation was signed. Throughout 1992, Kazakhstan became a member of the following international organizations: International Monetary Fund (IMF), International Bank for Reconstruction and Development (IBRD), the World Customs Organization (WCO) and the World Health Organization (WHO).

On October 18-20, 1993, during the visit of RK President to China, a Joint Declaration on the Principles of friendly relations between Kazakhstan and China was signed.

On February 13-18, 1994, within the framework of an official visit of RK President to the USA, the Charter on Democratic Partnership between Kazakhstan and the United States was signed. On February 14 the same year, Kazakhstan became a member of the International Atomic Energy Agency (IAEA) and joined the Treaty on the Non-Proliferation of Nuclear Weapons as a nation free of nuclear weapons. On May 27, Kazakhstan signed to participate in the "Partnership for Peace" UN Programme.

On April 26, 1995 heads of Kazakhstan, Kyrgyzstan, China, Russia and Tajikistan signed the Agreement on Confidence Building in the Military field in the Border Area (SCO).

Kazakhstan also signed bilateral international agreements with the Asian Development Bank, European Investment Bank, the International Organization for Migration, the Organization for Economic Cooperation and Development (OECD), the UN Children's Fund, Japan International Cooperation Agency and the World Organization for Animal Health. Kazakhstan is a participant in 73 international and regional organizations, programs and agencies (MFA RK, 2012).

Kazakhstan currently maintains diplomatic relations with more than 139 countries (MFA RK, 2013).

In addition, a visa-free regime has been established on the basis of possessing a national passport with 16 countries of the near and far abroad: Russian Federation, Belarus, Kyrgyzstan, Tajikistan, Armenia, Georgia, Moldova, Uzbekistan, Azerbaijan, Ukraine, Turkmenistan, Serbia, Mongolia, Turkey, Hong Kong Special Administrative Region of China, and Ecuador (MFA RK, 2013).

Factors such as geographic location, historical past and the ethnical composition of the country contribute to dialogue and cooperation with neighboring countries. In this regard, Kazakhstan maintains friendly relations with all the CIS countries.
The CIS follow an established operational formula: “single theme in a single year”. Under this approach, 2013 was declared the Year of Environmental Culture and Environment Protection (The official web-site of the CIS Executive Committee, 2013).

There is also the Eurasian Economic Community (EurAsEC), which was established on October 10, 2000 in Astana. The Community incorporates Belarus, Kazakhstan, Kyrgyzstan, Russia and Tajikistan. On August 16, 2006, at an informal summit of EurAsEC member nations Resolution No. 313 was adopted "On the formation of the Customs Union within the Eurasian Economic Community", which has incorporated Kazakhstan, Belarus and Russia since January 1, 2010.

On the basis of the Customs Union (CU), a higher level of integration has been organized – Common Economic Space (CES), which was introduced since January 1, 2012. While in operation, the CES ensures the four freedoms principle (freedom of movements of goods, services, capital and workforce) (MFA RK, 2013).

Pressing issues in Kazakhstan foreign policy today are:
- Countering new threats and challenges;
- The congress of leaders of world and traditional religions;
- The legal status of the Caspian Sea;
- Delimitation and demarcation of the state border;
- Issues related to transboundary rivers.

**Strategies and development programs in the Republic of Kazakhstan**

For the purpose of improving and modernizing the public sector, strategic plans and state development programs have been adopted. The strategic development plans and programs being implemented currently in Kazakhstan are outlined below.

In December 2012, in the Address of the Head of State to the people of the nation, Development Strategy Kazakhstan-2050 was presented. Its major goal is creating a wellbeing society on the basis of a strong state, developed economy and opportunities for universal labor, and Kazakhstan’s entering the thirty most developed nations worldwide (The official web-site of RK President, 2013).

To achieve this goal, "Kazakhstan – 2050" Strategy provides for the implementation of the following seven long-term priorities:
1. The economic policy of the new course – comprehensive economic pragmatism based on the principles of profitability, return on investment and competitiveness.
2. Comprehensive support for entrepreneurship – the driving force of the national economy.
3. New principles of social policy – social guarantees and personal responsibility.
4. Knowledge and professional skills – key milestones of the modern system of education, training and retraining.
5. Further strengthening of statehood and the development of Kazakhstan's democracy.
6. Consistent and predictable foreign policy - the promotion of national interests and strengthening regional and global security.
7. New Kazakhstan patriotism – the basis of the success of our multi-ethnic and multiconfessional society.

Through Presidential Decree No. 922 as of February 1, 2010, Kazakhstan Strategic Development Plan-2020 was approved. This Plan outlines the following priority directions of the State:
- preparation for post-crisis development;
- ensuring sustainable economic growth by accelerating diversification through industrialization and infrastructure development;
- investment in the future - improving the competitiveness of human capital to achieve sustainable economic growth, prosperity and social welfare of Kazakhstani;
- providing the population with quality social, housing and communal services;
- strengthening interethnic harmony, security and stability of international relations.

To implement the above mentioned strategic documents, state development programs were approved in some areas of government activity. For example, the State Program on Forced Industrial and Innovative Development (SPFIID) was approved through RK Presidential Decree No. 958 as of March 19, 2010. The program is aimed at ensuring sustainable and balanced economic growth through diversification and increasing its competitiveness.

The next state development program is being carried out in the sphere of healthcare in Kazakhstan. “Salamatty Kazakhstan” State program in Health Development was adopted through RK Presidential
decree No.1113 as of November 29, 2010. The purpose of the program is to improve the health of the citizens of Kazakhstan to ensure sustainable socio-demographic development of the country. As a result of implementing the State Programme on Health Development, Kazakhstan should reach the key indicators in relation to the increased life expectancy of the population, reducing the maternal, infant and overall mortality, reducing morbidity and etc. (See Annex 1A, 2).

The State Program for the development and functioning of languages in the Republic of Kazakhstan for 2011-2020 was approved through RK Presidential decree No.110 as of June 29, 2011. The purpose of establishing the Program was to develop a harmonious language policy that would ensure the full functioning of the state language as the most important factor in strengthening national unity while preserving the languages of all ethnic groups residing in Kazakhstan (The official web-site of RK President, 2013).

In 2010 the State Program of Education Development RK for 2011-2020 (SPED) was adopted as approved through RK Presidential decree No.1118 as of December 7. The main purposes of this Development Program have been to improve education competitiveness, develop human capital through ensuring accessibility of quality education for sustainable economic growth.

As a result of implementing the SPED, Kazakhstan should achieve the key indicators related to the financing mechanisms, qualifications of education workers, e-learning, transition to the 12-year education system and etc. (The official web-site of RK President, 2013) (See Annex 1A, 3).

Recent reforms in education

The five-year National action plan for the development of schoolchildren’s functional literacy (NAP) was developed in 2012 to ensure the development of functional literacy skills, stimulating creative thinking and problem solving skills, as well as strengthening the preparedness of schoolchildren to lifelong learning. NAP incorporates a number of measures, primarily updating the educational standards, programs and curricula along with reforming the management system in order to empower schools with greater autonomy in correcting the curriculum (OECD, 2014).

Strengthening best practices

Part of the response to “PISA shock” has also been the establishment of Best practice centers on the basis of a network of new schools titled NIS, as described above. These were established as incubators of innovation aimed at providing schoolchildren with incentives for study, teachers with a new system of professional development, and schools with an opportunity to provide an individualized educational environment, which is more sensitive to the needs of each schoolchild. In parallel with this, state administration bodies work on the improvement of assessment systems through the introduction of standardized national assessments at the end of each cycle of education and assessment standards for assessing student performance in the classroom.

State administration bodies pay special attention to the ungraded school issue, while reforms envisage establishing a network of 26 resource centers to support them. These centers will offer short courses, as well as intermediate and final attestation exams for teachers and students of ungraded schools (OECD, 2014).

Restructuring education

Kazakhstan also seeks to move from 11 to 12-year secondary school education in order to provide schools with greater time to prepare future graduates of secondary schools for the tertiary education system or the transition to the labor market. In the same direction, reform plans envisage the introduction of English learning, beginning Grade 1. All this happens along with developing new teaching materials, modifying the curriculum, as well as establishing new types of educational institutions, particularly schools that offer specialized (profile) education after completion of Grade 10 (Beyindik mektep). At the time of preparing this report, the 12-year education model was being tested at 104 schools throughout the country.
Professional development for teachers

And last, but not the least important: the improvements are aimed at professional development for teachers. New professional development centers for teachers were established to operate based on innovative approaches and content developed on the basis of NIS networks.

System management and financing

One of the main objectives of the SPED is a thorough review of financing mechanisms in education. By 2015 school funding will be determined on the basis of a per capita funding formula taking into account the number of students at each school and selection of additional factors to account for differences within schools and regions. The effect of the new financing mechanism should also serve for the benefit of schools operating under challenging conditions such as low numbers of students, higher costs of maintenance, remote location etc. The Implementation Plan provides for the development phase for 2011-2012, after which an approbation of the general secondary education system is envisaged across five regions. By 2015 the per capita financing system should be implemented at all preschool, primary and secondary educational institutions in Kazakhstan, except UGS (MES RK, 2012).

Infrastructure improvement

Although generally schools are equipped with sports gyms, very few of them are equipped with a full range of facilities for sports, art, music and other activities. This situation was caused in part by the fact that in Kazakhstan, as in many other countries of the former USSR, traditionally multi-dimensional training has been carried out by individual out-of-school education institutions. Despite this, the government, within the framework SPED, acknowledged the need to improve a number of aspects in school infrastructure including the following:

- The share of schools with chemistry, biology, physics, and language classrooms being modernized in accordance with the new standards (32% as of 2010) shall be increased to 80% by 2020;
- the number of students per computer (18 as of 2010) should be reduced to 1 in 2020;
- the percentage of schools in emergency condition (2.6% as of 2010) should be reduced to 1% by 2020;
- the percentage of three-shift schools should be reduced (from 0.9% as of 2010) to 0% by 2020 (SPED, 2010).

The program notes that rural and ungraded schools especially suffer from the low quality of teaching and learning, and that the overwhelming majority of educational institutions in rural areas do not meet the state standards of education. Over the next few years, state administrative bodies intend to continue allocating resources to the expansion and improvement of equipment and infrastructure, with particular emphasis on increasing internet network and provision of schools (especially those located in remote areas), information and communication technologies and interactive equipment for classrooms (OECD, 2014).

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3Akmola, East Kazakhstan, Mangystau, Pavlodar and South Kazakhstan oblasts.
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RK Government Decree as of November 1, 2001 #1388. *On establishing the Interagency Commission of the Republic of Kazakhstan on the issues of customs - tariff policy and participation in international economic organizations.*


RK Presidential Decree as of November 29, 2010 No.1113. *“Salamatty Kazakhstan” State Health Development Program of the Republic of Kazakhstan for 2011 - 2015*
CHAPTER 2. THE SCHOOL SYSTEM

Chapter 2 “The school system” summarizes the main characteristics of secondary education system, major changes in the structure of secondary education, and includes description of upcoming reforms. Within the framework of described conditions and modalities of secondary education, in this chapter is presented the degree of importance of education in the society, also is shown the role and impact of the extent of the regulatory and standard-setting role of national education authorities. The main priorities of the secondary education with goals and objectives are described in Chapter 2. It provides information about the distribution of responsibilities within the secondary education system, between the central, oblast and rayon levels. Also this chapter includes information on market mechanisms and key performance indicators in secondary education, and on analysis principals of equal opportunities. In conclusion it is drawn the main issues in the secondary education.
2.1 Organisation of the school system

Outline the main structural features of the school system – levels of education;

According to the Law “On Education”4 secondary education is education guaranteed by the Constitution of the Republic of Kazakhstan (1995) and obtained by citizens as a result of completion of general education programs of primary, lower secondary and general secondary education in accordance with state mandatory standards of education.

Secondary education is a fundamental level of education system. General secondary education is obtained through consecutive completion of three levels of educational programs: primary (1st-4th grades), basic (5th-9th grades) and senior (10th-11th or 12th grades). These levels of education could be all delivered by a single general education institution, or separately by primary or lower secondary school. According to the Constitution (1995) and Law “On Education”, “the state ensures provision of free-of-charge […] primary, lower secondary and general secondary education to citizens of Kazakhstan”.

Types and numbers of schools

The system of secondary education in the Republic of Kazakhstan is represented by a network of various types of schools (Table 2.1). In academic year 2012-2013, there were 7,698 operating schools, with 7,589 of them being public and 109 – private. Out of 7,589 public schools, 7,516 were under the jurisdiction of MES RK and LEA, and 73 were under the jurisdiction of other ministries. Out of 7,516 schools under the jurisdiction of MESRK and local governments, 7,402 were general secondary schools, and 114 were organizations delivering education programs to children with special needs (special educational organizations) (MESRK, 2012).

Table 2.1. Number of day general schools in the Republic of Kazakhstan in academic year 2012-2013

<table>
<thead>
<tr>
<th>No.</th>
<th>Oblasts, cities, educational organizations</th>
<th>Total schools</th>
<th>MESRK</th>
<th>General schools</th>
<th>Special correction schools</th>
<th>Schools for children with deviant behavior</th>
<th>Private schools</th>
<th>ASPE RK</th>
<th>MIA RK</th>
<th>MOD RK</th>
<th>MOH RK</th>
<th>MLSP RK</th>
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<td>1</td>
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<td>638</td>
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<td>0</td>
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<td>1</td>
<td>6</td>
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</tr>
<tr>
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<td>445</td>
<td>5</td>
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<tr>
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<td>3</td>
<td>2</td>
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</tr>
<tr>
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<td>203</td>
<td>198</td>
<td>3</td>
<td>0</td>
<td>2</td>
<td></td>
<td></td>
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<tr>
<td>5</td>
<td>East-Kazakhstan</td>
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<td>723</td>
<td>698</td>
<td>16</td>
<td>2</td>
<td>7</td>
<td>2</td>
<td>10</td>
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<td>462</td>
<td>456</td>
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<td>1</td>
<td></td>
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<td>7</td>
<td>West-Kazakhstan</td>
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<td>417</td>
<td>412</td>
<td>3</td>
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<td>2</td>
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<td>0</td>
<td>4</td>
<td>5</td>
<td></td>
<td></td>
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<tr>
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<td>Kyzylorda</td>
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<td>3</td>
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<td>2</td>
<td></td>
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<tr>
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<td>132</td>
<td>123</td>
<td>5</td>
<td>1</td>
<td>3</td>
<td></td>
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<tr>
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<td>1</td>
<td>3</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>North-Kazakhstan</td>
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<td>596</td>
<td>585</td>
<td>8</td>
<td>0</td>
<td>3</td>
<td>1</td>
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<td>14</td>
<td>South-Kazakhstan</td>
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<td>1,039</td>
<td>1,019</td>
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<td>42</td>
<td>2</td>
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<td></td>
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</tr>
</tbody>
</table>

| Republican boarding schools | 7 | 7 | 7 |
| NIS | 7 | 7 | 7 |
| Bobek Gymnasium | 1 | 1 | 1 |
| University affiliated schools | 3 | 3 | 3 |
| TOTAL | 7,698 | 7,625 | 7,402 | 106 | 8 | 109 | 11 | 54 | 1 | 6 | 1 |

Notes:

4 Paragraph 49, Article 1
School jurisdiction, as well as number of their students, with breakdown by oblasts, is shown in Table 2.2.

### Table 2.2. Number of students at day general schools in the Republic of Kazakhstan in academic year 2012-2013

<table>
<thead>
<tr>
<th>No.</th>
<th>Names of Oblasts, Cities, Educational Organizations</th>
<th>Total number of students</th>
<th>Total number of students of which:</th>
<th>ASP E RK</th>
<th>MIA RK</th>
<th>MD RK</th>
<th>MH RK</th>
<th>MLS P RK</th>
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<td></td>
<td>General education schools</td>
<td>Specia l school s</td>
<td>Deviant school s</td>
<td>Non-public schools</td>
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<td>1143</td>
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<td>428</td>
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<td>167 586</td>
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<td>274</td>
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<tr>
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<td>73 126</td>
<td>896</td>
<td>0</td>
<td>261</td>
<td>230</td>
<td>351</td>
</tr>
<tr>
<td>14</td>
<td>South-Kazakhstan</td>
<td>538 215</td>
<td>534 048</td>
<td>534 195</td>
<td>1 974</td>
<td>50</td>
<td>1829</td>
<td>167</td>
</tr>
<tr>
<td>15</td>
<td>Astana City</td>
<td>87 053</td>
<td>86 896</td>
<td>83 568</td>
<td>233</td>
<td>0</td>
<td>3095</td>
<td>280</td>
</tr>
<tr>
<td>16</td>
<td>Akmatty City</td>
<td>175 520</td>
<td>174 588</td>
<td>1 864</td>
<td>28</td>
<td>9218</td>
<td>815</td>
<td>117</td>
</tr>
</tbody>
</table>

**Republican boarding schools:**
- 3 583
- 3 583
- 3 583

**Nazarbayev Intellectual Schools:**
- 4 595
- 4 595
- 4 595

**Bobek Gymnasium (National Educational and Recreational Research Center):**
- 604
- 604
- 604

**Schools under universities:**
- 1 224
- 1 224
- 1 224

**TOTAL:**
- 2 536
- 2 528
- 2 493 479
- 15 261
- 225
- 19 295
- 3 044
- 4 555
- 400
- 387
- 34

**Notes:**
- ASPE RK – Agency of the Republic of Kazakhstan for Sports and Physical Education
- MESRK – Ministry of Education and Science of the Republic of Kazakhstan
- MIA RK – Ministry of Internal Affairs of the Republic of Kazakhstan
- MOD RK – Ministry of Defense of the Republic of Kazakhstan
- MOH RK – Ministry of Health of the Republic of Kazakhstan
- MLSP RK – Ministry of Labor and Social Protection of Population of the Republic of Kazakhstan

Source: Data of MESRK “Key indicators of preschool and secondary education system in academic year 2012-2013”, Astana – 2012

According to Standard Rules of Activities of Educational Organizations of Corresponding Types approved by GD RK No. 499 dated May 17, 2013, the system of school education in the Republic of Kazakhstan is represented by a network of various types of schools:

- General education organizations (primary, lower secondary and general secondary):
  - School;
  - Ungraded school;
  - Gymnasium;
  - Lyceum; and
  - Subject-oriented school.

Specialized educational organizations:
Specialized school;
Specialized lyceum (specialized lyceum school);
Specialized gymnasium (specialized gymnasium school);
Specialized boarding school;
Specialized lyceum boarding school;
Specialized gymnasium boarding school;
Specialized music boarding school;
Specialized sports boarding school;
Specialized military boarding school;
Kazakh–Turkish lyceum;
Specialized school complex.

Special education schools (special general education organizations):
- Educational organization for orphans and children without parental support (lawful guardians).

There are also schools with advanced instruction in core subjects (mathematics, physics, languages, etc). GD RK No. 1256 dated December 21, 2007 regulates a right to open a primary school even in a very small settlement, if there are at least five children of corresponding age living there (OECD, 2014).

- General school means an educational institution offering general education programs of primary, lower secondary and general secondary education, as well as extended education programs, to students.
- Ungraded school means a general school with small population of students, combined class compositions and specific form of organization of classes.
- Gymnasium means an educational institution offering general and extended education programs of primary, lower secondary and general secondary education that provide broader and advanced education in social-and-liberal and other areas of study based on student’s aptitudes and abilities.
- Lyceum means an educational institution offering general and extended education programs of lower secondary and general secondary education that provide broader and advanced science-and-mathematics education based on student’s aptitudes and abilities.

In Kazakhstan schools are with Kazakh, Russian, Tajik, Uzbek and Uighyr languages of instruction. In addition to these, there some schools, in which the instruction are carried out in several languages of instruction. The amount of these schools increased to 14 units in period from year 2010 to 2012 (Table 2.3). This increase confirms that access to the education in native language instruction is provided at the state level. Conducting teaching in different languages allows students to learn very close to their place of residence, rather than seek a school with necessary language instruction in other microrayon.

<table>
<thead>
<tr>
<th>General secondary education organizations</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools with Kazakh language of instruction</td>
<td>3821</td>
<td>3830</td>
<td>3819</td>
</tr>
<tr>
<td>Schools with Russian language of instruction</td>
<td>1524</td>
<td>1460</td>
<td>1394</td>
</tr>
<tr>
<td>Schools with Tajik language of instruction</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Schools with Uzbek language of instruction</td>
<td>58</td>
<td>58</td>
<td>60</td>
</tr>
<tr>
<td>Schools with Uighur language of instruction</td>
<td>14</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>Mixed schools</td>
<td>2101</td>
<td>2105</td>
<td>2113</td>
</tr>
</tbody>
</table>

Source: JSC “IAC” based on the data from MES RK

According to the MES data, out of all day general schools in academic year 2012-2013, the biggest share belongs to secondary schools “SS” (1st-11th and 12th grades) – 71.9%, while lower secondary “LS” (1st-9th grades) and primary schools “PS” (1st-4th grades) account to slightly over 15% and 13%, respectively. Secondary schools have the biggest share also when viewed with urban / rural split (Annex 2A, T2A.1).

It should be noted that share of primary and lower secondary schools in rural area is significantly higher than in cities (Figure 2.1). It is explained by the fact that many students throughout the country study in rural area, as well as by a large number of small villages with small population of school-age children. As a result, these villages may have only a lower secondary or primary school. Another factor
behind such distribution could be low density of population in Kazakhstan, which according to Agency of the Republic of Kazakhstan for Statistics was 6.2 persons per 1 km\(^2\) as of 01.01.2013.

**Figure 2.1. Percent distribution of primary, lower secondary and secondary schools, urban / rural, in academic year 2012-2013**

![Bar graph showing percent distribution of primary, lower secondary, and secondary schools, urban vs. rural, in academic year 2012-2013.](image)

Source: JSC IAC based on data of MESRK “Key indicators of preschool and secondary education system in academic year 2012-2013”, Astana – 2012; p. 279

Trends over the last six years show that the number of public day general schools has been steadily decreasing (-323 schools) (Figure 2.2). The most reducing are in primary schools (-181) followed by lower secondary (-95) and secondary schools (-47).

**Figure 2.2. Number of public day general schools by types, trends over the period from 2007 to 2012**

![Line graph showing number of public day general schools by types from 2007 to 2012.](image)

Source: Data of MESRK “Key indicators of preschool and secondary education system in academic year 2012-2013”, Astana – 2012

These indicators are driven by the process of consolidation of schools resulting from closing the UGS in small villages according to Guaranteed State Norm of Educational Organizations Network (GD RK dated December 21, 2007 No.1256). Another factor behind the reduction of schools is the urbanization.

In academic year 2012-2013, in eight oblasts more than half of schools were UGS (Figure 2.3). In some oblasts, ungraded constitute the overwhelming majority of schools: North-Kazakhstan (85.2%), Akmola (78.9%), Kostanai (75.3%) and West-Kazakhstan (74%) oblasts. It is explained by low density of population in these oblasts. At the same time, southern regions are characterized by high density of population and, as a consequence, small number of UGS (Table 2.5) (MESRK, 2012).
In academic year 2012-2013, 88.6% of ungraded schools (854 out of total number of primary schools 964) provided primary education, 84.3% - lower secondary education (938 out of total basic lower education schools 1 113), and 44.2% - general secondary education. These schools had 10 322, 41 151 and 333 869 students, respectively.

Total number of UGS in academic year 2012-2013 decreased by 76 compared to the previous year (see Annex 2A, T2A.2).

As a result, number of students at all levels of education decreased: by 1.6% in primary, 0.6% in lower secondary and 0.5% in secondary schools (Figure 2.4).

In academic year 2013-2014 the level of teacher’s education in the ungraded schools was as follows: higher education - 81.9%, with incomplete higher education - 0.6%, with vocational secondary education – 0.3% (Figure 2.5, Annex 2A, T2A.3). The large amount of teaching personnel with general secondary education is in Aktobe (76 people) and Akmola (75 people) oblasts.
According to the qualification category teachers at UGS in 2013-2014 academic year were represented in following indicators: 9,3% with higher category, 32% - the first category, 30,6% - the second category and 28% had no qualification category at all (see Figure 2.6, Annex 2A, T.2A.4). The largest share of ungraded school teacher personnel with higher category are observed in Zhambyl (14,9%), Pavlodar (13%) and Karaganda (11,4%) oblasts. However, it should be noted a low percentage of teachers with higher category and a large share of teachers without any category, which in turn determines the quality of teaching.

The distribution of student numbers across different levels of education (pre-primary, primary, secondary)

In academic year 2012-2013, 2 493 479 students studied in schools of Kazakhstan, i.e. 14 435 more than in the previous academic year 2011-2012 (see in Annex 2A, T.2A.5). This trend is explained by analysis of birth rates in Kazakhstan, which shows growth of birth rates over the period from 2000 to 2010.

Table 2.4 shows trends in distribution by types of schools and their population over three years.
Table 2.4. Trends in distribution of students of day general schools by rural / urban and by types for the last 3 years

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Including</th>
<th>Rural</th>
<th>Out of which</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Thsd. persons</td>
<td>PS</td>
<td>LSS</td>
<td>GSS</td>
</tr>
<tr>
<td>2010-2011</td>
<td>2 486,4</td>
<td>27,4</td>
<td>88,3</td>
<td>2 370,8</td>
</tr>
<tr>
<td>2011-2012</td>
<td>2 479,0</td>
<td>26,5</td>
<td>83,0</td>
<td>2 369,6</td>
</tr>
<tr>
<td>2012-2013</td>
<td>2 493,5</td>
<td>26,7</td>
<td>82,4</td>
<td>2 384,4</td>
</tr>
</tbody>
</table>

Source: Data of MESRK “Key indicators of preschool and secondary education system in academic year 2012-2013”, Astana – 2012

Data for 2006-2012 show a downward trend in the number of students. However, the number for academic year 2012-2013 is higher than that for the previous years by 14,435 (Figure 2.7).

Figure 2.7. Number of students in day general schools, million people

Source: Data of MESRK “Key indicators of preschool and secondary education system in academic year 2012-2013”, Astana – 2012, p. 284

According to the Figure 2.8, neither urban, nor rural primary and secondary schools experienced any major changes in distribution of students. This is not a case for lower secondary schools, where share of students in rural area decreased by 3.4% and in cities increased by 3.4%. This redistribution can be explained by such factors as internal migration and change of status of some rural lower secondary schools to primary schools. In general, number of students in lower secondary schools decreased by 529 persons. Reasons of such changes could be: transfer to private educational organizations, external migration and mortality.

Figure 2.8. Distribution of students in day general schools by rural / urban and by types (2011-2012), %

Source: Data of MESRK “Key indicators of preschool and secondary education system in academic year 2012-2013”, Astana – 2012, p. 280

According to Article 27 of Law “On Education” (2007), along with other forms, education programs are also delivered in the evening form.
As Table 2.5 shows, over the last three years number of schools offering evening form of study has increased by 9, although the population of these schools during this period hasn’t shown a steady upward trend. This is a good illustration of consideration of “needs and possibilities of a person, creation of conditions for access to each level of education”, as guaranteed by Law “On Education” (2007) or the Constitution (1995).

**Table 2.5. Number of evening general schools and their students**

<table>
<thead>
<tr>
<th>Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of schools</td>
<td>78</td>
<td>84</td>
<td>87</td>
</tr>
<tr>
<td>Number of their students</td>
<td>20 644</td>
<td>14 656</td>
<td>18 015</td>
</tr>
</tbody>
</table>

*Source: Data of MESRK “Key indicators of preschool and secondary education system in academic year 2012-2013”, Astana – 2012*

**And sectors (public and private)**

In academic year 2012-2013, there were 109 private schools, with student population of 19 295 persons. Most of these schools are located in cities – 103, and 6 schools – in rural area (see Annex 2A, T.2A.6).

The urban schools were attented by 18 559 students, and 736 students received their education in rural schools. 17 private schools were primary schools, 10 private schools delivered lower basic secondary education and 82 private schools provided general secondary education. Respectively, there were enrolled 789 students, 1 417 and 17 089 students.

**And the regulatory and legislative framework governing the school system**

Relations in the field of education are regulated by norms of the Constitution of the Republic of Kazakhstan (1995), Law of the Republic of Kazakhstan “On Education” (2007), as well as specific provisions of other legislative acts concerned with the matters of educational activities. The framework of subordinate regulations on education includes: edicts of the President of the Republic of Kazakhstan, decrees of the Government of the Republic of Kazakhstan, orders of Minister of Education and Science of the Republic of Kazakhstan, as well as resolutions of boards of MESRK.

Legislative framework of general secondary education consists of the following:

1. Law of the Republic of Kazakhstan “On Education” dated July 27, 2007 No.319-III (with changes and additions as of 4.07.2013);
2. Concept of Development of Education in the Republic of Kazakhstan till 2015 approved by Decree of GD RK dated February 24, 2004;
4. Action Plan to implement the priorities of education and science for 2014-2016 years;
7. State General Education Standard of Secondary Education (primary, basic secondary, and general secondary education) adopted by GD RK dated August 23, 2012 No. 1080;

Specific matters of general secondary education are regulated by laws, such as:

3. Code of the Republic of Kazakhstan “On Marriage (Matrimony) and Family” dated December 26, 2011 No. 518-IV (with changes and additions as of 03.07.2013);

The entire regulatory framework undergoes systemic monitoring for purpose of timely introduction of appropriate changes, which makes the system of secondary education more flexible, viable and responsive to new social and economic environment.

**What is the starting school age and what is the duration of compulsory education?**

Enrollment to educational organizations is regulated by Standard Rules for Enrollment to Educational Organizations Delivering General Education Programs of Primary, Lower secondary and General Secondary Education approved by GD RK dated January 19, 2012 No. 127 (further – GD RK No.127).

Primary education starts at the age of 6 (7) years and lasts for four years. Length of incomplete (basic) secondary education is 5 years, and general secondary education is obtained by studying in grades 10-11 (12) during two years. Secondary education is compulsory, which is regulated by Article 30 of the Constitution of the RK (1995).

**Describe any major changes in the structure of the school system taking place in the recent past. Are any reforms being currently considered?**

The structure of secondary education hasn’t undergone any significant changes since independence. Having inherited the Soviet system of schooling, Kazakhstan’s secondary education is based on 4+5+2 model, which represents length of study in primary, lower secondary and general secondary school, respectively.

In pursuance of the Address of the President to the People of Kazakhstan dated March 19, 2004 “Towards Competitive Kazakhstan, Competitive Economy, and Competitive Nation”, State Program for Development of Education in the Republic of Kazakhstan for 2005-2010 was developed and approved by Edict of the President of the Republic of Kazakhstan dated October 11, 2004 No. 1459. One of the main objectives of this Program was transition to 12-year general secondary education. Another important objective this Program was creation of material-and-technical and methodological base and training of staff for 12-year general secondary education. The Program was implemented in two stages: first stage in 2005-2007, and the second stage in 2008-2010. As a result of implementation of the Program, as of July 1, 2010 the structure of education was in conformance with the International Standard Classification of Education, and conditions were in place for introduction of 12-year schooling (IAC, 2012).

Modernization of the educational process in Kazakhstan is achieved through implementation of SPED for 2011-2020 approved by Edict of the President of the Republic of Kazakhstan dated December 7, 2010 No. 1118, which is based on strategic vectors that address key challenges of the country’s education system. This program will be implemented in two stages, too: the first stage – 2011-2015, and the second stage – 2016-2020. GD RK dated February 11, 2011 No. 130 approved Plan of Activities for 2011-2015 for Implementation of State Program for Development of Education for 2011-2020 (Stage I). One of the main components of State Program for Development of Education is the transition to 12-year schooling, which will be implemented in 2015. At present, 12-year schooling is tested in 104 schools, with 49 of them being rural and 55 – urban (OECD, 2014).
2.2 Education environment

What is the importance of education in society?

Acknowledgement of importance of education in the society is formed primarily at the level of the state, which guarantees a right for free-of-charge secondary education to each citizen. Aspiration of the state to universal minimum level of education of its citizens is confirmed by the fact that secondary education is compulsory.

Quality of education services is subject to systemic monitoring as part of phased implementation of goals and tasks set in SPED 2011-2020. For purpose of making timely decisions on matters related to quality of education, Committee for Control in the Field of Education and Science (CCFES) of MESRK was created.

All this forms a level of educational aspirations in the society and public opinion about education, which is demonstrated by findings of sociological surveys conducted by the National Centre for Educational Statistics and Assessment (NCESA) in 2013. For instance, results of sociological survey “Quality of primary education in regions, regions’ ratings” show that share of respondents, who are satisfied with quality of education, is 70.8% on average (primary school). Also, in sociological survey “Quality of general secondary education in regions, regions’ ratings”, 82.3% of respondents indicated that their expectations from their children’s study in their schools are generally fulfilled.

Problems in the system of general secondary education, which were identified in these surveys, show high relevance of secondary education in the society.

Role of parents

Parents and families are considered to be essential elements of Kazakhstan’s society, who usually show great interest in education and development of their children. This traditionally important role of parents in taking care of their children and guidance of educational decision making is the reason why Kazakhstan treats orphans as a group of children with special needs, who should be provided with special conditions as compensation for their disadvantaged background (OECD, 2014).

Parents’ participation in school activities

Each school has its own parents’ committee. Parents’ committees are composed of community representative and in some cases – graduates. As part of the survey for Policy Review of Secondary Education System (OECD, 2014), Education department of Almaty oblast informed OECD experts that school parents’ committees of the oblast regularly hold meetings with the representatives of Education department and play some role in appointment of school principals.

A survey of parents of 9th grade students showed the following, which was conducted in Aktobe, Akmola, Almaty and East-Kazakhstan oblasts:

- 40% of parents regularly attend school activities and participate in class activities, and the rest only rarely go to teacher-parent meetings;
- 47% of parents regularly discuss problems faced by their children with teachers, 51% - sometimes, and 2% - never;
- Less than half of parents indicated that they are interested in their children’s performance;
- 75% of parents regularly do homework together with their children;
- 72% of parent survey questionnaires were completed by mothers and 19% by fathers, and the rest by other relatives (NCESA, 2012).
Do parents invest considerably in the education of their children?

According to Law of the RK “On Education”, the state guarantees free-of-charge primary, lower secondary and general secondary education to citizens of the Republic of Kazakhstan. Therefore, if a child studies in a public general secondary school, parents do not have to pay for their child’s education. If a child wishes to take additional courses offered by out-of-school organizations, then such classes are usually paid according to tariffs for children’s study, price lists or other documents listing cost of services (see Annex 2A, T.2A.7).

It should be noted, that there are many additional courses free of charge, which allow children from different social backgrounds to use services of extended education.

Education in private schools is provided for fee. Amount of fees is set by owners and can vary both between schools and between levels of education (primary, basic, secondary) within the same school.

What is the prevalence of private tutoring in the school system?

There is no data about prevalence of private tutoring, because this educational service it not regulated by MESRK. However, if parents wish to significantly improve their children’s performance on a specific subject, they can both use services of private tutors and go to out-of-school educational centers, which offer classes in groups and one-to-one.

Tutoring services are classified as individual teaching activities and are regulated by the Law of the Republic of Kazakhstan “On Education” (2007).

In 2012, NCESA conducted monitoring survey “Factors Contributing to Quality of Knowledge of 9th Grade Students”. This survey was conducted in four oblasts: Akmola, Almaty, Aktobe and East-Kazakhstan. Respondents of this survey were students and their parents, principals and teachers of educational organizations. The survey covered 25 734 persons, including 12 189 parents.

When answering the question “Who and how assists in addressing your child’s academic issues?” 33.1% reported that they use tutoring services for preparation to UNT. Tutors mainly help with academic issues in such subjects, as mathematics, physics and English (NCESA, 2012).

What are the key traditions, cultures and values in the education system? This could cover aspects such as:

The culture of evaluation and accountability within the school system

School performance is evaluated through the procedure of attestation (once in five years), which is conducted based on the Rules of State Attestation of Educational Organizations (GD RK dated December 24, 2007 No. 1270).

According to these Rules, state attestation consists of the following key stages:

1) The authorized body approves schedules of state attestation of educational organizations for the calendar year;
2) A relevant authorized body reviews materials on self-assessment of educational organizations (internal quality control of education), forms an attestation commission, conducts state attestation and issues opinions about results of state attestation;
3) The authorized body makes decision on attestation or non-attestation of educational organization.

Key areas and subjects of review performed for purpose of state attestation of educational organizations, as well as of specific specializations, are: general characteristics; staffing, including compliance with qualification requirements to managers, teachers of educational organizations and equal-status employees; student population; teaching-and-methodological work and teaching load; teaching-and-educational work; tangible teaching assets; school and research laboratories; informational resources and library; student assessment; research and development, or scientific activities; and professional practice.

A decision to issue attestation to an educational organization is made, if an educational organization fully complies with requirements of state mandatory standards, including those related to student assessment, when at least 70% of students are assessed by the attestation commission as responding correctly.

A decision not to issue attestation entails administrative liability of an educational organization and suspension of license in accordance with the legislation of the Republic of Kazakhstan.
After license suspension is over, the authorized body creates a commission to review elimination of violations that were detected following state attestation of an educational organization.

In case of elimination of violations, the license is resumed by order of the authorized body.

In case of failure to eliminate violations during the indicated period, the license of an educational organization is revoked (see Chapter 5.7).

**What are the key traditions, cultures and values in the education system. This issue covers the following aspects:**

The system of secondary education in Kazakhstan is historically characterized by high degree of centralization, which is driven by the established vertical accountability. School activities are supervised by rayon divisions of education, which belong to LEA. Rayon divisions of education in their turn are accountable to Oblast Education Departments (oblast level). Regions’ activities are coordinated by the authorized body for education – MES RK. An advantage of this principle is the possibility of data collection and monitoring at all levels, with further consolidation in MESRK, which allows timely detection of systemic problems and issues that require urgent solution.

At the same time, taking into consideration the international trends, Kazakhstan’s system of education made efforts to increase school autonomy (school boards of trustees, authority to make some changes in educational plans).

**The tradition of quality-focused policies in the education sector and the public sector**

About seven years ago Kazakhstan created a system of quality management at schools, where a responsibility for inspections was decentralized and delegated to regional Education Offices. In 2011 MESRK got concerned about low performance of the decentralized system. Regional specialists, who carried out quality inspections, were not really independent from regional officials, who were responsible for ensuring the best presentation of schools, and inspectors very rarely reported unsatisfactory performance of schools.

After that, a new system was introduced. Each school should get a license before starting its operations and should pass the procedure of attestation by regional education authorities each five years.

The Ministry also created Committee for Control in the Field of Education and Science (CCFES) and regional units staffed with Ministry officials responsible for delivery of inspections, which should be passed at least once in five years. A need in repeated inspection at each school is identified based on risk assessment. Frequency of inspections can be only one per year. Inspectors check of conformance of schools with quality standards of MESRK, compliance with the law and student achievements. They also check condition of school facilities, adequacy of student population to designed school capacity, condition of ICT and teacher qualifications (primary schools should have at least 20% of teachers with the two highest qualification categories; secondary schools – at least 30%).

In the first six months of operation of the new system, external inspectors found that 20-25% do not meet quality standards, which is significantly higher than 0.8% of incompliant schools as reported by the former regional system of control. The goal of external inspectors is not to punish schools for failure to comply with norms; rather it is focused on helping them resolve their problems. There is a new system of feedback communicating the inspection results to schools and providing them guidance on improvements. Schools have up to six months to achieve required improvements. If a school is not able to achieve improvements, as a last resort, the Ministry can apply to the court to have such school closed (OECD, 2014).

More detailed description is provided in subparagraph “Extent of the regulatory and standard-setting role of national education authorities”.

**The extent to which teachers are trusted as professionals**

In 2013 NCESA conducted sociological surveys “Quality of general secondary education by regions, regions’ ratings” and “Quality of primary education by regions, regions’ ratings”.

*Primary school.* Questionnaire item “Are you satisfied with quality of education you receive at school?” collected negative responses from 38.2% of rural schoolchildren and 34.4% of urban schoolchildren. These data show that junior schoolchildren are generally unsatisfied with knowledge they receive at school.
When assessing quality of teaching of specific subjects, high level of teaching of all subjects at schools in the oblast was reported by 34.4% of respondents (parents), most subjects – 49.2%, some subjects – 8.9%. Share of respondents reporting low of level of teaching of subjects was 0.8%. Share of respondents who could not answer this question was 6.7% (NCESA, 2013).

**Secondary school**

Students of schools in Pavlodar, West-Kazakhstan, East-Kazakhstan oblasts and Almaty City are on average satisfied with quality of education. Collected data show that a third of urban (45.6%) and rural (36.3%) schoolchildren believe that school teachers provide high level of teaching in all subjects.

High level of teaching of all subjects at schools of the oblast was reported by 34.4% respondents (parents), most subjects – 49.2%, some subjects – 8.9%. Share of respondents reporting low of level of teaching of subjects was 0.8%. Share of respondents who could not answer this question was 6.7%.

In addition, data of analytical report that was produced based on the findings of sociological survey “Quality of general secondary education by regions, regions’ ratings” conducted by NCESA in 2013 show that high professionalism of teachers as the most important criterion in selection of school was indicated by 53% of surveyed parents, which demonstrates the relevance of this requirement in the society.

**The extent of the regulatory and standard-setting role of national education authorities**

Law of the RK “On Education” (2007) defines competences of participants of the educational process, in accordance with which each of them manages the system of education: competences of the Government of the Republic of Kazakhstan in the field of education, competences of the authorized body in the field of education, competences of local representative and executive bodies in the field of education and competences of educational organizations.

SCES are developed in accordance with the Rules of Development of State Compulsory Standards of Education approved by GD RK dated March 6, 2012 No.290.

The authorized body in the field of education arranges development of SCES for all levels of education. Development of SCES content as such is performed by National Academy of Education named after I. Altynsarin (NAE). Newly developed SCESs are approved by GD RK, with the following process of implementation and quality of execution being closely monitored by Committee for Control in the Field of Education and Science of MESRK.

Inspection and regulatory functions within the system of education are assigned to CCFES, including 16 territorial departments for control in the field of education.

Tasks of the Committee are the following:

1) Development of unified public policy in the field of education;
2) State control and improvement of quality of educational services delivery through external assessment;
3) Improvement of quality of public services, improvement of the regulatory framework of public services delivery, monitoring and evaluation of quality of public services.

Key functions of the Committee are: issuance of licenses and (or) annexes authorizing educational activities; state attestation of educational organizations offering educational programs; state control of execution of legislation of the RK and regulations in the field of education and SCES by educational organizations, regardless of the form of ownership and departmental affiliation; ongoing and continuous maintenance of departmental recording of the number of inspections of entities that are subject to inspection, as well as detection of violations based on inspection data sheets and application of administrative actions; organization and implementation of unified national testing; organization and implementation of external student assessment, etc.

**Or whether education staff are part of the civil service**

According to Article 50 of Law “On Education” (2007) and List of Positions of Public Sector Employees approved by GD RK dated September 27, 2007 No. 850, employees in the field of education, including school managers, are treated as public employees.

**Does the media play a key role in defining general perceptions of schooling?**
In Kazakhstan a large number of republican newspapers and magazines, such as "The Teacher of Kazakhstan", professional magazines are published: "The practical help to the teacher", "Teaching in primary classes in all subjects", "Russian at the Kazakhstan school", etc., and also regional methodical editions: "The pedagogical world", "The pedagogical gazette", etc. These editions not only are the methodical help, but also a dialogue platform where the teacher can share the experience and receive idea of in what directions colleagues develop.

Besides, NCESA annually issue such analytical editions, as the National report on a state and development of an education system of the Republic of Kazakhstan, the Analysis of results of an External Evaluation of educational achievements of pupils of 9 grades (EEEA 2012), the Analysis of results of unified national testing, and also the National report following the results of the international research PISA in Kazakhstan (in process of carrying out). These materials are public and allow forming public opinion about education. Besides all above-mentioned, official sites are created at many schools, at all divisions and departments of education and at MES RK where all information is published.

For purpose of raising public awareness about the changes in the system of education in the country, MESRK carries out ongoing work organizing close interaction with mass media. So far, cooperation has been established with 34 printed publications, 16 of which are issued in the state language, 6 news agencies and 16 television and radio channels.

Also, cooperation with printing editions, news agencies and a TV and radio channels that promotes growth of awareness of population, that promotes the correct perception of the organization of process of education is organized.
2.3 Objectives of the education system and student learning objectives

The process of defining the national educational policy in the system of secondary education

Education policy of the Republic of Kazakhstan is defined based on strategic priorities of social and economic development of the country, which are outlined in the long-term “Strategy Kazakhstan -2050: new political course of the established state” dated December 12, 2012, as well as in annual addresses of the President to people of the country. Basis of education policy is Law of the Republic of Kazakhstan “On Education” dated July 27, 2007 No. 319-III and Law of the Republic of Kazakhstan “On Science” dated February 18, 2011 No. 407-IV. Strategic priorities are written in “Strategy Kazakhstan-2050”: new political course of the established state”.

The following documents serve as guidance:
1. Law of the Republic of Kazakhstan “On Education” dated July 27, 2007 No.319-III (with changes and additions as of 4.07.2013);
2. Concept of Development of Education in the Republic of Kazakhstan till 2015 approved by Decree of GD RK dated February 24, 2004;
4. Action Plan to implement the priorities of educationa and science for 2014-2016 years;
7. State General Education Standard of Secondary Education (primary, basic secondary, and general secondary education) adopted by GD RK dated August 23, 2012 No.1080;

The central executive body responsible for governance and, within the extent stipulated by the legislation, inter-sector coordination in the fields of education, science, protection of children rights and youth policy, is MESRK.

Main tasks of MESRK are: development of unified public policy in the field of education, scientific and scientific-technical activities, as well as public youth policy; creation of necessary conditions for access to education; improvement of organization of research and promotion of research competitiveness; ensuring protection of rights and legal interests of children (Background Report, 2012).

What are the goals and purposes of the education system?

An overall goal of educational reforms in Kazakhstan is adaptation of the system of education to the new social and economic environment. The President of Kazakhstan also set a goal for the country to join the top 30 most competitive countries in the world. Improvement of the system of education is essential for achievement of this goal. In Strategy “Kazakhstan-2050” it is said: “We consistently pursue a policy of developing accessible and qualitative education”.

Organizational basis for implementation of public policy of the Republic of Kazakhstan in the field of education is SPED, which supports further modernization of education in Kazakhstan and consists of a set of activities, which are inter-related in terms of resources and timeframes and include changes in structure, content and technology of education and upbringing, governance system, organizational-and-legal forms of educational entities, and financial-and-economic mechanisms.

Main goal of SPED for 2011-2020 is improvement of competitiveness of education and development of human capital through provision of access to quality education for sustainable growth of economy.

Accomplishment of this goal requires step-by-step resolution of the key issues as improvement of financial system, which is focused to equal access to educational services; enhancement of prestige of teaching profession; development of government-and-community system of governance in education; provision of equal access of all participants of the educational process to the best educational resources and technologies, ensuring full coverage of children with quality preschool education and training and equal access of the children to various preschool education and training programs for their preparation to school; development of intellectually, physically and spiritually developed citizens of the Republic of Kazakhstan at general schools and satisfaction of their needs in education that would make them
successful in the rapidly changing world; development of competitive human capital for economic welfare of the country (SPED, 2010).

Transition to 12-year schooling involves such goals as achievement of a high level of higher education that would satisfy the labor market demand, support tasks of industrial and innovational development of the country, satisfy the needs of an individual, and correspond to the best international practices in the field of education; support to operation of the system of life-long education; and development of active citizenship, social responsibility, patriotism, high moral and leadership qualities among the youth (Annex 2A, 1).

The SPED also defines tasks such as transition to 12-year schooling with upgrade of the content of education, solution of problems of ungraded schools, and improvement of the system of inclusive education at schools.

Therefore, in the area of secondary education by 2020: 12-year model of schooling in all schools will be implemented, infrastructure of secondary education will develop further and schools will be provided with required equipment. UGS will be integrated in the unified information network. 30-50% of students will be covered with extended education.

Inclusive system of education will be implemented and the share of schools in the total number of schools with inclusive education will be increased to 70% as well as the share of schools that created “barrier-free access” for disabled children in the total number of schools will reach 20%. The share of children covered with inclusive education in the total number of disabled children will reach 50%. There will be organized healthcare services and effective management of school meals, so that students will be able to receive quality healthcare services in general schools. Actions will be taken to open and support operations of medical offices in general schools.

Through public-private partnership (PPP) arrangements in oblast centers and Astana and Almaty cities will be built 16 energy-saving school meal plants, school cafeteria infrastructure will be upgraded in 50% of schools in the country; a monitoring system will be introduced for organization of quality, vitaminized and safe school meals.

Program article of the President of Kazakhstan N. A. Nazarbayev “Social Modernization of Kazakhstan: Twenty Steps to the Society of Universal Labor” dated July 10, 2012 clearly defined further steps for modernization of the education system along the following three main priorities:

1) Optimization of educational institutions;
2) Modernization of the educational process; and
3) Improvement of effectiveness and access to educational services.

Important issues include: improvement of quality of principals in the system of secondary education; organization of control of compliance with state educational standards; and development of school autonomy through creation of school boards and development of new mechanisms of primary local self-governance.

An important step in democratization of secondary education in Kazakhstan is creation of school boards. This measure is associated not only with the need in community control of school activities, but also with the need in decentralization of governance of Kazakhstan’s schools. By 2012, more than 36% of Kazakhstan’s schools introduced school boards. School boards are expected to include students’ parents, representatives of non-governmental organizations (NGO), businesses and teachers. Engagement of community in management of educational institutions through school boards is a result of the policy of democratization of the educational process.

In general, public policy in the field of education is focused on modernization of the educational process through implementation of a whole range of actions aimed at 100% coverage of children with preschool and school education and training; changes in principles of financing of educational organizations; improvement of teaching methodologies at all levels of education with application of innovational technology; professional development of education workers; revision of educational plans to bring them in conformance with modern requirements; and taking care of health of the growing generation.

What are, specifically, the more immediate policy priorities and education targets?

The following specific key directions of development of education in Kazakhstan could be highlighted:

Development of functional literacy of schoolchildren. Results of participation of Kazakhstan’s schoolchildren in Program for International Student Assessment (PISA) for 15-year old students let to
realization of the need to develop National Action Plan for Development of Functional Literacy of Schoolchildren for 2012-2016 (NAP).

Promotion of excellence. Undertaken actions by translating experience of NIS, within its framework undergoes work on improvement of evaluation system through introduction of a standardized assessment. On basis of NIS there are established pedagogical skills centers, allowing implementation of a new system of professional development.

Restructuring of education: transition to 12-year schooling; English classes starting from the 1st grade; higher participation of parents in school activities.

From 1 September 2013 in all general secondary school in 1st grade was introduced subject English language. According to the State Compulsory Educational Standards was developed educational program for the subject “English language” for grades 1-4 of 11-year schooling, which was approved by the Order of Minister of Education and Science RK dated April 3, 2013 No.115. Week learning load in subject “English language” in grade 1 consists of 1 hour, year load – 33 hours.

Professional development, teacher training: organization of professional development of teachers in new teacher excellence centers with application of innovational approaches and principally new content developed by NIS network.

How are student learning objectives articulated (e.g. national curriculum, educational standards, learning progressions)?

Goals and objectives of education are clearly articulated in State Compulsory Standard of Education of the Republic of Kazakhstan (SCES) in sections “Goals of General Secondary Education”, “Expected Results of General Secondary Education” and “Main Tasks of General Secondary Education”. SCES and basic educational plans contained there are then used as basis for creation of educational programs – programs that define content and volume of knowledge and skills to be learnt in each educational discipline (subject). These programs define goals and tasks of education for specific subjects with respect to each grade.

For instance, Box 2.1 illustrates clarity of formulation of goals and objectives of education in mathematics at primary school, as well as a list of mathematical knowledge and skills to be developed by students upon completion of the 1st grade.
Box 2.1.

Mathematics Program for Grades 1-4 of General School in Kazakhstan

Mathematics is an integrated school subject, with the content combining numbers and actions, values, elements of algebra and geometry and realizing their interrelation and interaction.

Mathematics, being a fundamental discipline, on the one hand creates prerequisites and foundations for learning of other subjects (computer sciences, the world around, arts, etc.), and on the other hand uses knowledge, skills and methods of activities developed through these subjects. Primary-school Mathematics is an organic part of Mathematics course of basic secondary school.

Goal of Mathematics study at primary school

- Formation of child’s personality through the content of Mathematics subject, formation of cognitive and communication activity, readiness to independent acquisition of knowledge, labor and learning of cultural and historic values of his / her people and universal culture;
- Development of mathematical style of thinking, intellectual, emotional and volitional powers of students;
- All-around training to study in basic secondary school and application of mathematical knowledge in life.

General objectives of Mathematics study

- Facilitate formation of child’s personality, development of thinking, and formation of intellectual, emotional and volitional activity of students;
- Facilitate formation of ideas about Mathematics as a science that integrates real phenomena and helps in learning of the surrounding reality;
- Develop knowledge and skills that a student needs in life and further learning.

The program is based on the following main principles of selection of learning materials and building of the subject: scientific rigor, continuous education, activity, intra-subject and inter-subject integration, accessibility, consideration of individual achievements and creativity.

REQUIREMENTS TO KNOWLEDGE AND SKILLS

1ST grade students should know:

- Sequence of a series of one-digit numbers;
- Comparison characters (> , <, =);
- Characters and terms related to adding and subtracting;
- Properties of zero and one in adding and subtracting;
- Displacement property of adding;
- Addition table up to ten;
- Cases of use of corresponding comparison characters;
- Names of expressions related to adding and subtracting;
- Names of geometric figures.

Students should be able to:

- Read, write and compare one-digit numbers;
- Read, write and compare full tens;
- Perform adding and subtracting using properties of zero and one;
- Perform adding and subtracting using addition table up to ten;
- Perform adding and subtracting of tens;
- Solve simple adding and subtracting problems;
- Compose, read, write, and find values of simple number and letter expressions;
- Solve simple equations by trial and error;
- Recognize geometric figures;
- Measure length of a segment using a ruler;
- Make a segment of specified length.
2.4 Distribution of responsibilities within the school system

What are the different levels of education administration and what types of articulation exist between them? What agencies play a role in the governance of schooling (e.g. inspectorates, agencies for curriculum development and assessment)?

The education system of the Republic of Kazakhstan represents the following vertical:

Central level: MES through Department of Preschool and Secondary Education (DPSE) supervises operations of Republican Boarding Schools and Centers.

Regional level (oblast and rayon): Oblast Akimats and Akimats of Astana and Almaty Cities supervise operations of Oblast Education Departments and Education Departments of Astana and Almaty Cities, respectively, which, in their turn, supervise operations of Education Divisions of cities and rayons, which oversee schools per se.

Private schools offer programs based on independently developed educational programs with compulsory implementation of SCES, but they receive a license to carry out educational activities in territorial branches of CCFES.

From the point of view of subordination in delivery of educational services, in case of public schools, the following governance vertical applies (Figure 2.10).

![Figure 2.9. Governance Vertical of Secondary Education](source)

Source: JSC IAC based on data of MESRK

In addition, there is subordination in terms of administration of programs of financing of educational organizations.
In process of their work, schools interact with parents’ committees and community. According to Education Departments of oblasts and Astana and Almaty cities, school boards have been created at 3,259 schools in the country, which makes 44.1% of the total number of schools (in academic year 2011-2012 – 2,666 (35.7%) today, their main area of activities is assistance in organization of social and cultural events. School boards, in their essence, should become a new progressive system of school governance. In future, they should determine schools’ development strategies, appoint key personnel, and oversee financial performance of schools.

Governance of public schools is centralized at present, with transition to the system of governance through school boards.

**How are decision-making responsibilities distributed between the different levels of the administration (central, state/regional, local, and school level) for each of the different education levels (pre-primary, primary, lower secondary, upper secondary) in matters such as:**

**Curriculum development and assessment;**

There is no notion “curriculum” in Kazakhstan’s system of education. Its analog is a whole of documents: SCES, education programs by subjects and education plans.

As mentioned in Section 2.2, the MES arranges development of SCES at all levels of education. SCESs contain requirements to the level of training of students with specification of meta-subject outcomes (key competences) in fundamental subjects. Development of the content of SCESs per se is a responsibility of NAE. Together with SCES, Standard Educational Plan (SEP) of General Secondary Education is developed as an annex. Education programs by subjects are also developed by NAE.

Based on the Standard Educational Plan of General Secondary Education, each school develops its own working education plan, where, in sections with school and student components, it can distribute subject hours in a certain way and determine additional classes focused on creative development of children.

Education plans and programs in the education system of Kazakhstan are developed in accordance with State Compulsory Standards. SCES (primary, basic secondary, and general secondary education) is a whole of norms establishing a list of compulsory subjects for study at school, educational methodological complexes, programs and plans, and containing key requirements to support of the educational process.

When analyzing competences of central and local government bodies in development of SCES and related educational plans and programs, one cannot but notice the ideas of common public policy in the field of education, strict regulation of requirements to the content of education, and centralized approach to creation of these documents, which is inherent in all these documents.

**School level:** Despite some possibility of modifying education plans at school level within the variable part and inclusion of regional component subjects in programs, one cannot but notice virtually absolute univocacy of these documents, which does not allow taking into consideration interests of specific regions and schools.

**Development of the student assessment system**

There are following student assessment tools: Unified National Testing (UNT) and External Evaluation of educational achievements (EEEA). These assessment tools are regulated at central level by Committee for Control in the Field of Education and Science (Order of MESRK dated 05.12.2011 No. 506, Order of MESRK dated 06.04.2012 No. 151).

In accordance with GD RK dated March 13, 2004 No. 317 “On Introduction of Unified National Testing”, UNT combines final state attestation of secondary education organizations and entrance exams to secondary vocational and higher vocational educational institutions. Rules of Administration of Unified National Testing were approved by Order of MESRK dated December 5, 2011 No. 506.

Due to adoption of SPED the External Assessment of Student Achievements (EEEA) was introduced. It is a form of education quality monitoring, which is independent from secondary education organizations. EEEA is held prior to UNT, i.e. upon completion of lower secondarieschool (after 9th grade).

Timeframes of EEEA implementation are determined by the authorized body – CCFES. EEEA is held in premises of educational organizations, where students study and is held in form of complex
testing, with the test items being developed based on general education programs. EEEA results are processed at UNT administration offices and can be used in ranking studies.

**Opening or closing schools**

According to the Law “On Education”, issuance of licenses and (or) annexes to carry out educational activities by legal entities offering general education programs of primary, lower secondary and general secondary education is a competence of the authorized body.

**Central level**: Issuance of licenses and (or) annexes to carry out educational activities per se is done by CCFES, which is an agency, that within the competence of Ministry of Education and Science of the Republic of Kazakhstan, performs functions related to implementation of public policy in the field of education and science, as well as control and implementation functions within its own competences.

**Local level**: The Committee has territorial bodies in oblasts and Astana and Almaty cities.

Functions of territorial bodies include: issuance of licenses and (or) annexes to carry out educational activities by legal entities offering general education programs of primary, lower secondary and general secondary education.

Closing of schools at regional level is done by court order. Grounds for closing of schools include: failure to pass attestation by a given school and following failure to eliminate violations that were detected in process of attestation for compliance with the qualification requirements. In this case, the license is revoked and school is closed (see Section 2.2, the culture of evaluation and accountability within the school system). Local authorities close schools based on a notice of rayon Division of Emergency Situation of Department about incompliance with fire security requirements, as well as based on opinions of sanitary-and-epidemiological supervision bodies of Ministry of Health.

In addition, local authorities can decide to close a school, where number of students does not reach the guaranteed state norm for the network of educational organizations (GD RK dated December 21, 2007 No.1256).

In case of closure of the only school in a village, Akim of the village/ rural rayon arranges free-of-charge return transportation of students to the nearest school (Standard of Public Service dated August 31, 2012 No.1119). However, this measure does not address the transportation issues of children to the after school courses, sections and extra-curricular activities conducted outside of the classroom.

**Setting the school calendar and instruction time**

**Central level**: Documents regulating the process of calendar development is the Standard Educational Plan (annex to SCES), which contains a list of subjects and number of hours allocated to them, as well as Sanitary Rules “Sanitary and Epidemiological Requirements to Education and Upbringing Facilities for Children and Teenagers” (Sanitary Rules), which contain norms on duration of lessons and breaks, as well as distribution of study load for students over a week (GD RK dated December 30, 2011 No.1684).

**School level**: In process of organization of school operation at the beginning of each academic year, a school adjusts an educational plan, which is composed based on the Standard Educational Plan, with consideration of information from document titled “Explanation of Educational Plan”. This document contains a detailed list of classes with number of children there, which serves as basis for division of classes into subgroups or for joint lessons for two classes for teaching of some subjects. This norm is defined in Section “Requirements to Conditions of Organizing the Educational Process” of SCES with consideration of class, location of school (city/village), as well as presence of disabled children in class. This way, total number of hours for a specific subject is determined for a current academic year.

Then schools adjust loads of subject teachers, which were tentatively distributed at the end of the previous academic year.

After that, class timetable is prepared. Class timetable in an educational organization is approved by its manager or officially his / her substitute. Class timetable specifies daily number, duration and sequence of classes. Class timetable in educational organizations provides for sufficient time for breaks for students to have some food and enjoy active rest.

Duration of breaks between classes for students of all types of general education organizations is at least 10 minutes and long break (after 2nd or 3rd lesson) – 30 minutes. Instead of a long break it is allowed to have 20-minute breaks after 2nd and 3rd lessons.
Duration of a lesson in educational organizations is 45 minutes (in special classes – not more than 40 minutes).
Classes in educational organizations start at 08.00 am earliest. Regardless of duration of academic week, daily study load of students is not more than **five** lessons at primary school, not more than **seven** lessons in middle school and not more than **eight** lessons in senior school.

**Deciding on class size**

**Central level:** According to the Sanitary Rules (2011), class size for general education institutions is 25 students at most.

**Regional level:** Estimated class size values can be modified in accordance with requirements of local authorities.

In senior classes of general schools, subject-oriented schools, gymnasiums and lyceums, it is allowed to decrease class size to 20 students. In case of reconstruction and capital repair of existing school facilities, it is allowed to determine class size based on the area of classrooms and unit area per student of at least 2.25 m².

**Grouping of students**

**Central level:** Examinations, tests, pass-fail examinations and competitions are not held for enrollment to the first grade of primary education organizations.

**School level:** Enrollment is done based on order of the manager of an educational organization.
It is not allowed to form classes based on the level of training and development of children. At the same time, maximum class size is 25 students.

However, in case of serious difficulties in learning, a child, after consultation with parents, can be examined by specialists of Psychology, Medical and Pedagogical Commission (PMPC). Based on opinion of this commission, such students will study under a specific PMPC program, or will be transferred to a correction class. It should be emphasized that all these procedures are done only with consent of parents or other legal representatives of a child.

Enrollment to 5th, 6th, 7th, 8th, 9th grades of educational organizations offering lower secondary education programs after completion of primary education is done by decision of a commission composed by order of the manager of an educational organization and ensures access to all students residing in the area served by given educational organization with consideration of interests of legal representatives.

Having said this, it is allowed to form classes based on prevailing electives (so called classes with orientation), with the main principle of selection, besides the desire of a student, being his / her special abilities and aptitudes in the subject of class orientation.

Enrollment to 5th, 6th, 7th, 8th, 9th grades of private educational organizations offering lower secondary education programs is done with consideration of provisions of a contract of fee-based educational services concluded between an educational organization and legal representatives of a student in accordance with Standard Contract of Educational Services.

Enrollment to 10th or 11th grade of a subject-oriented school is done with consideration of interests, aptitudes and abilities of a student when he / she chooses specialization of his / her study based on his / her personal applications, providing consent of student’s legal representatives and availability of a nationally recognized certificate of lower secondary education, without consideration of the area of student’s residence. Enrollment to 10th or 11th grade of general education gymnasiums and lyceums is done according to the Charter of a gymnasium or lyceum, based on application of a student or his / her legal representatives and providing availability of a nationally recognized certificate of lower secondary education, without consideration of the area of student’s residence.

In private organizations offering fee-based educational services, relations with students and their legal representatives are regulated with consideration of provisions of a contract of fee-based educational services concluded between an educational organization and legal representatives of students in accordance with Model Contract of Educational Services.

In case of rejection in enrollment to 10th or 11th grade of an educational organization offering general education programs of general secondary education, graduate of an educational organization and (or) his/her legal representatives apply to the authorized bodies in the field of education.

**Strategies to support students with learning difficulties**
**Central level:** In their review, OECD experts (2013) highlight that SPED for 2011-2020 contains several new initiatives that concern gifted students, elite schools and some teachers and a huge number of initiatives focused on improvement of quality of education as a whole, but there are no specific programs or initiatives for poor-performing students, students with abilities below average, or students lagging behind their peers. One of reasons of such situation, according to OECD experts, is the lack of an effective system to identify such students.

**School level:** At the same time, one cannot but notice that despite the lack of centralized coordination of work with poor-performing children, such work is carried out at school level (Box 2.2). This work is done by homeroom teachers and subject teachers under supervision of school psychologists. Also in order to overcome difficulties faced by students in class and homework, schools run afterschool groups, where students do such work under supervision of a teacher.

**Box 2.2.**

For purpose of helping poor-performing students, some schools of Kazakhstan use so called Social and Psychological Profile of a Child, which includes a whole range of parameters, such as health, family conditions, psychological characteristics (temperament, nervous system strength, self-esteem), position in class based on sociometry, real learning abilities (intellect, memory, learnability level, reading skills), special abilities, hemisphere dominance, aggressiveness level, anxiety level, modality (auditory learner, visual learner, kinesthetic learner), etc.

When characteristics of children’s personalities, their living conditions and communication with peers are taken into consideration, it allows working with them on individual basis and selecting the best methods of education and upbringing.

Source: JSC IAC, from school practices, 2013.

In addition, subject teachers compose individual plans of work with poor-performing children, hold individual and group consultations, and keep extra-work notebooks to work with children on most problematic issues.

**Organising school leadership**

**Central level:** School governance is based on the regulatory framework on education, as well as regulations developed by MESRK or its subordinate organizations.

Operations of schools per se are run by school administrations led by a principal. School principal is appointed based on results of a completion held in accordance with the Rules of Competitive Replacement of Managers of Public Secondary Education Institutions approved by Order of Minister of Education and Science dated February 21, 2012 No. 57 (further – Order No.57).

**School level:** Along with school principal, the administration includes his/her deputies for academic, methodological, educational and other work (depending on type and kind of school, as well as staffing table). Appointment of deputy principals is a prerogative of the principal and is executed by his / her order.

Job duties of a school principal and his / her deputies are formalized in Standard Qualification Characteristics of Teaching Positions and Equated Employees approved by Order of Minister of Education and Science dated July 13, 2009 No. 338 (Order No.338).

Together with his/her deputies, a principal discusses and composes school operational plan for each academic year and schedule of internal school control, which specify all aspects of school operations with indication of timeframes and responsibilities.

The most costly and difficult, both in terms of time and in terms of responsibilities, at present is the economic function of a principal: control of the state procurement process; signing of contracts; control of timely execution of accounting documents; compliance with sanitary norms and rules, fire safety rules, etc.

**And allocating and managing financial resources (e.g. deciding on budget allocation within schools)**

**Central level:** In Article 5 of Law “On Education” (2007), financing of subordinate organizations from budget funds is a competence of the MES. Also, the authorized body in the field of education enforces budget and financial discipline in subordinate organizations in accordance with the legislation of
the Republic of Kazakhstan, organizes and approves the methodology and rules of per-capital financing of secondary education (Law “On Education”, 2007)

School level: According to the Order No.338 job duties of a school principal include management of property and assets of the organization and submission of annual reports on receipt and spending of financial and material resources of owners.

Human resources (e.g. teacher selection, evaluation and dismissal)


School level: Principal of an educational organization (primary, basic secondary, and general secondary education) selects and places teachers and support staff; approves the management structure, staffing tables and job descriptions of employees; creates conditions for their professional development; manages teachers council; conducts attestation of staff in accordance with the established procedure; nominates teachers and other employees of the educational organization, who distinguished themselves in work, for rewards; imposes penalties within his / her competence; and makes decisions on dismissal of teachers.

Physical resources (e.g. use of school facilities)


Furthermore, material-and-technical infrastructure of schools, particularly learning and methodological resources and subject classrooms, are regulated by qualification requirements applied for licensing of educational activities, which are approved by GD RK dated June 2, 2007 No. 452.

Local governments of rayons (cities of oblast significance) support and assist with material-and-technical infrastructure of public educational organizations offering general education programs of primary, lower secondary and general secondary education (excluding educational organizations at correctional institutions of the correctional system).

School level: According to Law “On Education” competence of educational organizations includes material-and-technical support and equipping of educational organizations.

In Order No.338 job duties of a school principal include organization and improvement of scientific-and-methodological and material-and-technical infrastructure of the learning-and-education process, organization and improvement of methodological support of the learning-and-education process and support to development of modern information technology. Principal also manages property and assets of an educational organization within the limits established by the legislation, and ensures recording, safety and replenishment of learning-and-material infrastructure in accordance with normative requirements.

If publicly-funded privately-managed schools are present in the school system, comment on the differences in autonomy between these schools and public schools

There are no private schools financed from state budget in Kazakhstan. However, according to Law “On Status of Nazarbayev University, Nazarbayev Intellectual Schools and Nazarbayev Fund”. Intellectual schools are autonomous non-for-profit educational organizations established by the Government of the Republic of Kazakhstan to carry out activities in the field of preschool education and training, secondary education and other activities according to the Charter.

AEO are financed from the national budget, which is allocated by school boards according to the Charter.

Has the distribution of responsibilities within the school system recently changed? How? Which were the goals guiding these changes? Are any new changes or initiatives foreseen?

Therefore, due to high degree of centralization of the secondary education system in Kazakhstan, decisions on a whole range of key issues are made at national level:

- Curriculum development (SCES, educational plan and educational programs);
- Development of student assessment systems (UNT, EEEA).
Moreover, most decisions at regional, local and school levels are made within relevant regulations (Law of the Republic of Kazakhstan “On Education”, State Program of Development of Education for 2011-2020, Decrees of the Government approving various rules, norms, etc., Orders of Minister of Education, guidelines, etc.)

At central and regional levels the following decisions are made:
- Opening and closing of schools;
- Allocating and managing financial resources.

At the level of local government and school the following decisions are made:
- Allocating and managing physical resources;
- Class sizes.

At the level of school, the following decisions can be legitimately made:
- Distributing students by classes;
- Developing strategies to support poor performers;
- Organizing school leadership;
- Allocating and managing human resources (teacher selection, evaluation and dismissal).

Such distribution of decision-making responsibilities by levels (central, regional, local, school) has been traditionally preserved for many years and hasn’t undergone any fundamental changes in recent years.

At the same time, there are some changes indicating at emerging trend of growing school autonomy:

Testing of operations of school boards in some educational organizations (Order of Minister of Education and Science of the Republic of Kazakhstan No. 573 dated 27.12.2012); testing of per-capita financing in 63 pilot schools in 5 oblasts of the country, which is expected to be implemented in all educational organizations, excluding ungraded schools, by 2015 (new version of State Program of Development of Education for 2011-2020), which will significantly increase school autonomy in allocation and use of financial resources;

Possibility to allocate hours and identify extra classes within the variable part of educational plan, which provides some autonomy to schools in development of a final version of educational plan for a specific school for a specific academic year.

Distribution of responsibilities within schools has been traditionally preserved for many years: school leadership is a responsibility of the administration (principal and his / her deputies). Subject teachers work within their functional duties, and the rest personnel (according to the staffing table) work according to their job descriptions.

Teachers, who are most successful in their work and have extensive experience, can be offered to lead school methodological association, or, as a one-time initiative, to take over some authority and responsibility for holding of workshops, conferences and other school events.

The extent of delegation of responsibilities from the administration to teachers varies between schools and depends on individual management style of each specific principal.
2.5 Market mechanisms in the school system

To what extent have market mechanisms been introduced in the provision of educational services (e.g. degree of school choice by parents, public funding of privately-managed schools)?

SPED provides for transition to per-capita financing of all schools, excluding UGS. The goal of this principle of financing is improving effectiveness of budget expenditures and facilitating access to quality education for all groups of population. Per-capita financing will inevitably lead to competition between educational institutions, as schoolchildren will have an option to choose the best school, and money will go to school together with a student.

To what extent are parents able to choose the school their children attend?

Law “On Education” provides equality of rights of all for quality education. It means that parents have a right to have their children attend any school in the country. For purpose of 100 % coverage of school-age children, each school is assigned an area (microrayon). Each parent can apply for his / her child to attend a school, in micro-rayon of which they reside.

Changes in the school choice due to the introduction of per capita funding

The normative of per capita funding based on the principle of “money follows the student”. By introducing the mechanisms of per capita financing in secondary education organisations of Kazakhstan is expected to develop competition between the educational organisations, since it is assumed that students and their parents will be able to choose the best school, and the money will “come” into the school with the student.

Currently, according to the Law “On Education” and the Standard Rules for Enrollment to educational organisations delivering general education programs of primary, lower secondary and general secondary education established enrollment procedure in 1-9 grades by the serving area (microrayon) of educational organization.

Additional student enrollment, living in the serving area (microrayon) of educational organisation, after the student admission is not limited. However, in this case there should be available student seats in school and should comply with the limit class size.

Nowadays, in most cases schools in Kazakhstan are limited in additional enrollment due to the shortage of student seats in schools (Financial center).

Thus, changes in financing principles will not entail changes in the rules of school choice.

It should be mentioned that according to analytical report with findings of sociological survey “Quality of General Secondary Education by Regions, Regions’ Ratings” held by NCESA in 2013, parents most often indicate the following as main features that most accurately characterize a school: high professionalism of teachers (53%), comfortable atmosphere at school (45%), convenient location of educational organization (transport accessibility) (46.6%), as well as optimal study load (46.1%). As the graph shows, the most important are two parameters: school proximity to home, which is particularly important to parents, and good teachers. These items were selected by more than half of respondents. About a third of respondents selected “Teachers treat children well”, which emphasizes specifics of parents’ expectations from secondary school.

School prestige, equipment, staffing with teachers, no fees for tuition and availability of preparation for the lower secondary level of education have middle positions in the ranking of factors of school selection: each of these factors was reported by 30% to 40% of surveyed parents (NCESA, 2013).

At the end of the list of priority factors of school selection are such factors, as student population, links with colleges and higher educational institutions, no overload, no admission tests and medical attention to children.

Information on the number of students attending schools outside their microrayon, as well as number of students who want, but can not attend school outside their microregion are not presented due to the absence of statistical data in the frameworks of administrative reporting of the MES. However, for preparation of the annual National Report on the status and development of the education system of the Republic Kazakhstan, data published on students transportation to school and back home, which gives an idea about the number of little village kids that have no schools, and the number of students living in them(NCESA) (see Annex 2A, 2).
Mechanism for organizing new classes is described under “Which criteria are used to select students into schools for which demand exceeds supply” in this section (see below).

Figure 2.11 shows parents’ responses to the following questions: reasons for school selection, and what needs are actualized with such selection.

**Figure 2.10. Number of Respondents who Chose Given Characteristics of Schools as the Most Important**

<table>
<thead>
<tr>
<th>characteristic</th>
<th>number of respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers in this school treat children well</td>
<td>535</td>
</tr>
<tr>
<td>This school has good population of students</td>
<td>517</td>
</tr>
<tr>
<td>This school has established links with colleges...</td>
<td>583</td>
</tr>
<tr>
<td>This school is equipped well (special classrooms, PCs...)</td>
<td>574</td>
</tr>
<tr>
<td>This school has teachers in all subjects</td>
<td>538</td>
</tr>
<tr>
<td>Children are not overloaded with study here</td>
<td>366</td>
</tr>
<tr>
<td>There are good conditions to preserve children's health</td>
<td>358</td>
</tr>
<tr>
<td>This is a prestigious school, it has good feedbacks</td>
<td>587</td>
</tr>
</tbody>
</table>

**Source:** NCESA

**Which criteria are used to select students into schools for which demand exceeds supply?**

Enrollment to schools is based on Standard Rules of Enrollment to Educational Organizations Offering General Education Programs of Primary, Basic Secondary, General Secondary Education developed by MES approved by GD RK dated January 19, 2012 No. 127.

If a child resides in a microrayon assigned to a given school, this is sufficient to have him / her enrolled to a corresponding grade of this school (GD RK No.127).

If a school is officially registered as an institution with specific educational orientation, it has a right to organize and hold tests to identify the level of student’s readiness to study under programs offered by the school.

At the same time, according to the Sanitary Rules (2011), class size in general education institutions should be not more than 25 students. Estimated class size values can be modified in accordance with requirements of local authorities, providing that unit area per student is at least 2.25 m².

If this norm is not met, enrollment of children, who do not reside in a microrayon of given school, stops. If number of children residing in a microrayon of given school is above the permissible construction norms and rules RK (CNR), opening of another class is arranged. For that the principle applies the report about the enrollment at the beginning of the academic year (OIII-1), also principal of the school can apply to the head of rayon/city division about the necessity of opening a new class and an explanatory note which specifies reasons for its opening. Also to this package of documents attaches tarification, which contains the distribution of teacher workload in accordance with the education plan.

**What policies have been implemented to encourage competition between schools?**

This topic is discussed in paragraph “To what extent have market mechanisms been introduced in the provision of educational services (e.g. degree of school choice by parents, public funding of privately-managed schools)?”

**What type of information about the quality and performance of schools is made public (e.g. results of student standardised tests)?**

Most urban schools have Internet-resources, where they publish number of students who won or participated in various international or national Olympiads. Also, city web-sites contain information about school that received international or national rewards. They also contain results of national competitions “100 Best Schools”, “Best Teacher”, “Best Secondary Education Organization”. For instance, public
educational institutions, which win competitive grants for “Best Secondary Education Organization”, use grants for material-and-technical and scientific-and-methodological support of the educational process.

UNT results are publicly available. After testing, results are displayed on the same day in all UNT administration offices (UNTAO). At the same time, the results are sent to the National Testing Center, which in its turn submits daily statistics to MES. UNT results feed into school ranking by rayons, oblasts and country as a whole.

However, the individual student results are not published officially, additional information on socio economic status, language, education and place of residence is not available. Though in case of governmental educational scholarships, list of holders of these grants are published in media.

NCESA carries out analysis of UNT results across republic on basis of general statistical databases, which is provided by the National center of testing, in format of rural/urban, language of instruction, type/art of schools.

Departments of education publish on their official website the general results of rayon, schools and subjects (for example, Akloma oblast department of education). Participants receive UNT results in places, where UNT was hold immediately on the day of testing. Analysis of participants UNT results conducted within each school on their own and is not published nationwide.

NCESA prepares an analytical report, which is used in the National Report on Status and Development of Education System of the Republic of Kazakhstan. UNT results are published as a separate collection to be used in further planning of the learning process. All information about UNT results is also available in Internet-resources (MESRK, 2013)

**What other measures have been implemented to enhance accountability in the school system?**

For purpose of improving accountability in the system of secondary education, policy of student assessment results disclosure is applied (see Section 2.2).

Development of accountability in the system of secondary education was analyzed in the World Bank Report on School Autonomy and Accountability. This document discusses application of student assessment results, achievements of schools and students, budget planning, financial reporting at local, regional and central levels. Findings of this report indicate that the accountability policy is at the emerging stage (World Bank, 2013).
2.6 Performance of the school system

Summarise information on access, participation and completion rates at different levels of the school system such as: entrance rates, student enrolment, transition rates, completion rates, average study duration, incidence of year repetition and early school drop-out. Outline recent trends in these indicators.

Access to education

According to Article 8 Law “On Education” (2007), right for education is enforced by the state through development of the education system, improvement of its legal framework and creation of necessary social and economic conditions for access to education in accordance with the Constitution of the Republic of Kazakhstan.

The state ensures free-of-charge access of citizens of the Republic of Kazakhstan to preschool, primary, lower secondary and general secondary education.

Foreigners and stateless persons, who permanently reside in the Republic of Kazakhstan, as well as those who came to the Republic of Kazakhstan for family reunification, have equal rights with citizens of Kazakhstan for access to preschool, primary, lower secondary and general secondary education in accordance with the procedure established by the authorized body in the field of education.

For citizens, who cannot attend primary, lower secondary and general secondary education organizations due to health reasons during a long period of time, individual free-of-charge schooling at home or in facility providing inpatient care, rehabilitation treatment and medical rehabilitation, is organized.

The state, by implementing the goal of inclusive education, provides disabled citizens with special conditions for access to education, correction of development and social adaptation at all levels of education.

The state guarantees operation of ungraded schools and boarding schools to enforce the right for access to primary, lower secondary and general secondary education for children residing in small settlements.

In case of unavailability of a school in a settlement, Akim of a town, village, rural rayon arranges free-of-charge return transportation of students to the nearest school.

Participation rates

One of the main tasks of the education system is execution of Constitutional rights of citizens for free-of-charge quality education. One of indicators of access to the education system is participation of population in secondary education.

Table 2.6 shows shares of students in preschool, primary and secondary education in Kazakhstan as of 2012.

Table 2.6. Enrollment Rates in Primary and Lower secondary education in Kazakhstan (2012)

<table>
<thead>
<tr>
<th></th>
<th>Primary education, net enrollment rate (NER), %</th>
<th>Primary education, gross enrollment rate (GER), %</th>
<th>Lower secondary education, net enrollment rate (NER), %</th>
<th>Lower secondary education, gross enrollment rate (GER), %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total in the country</td>
<td>87,6</td>
<td>101,3</td>
<td>92</td>
<td>105,9</td>
</tr>
</tbody>
</table>

Note:
Gross enrollment rate (%) means gross enrollment, irrespective of age, measured as share of population of the age group, which formally corresponds to given level of education.
Net enrollment rate (a %) means school enrollment of children of the formal school age measured as share of population corresponding to the formal school age.
1. Primary education in Kazakhstan can start from the age of 6 years old (57% of 1st graders in 2010) or 7 years old (40% of 1st graders in 2010). Therefore, formal (compulsory) school age can be 6-14 years old, or 7-15 years old. Numbers in columns 1-4 show average gross and net enrollment rates for both age groups (6-14 and 7-15 years old).

Total share of students enrolled in primary education in 2012 was 101.3%. This indicator shows that the number of children attending primary schools is higher than the number of children in the respective age group. Actual share of students enrolled in primary education is 87.6%, which means that many students are older or younger than the established age.

In lower secondary education, the share of total enrollment was 105.9%, the actual percentage of students covered by the general secondary education was 92%. Methodology for calculating the total, net and adjusted net enrollement ratios are identical to the primary and secondary levels of education.

The net enrollment rate in primary and lower secondary education in Kazakhstan is below 100%, as the method of calculation excludes students not complying with the theoretical age group this level of education.

One reason for this discrepancy of students education theoretical age group is that at the age of 6 or 7 children can start grade 1. Therefore, the calculation does not take into account children who enrolled to grade 1 at the age of 6, as well as grade 5 students at the age of 10.

Currently MES amends to the Law “On Education” in the reception of the children to the grade 1 at the age of 6 (NCESA).

Transition and completion rates (graduation from 9th and 11th grades, admission to 10th grade)

Total population of 11th grade students as of the beginning of academic year 2011-2012 was 161 188. Number of secondary school graduates (11th grade) was 156 495 (MESRK, 2011); number of lower secondary school graduates was 233 074. Enrollment to the 10th grade in 2012 was 144 351 persons, which is significantly lower than the number of 9th grade graduates. This is explained by several reasons: transition to TVE institutions, external migration, and completion of lower secondary school under program for children with mental disabilities, which does not foresee further study in general school (MESRK, 2012).

Average duration of study

At present, duration of study in secondary school is 11 years. Since secondary education in Kazakhstan is compulsory, exact, rather than average, duration of study in general school could be determined. If a student graduates from an evening school, he / she will receive a diploma of graduation from 11th (12th) grade, as regulated by Order of Minister of Education and Science of the Republic of Kazakhstan dated September 17, 2013 No. 375 “On Approval of Standard Rules of Activities, by Types of General Education Organizations (Primary, Lower secondary and General Secondary Education)”.

It is not possible to determine average duration of study till completion of secondary education in case of students, who after lower secondary school went to TVE institutions, because of varying periods of study in these institutions.

Incidence of year repetition and early school drop-out

During academic year, learning results are summarized at the end of each quarter. Overall attestation of students for program of the completed grade is done on the basis of results of all quarters.

According Standard Rules of Ongoing Control of Performance and Interim and Final Attestation of Students approved by Order of Minister of Education and Science of the Republic of Kazakhstan dated March 18, 2008 No. 125:

- Students of the 1st grade do not repeat a year, except for students, who can be left to repeat a year based on a recommendation of psychological-medical-pedagogical commission (PMPC) and upon agreement with parents (or other legal representatives).
- Students of 5th-8th (9th), 10th (11th) grades, who have unsatisfactory grades in one or two subjects, are admitted to interim attestation. Students, who have unsatisfactory grades in three and more subjects, repeat a year based on a decision of a pedagogical council of an educational organization approved by order of the head of an educational organization.
- For students of 2nd-4th grades, who have unsatisfactory grades in not more than two subjects, repeated tests in form of oral, written, or multiple choice-tests are organized based on a decision of a pedagogical council. If students get grades “3”, “4”, or “5”, they are transferred to the next grade.
• Students of 5th-8th (9th), 10th (11th) grades, who have unsatisfactory final grades in one or two subjects, are subject to repeated attestation in these subjects. During summer vacation, these students receive corresponding tasks in these subjects.

• Repeated attestation is held at least three weeks after the end of academic year. If students get unsatisfactory final grades for repeated attestation, they repeat a year, or, providing a recommendation of psychological-medical-pedagogical consultation and agreement of parents (or other legal representatives), are transferred to compensating study classes.

As Table 2.7 shows, 100% enrollment rate is one of the priorities of the education system in Kazakhstan. For purpose of achievement of this target, in September and January each academic year, Month of General Education is held, with the report being submitted to Committee for Protection of Children’s Rights of MESRK. Notion “early school drop-out” is not common in Kazakhstan’s system of secondary education due to urgency / temporality of reasons behind each of such cases (antisocial behavior of parents, and accidents leading to complete full disability of a child, or death).

Table 2.7. Number of students, left for repetition year

<table>
<thead>
<tr>
<th>Academic years</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students</td>
<td>721</td>
<td>1240</td>
<td>1065</td>
</tr>
</tbody>
</table>

Source: Date of MES RK “Key indicators of secondary education system in 2011-2012 academic year”, Astana, 2011

During the last three years, number of students who had to repeat a year hasn’t changed significantly, and in 2012-2013 it was 0.04% of all students, which proves effectiveness of efforts made to prevent underperformance of students.

Provide information on measures of student performance: qualifications attained, results achieved in standardised assessments, levels of education reached by the population.

Kazakhstan participates in international assessments, such as: PISA, TIMSS and PIRLS (in 2016). Kazakhstan participated in TIMSS studies in 2007 and 2011 and in PISA program in 2009 and 2012. In TIMSS in 2007, Kazakhstan was rated 5th in Mathematics and 11th in Sciences among 4th grade students out of 36 countries. TIMSS results were significantly lower in 2011, around average scores. Students of 4th grade in Kazakhstan were rated 27th in Mathematics and 32nd in Sciences out of 50 countries. Testing results put Kazakhstan’s 8th graders on the 17th position in Mathematics and 20th position in Sciences out of 42 countries. In PISA 2009, Kazakhstan got 405 scores in Mathematics (56th out of 65 countries), 400 scores in Sciences (64th) and 390 scores in Reading (64th). In comparison with PISA 2009, in PISA 2012 average achievements of schoolchildren in Kazakhstan improved. Kazakhstan went 10 positions up the in country ranking, from 59th position to 49th (OECD, 2014).

One of key elements that ensure effective management and development of education system are students’ learning achievements (NCESA, 2013). Unified National Testing (UNT) is a form of final attestation of students at general secondary education organizations, which is combined with entrance exams to educational organizations that offer post-secondary or higher education (Law of the Republic of Kazakhstan “On Education”, 2007).

Consistent upward trend in average scores was observed in 2004-2007. In 2008, average UNT score decreased compared to 2007 by 3 points (Figure 2.12). From 2009 to 2011 there was an upward trend in UNT results. For instance, annual growth of average UNT score in 2009 was 6.8 points, in 2010 – 10 points, and in 2011 – 1.8 points. In 2012, national score was 70.91 scores, which lower than 2011 level by 15.7. In the current year, 2013, average score has increased by 3.56 against 2012.
To pass the final examination in form of UNT prefers most of the school graduates in Kazakhstan. So in 2011, the UNT coverage was 79% out of all secondary school graduates, in 2012 – 75%, and in 2013 exceeded to 80%.

**Level of education of the population**

According to the census of 2009, out of 1 000 persons there were following: 198 persons aged 15 years old and more with higher education, 31 persons with unfinished higher education, and 250 persons with secondary special education. These levels of education are found among 48% of population of the country aged 15 years old and more (Table 2.8).

Number of population with general secondary education in 2009 decreased to 335 against 366 in 1999 (out of 1 000 persons), lower secondary education – to 133 against 180, and primary education – to 49 against 74. At the same time, absolute number of people of with general secondary education dramatically increased – by 158,816 persons (ARKS, 2011).

Also, there are indications of growing scientific capacity of population. For instance, 5 049 persons had Doctor of Sciences degree (in census of 1999 – 2 233 persons), i.e. in 10 years, number of people with Doctor of Sciences degrees more than doubled; 17 506 persons had Candidate of Sciences degree (in census of 1999 – 10 393 persons), i.e. 1.7-fold increase; and 1 687 persons had PhD degree (PhD degree was included in census forms only in 2009) (ARKS, 2011).

According to census data (2009), more than 50 000 people have two and more university degrees, including 23 800 (46%) men and 27 500 (54%) women.

In Almaty and Astana, main educational centers of the country, population demonstrates highest levels of education, because these cities accommodate the largest number of higher educational institutions. In 2009, number of higher educational institutions in Almaty was 52, and in Astana 12 (ARKS, 2011).

Growth of educational and scientific capacity of the country was driven by increase in the number of private educational institutions in the country, activities of international educational institutions and their branches, as well as expanded opportunities for Kazakh citizens to study abroad under Bolashak program and other international educational grants and scholarship, or independent self-funded study.

**Table 2.8. Level of Education of Population Aged 15 Years Old and More**

<table>
<thead>
<tr>
<th>Population aged 15 years old and more</th>
<th>Total</th>
<th>Men</th>
<th>Women</th>
<th>Men, %</th>
<th>Women, %</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>12 117 523</td>
<td>5 722 439</td>
<td>6 395 084</td>
<td>47,2%</td>
<td>52,8%</td>
</tr>
<tr>
<td></td>
<td><strong>Out of which:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Higher</td>
<td>2 407 523</td>
<td>1 021 350</td>
<td>1 386 173</td>
<td>8,4%</td>
<td>11,4%</td>
</tr>
<tr>
<td>Unfinished higher</td>
<td>380 003</td>
<td>168 863</td>
<td>211 140</td>
<td>1,4%</td>
<td>1,7%</td>
</tr>
<tr>
<td>Secondary special</td>
<td>3 039 965</td>
<td>1 372 920</td>
<td>1 667 045</td>
<td>11,3%</td>
<td>13,8%</td>
</tr>
<tr>
<td>General secondary</td>
<td>4 074 026</td>
<td>2 109 358</td>
<td>1 964 668</td>
<td>17,4%</td>
<td>16,2%</td>
</tr>
<tr>
<td>Lower secondary</td>
<td>1 621 460</td>
<td>809 614</td>
<td>811 846</td>
<td>6,7%</td>
<td>6,7%</td>
</tr>
<tr>
<td>Primary general</td>
<td>594 546</td>
<td>240 334</td>
<td>354 212</td>
<td>2,0%</td>
<td>2,9%</td>
</tr>
</tbody>
</table>
When examining the level of education of population in gender context, we see that women dominate in each of these levels, except for lower secondary education, where men’s and women’s shares are equal.

Provide information about differences in performance across student groups (e.g. students in remote areas, students in disadvantaged areas, cultural minorities, students with special needs) and school types (e.g. public vs. private, urban vs. rural area, by school size).

students in remote areas – no data,
students in disadvantaged areas – no data

cultural minorities – no data

Urban vs. rural area

According to PISA results in 2009, average reading level was 376 scores for children in rural area, 383 scores for children in cities, 419 scores for children in large cities, and 431 scores for children in Astana and Almaty cities. By UNT results (see Chapter 3), students of rural schools on average got 66.50 points, and students of urban schools – 76.16 points (OECD, 2014).

Comparative analysis of UNT results in context of rural / urban breakdown showed that average score of rural graduates is 8.74 points lower. Compared to 2012, average UNT score of urban graduates increased by 2.89 points, and rural graduates – by 3.86 (NCESA, 2012).

Therefore, results of both above-mentioned standardized assessments show lower quality of knowledge among students of rural schools compared to urban schools.

Regional differences

In UNT 2013, nine regions and republican schools showed below-average results. At the same time, compared to 2012, average score increased by 3.56 points. Average national UNT score in 2013 was 74.47 points (Figure 2.12).

Figure 2.12. Average UNT Score, 2013, by Oblasts

Source: Data of JSC NCESA “Comparative Analysis of Unified National Testing Results in 2004-2013, p. 9
2.7 Policy approaches to equity in education

What central policies or programmes exist to encourage the school system to advance equity goals?

At present enforcement of the principle of equal opportunities for groups of citizens listed in Article 8, Law of the Republic of Kazakhstan “On Education” (2007) is regulated by the following regulations at the level of LEA:

- Rules of Formation, Distribution, Spending and Recording of Funds Allocated for Provision of Financial and Material Assistance to Students of Public Educational Institutions from Families that are Eligible to Receive State Targeted Social Assistance, as well as Families that do not Receive State Targeted Social Assistance but Have Average Per Capita Income below the Minimum Subsistence Level, and Orphans, Children without Parental Care, Foster Children, Children from Families that Need Urgent Assistance due to Emergency Situations, and Other Categories of Students, approved by GD RK dated January 25, 2008 No. 64.


According to Standard Rules of Activities of Special Educational Organizations approved by GD RK dated May 17, 2013 No. 499, “the state provides disabled citizens with special conditions for access to education, correction of development disabilities and social adaptation”. Moreover, the main goal of SPED is to ensure full coverage of children with equal access to quality education regardless of age, gender, ethnicity, religion and health status. For this purpose, SPED provides for development of inclusive education for disabled children and adults in corresponding levels of education. It also provides for development of modular programs of integrated learning for children with special needs and organization of distance learning for disabled children. It is planned that 3 030 schools will create conditions for equal access to learning and education for children with special needs (i.e. availability of special education teachers, psychology and pedagogical support to children, special individual technical and compensatory means).

Law “On Education” approves the list of 10 citizen categories that need social assistance over the period of their study (see Annex 2A, 3).

For citizens, who cannot attend primary, lower secondary and general secondary education organizations due to health reasons during a long period of time, individual free-of-charge schooling at home or in inpatient facility is organized.

The state pays a lot of attention to inclusive education, which is guaranteed by Law “On Education” (2007). Inclusive education means joint learning and education of disabled persons with equal access, along with other categories of students, to relevant educational programs, correctional-and-pedagogical and social support to development by ensuring special conditions. The state, by implementing the goal of inclusive education, provides disabled citizens with special conditions for access to education, correction of development and social adaptation at all levels of education.

Information about children studying at home under individual programs in form of family education, and disabled children, orphans and children without parental care in schools and boarding schools in academic year 2012-2013 will be given in section “Special-Needs Students”.

Describe any policies, targets or goals that apply to specific groups such as those from low income families, disadvantaged areas, cultural minorities or students with special needs.

Financing plan of each school includes specifics No.163 “Universal compulsory secondary education fund expenses”, which is intended for purchase of clothes and footwear, as well as free-of-charge hot meals for children from low-income families from 1st to 11th grade, as well as orphans and foster children.

Cultural minorities

According to data of Agency of the Republic of Kazakhstan for Statistics (ARKS), in 2012 population of Kazakhstan was about 16.7 million. Kazakhstan is multiethnic state, with representatives of 125 nations and ethnicities living on its territory. According to the census 2009, the following seven


ethnicities were most numerous (share of each of them in total population of the country is more than 1%) – Kazakhs, Russians, Uzbeks, Ukrainians, Uighurs, Tatars, and Germans, who account to 95.6% of the country’s population. The largest share in total population belongs to Kazakhs – 63.1%, followed by Russians – 23.7%. Other ethnicities and ethnic groups account to 13.2% of the country’s population (ARKS, 2011).

For purpose of providing equal educational opportunities and access to educational services, there are schools in Kazakhstan with various languages of instruction for organization of the learning process in these schools. For instance, in academic year 2012-2013, there were 7 402 general schools reporting to MES and LEA in the country, including schools with Kazakh language of instruction – 3 819, Russian language of instruction – 1 394, Uzbek language of instruction – 60, Uighur language of instruction – 14, Tajik language of instruction – 2, and mixed – 2 113 (Table 2.9).

Table 2.9. Distribution of Day General Schools reporting to MES, by Language of Instruction, as of Beginning of Academic Year 2012-2013 (without Special Educational Organizations)

<table>
<thead>
<tr>
<th>No.</th>
<th>Oblasts</th>
<th>Schools total</th>
<th>Kazakh</th>
<th>Russian</th>
<th>Tajik</th>
<th>Uzbek</th>
<th>Uighur</th>
<th>Mixed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Akmola</td>
<td>631</td>
<td>180</td>
<td>221</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>230</td>
</tr>
<tr>
<td>2</td>
<td>Aktobe</td>
<td>445</td>
<td>287</td>
<td>32</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>126</td>
</tr>
<tr>
<td>3</td>
<td>Almaty</td>
<td>741</td>
<td>397</td>
<td>19</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>11</td>
</tr>
<tr>
<td>4</td>
<td>Atyrau</td>
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<td>138</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>55</td>
</tr>
<tr>
<td>5</td>
<td>East-Kazakhstan</td>
<td>698</td>
<td>356</td>
<td>164</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>178</td>
</tr>
<tr>
<td>6</td>
<td>Zhambyl</td>
<td>456</td>
<td>310</td>
<td>15</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>130</td>
</tr>
<tr>
<td>7</td>
<td>West-Kazakhstan</td>
<td>412</td>
<td>277</td>
<td>36</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>99</td>
</tr>
<tr>
<td>8</td>
<td>Karaganda</td>
<td>556</td>
<td>255</td>
<td>110</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>191</td>
</tr>
<tr>
<td>9</td>
<td>Kostanai</td>
<td>568</td>
<td>140</td>
<td>299</td>
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<td>0</td>
<td>0</td>
<td>129</td>
</tr>
<tr>
<td>10</td>
<td>Kyzylorda</td>
<td>290</td>
<td>259</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>27</td>
</tr>
<tr>
<td>11</td>
<td>Mangistau</td>
<td>123</td>
<td>103</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>16</td>
</tr>
<tr>
<td>12</td>
<td>Pavlodar</td>
<td>411</td>
<td>155</td>
<td>98</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>158</td>
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<td>13</td>
<td>North-Kazakhstan</td>
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<td>146</td>
<td>306</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>133</td>
</tr>
<tr>
<td>14</td>
<td>South-Kazakhstan</td>
<td>1019</td>
<td>735</td>
<td>9</td>
<td>2</td>
<td>59</td>
<td>0</td>
<td>214</td>
</tr>
<tr>
<td>15</td>
<td>Astana City</td>
<td>70</td>
<td>24</td>
<td>10</td>
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<td>36</td>
</tr>
<tr>
<td>16</td>
<td>Almaty City</td>
<td>181</td>
<td>55</td>
<td>62</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>61</td>
</tr>
</tbody>
</table>

| Republican boarding schools | 7 | 2 | 0 | 0 | 0 | 0 | 5 |  
| NIS                            | 7 | 0 | 0 | 0 | 0 | 0 | 7 | 
| Gymnasium Bobek                | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 

| TOTAL: | 7402 | 3819 | 1394 | 2 | 60 | 14 | 2113 |

Source: Data of MESRK “Key indicators of preschool and secondary education system in academic year 2012-2013”, p. 296-297

In academic year 2012-2012, largest number of students was representatives of Kazakh (1 820 087), Russian (340 005) and Uzbek (103 138) ethnicities. Ethnic Composition of Students of General Schools represented in 23 ethnicities, as of Beginning of Academic Year 2012-2013. Any kind of ethnic tensions never happened, as the population of Kazakhstan historically multiethnic and the representatives of many ethnicities tolerate each other (see in Annex 2A T.2A.8 and Figure 2.13).


Figure 2.13. Ethnic Composition of Students of General Schools Reporting to LEA and MES, as of Beginning of Academic Year 2012-2013

Source: Data of MESRK "Key indicators of preschool and secondary education system in academic year 2012-2013", Astana, 2012, p. 276

Students with special needs

According to Standard Rules of Activities of Special Educational Organizations (2013), the state provides disabled citizens with special conditions for access to education, correction of development disabilities and social adaptation.

Depending on specific tasks and features of the educational process, areas of activities on rehabilitation of students, as well as levels of educational programs offered, special general education organizations are created for children with special needs (see Annex 2A, 4).

According to SPED (2010), “barrier-free zones” for disabled children will be created in schools by 2020. It includes installment of lifting devices, entrance ramps, special devices for toilets, handrails, special desks, tables and other special compensatory means. Disabled children, who study at home, will be provided with computer equipment and support based on their individual capabilities and needs.

In academic year 2012-2013, number of students studying at home under individual programs, in form of family education, disabled children, orphans, as well as children without parental care, in schools and boarding schools, was 38 935. The largest number of such children resides in Almaty oblast – 4 353, and the smallest number in Mangistau Oblast – 787 (see Annex 2A, T.2A.9, T.2A.10).

In academic year 2012-2013, number of schools with special classes was 388, with population of 8 825 students. By diability of children the biggest number of students is by delay of psychological development (7 962 children).

One of the main reasons for the presence in Astana large numbers of children with disabilities is the high level of revealing of such children, it is supported by the sufficient number of PMPC in the city, which cannot be said in overall Kazakhstan. Today, the most urgent problems in the organization of work with students with disabilities in development are insufficient number of PMPC in oblasts, there is extremely insufficient number psychological and special education classrooms, as well as the lack of conditions for inclusive education for children with disabilities in educational institutions. To the January 1, 2014 there operated 57 PMPC instead of necessary 83 PMPC. The need for PMPC was 32 units (Annex 2A, T.2A.11).
2.8 Main challenges

Discuss the main challenges currently facing the school system in the country.

Since independence of the Republic of Kazakhstan, the system of secondary education has experienced numerous structural changes driven by economic, social and demographic transformations in the society. These changes led to issues related to poor material-and-technical, learning-and-methodological base and a need to upgrade the content and methods of learning (SPED, 2010). As the above-mentioned issues are interrelated, addressing one of them would have a significant impact on others. Results of international assessment PISA-2009 and their analysis made by international organization OECD identified the following problems in the system of secondary education:

- Large gap in performance between students of rural and urban schools;
- Poor material-and-technical base;
- Studying in three shifts;
- Schools in critical condition;
- Large share of ungraded schools;
- Lack of highly qualified teachers and school administrators;
- Low level of teacher training;
- Insufficient financing of schools.

Urgency of these issues is acknowledged in SPED, which provides for phased resolution of each of them.

Are there any pressures for further decentralisation, or on the contrary, recentralisation of decision-making in school policy?

The process of decentralization or centralization of decision-making in the system of secondary education is regulated by Law “On Education”.

According to the World Bank’s data on autonomy and accountability of schools, responsibility for decision making on various matters is gradually shifting from central bodies to the school level (World Bank, 2013). The following indicators of school autonomy and accountability were identified:

- Autonomy in budget planning and approval;
- Autonomy in human resources management;
- Participation of school board in school governance;
- School and student assessment;
- Accountability to stakeholders.

These indicators of school autonomy can have a status of established or latent policies. At present, autonomy in budget planning and approval is still emerging, while autonomy in human resources management is established. Status of school board participation in school governance is defined as latent – there are pilot projects on creation of school boards in educational organizations (State Program of Development of Education, 2010). School and student assessment has a status of established policy, which means that there is good experience in this area, although there are some limitations, which were discussed in the previous paragraph. Policy in the field of accountability to stakeholders is still emerging and closely related to the school autonomy policy (World Bank, 2013).

Is the school system facing any issues of coordination among the different decision-making levels?

According to Law of the Republic of Kazakhstan dated July 27, 2007 No. 319-III “On Education”, Article 5, authorized bodies in the field of education carry out inter-sector coordination, provide methodological guidance to local government bodies in the field of education, and implement unified state policy in the field of education.

At the central level competencies of authorized bodies include formation of legislative base (orders, instructions, methodical guidances and etc.) and educational content.

LEA carry out main function to maintain the school network, coordinate activities of school through departments of education of cities/oblast and divisions of education of rayon and support schools with methodology.

In accordance with SPED, currently a policy to increase school autonomy is conducted (SPED, 2010).
What are the main areas of disagreement between education stakeholders about current school policy?

International organizations, such as UNICEF, World Bank, Asian Development Bank, and OECD, participating in a dialogue as education consultants, identify the following areas of disagreement about current education policy: education quality assessment at the level of teachers and students, effectiveness of financing and allocation of resources (UNICEF, 2010; Asian Development Bank, 2004; World Bank, 2013; OECD, 2014).

UNICEF (2010) in its Kazakhstan country profile on education identifies the following problems: the low coverage of preschool education, access to education for the children with special needs, the quality of education (the difference in the student achievement in urban and rural schools, Kazakh and Russian language of instruction), the shortage of qualified teachers in remote areas, shortage of schools and schools in poor condition.

According to the country report SABER “School Autonomy and Accountability” of World Bank (2013) school budgets in Kazakhstan are determined at the local level (Akimats), which can lead to an unequal allocation of funds at the regional level (city/village) and at the level of schools within the same district.

Elaborate on the main reasons for disagreement.

Main reason for such disagreement is low competitiveness of the education system, which was demonstrated by participation of Kazakhstan’s students in international studies, such as PISA and TIMSS (OECD, 2014).
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Edict of the President of the Republic of Kazakhstan dated October 11, 2004 No. 1459 *State Program of Development of Education of the Republic of Kazakhstan*
Chapter 3 "Governance of resource use in schools" describes the share of educational resources, defines sources of education financing and indicates procedures of policy implementing to improve the efficiency of resource use. It is indicated the formation of a national education policy in secondary education system. In framework of main issues there are aspects of resource use governance and alternative policy options, which are currently under consideration. Finally the chapter identifies the main areas of disagreement among stakeholders regarding the management of resources in the secondary education system and indicating their causes.
3.1 Level of resources and policy concerns

What is the total budget allocated to education (including tertiary and adult education)?

In 2012, the total budget allocated to education amounted to KZT 1 311 993 mln. (Table 3.1), which is higher by KZT 311 708 mln. compared to the same period in the previous year. In 2012, the share of education expenditures in GDP was 4.1%. It stands to mention an increase in public spending on all levels of education.

Thus, from 2011 to 2012 public spending on pre-school education increased by KZT 46 469 mln., on secondary education – KZT 92 246 mln., technical and vocational education – KZT 18 651 mln., post-secondary and postgraduate education – KZT 23 908 mln., other educational programs – KZT 126 434 mln.

Table 3.1. Public Spending on Education in 2011-2012

<table>
<thead>
<tr>
<th>Levels of Education</th>
<th>2011</th>
<th>2012</th>
<th>Changes for 2 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-school education</td>
<td>93 590</td>
<td>140 059</td>
<td>46 469</td>
</tr>
<tr>
<td>as % of GDP</td>
<td>0.4</td>
<td>0.4</td>
<td>0</td>
</tr>
<tr>
<td>Secondary education</td>
<td>509 962</td>
<td>606 208</td>
<td>96 246</td>
</tr>
<tr>
<td>as % of GDP</td>
<td>1.9</td>
<td>1.8</td>
<td>-0.1</td>
</tr>
<tr>
<td>Technical and vocational education</td>
<td>72 466</td>
<td>91 117</td>
<td>18 651</td>
</tr>
<tr>
<td>as % of GDP</td>
<td>0.3</td>
<td>0.3</td>
<td>0</td>
</tr>
<tr>
<td>Graduate and postgraduate education</td>
<td>89 076</td>
<td>112 984</td>
<td>23 908</td>
</tr>
<tr>
<td>as % of GDP</td>
<td>0.3</td>
<td>0.4</td>
<td>0.1</td>
</tr>
<tr>
<td>Other educational programs</td>
<td>235 191</td>
<td>361 625</td>
<td>126 434</td>
</tr>
<tr>
<td>as % of GDP</td>
<td>0.9</td>
<td>1.2</td>
<td>0.3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1 000 285</td>
<td>1 311 993</td>
<td>311 708</td>
</tr>
<tr>
<td>as % of GDP</td>
<td>3.8</td>
<td>4.1</td>
<td>0.3</td>
</tr>
</tbody>
</table>

Source: Data of the Finance and Investment Project Department of the Ministry of Education and Science of RK (FIPD of MESRK)

In 2011-2012, there were positive changes in funding allocations from the republican budget and local budgets and as % of GDP (Table 3.2).

Table 3.2. Public Spending on Education by MESRK Organizations

<table>
<thead>
<tr>
<th>From the national budget</th>
<th>2011</th>
<th>2012</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>256 410</td>
<td>354 235</td>
<td>97 825</td>
</tr>
<tr>
<td>From the local budgets</td>
<td>743 875</td>
<td>957 758</td>
<td>213 883</td>
</tr>
<tr>
<td>Total</td>
<td>1 000 285</td>
<td>1 311 993</td>
<td>311 708</td>
</tr>
<tr>
<td>As % of GDP</td>
<td>3.8</td>
<td>4.1</td>
<td>0.3</td>
</tr>
</tbody>
</table>

Source: Data of the FIPD of MESRK

Under Article 62 of the Law “On Education” of RK, the government shall ensure allocation of public funds to education based on priorities. Public organizations shall be funded through the budget based on the requirements set based on the SCES by levels of education and provisions defined by the laws of RK.

Main funding sources in education are the republican budget and local budgets. Public schools are financed through the local budgets of regions (oblasts), whereas republican targeted transfers come from the republican budget.

As can be seen in Figure 3.1, the largest share of spending on education is accounted for by the secondary education – 46%, other educational programs – 27%, pre-school education – 11%, post-secondary and postgraduate education – 9%, and technical and vocational education – 7% of the total spending on education.
The reasons for allocation of the largest share of funds to secondary education (46%) include such characteristics of this level of education as the free-of-charge basis, the longest duration (11-12 years, depending on the type of school) and a large number of students (universal schooling), as well as the physical condition of general education day schools, out of which 19.8% require major repairs, 2.6% are in disrepair and 3.9% are located in re-equipped buildings.

**What is the total budget allocated to schooling (i.e. pre-tertiary education)?**

In 2012 financial investments in secondary education has increased by KZT 96 246 mln. and amounted to KZT 606 208 mln. (KZT 509 962 mln. in 2011). The share of secondary education expenditure out of the total expenditure on education in 2012 was 46% (Table 3.3).

<table>
<thead>
<tr>
<th>Level of Education</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary education</td>
<td>509 962</td>
<td>606 208</td>
</tr>
<tr>
<td>As % of GDP</td>
<td>1,9</td>
<td>1,8</td>
</tr>
</tbody>
</table>

*Source: Data of the FIPD of MESRK*

**Outline the trends in the schooling and education budgets in recent years.**

In the period of 2001-2012, expenditure on education in general and spending on secondary education grew steadily (Table 3.4).
Table 3.4. Changes in the Budget Outlays by Levels of Education in 2001-2012

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-school education</td>
<td>3,322</td>
<td>3,880</td>
<td>4,553</td>
<td>6,542</td>
<td>9,589</td>
<td>12,937</td>
<td>20,646</td>
<td>27,288</td>
<td>32,067</td>
<td>63,332</td>
<td>93,590</td>
<td>140,059</td>
</tr>
<tr>
<td>as % of GDP</td>
<td>0.1</td>
<td>0.1</td>
<td>0.1</td>
<td>0.1</td>
<td>0.1</td>
<td>0.1</td>
<td>0.2</td>
<td>0.2</td>
<td>0.3</td>
<td>0.4</td>
<td>0.4</td>
<td></td>
</tr>
<tr>
<td>Secondary education</td>
<td>6,722</td>
<td>8,174</td>
<td>9,890</td>
<td>12,743</td>
<td>15,736</td>
<td>19,527</td>
<td>26,599</td>
<td>29,266</td>
<td>36,664</td>
<td>42,370</td>
<td>50,996</td>
<td>60,620</td>
</tr>
<tr>
<td>as % of GDP</td>
<td>2.1</td>
<td>2.2</td>
<td>2.1</td>
<td>2.1</td>
<td>2.0</td>
<td>1.8</td>
<td>2.2</td>
<td>2.2</td>
<td>1.9</td>
<td>1.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TVE</td>
<td>3,018</td>
<td>3,910</td>
<td>5,299</td>
<td>6,714</td>
<td>9,076</td>
<td>10,406</td>
<td>14,525</td>
<td>33,955</td>
<td>48,893</td>
<td>51,434</td>
<td>72,466</td>
<td>91,117</td>
</tr>
<tr>
<td>as % of GDP</td>
<td>0.1</td>
<td>0.1</td>
<td>0.1</td>
<td>0.1</td>
<td>0.1</td>
<td>0.2</td>
<td>0.3</td>
<td>0.3</td>
<td>0.3</td>
<td>0.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate and postgraduate education</td>
<td>9,344</td>
<td>11,783</td>
<td>12,763</td>
<td>15,423</td>
<td>24,956</td>
<td>37,784</td>
<td>47,642</td>
<td>54,815</td>
<td>62,187</td>
<td>73,429</td>
<td>89,076</td>
<td>11,298</td>
</tr>
<tr>
<td>as % of GDP</td>
<td>0.3</td>
<td>0.3</td>
<td>0.3</td>
<td>0.3</td>
<td>0.3</td>
<td>0.4</td>
<td>0.4</td>
<td>0.4</td>
<td>0.4</td>
<td>0.3</td>
<td>0.4</td>
<td></td>
</tr>
<tr>
<td>Other educational programs</td>
<td>17,640</td>
<td>14,671</td>
<td>24,526</td>
<td>34,303</td>
<td>53,395</td>
<td>64,961</td>
<td>11,857</td>
<td>23,234</td>
<td>23,668</td>
<td>18,551</td>
<td>23,519</td>
<td>36,162</td>
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<tr>
<td>as % of GDP</td>
<td>0.5</td>
<td>0.4</td>
<td>0.5</td>
<td>0.6</td>
<td>0.7</td>
<td>0.7</td>
<td>0.9</td>
<td>1.5</td>
<td>1.4</td>
<td>1.0</td>
<td>0.9</td>
<td>1.2</td>
</tr>
</tbody>
</table>

Source: Data of the FIPD of MESRK

Note: to the “Other educational programmes” refers such expenditures as organization of the work of the information centres, the purchase of books, construction work, school competitions, organization of the work of the PMPC, methodical work, events to computer literacy, adolescent social adjustment, etc.

As shown in Figure 3.2, there is a steady trend toward increased spending on education. In 2001-2012, this indicator increased by KZT 1,211,445 mln. Moreover, this trend is progressive for all levels of education.

Figure 3.2. Changes in Public Spending by Levels of Education in 2001 – 2012

Source: IAC based on the data provided by the FIPD of MESRK

Since the budget programs are administered by the local executive authorities, public schools are funded through the local budgets. The share of the republican budget is significantly lower than local, as shown in Table 3.5 that reflects the changes in public spending in 2001-2012.
Table 3.5. Changes in Public Spending in 2001 – 2012

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>From the national budget</td>
<td>17234</td>
<td>14290</td>
<td>21059</td>
<td>31032</td>
<td>57506</td>
<td>84197</td>
<td>127700</td>
<td>168210</td>
<td>215560</td>
<td>217766</td>
<td>256410</td>
<td>354235</td>
</tr>
<tr>
<td>From the local budgets</td>
<td>85842</td>
<td>104687</td>
<td>128490</td>
<td>164542</td>
<td>204230</td>
<td>247306</td>
<td>352996</td>
<td>472850</td>
<td>530917</td>
<td>579648</td>
<td>743875</td>
<td>957758</td>
</tr>
<tr>
<td>Total</td>
<td>103076</td>
<td>118977</td>
<td>149549</td>
<td>195574</td>
<td>261736</td>
<td>331503</td>
<td>480696</td>
<td>641060</td>
<td>746477</td>
<td>797414</td>
<td>1000285</td>
<td>1311993</td>
</tr>
<tr>
<td>as % of GDP</td>
<td>3,2</td>
<td>3,2</td>
<td>3,2</td>
<td>3,3</td>
<td>3,5</td>
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<td>4,4</td>
<td>4,1</td>
<td>3,8</td>
<td>4,1</td>
</tr>
<tr>
<td>Level of inflation</td>
<td>6,4%</td>
<td>6,6%</td>
<td>6,8%</td>
<td>6,7%</td>
<td>7,5%</td>
<td>8,4%</td>
<td>18,8%</td>
<td>9,5%</td>
<td>6,2%</td>
<td>7,8%</td>
<td>7,4%</td>
<td>6%</td>
</tr>
<tr>
<td>Total</td>
<td>103076</td>
<td>118977</td>
<td>149549</td>
<td>195574</td>
<td>261736</td>
<td>331503</td>
<td>480696</td>
<td>641060</td>
<td>746477</td>
<td>797414</td>
<td>1000285</td>
<td>1311993</td>
</tr>
</tbody>
</table>

Source: Data of the FIPD of MESRK, ASRK

Thus, in 2001–2012 the local budgets spending increased by KZT 871 916 mln. – from KZT 85 842 to 957 758 mln. Over the same period the republican budget spending increased by KZT 337 001 mln.

This stability is significant due to changes of inflation level, which is always taken into account while making indexations in budget planning.

**What proportion of the education budget in pre-tertiary education goes to privately-managed schools?**

Pursuant to Law “On Education”, private schools shall independently use proceeds from selling goods (works and services) provided on a fee basis, including education under the state educational standards, owners’ funds and other sources of financing not prohibited by law. These schools do not get funds from the public budget (the republican budgets and local budgets).

**Comment and present data on unit costs of spending per student across the different education levels, school types and school sectors.**

Given the existing principle of school funding, data on unit costs of spending per student can be estimated by dividing the total funding allocated to a particular school by the number of students at that school. As the funding plan is not structured by levels of education, it is impossible to provide data on spending per student across different levels of the secondary education system (primary education, lower secondary education and general upper secondary education).

The principle of funding does not change depending on the type of school; however, at the same time various types of schools have different costs (for instance, full-time care at boarding schools, additional payments for teachers working at schools for children with special needs, etc.). The plans of funding will vary only in the specific lines contained therein.

Given that the information on private schools is not aggregated at the MESRK, data on difference between public and private schools’ costs per student is not available.

**Which trends has spending per student followed in the recent past?**

In the period of 2005-2012, the local budgets spending per student at general education schools was characterized by upward trends. The difference in indicators for 2005 and 2012 run to KZT 179 261 (Table 3.6).
Table 3.6. Trends in Costs per Student at General Education Schools at the Local Level in 2005-2012

<table>
<thead>
<tr>
<th>Year</th>
<th>Costs per student per year</th>
<th>Enrollment</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>47 375</td>
<td>2 883 183</td>
<td>136 590 181</td>
</tr>
<tr>
<td>2006</td>
<td>55 758</td>
<td>2 773 345</td>
<td>154 635 816</td>
</tr>
<tr>
<td>2007</td>
<td>79 006</td>
<td>2 664 885</td>
<td>210 542 093</td>
</tr>
<tr>
<td>2008</td>
<td>90 505</td>
<td>2 576 077</td>
<td>233 147 944</td>
</tr>
<tr>
<td>2009</td>
<td>117 050</td>
<td>2 534 103</td>
<td>296 617 065</td>
</tr>
<tr>
<td>2010</td>
<td>163 113</td>
<td>2 479 650</td>
<td>404 464 070</td>
</tr>
<tr>
<td>2011</td>
<td>193 962</td>
<td>2 479 044</td>
<td>480 840 332</td>
</tr>
<tr>
<td>2012</td>
<td>226 636</td>
<td>2 483 473</td>
<td>562 845 207</td>
</tr>
</tbody>
</table>

Source: Data of the FIPD of MESRK

Comparison of the graphs showing changes in enrollment and costs per student clearly demonstrates a steady increase in spending against a decrease in the number of students, which indicates a trend toward growth of the public budget allocated to education with the view of its quality improvement (Figure 3.3).

Figure 3.3. Comparative dynamics in costs per student at the general education schools against the number of students enrolled in 2005-2012

Source: IAC based on the data provided by the FIPD of MESRK

Where available outline differences in spending per student across different regions or different contexts (e.g. larger, smaller, urban, rural schools).

Overall, factors related to the school set-up and operation that commonly influence expenditure, are not particularly strong predictors of the amount of resources regions invest in education. The share of UGS per regions has strongest influence and explains around 55% of the variation in per student expenditure (Table 3.7). The second most important factor is the share of rural schools, followed by average class size. The intensity of infrastructure need across regions has almost no influence on education expenditure levels (0.02), and the significance of transportation and meals in determining levels of spending is surprisingly low as well (0.33 and 0.43 respectively). All of this suggests that resource allocations for education at the regional level follow a pattern which is not really captured or explainable by the indicators listed in Table 3.7 and that the allocations are, to a considerable extent, detached from the school needs which these indicators stand for (OECD, 2014).
Table 3.7. Cost factors and per student expenditure, Kazakhstan (2010/2011)

<table>
<thead>
<tr>
<th>Values from a simple linear regression (r²)</th>
<th>Annual per student expenditure, current LCU</th>
<th>Education expenditure (% of local budget)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Share of rural schools</td>
<td>0.51</td>
<td>0.72</td>
</tr>
<tr>
<td>Share of ungraded schools</td>
<td>0.55</td>
<td>0.42</td>
</tr>
<tr>
<td>Average class size</td>
<td>0.50</td>
<td>0.26</td>
</tr>
<tr>
<td>Student teacher ratio</td>
<td>0.39</td>
<td>0.51</td>
</tr>
<tr>
<td>Share of buildings in emergency condition or requiring overhaul</td>
<td>0.02</td>
<td>0.00</td>
</tr>
<tr>
<td>Share of students receiving free hot meal</td>
<td>0.43</td>
<td>0.07</td>
</tr>
<tr>
<td>Share of students covered by a free transportation service</td>
<td>0.33</td>
<td>0.24</td>
</tr>
</tbody>
</table>

Source: OECD, 2014

Currently, spending per student is nominally estimated by dividing the total amount specified in a school’s funding plan by the number of students enrolled in this school. Thus, educating children at UGS entails the highest costs for the state.

Table 3.8. Spending per Student at the General Education Schools at the Local Level in 2012

<table>
<thead>
<tr>
<th>Oblasts</th>
<th>Primary, Lower Secondary, General Secondary Education (thsd KZT)</th>
<th>Enrollment</th>
<th>Costs per student per year, KZT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Akmola</td>
<td>29 609 682</td>
<td>102 899</td>
<td>287 755</td>
</tr>
<tr>
<td>Aktobe</td>
<td>31 135 562</td>
<td>114 036</td>
<td>273 033</td>
</tr>
<tr>
<td>Almaty</td>
<td>55 608 636</td>
<td>298 355</td>
<td>186 384</td>
</tr>
<tr>
<td>Atyrau</td>
<td>18 788 861</td>
<td>94 622</td>
<td>198 568</td>
</tr>
<tr>
<td>East-Kazakhstan</td>
<td>45 835 367</td>
<td>167 586</td>
<td>273 504</td>
</tr>
<tr>
<td>Zhambyl</td>
<td>40 986 729</td>
<td>182 324</td>
<td>224 802</td>
</tr>
<tr>
<td>West-Kazakhstan</td>
<td>27 102 160</td>
<td>87 441</td>
<td>309 948</td>
</tr>
<tr>
<td>Karaganda</td>
<td>42 763 423</td>
<td>171 046</td>
<td>250 011</td>
</tr>
<tr>
<td>Kyzylorda</td>
<td>33 280 150</td>
<td>125 729</td>
<td>264 697</td>
</tr>
<tr>
<td>Kostanay</td>
<td>27 889 377</td>
<td>100 803</td>
<td>276 672</td>
</tr>
<tr>
<td>Magystau</td>
<td>17 611 316</td>
<td>96 117</td>
<td>183 228</td>
</tr>
<tr>
<td>Pavlodar</td>
<td>25 964 178</td>
<td>88 148</td>
<td>294 552</td>
</tr>
<tr>
<td>North-Kazakhstan</td>
<td>27 299 593</td>
<td>73 126</td>
<td>373 323</td>
</tr>
<tr>
<td>South-Kazakhstan</td>
<td>90 819 340</td>
<td>534 195</td>
<td>170 012</td>
</tr>
<tr>
<td>Almaty City</td>
<td>33 947 103</td>
<td>163 478</td>
<td>207 655</td>
</tr>
<tr>
<td>Astana City</td>
<td>14 203 729</td>
<td>83 568</td>
<td>169 966</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>562 845 207</strong></td>
<td><strong>2 483 473</strong></td>
<td><strong>226 636</strong></td>
</tr>
</tbody>
</table>

Source: Data of the FIPD of MESRK

Discuss any challenges currently facing the level of financial and other resources in the school system.

Major challenges include the shortage of teachers, problems related to physical infrastructure, and absence of the well-functioning resource allocation mechanism that will reveal the actual cost of running the education system.

Shortage of Teachers

The shortage of highly qualified teachers, which is also observed beyond the qualification parameter, is specified in the current situation analysis included into the National Program for Education Development for 2011-2020 (see Annex 3A, T.3A.1).
Table 3.9 contains the information on the demand for teachers at public general education day schools at the beginning of the 2012-2013 academic year at schools with Kazakh and Russian languages of instruction.

Table 3.9. Demand for Teachers at Public General Education Day Schools at the beginning of the 2012-2013 academic year

<table>
<thead>
<tr>
<th>Language of Instruction</th>
<th>Total Number of Teachers</th>
<th>Including in rural areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kazakh</td>
<td>570</td>
<td>453</td>
</tr>
<tr>
<td>Russian</td>
<td>474</td>
<td>225</td>
</tr>
<tr>
<td>Other (specifying the subjects)</td>
<td>32</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>1 076</td>
<td>678</td>
</tr>
</tbody>
</table>

Source: IAC based on the information provided by of the Preschool and Secondary Education Department (PSED) of MESRK

The most critical shortage of teachers at schools with both Kazakh and Russian languages of instruction is observed among teachers of mathematics. There is also a high demand for teachers of the Russian language and literature and music at the Kazakh-language schools. There is also a demand for primary school teachers and teachers of the Russian language and literature at the Russian-language schools (Table 3.10 and Table 3.11).

Table 3.10. Subjects at the Russian-language schools where there is the greatest need for teachers

<table>
<thead>
<tr>
<th>Subject</th>
<th>Language of Instruction</th>
<th>Total Number of Teachers</th>
<th>Including in rural areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Russian language and literature</td>
<td>Russian</td>
<td>50</td>
<td>34</td>
</tr>
<tr>
<td>Primary school</td>
<td>Russian</td>
<td>86</td>
<td>12</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Russian</td>
<td>87</td>
<td>44</td>
</tr>
</tbody>
</table>

Source: IAC based on the data provided by the PSED of MESRK “Key indicators of preschool ans secondary education for the 2012-2013 academic year”, Astana 2012

Table 3.11. Subjects at the Kazakh-language schools where there is the greatest need for teachers

<table>
<thead>
<tr>
<th>Subject</th>
<th>Language of Instruction</th>
<th>Total Number of Teachers</th>
<th>Including in rural areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Russian language and literature</td>
<td>Kazakh</td>
<td>98</td>
<td>80</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Kazakh</td>
<td>106</td>
<td>75</td>
</tr>
<tr>
<td>Music</td>
<td>Kazakh</td>
<td>67</td>
<td>56</td>
</tr>
</tbody>
</table>

Source: IAC based on the data provided by the PSED of MESRK “Key indicators of preschool ans secondary education for the 2012-2013 academic year”, Astana 2012

The shortage of primary school teachers at schools of the country is exacerbated by the specific feature of the primary school in Kazakhstan, where all subjects, except for Music and Kazakh/Russian (depending on the language of instruction) are taught by one teacher. This means that available vacancies can double the load on existing teachers (a teacher will teach two classes in two different shifts).
Changes in the demand for teachers for the last 3 years are not stable: thus in year 2010 the demand was 1,362 persons and decreased in year 2011 till 920 persons. However, in year 2010 the demand increased again till 1,076 persons. This confirms a low status of the teaching profession in the society, which was articulated in the SPED (2011-2020).

Information about the available vacancies of teaching staff is given monthly to the employment centers of rayons/cities by principals in accordance with Article 9 of Law of the Republic of Kazakhstan “On Employment” dated January 23, 2001 No.149-II (with amendments and additions as 13.01.2014), moreover, this information is duplicated in the print media and published on the school website (if they have one), and on the official site of Akims of cities/rayons in the section “vacancies” as well as posted (where this service is available) in the running line on TV (Figure 3.5).

**Figure 3.5. Scheme of teaching staff vacancy announcements**

Source: JSC “IAC” on data of ASRK

**Problems Related to the Physical Infrastructure**

One of the urgent problems related to the school infrastructure is the condition of the school buildings. As of the 2012-2013 academic year, 19.8% of all buildings of the general education day
schools required overhaul, 2.6% of buildings in emergency condition and 30.9% of buildings were located in the re-equipped facilities (Annex 3A, T.3A.2).

As shown in Figure 3.8, the highest percentage of schools out of all schools requiring overhaul are located in Zhambyl oblast (38.8%), Almaty City (30.9%), Almaty oblast (27.8%) and South-Kazakhstan oblast (27.8%).

**Figure 3.6. Proportion of schools requiring overhaul by regions in the 2012-2013 academic year**

The largest proportion of school buildings in emergency condition (Figure 3.9) is located in Kyzylorda (11.7%), East-Kazakhstan (9.3%), Zhambyl Oblast (7.2%) and Atyrau oblast (5.6%).

**Figure 3.7. Proportion of school buildings being in Critical Condition by Regions for the 2012-2013 academic year**

*Insufficient Number of Classrooms*

In the 2012-2013 academic year, in 38.9% of schools in the country there was a shortage of classrooms for foreign language teaching. 1 973 schools have no rooms for physical education; out of the total number of schools 26% of schools have no mathematics classrooms. There are no biology classrooms at 1 920 schools in the country. At 20.6% of schools out of the total number of all lower secondary schools and general secondary schools there is a shortage of physics classrooms (see Annex 3A, T.3A.3).

**To what extent do these challenges differ across the different levels of the school system?**

No information is available.
Focusing on the recent impact of the financial crisis and associated processes of fiscal consolidation which may have occurred: Are there any specific programmes or items in the education (and school) budget that are under greater pressure of being reduced?

No information is available.

In case the education (or school) budget was reduced recently, what strategies were followed to achieve the reduction?

For the last 11 years (2001-2012) funding of education has increased in absolute terms both by levels of education and by budgets. Besides, there is an upward trend in relation to spending per student.

In more general terms, is there a concern about improving the efficiency with which school resources are used? If yes, what strategies are followed to improve the effectiveness of resource use in schools?

One of the main concerns about improving the efficiency with which school resources are used is the plan of per capita funding of schools. “At the core of the new reform is an aspiration to introduce an output-based funding model to raise efficiency, improve the equity of access to quality education across the country, and provide principals and local education authorities with incentives to deliver better education outcomes” (OECD, 2014).
3.2 Sources of revenue

Describe the sources of funding for the school system.

Pursuant to the Law “On Education”, the sources of funding of the secondary education shall include the following:
1) Public funding of public education organizations;
2) Proceeds from provision of fee-based services that do not contravene the laws of the Republic of Kazakhstan;
3) Loans of financial institutions;
4) Sponsorship and charity support, non-repayable contributions and donations, and grants.

What is the relative relevance of centrally, regionally and locally levied resources for financing the school system? How have these evolved in recent years?

The secondary education system in Kazakhstan is funded through the republican budget and local budgets.

The proportion of the republican budget spending in 2012 was 27%, whereas the proportion of the local budgets funding was 73% (DFIP).

Budget programs of the educational organizations are administered by the LEA. In accordance with the Budget Code, budgets of oblasts, the city of the republican status, the capital, and rayons (towns of regional/oblast status) refer to the local budgets. In 2012, the proportion of the secondary education funding from the local budgets was 73% of the total public budget.

Local budgets spending on education is allocated to the following areas: arranging and providing compulsory secondary education, including evening-time (shift-type) education, as well as education services provided through boarding organizations, purchasing and delivering textbooks and instructional materials, providing public education organizations with logistical support, supplementary education for children, education for children under special education programs, education for gifted children in special education organizations, arranging school contests, advanced training and re-training of employees of public organizations, free and subsidized meals for certain categories of students, etc.

There are also subsidized regions where local budget revenues are not sufficient to fund the budget programs. Republican transfers are directed to these regions, which provides necessary financing of schools. However, even in subsidized regions the main part of provision with resources goes to the local budget.

To what extent are regional and local governments allowed to complement any central transfers with their own resources? Has this led to significant differences in levels of spending between regions and localities?

In accordance with the Article 46 of Budget Code, all transfers from the republican budget allocated to education shall be targeted and shall be allocated to the extent required for implementation of specific programs and initiatives.

However, according to the Rules for Review and Selection of Targeted Development Transfers approved by GD RK No.1473 dated November 21, 2012, the local budgets can co-finance targeted development transfers allocated from the republican budget in the amount not less than 10% of the total funding under each new local investment project across all sectors, except for the local budget of Astana City, where funding of the local budget investments is set to the value of not less than 3%.

What is the extent of parental contributions to the funding of the school system?

Pursuant to Article 30 of the Constitution of RK, education at public secondary schools shall be free of charge. Public schools are funded through the local budgets and the republican transfers. Parents of students do not pay for educational services provided under the public general education system; however, they can provide material assistance on a voluntary basis. If this assistance is provided in monetary terms, these funds shall arrive in a special account of the school, from which they can be used for various needs of the school based on decisions made by the Board of Trustees. If this assistance involves provision of the school with tangible assets, when received, these assets (for example, computers, stereo systems, interactive whiteboards, etc.) shall be transferred to the school’s balance sheet.
Due to the fact that the assistance is entirely optional, it is impossible to discuss the extent of parents’ contributions to the funding of the secondary education system.

Also school can be given material support out of budget funds, which include following: income from educational services; income from a production activity; donations of sponsors from physical and legal entities. These donations are brought in school as in the form of goods and services (for example, computers or the organization of repair), and in the form of cash money. Donations in the form of goods and services are generally transmitted through parental associations.

**Importance of private services, loans and donations in common expenditures. Mechanisms facilitating the equitable distribution**

Receipts from sponsorship and charity are not planned by the public organisation of education, as this assistance is voluntary and generally not carried out continuously. Cash received by the public organization of education, shall be not later than 3 working days from the day of their reception added to cash control accounts (hereinafter the CCA). On this account also proceed receipts earned from the paid services. Expenditure of revenues from sponsorship, charity assistance realized in the corresponding rests limits of CCA in the procedure prescribed by the “Rules of budget execution and its cash services”.

The public organization of education provides a record of the receipt and expenditure of revenues from sponsorship, charity in the form and within the time limits established by the central competent authority for budget implementation. Territorial departments of Treasure Committee quarterly audit CAA by paid services, sponsorship, charitable aid, temporary money and accounts in foreign currency and in case of the absence of money and its traffic within 6 months, they shall notify the public organization of education about the necessity to close CCA data and accounts.

Receipts from sponsorship, charitable donations, which have targeted expenditure, are spent by the public organisation of education for the intended purpose. The public organization of education, that did not use sponsorship, charitable contributions in the current year, can use it as intended in the next year. In the case of underutilization of the sponsorship money, charitable aid in the current fiscal year, donator has a right to return money (SFK, Sange, 2013).

Taking into account the necessity to ensure transparency in use of resource received as sponsorship, charity, some schools have created boards of Trustees, which form collective management of the educational organisation and communicate with the parent committee, LEA, relevant agencies and other organizations. These boards are the support mechanisms for promoting the equitable distribution of the sponsorship contributions (SFK, Sange, 2013).

Sponsor and charity assistance intended for provision of educational resources to schools with greater needs is mainly used to equip classrooms with interactive boards, modern computers, and new furniture, improve physical infrastructure, provide social assistance, etc.

This kind of support is also provided as part of national initiatives, such as “Road to School”, “Care”, etc.

One of the main objectives of these initiatives is to provide social assistance and support to schoolchildren from poor families, families with many children, disadvantaged families, orphans and children without parental care, who cannot go to school due to social reasons.

For instance, in 2013 “Road to School” initiative covered over 300 000 children with assistance amounting to almost KZT 2 billion, including over 152 000 children, who received assistance form sponsors and patrons amounting to more than KZT 692 million.

A permanent partner of the initiative is International Charity Fund “Altyn Koran”. Every year, including this year, it provides assistance to 25 children to the amount of KZT 1 750 000. Also, joint stock companies KazAeroService, KEGOC, Food Corporation, KarTel (Beeline) provided assistance to 541 children to the amount of more than KZT 4.2 million (Committee for Protection of Children’s Rights, MESRK, 2013) (see section Describe programmes targeted at providing specific student groups with extra resources (e.g. financial aid for disadvantaged students; meals at school; extra support to assist students from a cultural minority or a migrant background).

Recently at schools “sponsor’s” accounts for receipt of funds from sponsor's and charity (for example, graduates of schools can offer money into the school account) are used. In research of the Center of the researches “Sange” "Rural school: growth financing”, 60 schools of Almaty, Aktobe, Karaganda and Pavlodar oblasts took part. According to research it was revealed that at city schools 85.5% of parents voluntary give monetary help, in the rural – 69%, and in UGS – only 32.5%. UGS
collect fewer contributions not because they need less but because parents aren't capable to pay (Sange, 2008).

**Are there any fees charged in public schools?**

Educational services under the SCES are free of charge at any public school.

Pursuant to paragraph 1 of Article 37 of Law “On Education”, services under supplementary education programs shall be provided by the educational organizations that implement general education programs at the primary, lower secondary and general upper secondary education levels on a contract basis.

Besides, if children, who live at general and health-improving boarding schools and residential schools, obtain education at special boarding schools for gifted children and are also pupils fostered by boarding schools, pursuant to the Rules for Provision of Citizens with Social Assistance approved by GD RK dated March 12, 2012, No. 320, 20% of meal expenses shall be covered by parents and 80% – by the Government.

**What is the extent of contributions from private entities other than households (e.g. philanthropy, business sector contributions) in the school system budget?**

It is impossible to determine the extent of contributions from private entities in the school system budget, as funding of schools by private entities is not regulated by legal documents.

In most cases, private entities provide schools with material assistance by equipping classrooms with multimedia equipment, installing new personal computers in IT classrooms, providing vehicles on a free-of-charge basis, etc.

Besides, private entities actively participate in the national campaigns initiated by the MES RK, such as “Care”, “On the way to school”, etc.

**Importance of private services, loans and donations in common expenditures. Mechanisms facilitating the equitable distribution.**

The following nation-wide initiatives are implemented to provide financial and material assistance to students from poor families and ensure access to schooling for all school-age children: “Road to School”, and “Care”.

Nation-wide initiative “Road to School” takes place every year, from August 1 to September 30, for the last six years. The initiative is implemented in three stages:

1. School stage (in all types of schools);
2. Rayon, city, oblast, Astana and Almaty stage;
3. Final – analytical stage.

Goal of the initiative to prepare students from poor families, families with many children, orphans, and children without parental care for the beginning of academic year and prevent failure to attend school due to social reasons. This initiative covers the following tasks:

- Raising public awareness about issues of participation of all school-age children in secondary education;
- Raising awareness about the right of all citizens for access to compulsory secondary education;
- Identification and recording of school-age children, who do not study or do not attend, and systematically do not show up with unreasonable excuses in secondary education organizations; identification of reasons of absence;
- Raising public awareness about activities of the education authorities in the field of ensuring universal compulsory secondary education (universal schooling);
- Development and implementation of specific measures for preparation of children to school;
- Intensification of interdepartmental interaction, as well as interaction between the education authorities and non-public entities, including community and private organizations and patrons, to address the issues of universal schooling and assistance to poor students.

Organizers of the initiative are: MES, Committee for Information and Archives of Ministry of Culture and Information of the Republic of Kazakhstan, Education Offices of Oblasts, Astana and Almaty cities, and Department of Protection of Children’s Rights. At regional and rayon levels, educational authorities create an organizational committee with participation of bodies for protection of children’s
rights, culture and information and other concerned organizations and institutions. This initiative covers all schools, concerned ministries and departments, local governments, non-public and non-government organizations, companies, economic entities, individuals, patrons, volunteers, etc. This initiative always engages outstanding public figures, representatives of athletic, cultural and research community, music, television, movie, and sports celebrities, representatives of arts (artists, composers, poets, writers, etc.), youth movements and cultures (leaders of children and youth movements, deejays, music bands, rap teams, break teams, etc.)

In 2013, initiative “Road to School” covered over 300,000 children and collected almost KZT 2 billion, including KZT 882 million from sponsors and patrons (in 2012 – KZT 1.7 billion for 284,900 students). Officials of government bodies also contributed to the initiative (MESRK, MEBP RK, MOF RK, MOJ RK, MOTC RK, MOA RK, MOEP RK, MORD, MOH RK, ARKSC, ARKPES, National Space Agency, Accounts Committee), and provided assistance to 362 amounting to KZT 7,285,832 (in 2012 – KZT 1,299,000 for 46 children) (CPCR of MESRK, 2013).

A permanent partner of this initiative is International Charity Fund “Altyn Koran”, which annually provides financial assistance amounting to KZT 1,750,000. The following companies actively participate in the initiative: KazAeroService, KEGOC, Food Corporation, KarTel (Beeline). They provided assistance to 541 children amounting over KZT 4.2 million (CPCR of MESRK, 2013).

Nation-wide initiative “Care” is also implemented annually, from January 10 through February 10, in all general secondary education organizations. Tasks of initiative “Care” are the following:

- Creation of conditions for school-age children to receive compulsory general secondary education;
- Identification and recording of school-age children who are not covered with schooling or do not attend without reasonable excuses;
- Identification of reasons that led to break in schooling of school-age children or long absence from classes; prevention of absence without reasonable excuses;
- Creation of information space to raise public awareness about activities of government bodies and educational organizations in the field of ensuring universal compulsory education (universal schooling) and drawing public attention to the issues of universal schooling;
- Taking measures contributing to improvement of living standards of orphans, disabled children, children without parental care, and children from low-income families;
- Engagement of community in charity activities aimed at material assistance to poor and disadvantaged families for preparation of children to school;
- Strengthening cooperation between education authorities and organizations and public and non-public organizations, private and community entities, patrons and sponsors in provision of social assistance to students in need.

The initiative engages teachers, parents, students; officials of rayon, city and oblast education authorities; members of interdepartmental commission for under-age children and protection of their rights; as well as non-public and non-government organizations and institutions, companies of various forms of ownership, individuals, patrons and volunteers.

For purpose of capturing children in this initiative, visiting rounds and recording of children aged 0 to 18 years old residing in the school’s assigned microrayon are organized; attendance is monitored; documents are kept to record children who avoid or stop study; and individual prevention work is carried out to prevent absence. Schools also have psychological-and-social service and carry out individual work with students to study educational programs. Upon completion of the initiative, monitoring of effectiveness and efficiency of the initiative is conducted (CPCR of MESRK, 2013).

As a result of initiative “Care”, in 2013 over 158,000 students received material assistance amounting to more than KZT 608 million, including KZT 202 million from sponsors and patrons (in 2012 – KZT 635 million for 201,680 students) (CPCR of MESRK, 2013). From universal schooling fund there were allocated KZT 307,831.0; KZT 99,034.5 were allocated from other budget sources (see Annex 3A, T.3A.4).
3.3 Planning of resource use

Describe the recent trends in the demand for different services within the education system.

In accordance with the Law "On Education" extended education of children is carried out in general secondary education and institutions of extended education for children.

Organization of extended education for children is an organization of education, implementing educational curricula extended education in order to meet the educational and cultural needs of students, including children with disabilities in the interests of the individual, society and the state.

Activity of organizations of extended education is regulated by the Standard Rules of activity kinds of extended education for children, which contains 11 kinds of institutions of extended education (see Annex 3A, 1).

Organizations of extended education for children acquire the rights of a legal entity from the date of their state registration.

Timetable drawn up and approved by the administration of educational education for children with the creation of a favorable regime for students, their age characteristics, parental wishes in accordance with the Sanitary regulations.

In 2013 year 680 (2012 – 641) extracurricular organizations of an extended education covered countrywide 576 209 (2012 – 563 833) children, which is 23.1% (2012 – 22.9%).

In comparison with 2012 year the number of extracurricular organizations increased to 39 units:

- Schoolchildren palace and houses – 186 (2012 -175); the young tourists station – 35 (2012 -26); the young technician station and centers of technical creativity – 24 (2012 -21); the young naturalist station – 18 (2012 -18); children's music school – 208 (2012- 206); children's artistic school – 31 (2012 -30); children's art school – 137 (2012 -110); clubs by interests – 23 (2012 -24), year-round camps – 13 (2012 -10); yard clubs (PI) – 7 (2012 -7).
- 680 organizations of extended education and its structural units are located in 688 buildings, out of which 197 (in the rural area - 80) located in typical buildings, 491 – in adapted (in the rural area - 221), out of which 16 – in preschool, 6- in basements, 3 – rented. In 136 (in the rural area - 66) buildings need major repairs, 1 in an emergency condition (Akmola oblast).
- 67.2% (in the rural area – 59.7%) organizations are furnished with necessary equipments. However, these equipments have not been updated for a long time. In music schools the instruments are of 1960s production, which were purchased in 1970-1990 years.

In 266 clus of 27 non-public organizations of extended education are trained 5 979 children. 9 are located in typical buildings, 18 – in adapted, 5 – needed major repair.

In organizations of extended education there are 16 625 teachers, with higher pedagogical education – 9 697 (58.3%), with secondary pedagogical education – 2 269 (14%), with higher profile education – 2 718 (16%), with secondary profile education – 1 642 (10%).

In general public schools of the country there are 53 272 clubs, in which 35.1% of children are covered with extended education.

Costs amounts for the 1 child per year is generated by public funding and through paid sections. For the 2012-2013 academic year it was KZT 72.8 thousand. The total amount of money spent on extended education in this period amounted to KZT 23 291 215.6 thousand (Annex 3A, T.3A.5).

Volume of paid services to extended education for the 2011-2012 academic year in the republic was KZT 1 553 053 thousand, including in public institutions – KZT 1 537 168 thousand, private organizations - KZT 15 885 thousand (Annex 3A, T3A.6).

The average monthly salary of teaching staff in institutions of extended education for the 2011-2012 academic year throughout the republic amounted KZT 53.2 thousand. In public institutions located in rural areas, this figure is higher than in the city (KZT 59.7 thousand and KZT 51.7 thousand, respectively).

The lowest average monthly wage is observed in the cities of Almaty (KZT 41.0 thousand) and Astana (KZT 46.6 thousand), Kostanay (KZT 46.9 thousand), Akmola (KZT 47.4 thousand) and in the North Kazakhstan (KZT 48.3 thousand) oblasts of the country (Annex 3A, T.3A.7).

Which levels of the education system are facing increasing demand from the public?

In the 2012-2013 academic year 1 040 793 students were enrolled in primary schools, which increased by 48 754 students compared to the previous year. 1 169 577 students were enrolled in lower
secondary schools in the 2012-2013 academic year, which decreased by 4 146 student compared to the previous year. During the same period secondary school enrollment run to 287 255 students, which decreased by 30 173 student compared to the previous year (see Annex 3A, T.3A.8).

Figure 3.8. Number of students by the levels of education in General Educational Day Schools, subordinate to LEA and MES RK for 2011-2012 academic year

![Bar chart showing number of students by levels of education for 2011-2012 and 2012-2013 academic years.]

Source: JCS “IAC” based on the data of MES RK PSED “Key indicators of preschool and secondary education for 2012-2013 academic year” Astana 2012

An increase in enrollment at primary schools in the 2012-2013 academic year is associated with the demographic factors. As shown in Figure 3.11, a baby boom has been observed since 2002, which, in turn, caused an increase in enrollment.

Figure 3.9. Birthrate Dynamics in the Republic of Kazakhstan from 1991 to 2012

![Bar chart showing birthrate dynamics from 1991 to 2012 in Kazakhstan.]

Source: Data of the Statistics Agency of RK

A decrease in enrollment at basic and secondary schools in the 2012-2013 academic year is associated with a low birth rate in 1995-2002. A decrease in enrollment at secondary schools also pertains to admission to TVE organizations.

Which policies have been undertaken, or are planned, to face this increasing demand? How has this affected the resources available for the school system?

Schools are constructed under the SPED, during its implementation it is planned to establish and open 20 Intellectual Schools and 1 International Baccalaureate school. 15 schools have already been built and are now in operation. Land for construction of the remaining schools has been allocated and construction is under way. During the first six months of 2013 KZT 16 007 191 thousand were allocated for construction of NIS.

In line with implementation of SPED in 2014 and 2015 it is planned to build 28 profile schools. Pursuant to GD RK as of November 30, 2012, No. 1520 on implementation of the Law on the National Budget for 2013-2015, construction of the career-oriented schools is not envisaged in 2013.

In order to solve the problems with three-shift and with schools in emergency conditions in year 2011 were built 14 schools, in 2012 – 37 schools, 2013 – 26 schools (see Annex 3A, T3A.9).
To meet the increasing demand for educational services and to eliminate building in emergency conditions, three-shift education and the shortage of seats for students, the Government initiated implementation of the project named “Construction of 100 schools and 100 hospitals through public-private partnership” approved by GD RK dated May 2, 2007, No. 356.

Main priorities of the project “Construction of 100 schools and 100 hospitals through public-private partnership” include elimination of building in emergency conditions, three-shift education and shortage of seats for students. 106 new schools with the total design capacity of 86,347 were built under this project. The problems with three-shift education were resolved at 71 schools, emergency conditions – at 15 schools, and with shortage of seats for students – at 20 schools (Annex 3A, T.3A.10).

However, despite the measures taken, the question of three shift schools is still unanswered, in year 2012 over 60% of schools in Kazakhstan worked in two shifts (see Annex 3A, T.3A.11).

Following the instructions from the Head of the State to address aforementioned problems in year 2011 was adopted the program for the construction of 418 schools for 2011-2015 years (203 schools from RB and 215 school from the local budget).

In year 2011 at expense of RB was introduced 21 schools, in 2012 – 56 schools. From the local budget in year 2011 were entered 2 schools, 2012 – 57 schools.

In year 2013 at expense of RB was put into operation 44 schools for 30.7 thsd. student seats. Commissioning 44 schools allowed liquidating: three-shift education in 16 schools, emergency conditions in 10 schools, shortage student seats in 18 schools. For the analyzed period by means of local budget was put into operation 80 schools, of which 4 schools were to eliminate three-shift classes, 48 schools instead of schools in an emergency condition, 28 schools to reduce the shortage of student seats.

Outline the general trends in the schooled population.

In period of time from year 2006 to 2011 there was a steady trend towards a decline in enrollment at general education day schools (Figure 3.12). An increase in enrollment was observed in the 2012-2013 academic year.

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Students in millions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-07</td>
<td>2.67</td>
</tr>
<tr>
<td>2007-08</td>
<td>2.58</td>
</tr>
<tr>
<td>2008-09</td>
<td>2.52</td>
</tr>
<tr>
<td>2009-10</td>
<td>2.49</td>
</tr>
<tr>
<td>2010-11</td>
<td>2.49</td>
</tr>
<tr>
<td>2011-12</td>
<td>2.48</td>
</tr>
<tr>
<td>2012-13</td>
<td>2.49</td>
</tr>
</tbody>
</table>

Source: Data of MESRK “Key indicators of the preschool and secondary education in the 2012-2013 academic year”, Astana City – 2012, page 284

The birthrate factors play a defining role in relation to the number of students and its forecasting within the school system. A sharp decline in birthrate in 1994-2002 had an impact upon the secondary education system.

According to the Standard Rules for admission to educational organizations that implement general education programs at primary, lower secondary and general secondary levels of education approved by GD RK dated January 19, 2012, No. 127, an educational organization shall admit children who reached the age of six (seven) years by September 1 of an ensuing academic year irrespective of the attainment level.

Therefore, when predicting enrollment to first grades of the general education schools, it is necessary to take into account the level of birthrate observed six-seven years ago.

As shown in Figure 3.13, in 2012 a high birth rate was observed in South-Kazakhstan oblast – 80 107, in Almaty oblast – 46 736, in Zhambyl oblast – 28 464, in Almaty City – 26,876 births.

The lowest number of births in 2012 was observed in North-Kazakhstan, West-Kazakhstan and Pavlodar oblasts: 8 711, 12 422 and 12 859 births, accordingly (Figure 3.13).
Therefore, birthrate in the southern regions of the country prevails over birthrate in the northern regions, and shortage of seats in the southern regions will remain an open problem for the years to come.

**Is the school system facing increasing or declining school enrolments?**

In 2012 280 969 students were admitted to the first grades, which exceeded the same indicator for 2011 by 12,116 students (Annex 3A, T3A.12).

Admission to first grades increased in 2006-2012 by 49 587 persons, from 231 382 to 280 969 persons (Figure 3.14).

Admission to Grade 10 steadily declined from 2009 to 2012. Thus, from 2009 to 2012 admission to Grade 10 declined by 31 769 persons (Figure 3.15). The main reason for this decline is the admission of students to TVE organizations.
Figure 3.13. Admission to Grade 10 at the general education day schools in jurisdiction of the local executive authorities and MESRK over 2008-2012 (excluding special correctional organizations)

Does this vary across levels of the school system and regions?

The highest birth rate in 2012 was observed in the southern regions of the country – in South-Kazakhstan, Almaty and Zhambyl oblasts and in Almaty City. The lowest birth rate in 2012 was observed in North-Kazakhstan, West-Kazakhstan and Pavlodar oblasts.

In addition, as mentioned above, the birth rate in the southern regions of the country prevails than in the northern regions. This means that the problem of shortage of student seats in the south of the country will remain open in the years to come.

For the last 7 years (from 2006 to 2012) admission to Grade 1 increased by 49,587 persons. This increase is associated with the birth rate that has increased since 2001.

There is no statistical data on admission of students to Grade 5.

Admission to Grade 10 steadily declined from 2009 to 2012. The main reason for this decline is the admission of students to TVE organizations.

How are responsibilities for resource use shared?

Responsibilities of the Government and authorized bodies in the field of education are regulated by the Law “On Education”.

More specifically, which groups or units have the responsibility for the following tasks: channeling resources to policy priorities

Current priorities of the education policy include provision of all groups of population with equal access to high-quality education and introduction of effective financing of the school system. It is the responsibility of the Government of RK, the authorized body for education and local representative and executive authorities to channel educational resources to the education policy priorities (Annex 3A, 2).

The functions of the Ministry of Economy and Budget Planning (MEBP) also include coordination of activities of central and local executive authorities of oblasts, the city of the national status, the capital, rayons, and towns of the regional status.

The education system budget is distributed in accordance with the Budget Code and the National Planning System, which was introduced and approved by Decree of the President of RK as of June 18, 2009 No. 827.
According to the Charter of the Ministry approved by GD RK as of April 24, 2008, No. 387, the Ministry of Finance of RK (MF RK) shall deal with administration and inter-sectoral coordination in the area of budget implementation, accounting and financial reporting, budgetary accounting and budget reporting on implementation of the national budget and, within its jurisdiction, local budgets.

The Treasury Committee of the MF RK monitors execution of the public budget. At the regional level territorial departments are responsible for this monitoring – Oblast Treasury Departments and Rayon and City Treasury Offices (Charter of the Treasury Committee of the MF RK approved by GD RK dated October 29, 2004, No. 1129).

The Integrated Treasury Information System (ITIS) was introduced to systematize accounting and to form transparent and comparative reporting. The rules and deadlines for submission of reports on budget revenues and expenditures under ITIS were approved by Order of the MF of RK dated July 20, 2009, N. 306.

**Setting up relationships with contractors and vendors**

In particular, extended education organizations operate based on the public contract (music and arts schools, sports clubs and competitions, summer recreational activities). Pursuant to the Law “On Education”, LEA of the city of the national status and the capital shall make proposals to Maslikhat on subsidized public transportation fares for students;

**Are there any methods and instruments specifically designed to assess the effectiveness and efficiency of resource use?**

**At the regional level:**

Audit commission, which are state bodies, were established based on Decree of the President dated May 2, 2011, No. 67 on improvement of the external public financial control agencies in the regions in order to enhance the financial control system.

These commissions exercise external public financial control of local budget implementation. When planning activities of the audit commissions, Maslikhats of all levels are eligible to make proposals on formation of the list of entities to be controlled. The commissions submit annual reports on implementation of local budgets to Maslikhats of respective sub-national entities.

Oblast education department and rayon education divisions are subject to audits of financial control inspectorates of the MF RK.

**At the central level:**
According to the Charter of the Financial Control Committee (FCC) of the MF RK approved by Order of the MF of RK dated April 24, 2008, No. 202, the FCC of the MF of RK is the agency of the MF RK that performs – within the competence of a central executive agency – implementation and control functions in the area of internal financial control and public procurement, audit activities, accounting, and financial reporting.

Financial control inspectorates in oblasts and cities of Astana and Almaty are regional divisions of FCC, which are subordinate and accountable to this committee. These inspections perform control and implementation functions in the area of internal financial control, public procurement, auditing activities, accounting, and financial reporting.

FCC coordinates activities of the regional divisions on operations in the area of internal financial control and public procurement, audits the regional divisions in relation to compliance with the laws on internal financial control and public procurement, as well as controls proper implementation of functions by the regional divisions imposed on them in accordance with the established procedure.

**How are “effectiveness” and “efficiency” conceptualized? Have measures of efficiency been developed at system, sub-system and school levels?**

No data is available.

**What type of evidence is used for the planning of resource use?**

**At the regional level:**

Main laws and regulations that govern planning of resource use in educational organizations include the Law “On Education”, Budget Code and the Law “On Local Government and Self-government in RK”. School principal (primary, lower general and general secondary) shall dispose of property and funds of the organization to the extent permitted by laws, and submit an annual report on sources and uses of funds and real assets.

Pursuant to the Budget Code and the Rules for Preparation and Submission of Budget Requests approved by Order of the Minister of Economy and Budget Planning as of March 13, 2013 No. 73, a budget request shall be prepared for the next planning period. Depending on the number of students enrolled, the number of teachers, physical resources and anticipated works related to repair and infrastructure, school budgeting may differ from financing of the previous year. Based on the plan of financing and budgeting for the previous year and new requirements for the current year, a school principal shall submit the budget request to the rayon/city education division or oblast education department. When preparing the budget request, the school principal shall follow the regulations of RK. A general budget request is prepared under the rayon/city education division administering budget programs and is reviewed by the budget commission at the rayon/city level in Akimats, Maslikhat. After being reviewed by the budget commission, budget requests are submitted to the central (republican) and local (rayon/city) authority (Akimat).

**At the central level:**

At the central level funds and real assets are distributed in accordance with the Budget Code of RK (2008) and the Law of RK on the National Budget for 2013-2015.
Do results of research about the effects of resource use inform such planning? 

No data is available.

Are there any mechanisms that allow schools to share information and their experiences in how to effectively manage their resources, for instance, sharing results about the implementation of innovative forms of organization?

The information and successful experience in effective management of resources are shared at workshops and conferences at various levels of education administration. Such events are planned both upwards (from regions to the center) and downwards. It is generally timed to coincide with development of the annual plan of activities of a school / rayon (city) education divisions / oblast (city) education departments. Besides, seminars can be arranged on an ad hoc basis.

Participants of these events present their experiences. Seminars and workshops can be arranged in the course of training to hone practical skills of adapting the experience set forth. All the conclusions made in the course of training are reflected in reports and in the form of recommendations, which are sent to the stakeholders and published on the web-sites of the organizations that hold these events.

Which methods are available for benchmarking and for the adoption of best practices in resource use between different schools?

Currently, the Kazakhstan system of secondary education does not have a fine-tuned and strictly regulated system of benchmarking. At the same time, at the regional and local levels there is an ongoing process of identifying a specific orientation of individual schools, assigning the status of a consolidated school to individual schools in a rayon or an oblast (for instance, on paleology, local history study, experimental research activities, development of the creative talents of students, tourism, etc.).
Experience of such schools is summarized at seminars, workshops, conferences and this allows other schools to compare themselves with the benchmark schools and eventually to make decisions on adapting and applying the experience of these schools in their own practices. Sometimes such initiatives are developed and applied at the national level.

An example of adapting such experience can be taken from internal benchmarking aimed at improvement of activities of UGS in Karaganda oblast. At the premises of city schools, Education Department of the City of Karaganda and Education Authority of the Karaganda Oblast initiated support to UGS, in particular developing the concept of a Resource Center and a Consolidated School. Today, such support to UGS is piloted under the project on introducing a 12-year system of secondary education.

Moreover, the Education Department of the City of Karaganda carries out 19 experiments, including 5 at the national level, 14 at the oblast and city levels, in 20 educational organizations of the city and the oblast. In the course of one of these experiments the following seminars were conducted: “Resource Center – an effective contemporary form of organization of the supplementary education of aesthetic nature”, “Special characteristics of expert activities related to implementation of competency-oriented approach to the education process”, “Piloting of instructional materials under the 12-year education system in general education schools with instruction in mixed languages: Experience, issues (PSED of MESRK, 2013).

An example of external benchmarking in Kazakhstan is the establishment and operation of autonomous schools named “Nazarbayev Intellectual Schools” (NIS).

The project on establishment of NIS was initiated under the instruction of the President of RK in 2008. In relation to this project the Prime-Minister of RK issued the Order on February 11, 2010 No. 22-p on establishment of the working group to draft the Law “On the Status of Nazarbayev University”, “Nazarbayev Fund and Nazarbayev Intellectual Schools”. The Law “On the Status of Nazarbayev University”, “Nazarbayev Fund” and “Nazarbayev Intellectual Schools” was enacted on January 19, 2011.

Today, NISs serve as an experimental platform where contemporary educational programs are developed and introduced. NISs study experience in determining the content of education programs in Finland, Sweden, Singapore, United Kingdom, USA, South America, Japan, Korea, and many other countries. That is why the curriculum of the NIS is a framework document, which provides for integration of the national and international experience.

According to the instruction of the President, approaches to extending the Intellectual Schools’ experience were approved at the enlarged meeting of the Government of RK. The MES identified 35 basic schools that cooperate with the NIS and share experience (NIS, 2013).
3.4 Implementation of policies to improve the effectiveness of resource use

Describe how national school policies are developed.

A variety of entities at all levels of the education system (republican, regional, local) are involved into the process of development of the secondary education policy.

At the central level MES reviews the current situation in order to identify pressing issues and their extent, as well as analyzes the results of monitoring in relation to the reviewed issues implemented by the oblast education authorities.

At the next stage, draft documents that may later underpin a new education policy are developed. At this stage, in accordance with the established procedure, the MES sends letters in the form of recommendations to the subordinate agencies to consider and make suggestions and changes to the proposed projects. In turn, oblast education authorities consider these letters and send them to the rayon education departments for reviewing and making suggestions and amendments.

After reviewing the amendments and suggestions made at the rayon level, the oblast education authorities consolidate the data received and send it to the MES, which, in turn, aggregates and studies the suggestions made in the regions and makes appropriate amendments to the draft document to finalize it.

Based on the results, the MES develops a list of activities and the timeframe of implementation of the above activities to introduce the newly developed education policy.

Therefore, the process of development of the national education policy for the system of secondary education is initiated at the central level, revised and supplemented at the level of oblasts and rayons, and is then sent back to central level where final versions of the fundamental documents are developed and final decisions are made. This approach allows accommodating interests of all the stakeholders, which, in turn, greatly improves effectiveness of the education policy being implemented.

Which actors are typically involved in setting school policy? Are there any tensions between these actors about the relative priority that should be given to different objectives?

The actors of the process of development of the national education policy are the MES, education departments of 14 oblasts and cities of Astana and Almaty, subordinate organizations of MESRK (NAE, NCESA, IAC, etc.) and the concerned public authorities. Activities of all the actors of this process are governed by respective laws and regulations, are implemented based on plans and are coordinated at the central level, which helps avoid any tensions.

How are formal stakeholder consultation procedures organized in the school system?

The entities involved in discussions change depending on the level and nature of the issue being considered.

At the school level:

School parents’ committees, teachers’ councils, trade union committees, board of trustees (if available at a school), and school educational methodology associations can participate in these discussions and in the decision-making process.

At the level of rayon/city/oblast:

At this level the following organizations of respective levels can participate in discussions: boards of oblast education authorities, councils of education authorities, teachers’ unions, educational methodology associations of teachers, parents’ councils, representatives of the juvenile inspectorates, and local executive authorities.

At the central level:

Official consultations with stakeholders at the central level can be held with involvement of the respective units of the MES, working groups established to review specific issues as well as respective executive authorities.

Opinions can be collected and positions can be studied in the course of open discussions and surveys and votes, followed by aggregation of the results in order to make a decision.

What typical strategies are followed to build consensus about priorities for school system spending?
As problems arise in the secondary education system, a set of measures is taken for their comprehensive solution:
- a working group is established to comprehensively study a problem comprising of representatives of all the concerned and competent parties;
- an appropriate document is developed (plan, program, strategy, law, etc.), the implementation of which is aimed at solution of a problem or a set of problems;
- after completing the approval procedures, a new document is officially published and becomes effective in accordance with the Law “On Normative Legal Acts”.

The process of using financial resources allocated to secondary education is governed by the budget legislation. Spending priorities are determined based on the strategic and policy documents.

**Are pilots and policy experimentation common before implementation of school policy?**

The major pilot projects currently implemented include per capita financing, transition to a 12-year model of education and introduction of the boards of trustees in educational organizations, which are being tested under implementation of the SPED 2011-2020.

Pilot testing of these projects proceeds from the need to minimize risks and to foresee the issues that can arise in the course of their widespread implementation.

**Per capita financing**

Piloting of per capita funding at 50 pilot schools in 4 oblasts of the country (Almaty, Aktobe, East-Kazakhstan and South-Kazakhstan oblasts) was commenced on September 1, 2013. 13 other schools of Akmola oblast will join this pilot project starting from January 1, 2014 (FIPD of MESRK, 2013).

For implementation of this project were allocated targeted current transfers to the oblast budgets and budgets of the cities of Astana and Almaty in the amount of KZT 2 512 075 thousand: South-Kazakhstan oblast – KZT 1 285 294 thousand, Aktobe oblast – KZT 631 047 thousand, East-Kazakhstan oblast – KZT 507 044 thousand and Almaty oblast – KZT 88 690 thousand (GD RK dated November 30, 2012, No. 1520 on Implementation of the Law of RK on the National Budget for 2013 - 2015).

Based on the results of pilot testing in 2013-2014 conclusions will be made in relation to the need to extend the pilot project or the possibility of full-scale implementation of per capita financing in the secondary education system, provided that the results of pilot testing of the per capita financing in pilot schools are positive.

**Transition to a 12-year model of education**

One of the key priorities of the SPED is the transition to a 12-year model of education, which will be implemented in 2015. Under the SPED an Action Plan was developed for 2014-2016 approved by GD RK No.130.

The following actions were taken in the course of implementation of this plan:
- Priorities of development of the career-oriented education in Kazakhstan as the driver for industrial and innovative modernization of the country were indentified during applied research on methodological support to a 12-year model of education; conceptual and legal framework for development and mechanisms for implementation of the career-oriented education in 12-year schools were defined.
- Draft national SCES for 12-year education (primary, lower secondary, general secondary) were finalized and translated; project specifications for transition to the 12-year SEP were developed.
- 18 study guides and recommendations designed to unfold the methods of determining the core content of primary, lower secondary and general secondary education under the 12-year model were developed in Kazakh and Russian. The system of criteria-based assessment of students’ achievements, specific features of preparatory career-oriented and career-oriented education in 12-year schools were considered; quality of pilot textbooks and EMC for experimental grades 10 under the 12-year education model was monitored.
- 74 education plans were developed and published, 20 textbooks and 51 packages of EMC for experimental grades 11 with the Russian and Kazakh-language schools under the 12-year education were reviewed by experts.

In the 2013-2014 academic year all grades 11 of the experimental schools operating under the transition to the 12-year model of education were provided with educational materials, including 712...

Currently, the 12-year model of education is tested in 104 schools, out of which 49 schools are located in rural areas and 55 schools – in urban areas (OECD, 2014).

Activities of the boards of trustees in educational organizations

To implement the SPED, a national experiment was initiated in 2013 pursuant to Order of the Minister of Education and Science No. 573 as of 27.12.2012 on pilot testing of the boards of trustees in individual educational organizations. 5 educational organizations currently participate in this experiment (IAC based on the information of the PSED of MESRK).

3 259 boards of trustees currently operate throughout the country (Figure 3.18).

Figure 3.16. Number of Boards of Trustees

![Number of Boards of Trustees](image)

Source: IAC based on the information provided by the PSED of MESRK

Main responsibilities of the boards of trustees are to facilitate implementation of statutory objectives of educational organizations, financial support, and further development of educational organizations as well as to provide other assistance.

How are the results of the monitoring of resource use shared with stakeholders?

Resource use is monitored at all levels of secondary education by the central authority and LEA. At the local and regional levels this monitoring is carried out by oblast and rayon education authorities as follows: schools send the results of monitoring the rayon/city education authorities in the form of reports, where the received data is compiled into the consolidated report, which is then sent to the higher level authority – Oblast education department.

Oblast education department send the results of resource use monitoring to the MES, which, in turn, consolidate the results of oblast monitoring and reviews the problems revealed in the course of monitoring.

Based on the monitoring results, MES identifies major problems and develops solutions. For instance, if the results of monitoring reveal the need for teachers for some subjects in certain oblasts, MES increases the amount of grants for this occupation, thereby solving the problems related to the shortage of teachers.

The results of monitoring of use of the financial resources are submitted in the form of reports in accordance with the deadlines.
3.5 Main challenges

Are there any aspects in the governance of resource use that are being currently challenged or subject to re-examination? What are these aspects and which alternative policy options are currently being considered?

Per capita financing

At present, the system of financing of secondary education organizations is aimed at a school as a whole not at an individual student. Funds of schools are distributed based on the teaching staff of the school, their teaching load, number of consolidated classes as well as based on the actual consumption of utilities. Moreover, funds of schools are adjusted for inflation on an annual basis.

Currently pilot projects are implemented in 63 schools in 5 oblasts of republic (Akmola, Aktobe, East-Kazakhstan, South-Kazakhstan).

The essence of per capita financing is to allocate funds per one student, which makes financing directly contingent on the number of students. The educational process costs will include pay to the school staff, employers’ contributions, allowances for health improvement, and costs of teaching.

Under this principle of financing, expenses related to utilities, minor repairs, maintenance of buildings, transportation and meals for students will be in jurisdiction of the LEA, which will also set standard financing for the education system depending on specific regional characteristics. These expenses will continue to be funded through the local budgets based on actual needs of schools (MESRK FIPD).

Boards of trustees

One of the targeted indicators specified in the SPED is the establishment of boards of trustees in educational organizations (in 45% of schools by 2015 and in 60% of schools by 2020).

By 2012 boards of trustees have been established in more than 36% schools in order to organize public control of the schools’ activities and to increase the level of decentralization of school management in Kazakhstan.

3 259 schools are currently participating in the experiment on introduction of the boards of trustees in school practices, which was initiated in 2013 (MESRK PSED).

Per capita financing

Some representatives of the educational sector voice concerns pertaining to effective implementation of the per capita financing and its impact upon improvement of education quality.

At present, the principle of per capita financing of the secondary education organizations is applied in Russia, Kyrgyzstan, Armenia, and in many non-CIS countries. In particular, Russia has faced the situation when schools enroll non-existent students to obtain more funds from the budget. However, to address these facts of having “ghost students” in schools, Financial Control Services are established in Russia under the regional education departments, which inspect schools, detect violations and take appropriate measures.

The MES has studied the international experience in introduction of the per capita financing, strengths and weaknesses of this instrument. Based on the findings of this analysis, at present draft regulations are being developed to define competencies and powers of certain concerned persons and agencies and to provide for mechanisms for monitoring and controlling per capita financing, as well as public involvement in school management.

When introducing the per capita financing in Kazakhstan, issues may arise in relation to overcrowded classes and schools, as financing will be based on the standard maximum number of students per class and school. In other words, the amount of per capita standard financing of the educational process per each next child above the maximum number of students per class will decrease. In this case school administrators and local executive bodies will have to address opening of additional classes.
In general, appropriate decisions and measures will be timely undertaken to address the problems that may arise in the course of pilot testing of per capita financing.

In accordance with the current edition of the SPED, it is proposed to implement the mechanism of per capita financing in all educational organizations, except for UGS, by 2015. However, according to the position of the MEBP, introduction of per capita financing in all schools throughout the country, except for ungraded schools, will become possible only after receiving positive results of testing per capita financing in 50 pilot schools of 4 oblasts (Almaty, Aktobe, East-Kazakhstan and South-Kazakhstan).

It is assumed that the results of pilot testing in 2013-2014 will serve as a ground for continuing pilot testing or full-scale introduction of per capita financing of secondary education. In view of the above, the Ministry of Education and Science of RK has developed draft amendments to the SPED.

Financing of the educational setting in schools should meet the requirements and scope of the educational process in schools. The “flow” of students from one educational organization to another should be provided with the required resources for education of these students, which should be the focus of the local executive bodies.

**Boards of Trustees**

A final decision on establishment of the boards of trustees in schools will be made based on the results of the pilot testing. However, even if the results are positive, it is not assumed (according to the SPED for 2011-2020) that the boards of trustees will be introduced in all schools of Kazakhstan.
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Edict of the President of the Republic of Kazakhstan dated 2 May 2011 No. 67. About improvement of the external public financial control in the regions.
CHAPTER 4: RESOURCE DISTRIBUTION

Chapter 4 "Resource distribution" gives an analysis of the mechanisms of financial distribution by level of governance and the principle of financial resources allocation to different levels of education administration. The distribution of financial expenditure and education levels are analyzed. The mechanisms of financing public schools, the distribution of material and technical resources and school infrastructure are also described in this chapter. Chapter 4 includes an analysis of the teaching staff of schools indicating the characteristics of pedagogical workers. Moreover, it analyzes the administrative staff of schools, indicating their qualifications and distribution of functions between the administrations.

It was made a detailed analysis of the distribution of educational resources for children with special need, children needing social assistance while they are in secondary education. Finally it is presented main challenges from the perspective of resource allocation, which is currently being disputed or subjected to revision. Chapter summarizes main areas of disagreement among stakeholders in schools related to the distribution of resources in schools, identifying their causes.
4.1 Distribution of resources between levels of the education administration

What proportion of the educational budget is decentralised and managed at the different levels of the education administration?

Administrators of budget programs of educational institutions (excluding national-level institutions) are LEA. Because of this, large share of education costs falls on local budget. Centralized financing (republican transfers) is provided to regions to implement nation-wide initiatives, which were not envisaged when regional budgets were developed (for implementation of SPED; monthly payments to foster parents (guardians) for maintenance of an orphan (orphans) or child (children) without parental care; salary raises for teachers, who completed further training under programs of NIS; maintenance of newly commissioned education facilities, etc.) (DFIP, MESRK, 2013).

Analysis of overall financing (total of republican budgets and local budgets) can identify shares of each of the levels of financing (Table 4.1).

Table 4.1. Shares in State Budget Expenses, from 2001 through 2012

<table>
<thead>
<tr>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Republican budget</td>
<td>17%</td>
<td>12%</td>
<td>14%</td>
<td>16%</td>
<td>22%</td>
<td>25%</td>
<td>27%</td>
<td>26%</td>
<td>29%</td>
<td>27%</td>
<td>26%</td>
<td>27%</td>
</tr>
<tr>
<td>Local budget</td>
<td>83%</td>
<td>88%</td>
<td>86%</td>
<td>84%</td>
<td>78%</td>
<td>75%</td>
<td>73%</td>
<td>74%</td>
<td>71%</td>
<td>73%</td>
<td>74%</td>
<td>73%</td>
</tr>
</tbody>
</table>

Source: Data of Department of Finance and Investment Projects, MESRK

In year 2013, the largest share of expenditure on education accounted in Almaty oblast (88.3%), South Kazakhstan oblast (87.4%) and North Kazakhstan oblast (86.3%). The lowest share of the local budget, compared with other oblasts, which was allocated to fund this level of education in Mangystau and Kostanay oblasts were 49.4% and 60.2% respectively (see Annex 4A, T.4A.1).

At the same time, there is a clear list of areas of activities of educational organizations, which is financed from local (oblast and rayon) budgets and is formalized in the Budget Code.

According to the Budget Code budgets of the following levels are approved, executed and are independent in Kazakhstan: republican budget; oblast budgets, budgets of the city of national significance and the capital; budgets of rayons (cities of the oblast significance). Oblast budgets, budgets of the city of national significance and the capital, budgets of rayons (cities of the oblast significance) are referred to as local budgets (see Annex 4A, 1).

Are there any differences between the different levels of the school system in this respect, i.e. is funding more decentralised for some levels of education than others?

When financing is planned for a fiscal year, financing plan is developed for each educational institution, with breakdown by specifics (expense items). This plan does not reflect distribution of funds by levels of education, rather it shows expenses of an educational institution as a whole (DFIP MESRK, 2013).

On which basis are financial resources allocated to the different levels of the education administration?

According to the Law “On Education”, the system of education financing is based on the following principles:

1) Efficiency and effectiveness;
2) Priority;
3) Transparency;
4) Accountability;
5) Delineation and independence of all budget levels.

Which specific criteria are used to estimate the financial resources needed for each administrative unit? How do these criteria account for the particular characteristics of the student population in each administrative unit?
Decisions related to financing of Education Departments of oblasts and Education Divisions of rayons are made at the regional level. Therefore, the criteria are developed in accordance with decisions made at the level of regions. Since these criteria may vary between regions, it is not possible to give an unambiguous answer to this question (DFIP MESRK, 2013). Financing of educational organizations in each administrative unit is based on budgeting data of previous years, with adjustment to inflation and changes in the student population (number of class sets).

Regarding the monetary transfers from the central government to decentralised entities, what part of these transfers is ear-marked (i.e. the money needs to be spent on specific items)?

According to the Budget Code, all transfers from the republican budget are targeted. Targeted transfers are divided into targeted current transfers and targeted development transfers.

Targeted current transfers are transfers made during the validity period of three-year volumes of general transfers within the amounts approved in the republican budget or local budgets:

1) From higher-level budgets to lower-level budgets, intended for compensation of losses of lower-level budgets resulting from adoption of legislative acts, acts of the President and the Government, representative and executive bodies of oblasts, which lead to higher expenses and (or) lower revenues of local budgets;
2) From lower-level budgets to higher-level budgets, intended for compensation of losses of higher-level budgets resulting from adoption of legislative acts and acts of the President, which lead to higher expenses of higher-level budgets due to transfer of functions of government bodies from a lower-level of public administration to a higher level.

Targeted development transfers are transfers made from higher-level budgets to lower-level budgets within the amounts approved in the republican or local budgets for implementation of local budget development programs.

Is there any funding outside the main mechanism of distribution that specifically attempts to target resources to regions or localities with specific (or greater) needs? What are the criteria for assigning extra-funding in case such programmes exist?

There is no notion “regions or localities with specific financial needs” in Kazakhstan. Therefore, funding of secondary education institutions is provided regardless of their location. All general schools of the country are financed based on the common principle of funds allocation: most expenses fall on local budgets, and the republican budget provides targeted transfers for implementation of SPED, various monthly payments to foster parents (guardians), salary raises for teachers who completed training under programs of NIS, maintenance of newly commissioned education facilities, etc. Republican transfers are provided in accordance with the Budget Code of the RK. Local budgets allocate funds based on financing plans approved at the beginning of fiscal year. These plans are reviewed and approved together with appropriate documents proving the need in allocation of funds for specific expenditure items and explaining the reasons for escalated demand for allocations in a given specifics (DFIP MESRK, 2013).
4.2 Distribution of financial resources across resource types

For each of the different levels of the administration and educational levels, outline how financial resources are spent on different budget items (e.g. capital and current spending) and resource types (human resources – teachers, school leaders, non-teaching staff; physical resources – buildings, equipment, school materials; other resources).

Distribution of finances is carried out according to the Budget Code of the Republic of Kazakhstan (2008) at central, oblast budgets, budgets of the cities of republican importance and budgets of rayons (cities of oblast importance) (see Annex 4A, 2)

Distribution of financial resources across levels of education – see below.

How has the allocation of funding to different budget items and resource types changed in the past years?

Public schools (most of them) have organizational-and-legal form of “public institution” (PI) and are financed according to financing plans based on budgeting of previous years with adjustment to inflation (DFIP MESRK, 2013) (see Annex 4A, T.4A.2).

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5 Public Institution is the noncommercial organization, which has status of legal entity, which was established in organizational and legal form of an institution to carry out functions. Type of public institution: central (republican) and communal. In accordance with the Law of the Republic of Kazakhstan dated March 1, 2011 No. 413-I V “On State Property” rayon communal legal entities are rayon state enterprises and rayon public institutions established by local executive authorities of rayons, cities of oblast importance.
4.3 Distribution of resources between levels and sectors of the school system

Describe how financial resources are distributed across the different levels of the education system (exceptionally, for this item, please include tertiary and adult education).

In allocation of funds to all levels of education (excluding higher and postgraduate education), mixed form of funding is used: local budget and republican budget (transfers). There is no single, annually preserved ratio of local budget’s and republican budget’s shares. However, share of local budget in funding of all levels of education is significantly higher than share of the republican budget (Table 4.2). Higher and postgraduate education is financed only from the republican budget.

<p>| Table 4.2. Structure of State Budget Expenses by Levels of Education, 2012-2013 |
|-------------------------------------------------|----------------|----------------|----------------|</p>
<table>
<thead>
<tr>
<th>Levels of education</th>
<th>Local budget expenses, million KZT</th>
<th>Republican budget expenses, million KZT</th>
<th>Total expenses, million KZT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preschool education and training</td>
<td>112 451.5</td>
<td>27 607.1</td>
<td>140 058.6</td>
</tr>
<tr>
<td>General secondary education</td>
<td>565 904.3</td>
<td>40 303.6</td>
<td>606 207.9</td>
</tr>
<tr>
<td>TVE</td>
<td>67 372.4</td>
<td>23 744.9</td>
<td>91 117.3</td>
</tr>
<tr>
<td>Other education programs</td>
<td>212 029.9</td>
<td>149 595.4</td>
<td>361 625.3</td>
</tr>
<tr>
<td>Graduate and postgraduate education</td>
<td>-</td>
<td>112 984.5</td>
<td>112 984.5</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>957 758.1</strong></td>
<td><strong>354 235.5</strong></td>
<td><strong>1 311 993.6</strong></td>
</tr>
</tbody>
</table>

Source: DFIP MESRK

Since financing processes support not only ongoing educational process, but also implementation of various initiatives, newly adopted programs, etc, amounts of spending vary depending on the needs of each of the levels of education (DFIP MESRK, 2013).

What is the relative financial weight of each of the education levels?

Absolute spending of all levels of education has been consistently growing during the last 10 years. Largest amounts of financing are allocated to secondary education, as it covers the largest population (universal) and last the longest (Table 4.3).
Table 4.3. Trends in State Budget Spending on Education, Organizations of MESRK, 2003 – 2012

<table>
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<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Preschool education and training</td>
<td>4,553</td>
<td>6,542</td>
<td>9,589</td>
<td>12,937</td>
<td>20,646</td>
<td>27,288</td>
<td>32,067</td>
<td>63,332</td>
<td>93,590</td>
<td>140,059</td>
</tr>
<tr>
<td>Share in total financing</td>
<td>3%</td>
<td>3%</td>
<td>4%</td>
<td>4%</td>
<td>4%</td>
<td>4%</td>
<td>8%</td>
<td>9%</td>
<td>9%</td>
<td>11%</td>
</tr>
<tr>
<td>Share in total financing</td>
<td>68%</td>
<td>67%</td>
<td>62%</td>
<td>61%</td>
<td>57%</td>
<td>46%</td>
<td>49%</td>
<td>53%</td>
<td>51%</td>
<td>46%</td>
</tr>
<tr>
<td>Technical and vocational education</td>
<td>5,299</td>
<td>6,714</td>
<td>9,076</td>
<td>10,406</td>
<td>14,525</td>
<td>33,955</td>
<td>48,893</td>
<td>51,434</td>
<td>72,466</td>
<td>91,117</td>
</tr>
<tr>
<td>Share in total financing</td>
<td>4%</td>
<td>4%</td>
<td>4%</td>
<td>3%</td>
<td>3%</td>
<td>5%</td>
<td>7%</td>
<td>6%</td>
<td>7%</td>
<td>7%</td>
</tr>
<tr>
<td>Higher and postgraduate education</td>
<td>12,763</td>
<td>15,423</td>
<td>24,956</td>
<td>37,784</td>
<td>47,642</td>
<td>54,815</td>
<td>62,187</td>
<td>73,429</td>
<td>89,076</td>
<td>112,984</td>
</tr>
<tr>
<td>Share in total financing</td>
<td>9%</td>
<td>8%</td>
<td>10%</td>
<td>12%</td>
<td>10%</td>
<td>9%</td>
<td>8%</td>
<td>9%</td>
<td>9%</td>
<td>9%</td>
</tr>
<tr>
<td>Other education programs</td>
<td>24,526</td>
<td>34,303</td>
<td>53,395</td>
<td>64,961</td>
<td>118,579</td>
<td>232,342</td>
<td>236,687</td>
<td>185,517</td>
<td>235,191</td>
<td>361,625</td>
</tr>
<tr>
<td>Share in total financing</td>
<td>17%</td>
<td>18%</td>
<td>21%</td>
<td>20%</td>
<td>25%</td>
<td>36%</td>
<td>32%</td>
<td>23%</td>
<td>24%</td>
<td>28%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>146,047</td>
<td>190,414</td>
<td>254,385</td>
<td>321,359</td>
<td>467,386</td>
<td>641,060</td>
<td>746,477</td>
<td>797,414</td>
<td>1,000,285</td>
<td>1,311,993</td>
</tr>
</tbody>
</table>

Source: Department of Finance and Investment Projects of MESRK

Rapid growth of share in financing is observed in preschool education and training due to implementation of program on provision of children with preschool education and training “Balapan” for 2010-2014 approved by GD RK dated May 28, 2010 No. 488 (Figure 4.1).

Figure 4.1. Trends in Spending on Education, by Levels, 2003-2012

As it was mentioned in section 3.1 Level of resources and policy concerns, data on expenditure per student at different levels of secondary education in the existing principle of financing is impossible to provide.

How have these evolved in the recent past?

Kazakhstan’s system of secondary education does not include training programs for higher, pre-specialized, secondary vocational and secondary technical education. Therefore, information on this topic is unavailable.
4.4 Distribution of resources across individual schools

What are the main principles and mechanisms for funding public (and publicly-subsidised) schools (e.g. funding formulae, historical funding, administrative discretion)?

Main principle of financing of educational organizations is financing based on budgeting data of previous years adjusted to inflation and changes in the student population (number of class sets). Administrators of budget programs of educational organizations are local governments (excluding republican educational organizations, which are financed from the republican budget). Moreover, according to the Budget Code, schools can receive targeted republican transfers.

In case of need in additional funds, as the specifics 163 “Costs Fund universal compulsory secondary education” provides barrier-free access to educational institutions for children with disabilities (installation of ramps, elevators in the school building, simultaneous teaching of children with disabilities of the muscoskeletal system) and additional payment for teachers, working in the opened in new academic year correctional class, which is based on decision by Maslikhat sessions (city, oblast, rayon).

The mechanism of financing is the financing plan, which includes a list of specifics (expense items), with breakdown by months, and is adjusted as budget funds are disbursed for purpose of their efficient distribution and full disbursement (DFIP MESRK, 2013).

Which specific criteria are used to estimate the financial resources needed for each school?

Till December 31 of current fiscal year, each educational organization develops a financing plan with specifics, each of which reflects key financial needs (GD RK No. 220 dated February 26, 2009). While some of them depend on the designed school capacity (for instance, utility payments, communication services, etc.), others depend on number of students (for instance, teacher salaries, etc.), which are used as criteria of financial needs. Number of specifics depends on needs of a school, which are listed in draft application before they are included in the financing plan (they are included in the financing plan providing approval of the local government). Regulations governing existence of these expense items are: Law of the RK “On Education” (2007), Sanitary Rules, Fire Safety Rules (2011), etc. Financing of each individual specific is done based on previous year’s data with adjustment to consumer prices index, in percentage, for current expenses, excluding salaries (DFIP MESRK, 2013).

How do these criteria account for aspects such as the socio-economic background of students, or schools’ and students’ special needs?

If a school has students from poor families, families with many children, children without parental care, who have officially proved their status, the financing plan includes specific 163 “Costs of the fund of universal compulsory secondary education”, which provides funds for purchase of clothes and organization of meals for such students to the amount of at least 1% of budget funds allocated for maintenance of general schools.

This specific is intended to provide financial and material assistance to pupils and students from socially vulnerable families in accordance with the GD RK as January 25, 2008 No.64.

Also, funds allocated in this specific, spent on purchase of textbooks, teaching aids, school supplies, the provision of financial assistance, the purchase of vouchers to children resort/sanatorium institutions and rest camps, participation in recreational and sport activities.

Also, if a school has children, who, due to diseases proven by appropriate documents, are advised to study at home, the school receives extra funding to organize home schooling. Moreover, for purpose of supporting such students, regions receive republican transfers, which are spent on specific purposes, such as purchase of computers.

Furthermore, in order to ensure barrier-free access to educational organizations for disabled children, installment of entrance ramps was organized. Also, in accordance with Construction Norms and Rules, installment of specialized equipment (elevators in school buildings for children with musculo-skeletal disability) was organized.

Finally, if a school opens a correction class, then according to GD RK No. 1400, teachers who work there receive compensation payments, which are also included in the financing plan (DFIP MESRK, 2013).

Please refer to resources levied at the central level but also to those levied at the more local level.
At central level, expenses for educational resources are allocated from the republican budget in accordance with Article 53 of the Budget Code of the Republic of Kazakhstan (2008) in the following areas:

1) General education for gifted children in republican educational organizations;
2) Holding of national-level out-of-school activities and republican olympiads;
3) Further training and retraining of staff at the central level;
4) Methodological provision of the education system;
5) Recovery, rehabilitation and recreation of children;
6) Provision of textbooks and educational-methodological complexes for republican secondary education organizations, as well as for nationals studying in foreign schools under international treaties.

At local level, expenses for educational resources are allocated from local budgets in accordance with the Budget Code in the following areas:

1) Extended education for children offered at the oblast level;
2) Children’s study under special general education programs;
3) Gifted children’s study in specialized educational organizations;
4) Holding of oblast-level school Olympiads;
5) Examination of mental health of children and teenagers and delivery of psychological-medical-pedagogical advisory assistance to the population;
6) Rehabilitation and social adaptation of children and teenagers with development problems;
7) State support to orphans and children without parental care, their mandatory job placement and provision of housing;
8) Free-of-charge and discounted meals for specific categories of students in accordance with the procedure established by the legislation of the Republic of Kazakhstan;
9) Methodological work (see further in Annex 4A).

In countries where resources are distributed to schools according to funding formulae: What variables are included in the formula to allocate funds? Are there any adjustments in the formula to specifically account for students’ special socio-economic backgrounds? Is the funding formula applied nationwide or is it defined at the level of local administration?

Is there any funding outside the main mechanism of distribution that specifically attempts to target resources to schools with specific (or greater) needs?

According to Law “On Education” (2007), there are following sources of funding for education:
1) Revenues from fee-based services, which do not contradict to the legislation of the Republic of Kazakhstan;
2) Sponsor and charity assistance, non-reimbursable contributions and donations, grants.

What are the criteria for assigning extra-funding in case such targeted programmes exist?

According to the Law “On Education” (2007) sources of education funding include (aside from the state budget funding): revenues from fee-based services, which do not contradict to the legislation of the Republic of Kazakhstan; loans from financial institutions; sponsor and charity assistance, non-reimbursable contributions and donations, grants. Money earned from fee-based services, as well as donations, go a designated account, from which they can be disbursed for various school needs, at the discretion of the principal, as well as upon agreement of the school board, if there is one at the school.

What are the policy objectives of targeted programmes which provide schools with extra resources (e.g. improve school management)?

No data is available.

Per-capita financing mechanisms under a pilot project

In SPED planned the development of new mechanisms for financing education, targeted at improvement of quality and assessibility of education through introduction of per capita funding in all educational organizations, except for the ungraded schools.
The following served as grounds for introduction of per-capita financing mechanism in the secondary education system:

1. SPED 2011-2020 (section “Funding of the Education System”): “Result oriented funding will become a key element of reforms in the field of public spending management in secondary education. This methodology of financing will improve effectiveness of budget spending and will contribute to better access to quality education for various categories of population”;

2. Address of the Head of the State to students of Nazarbayev University (September 5, 2012): “We should ensure phased transition of secondary education to per-capita financing. If a student transfers to another school, money follows this student. This way, we will enhance competition among schools”.

Tasks of per-capita normative financing are:

- Standardization of state budget spending on implementation of the education process in schools of the country in accordance with unified requirements of state compulsory standard of secondary education;
- Improvement of the system of funding focused on ensuring equal access to educational services.

Per-capita normative financing is based on the principle “money follows the student”. As an effect from the implementation of per-capita normative financing will be the following indicators:

- Enhanced competition among educational institutions, because students and their parents will be able to choose the best school, and money will go to the school together with the student;
- Higher quality of the educational process, as the threat of student outflow will become an incentive for school administration and local authorities to improve teacher population, physical infrastructure and conditions of study at school.

As part of introduction of the per-capita normative financing mechanism, it is expected that schools will form inventive funds supported by the republican budget (about 10% of expenditures allocated for the educational process) to pay bonuses and incentive compensations to teachers depending on their performance, and to cover other school needs related to the educational process (purchase of developmental literature, payment of guest lecturers’ fees, etc.).

In order to implement this process it was developed and approved methodology and rules of per capita funding in secondary education.

From 1st of September it began the approbation of per capital funding methodology in 50 schools of 4 oblasts (Aktobe, Almaty, East Kazakhstan and South Kazakhstan oblasts). To the date the pilot project is carried out in 63 schools.

In 2013, targeted current transfers to oblast budgets and budgets of Astana and Almaty cities for testing of per-capita financing of primary, lower secondary and general secondary education amounted to KZT 2 512 075 000 (Table 4.4).

### Table 4.4. Information about Testing of Per-Capita Financing in 2013

<table>
<thead>
<tr>
<th>No.</th>
<th>Oblasts</th>
<th>Amount, thsd. KZT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aktobe</td>
<td>631 047</td>
</tr>
<tr>
<td>2</td>
<td>Almaty</td>
<td>88 690</td>
</tr>
<tr>
<td>3</td>
<td>East-Kazakhstan</td>
<td>507 044</td>
</tr>
<tr>
<td>4</td>
<td>South-Kazakhstan</td>
<td>1 285 294</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>2 512 075</td>
</tr>
</tbody>
</table>


*In the specific case of publicly-subsidised privately-managed schools: What requirements do these schools have to meet to receive public funds? How do funding mechanisms differ from those for public schools? Is public funding for this type of schools mostly targeted for specific resources (e.g. teachers’ salaries) or is it open to a more discretionary use?*

Not applicable
4.5 Distribution of school facilities and materials

The school network

How is the school network organised?

As discussed in Chapter 2, school network in Kazakhstan is represented by various types of schools with different departmental affiliation (Figure 4.2). All schools could be divided into two main groups: public and private. Private schools make about 1.4% of total number of schools. These schools do not report to MES. Their activities are organized based on licenses issued by MES. According to the Law “On State Statistics”, these schools file statistical reports to the ASKR.

Figure 4.2. Network of General Secondary Education Organizations, Academic Year 2012-2013

Besides MES and LEA, there are schools under jurisdiction of such ministries, as Ministry of Internal Affairs of the Republic of Kazakhstan (54), Agency of the Republic of Kazakhstan for Sports and Physical Education (11), Ministry of Health of the Republic of Kazakhstan (6), Ministry of Defense of the Republic of Kazakhstan (1), and Ministry of Labor and Social Protection of Population of the Republic of Kazakhstan (1).

Are there established principles or regulations for the organisation of the school network (e.g. size of schools; geographical distribution of schools) at the central or local administration levels?

The school network is organized in accordance with the Guaranteed Norm of the Network of Educational Organizations approved by GD RK dated December 21, 2007 No. 1256, also Order of Ministry of Education and Science dated September 17, 2013 No. 375 “On Approval of Standard Rules of Activities, by Types of General Education Organizations (Primary, Lower secondary and General Secondary Education)” in each rural location is guaranteed: functioning of primary ungraded school from 5 to 40 students, lower secondary ungraded education institution from 41 to 80 students and general secondary ungraded schools from 81 to 180 students.

It is not to equate rural school and ungraded school. “Ungraded school” or incomplete, schools are UGS, mostly in rural areas, which do not have enough students to give each year group its own class and so have combined classes to teach several age groups of students together in one class with a specific way of organizing lessons (Law “On Education”, 2007).

Based on the fact that the secondary school with the students enrolment not more than 180 people, is an UGS, classes in such school will not necessarily be aligned, i.e. there will not be classes for students of two different classes at the same time in the same classroom as it is stated in the definition of ungraded school in the Law "On Education".
School is considered a rural one if it is located in the village, but not every rural school is an UGS. In large villages population of students can greatly exceed the above standards. Thus, if in secondary school, located in the village, the number of students exceeds 180 people, the school will be rural, but will not apply to the category of an UGS.

Also, on the outskirts of cities there may be secondary schools, where quantity of people doesn’t reach 180 people. Such schools are ungraded schools, but are not rural.

In urban area, for purpose of accommodating the needs of population in free-of-charge preschool and secondary education, operation of the network of public preschool education and training organizations and general education institution existing as of September 1, 2007, is guaranteed (Figure 4.3).

1) Operation of public school-based hostels is guaranteed, providing availability of at least 10 students, who need to study and stay in school-based hostels.
2) Operation of public general boarding schools is guaranteed, providing availability of at least 150 students, who need to study and stay in boarding schools.
3) Operation of the following facilities is guaranteed in each oblast:
   - Public health-resort boarding schools;
   - Public special correction educational organizations;
   - Public special boarding schools for children with deviant behavior.

Figure 4.3. Distribution of day general schools under jurisdiction of local governments and MESRK, by oblasts, academic year 2012 – 2013

Typically, how big are schools at the different levels of the school system? What is the average number of students per school, and what have been the recent trends in this indicator.

Decision to open a school is made at the level of local government and is based on availability of specific number of school-age population residing in a specific location, as well as with consideration of birth rates, which feed into school development plan. Based on these data, designed capacity of future school is determined.

Rural areas (rayons, villages) tend to have surplus of student seats, while cities have shortage of student seats. As Figure 4.4 shows, shortage of student seats is mainly focused in Astana City (24.7) and Almaty City (24.4), as well as in Mangistau (21.7), South-Kazakhstan (21.2), Kyzylorda (20.9), Zhambyl (18.8) and Almaty (18.6) oblasts. Main reasons of shortage of student seats are: urbanization and intensification of internal migration processes.
Figure 4.4. Average Number of Students per Full-Time Secondary School and Average Class Size, by regions of Kazakhstan, academic year 2012-2013

Source: Data of MESRK “Key indicators of preschool and secondary education system, academic year 2012-2013”, Astana – 2012

Are there any significant differences in the average size of schools across different regions and localities?

Size of schools can vary significantly even within the same locality, so does their utilization. The same city can have both very large schools and UGS. Size of school can be viewed from two positions: designed capacity of building and number of students at school. Since rural schools for the most part are UGS, designed capacity is often higher than the number of children studying their (Table 4.5).

Table 4.5. Share of Rural Ungraded Schools in Total Number of Rural Day General Schools, Changes over 2011 and 2012

<table>
<thead>
<tr>
<th>Academic year</th>
<th>Rural day general schools</th>
<th>Rural ungraded schools</th>
<th>Share of rural ungraded schools in all rural schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>PS</td>
<td>BSS</td>
</tr>
<tr>
<td>2011-2012</td>
<td>5849</td>
<td>934</td>
<td>1071</td>
</tr>
<tr>
<td>2012-2013</td>
<td>5776</td>
<td>908</td>
<td>1050</td>
</tr>
</tbody>
</table>

Source: Data of MESRK “Key indicators of preschool and secondary education system, academic year 2012-2013”, Astana – 2012, p. 244, 279

Are small community schools a pressing issue in national or regional education policies?

Supporting UGS is one of important tasks of the education system. SPED states a need to address problems of ungraded schools. State Program of Development of Education (2010) foresees the following activities in order to address this issue:

- Further training of teachers at Republic Center for Development of Ungraded Schools of National Academy of Education named after I. Altynsarin;
- Development of Standard Rules of Operation of Ungraded Schools;
- Provision of distance learning for ungraded schools with 10 and more students under the “e-learning” program;
- Creation of 160 base schools (resource centers).

The main problems of UGS for today are extremely low occupancy and combining classes, multidisciplinarity in teacher workload, and high demand for qualified personnel, poor physical infrastructure, and inadequate use of ICT, absence of broadband Internet.

Addressing the problems of UGS will be delivered through base schools (resource centers), boarding schools and transportation. Moreover, as a recommendation for addressing the problems of ungraded
schools, MES developed Concept of Development of Ungraded Schools in the RK for 2010-2020, which describes stages and key actions for the nearest years.

During the first stage of SPED 2011-2020, Center for Development of UGS was created at NAE. Purpose of the center is to provide scientific and teaching-and-methodological support to activities of UGS and resource centers (RC).

Main activities of the center are focused on the following aspects:

- Creation of database about status and activities of UGS and RC;
- Development of regulations, teaching materials and recommendations, etc.;
- Analysis and review of best practices in organization of RC operations, improvement of management of UGS, introduction of effective technology into the educational process;
- Coordination of activities and scientific-and-methodological supervision of regional centers and methodological offices for UGS, which were created in oblasts;
- Holding of international, national and regional research-and-practice conferences, workshops and training dedicated to UGS;
- Participation in organization and holding of interactive conferences and distance learning courses for pedagogical workers (methodologists, deputy principals, principals and teachers) (NAE, 2013).

Rules of operation of UGS are defined and ratified in Standard Rules of Activities of Educational Organizations, by Conditions of Organization of Schooling approved by Order of Minister of Education and Science of the RK dated September 17, 2013 No. 375. Adoption of this regulation provides a clear definition of status of UGS, and serves as basis for support to their activities.

According to Standard Rules of Activities of Educational Organizations, by Conditions of Organization of Schooling, a base school (resource center) is established by resolution of rayon (city) Akimat at a general school, gymnasium, or lyceum, providing availability of material-and-technical, scientific-and-methodological base and human resources. During the period of sessions, a base school (resource center) provides accommodation, meals, and transportation to students, reconciles educational programs by subjects, determines classes and number of session participants.

At present, there are 59 RC (2012-2013) in the country, with 192 UGS assigned to them. It is expected that 160 RC will be created by 2015 (NAE, 2013).

**Which policy alternatives have been discussed to face this challenge?**

Since 2008, Kazakh National Pedagogical University named after Abai (KazNPU) has been involved in efforts on addressing the problems of UGS. The university works on project “Implementation of Technology of Training and Continuous Professional Development of Teachers of UGS in the Republic of Kazakhstan (in Online Mode)” (portal of KazNPU, 2013).

For purpose of methodological assistance and support to teachers in 2008-2009, videoconferences with audiovisual aids and information educational programs were held. University staff received two grants from MESRK for 2012-2014 to continue projects supporting ungraded schools:

1) “Development of innovative educational technology and their introduction to the teaching process of ungraded schools in the Republic of Kazakhstan in online mode”;

2) “Scientific-and-pedagogical and methodological foundations supporting implementation arrangements of innovative technology for UGS by training of pedagogical workers (Bachelor’s Specialization 5B010200 – PMNO)”.

The first project supported expansion of web-site “Academy of Ungraded Schools of the Republic of Kazakhstan” and creation of additional sections. For instance, section “Theoretical materials for self-education of teachers of ungraded schools” contains teaching materials designed for teachers of primary-school grades of UGS. There are Internet-lectures with teachers and master-classes with students held according to calendar of portal “Academy of Ungraded Schools” (portal of KazNPU, 2013).

As part of this project, professors of KazNPU chair “Theory and methodology of preschool and primary education” conduct master classes with primary grade students of UGS, which are broadcasted by the Khabar Agency, as well as shown four times a week by the Bilim television channel in its program “School Online”. (The programs are produced by Mediasystem production center of the Khabar Agency). From May 24, 2012 till present, 56 lessons were produced. All films are published on portal of KazNPU “Academy of Ungraded Schools of Kazakhstan” to allow their repeated viewing and application in learning.
The second project (January-December 2012) supported development of scientific-and-pedagogical and methodological foundations for training of students of Bachelor’s Specialization 5B010200 – PMNO and implementation arrangements of innovational technology for ungraded primary schools (portal of KazNPU, 2013).

In case of the rationalisation of the school network (e.g. closure of some schools): How are the freed resources from a school which shuts down reallocated?

Grounds for closing of a school include: student number not complying with the Guaranteed State Norm of Network of Educational Organizations approved by GD RK dated December 21, 2007 No. 1256; dangerous condition of school building; impossibility to meet fire safety norms; unsatisfactory attestation and revisions (in last two cases, schools are closed very rarely, and only with court decision).

A school is closed by resolution of Akimat, in accordance with Article 6 of Law of the Republic of Kazakhstan “On Education” (2007).

In case of school closure, its entire material-and-technical base (MTB) is reallocated to other schools, by decision of Education Division, to which these schools report, through the procedure of transfer of materials values from one balance-sheet to another balance-sheet with execution of acceptance-transfer certificate.

Teachers, who worked in a school that had been closed, are offered acceptable jobs in their profession (Labor Code of the RK, 2007). Financing allocated to a closed school is reallocated between other schools.

In case of school shut down, which were the costs of redirecting students to other schools?

After a school is closed, its students are transferred to the nearest school. If this school is located in another settlement, transportation is organized for these students. Funding for transportation is provided from local budget. If funding for organization and delivery of transportation were not allocated earlier, Education Division collects a package of documents for Maslikhat session to get extra allocations.

Upon agreement of parents, a child can continue study in a boarding school, where he / she will be fully supported by the state, except for payment of 20% of meals cost (does not apply to socially vulnerable population) (DPSE MESRK, 2013).

Is there any evidence available on the impact of the policies implemented?

Since decisions on opening / closing of schools are made at local level, this information is not aggregated by MES and thus cannot be provided in the Background Report.

Have there been any experiences with innovative uses of ICT with the purpose of extending the benefits of large schools to small community schools?

Internet access is available at 99.2% of Kazakhstan’s schools. Also, 67.2% of urban schools have broadband Internet access, while rural schools do not have such resource, which makes it impossible to test and implement the e-learning system there, and to use ICT with the purpose of adapting the experience of larger schools.

According to the NCESA in the 2013-2014 academic year there are 13 students of general secondary schools per one computer, which is 2 students more than in academic year 2011-2012 (11,2 students per computer) (NCESA, 2012). Number of students per one computer is above average in Mangystau (22), Almaty (20), Kostanay (16) and West Kazakhstan (15) oblasts and Astana city (20) (see Annex 4A, T.4A.3).

Global indicators of computerization are 5-6 students per one computer. Therefore, the availability of computers in Kazakhstani schools in academic year 2013-2014 remains unsatisfactory.

99% of all computers connected to the Internet. About 19.5% of the total number of computers requires replacement. 79.8% of the total number of computers is used directly in the educational process. In rural schools of Atyrau, Kostanai, Kyzylorda oblasts, not all schools are computerized.

School facilities and materials

Have there been recent investments in school infrastructure?
In academic year 2012-2013, schools were supplied with 27,597 subject classrooms for geography, mathematics, physics, chemistry, biology, as well as with interactive classrooms (Table 4.6). 69.4% of schools that were equipped with state-of-the-art classrooms, were rural, which proves commitment of the state to improve physical resources of rural schools. 92.3% of schools that were equipped with state-of-the-art classrooms were secondary schools, 7.4% - lower secondary schools, 0.2% - primary schools.

<table>
<thead>
<tr>
<th>Classrooms</th>
<th>Kazakhstan</th>
<th>Including</th>
<th>Out of which</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equipping of geography classroom</td>
<td>3,969</td>
<td>1,247</td>
<td>2,722</td>
</tr>
<tr>
<td>Equipping of mathematics classroom</td>
<td>5,479</td>
<td>1,436</td>
<td>4,043</td>
</tr>
<tr>
<td>Equipping of physics classroom</td>
<td>5,112</td>
<td>1,475</td>
<td>3,637</td>
</tr>
<tr>
<td>Equipping of chemistry classroom</td>
<td>4,549</td>
<td>1,401</td>
<td>3,148</td>
</tr>
<tr>
<td>Equipping of biology classroom</td>
<td>4,514</td>
<td>1,375</td>
<td>3,139</td>
</tr>
<tr>
<td>Equipping of interactive classroom</td>
<td>3,974</td>
<td>1,502</td>
<td>2,472</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>27,597</strong></td>
<td><strong>8,436</strong></td>
<td><strong>19,161</strong></td>
</tr>
</tbody>
</table>

Source: JSC IAC based on data of MESRK “Key indicators of preschool and secondary education system, academic year 2012-2013”, Astana – 2012, p. 244, 279

Analysis of equipment of day schools for 2012-2013 academic year shows that out of all new-generation classrooms, the largest share falls on schools equipped with language multimedia classrooms, followed by schools equipped with physics, biology and chemistry classrooms (49.7%, 39.7% and 29.5%, respectively). Classroom packages usually include furniture for students and teachers as well (Annex 4A, T.4A.4).

Moreover, according to budget applications of schools, local budgets regularly allocate funds for procurement of sport equipment, furniture, equipment for workshops and cafeteria, etc.

**Investments in development and upgrade of physical infrastructure of schools**

MTB of educational organizations is regulated by Norms of Equipping. According to SPED MTB of secondary education will be upgraded in accordance with requirements of 12-year schooling by 2015. The following aspects will be done by 2020 as a result of implementation of the Program:

- Improvement of MTB of educational organizations based on new principles of design, construction and reconstruction of buildings;
- Liquidation of ramshackle and dangerous buildings;
- Modernization of technological and social infrastructure of education (upgrade of cafeteria and gyms, vehicle fleet, computer equipment, etc.).

In addition, issues of improving the MTB of educational organizations were included in Strategic Plan of MESRK for 2011-2015 approved by GD RK dated 19.02.2011 No. 160.

**Are there any programmes targeted at meeting the infrastructure needs of individual schools?**

According to GD RK dated May 2, 2007 No. 356 “On Some Issues of Implementation of Project “Construction of 100 schools and 100 hospitals through Public-Private Partnership”, main priority of the program is to eliminate dangerous condition of general schools, three-shift classes, and shortage of student seats. This program supported building of 106 schools.

In year 2011 was adopted the program for the construction of 418 schools for 2011-2015 years (203 schools from RB and 215 school from the local budget).

Furthermore, SPED 2011-2020 defines the policy of replenishment of MTB of schools through allocation of targeted current transfers to oblast budgets and budgets of Astana and Almaty cities for implementation of SPED for supply of equipment and software for disabled children studying at home, and for equipping of physics, chemistry, and biology classrooms with learning equipment in public lower secondaryand general secondary education institutions.

In addition, there are various regular initiatives where patrons (organizations, firms, school alums) provide assistance in form of computers, interactive boards, music systems, sport equipment, etc. These material values are transferred with execution of a transfer-acceptance certificate to balance-sheet of a school (see Chapter 4.4).
What policies have been followed to introduce ICT in schools?

According to the Law “On Education” (2007), material-and-technical supply of public educational organizations is a competence of LEA in the field of education. Moreover, for purpose of ICT support and development, the republican budget allocates targeted transfers for the following programs: 048 – Targeted current transfers to budgets of rayons (cities of oblast significance) for supply of learning equipment for physics, chemistry, and biology classrooms at public lower secondary and general secondary education institutions, 004 – Informatization of the education system at oblast public educational institutions, 002 – Creation of information systems.

The issue of ICT introduction in the educational process was addressed in Strategic Plan of Development of the Republic of Kazakhstan till 2020; State Program “Informational Kazakhstan 2020”. Along with informatization of the education system, the Program provides for improvement of computer literacy of the population. In pursuance of these documents, work on introduction of ICT in schools was done. In accordance with SPED implementation of e-learning began. In this regard, a commission for implementation of e-learning pilot was established.

Under this pilot, 44 educational organizations in Karaganda oblast (5), Astana (10) and Almaty City (29) were supplied with broadband 10 Mbps Internet access in 2011. Educational organizations also received 160 personal computers (PCs) for methodological offices, 1,213 PCs for computer classrooms and libraries, 1,380 PCs for teacher workstations, 591 laptops, 816 tablets, 1,200 multimedia projectors and 132 printers / multifunctional devices (DSPIT MESRK, 2013).

In addition, in 2012, 537 educational organizations in 10 oblasts and Astana and Almaty Cities were supplied with furniture and equipment for development of ICT in schools: PCs, laptops, multifunctional devices, network printers, interactive multimedia equipment, mobile multimedia equipment, multimedia digital podiums, safe cabinets for storage of PCs, wifi-points (see Chapter 5).

What policies are followed regarding textbooks?

According to Guidelines on Formation of Library Fund of a Public Educational Organization (Order MES No.508), purchase of textbooks by titles included in the mandatory list for supply to students of public educational organizations, who are entitled to free-of-charge receipt of textbooks, is done once in four years in full-size issue, with following additional purchase of required quantity of literature according to library funding cycle. Additional purchase of required textbooks is done two years after four-year cycle to the volume which does not exceed 20 percent of student population (DFIP MESRK, 2013).

Are these provided for free to students?

According to Article 5 of Law of the Republic of Kazakhstan “On Education” (2007), the authorized body in the field of education supplies textbooks and educational-methodological complexes (EMC) to republican secondary education organizations, as well as to nationals studying in schools abroad under international agreements. Also, in accordance with SPED in 2015 all students of general education schools will be supplied with free-of-charge textbooks and digital educational resources at expense of local budgets.

Based on the Law “On Education” LEA of the city of national significance and the capital organize purchase and supply of textbooks and EMC for public educational organizations offering general education programs of primary, lower secondary and general secondary education, as well as specialized and special general education programs. LEA of rayons (cities of oblast significance) organize purchase and supply of textbooks and EMC for educational organizations offering general education programs of primary, lower secondary and general secondary education.

According to Guidelines on Formation of Library Fund, purchase of textbooks by titles included in the mandatory list for supply to students of public educational organizations, who are entitled to free-of-charge receipt of textbooks, is done once in four years in full-size issue, with following additional purchase of required quantity of literature according to library funding cycle. Additional purchase of required textbooks is done two years after four-year cycle to the volume which does not exceed 20 percent of student population.
4.6 Distribution of teaching resources

Description of the teaching body

Describe the size and composition of the teaching body, as well as recent trends in these aspects.

Over the last five years, the teaching population has grown by 8.3% against academic year 2008-2009, with male teaching population having increased by more than 10% and female teaching population – by slightly more than 8%. It is especially encouraging that number of male teachers in rural areas increased by 9.9%, which is more than in case of female teachers – 3.7% (Figures 4.5 and 4.6).

Figure 4.5. Gender composition of teachers in cities, academic year 2012-2013

Figure 4.6. Gender composition of teachers in rural area, academic year 2012-2013

In academic year 2012-2013, number of male teachers in rural schools made almost a quarter (24%). At the same time, there are only 12% of men working in urban schools, which illustrate well the gender disbalance in Kazakhstan’s secondary education and low status of the teaching profession, especially among men.

Over the last five years, upward trend has been observed in the level of education of both rural and urban teachers (Table 4.8): number of teachers with higher education in both urban and rural schools has been consistently growing (by 12.5%).

Table 4.7. Number of Teachers, by Level of Education, Trends from 2008 through 2012

<table>
<thead>
<tr>
<th>Year</th>
<th>Higher education</th>
<th>Secondary vocational</th>
<th>Unfinished higher</th>
<th>General secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Urban</td>
<td>Rural</td>
<td>Urban</td>
<td>Rural</td>
</tr>
<tr>
<td>2008-2009</td>
<td>87 226</td>
<td>140 917</td>
<td>8 645</td>
<td>25 960</td>
</tr>
<tr>
<td>2009-2010</td>
<td>89 701</td>
<td>146 570</td>
<td>9 249</td>
<td>25 633</td>
</tr>
<tr>
<td>2010-2011</td>
<td>91 505</td>
<td>148 356</td>
<td>8 715</td>
<td>23 998</td>
</tr>
<tr>
<td>2011-2012</td>
<td>95 030</td>
<td>155 260</td>
<td>9 205</td>
<td>24 367</td>
</tr>
<tr>
<td>2012-2013</td>
<td>98 145</td>
<td>158 575</td>
<td>9 620</td>
<td>23 442</td>
</tr>
</tbody>
</table>

Source: JSC IAC based on data of MESRK “Key indicators of preschool and secondary education system, academic year 2012-2013”, Astana – 2012

Number of teachers with lower secondary education decreased in urban and rural schools by 63.5% and 65.7% respectively (Figure 4.7). The high indicator in rural areas particularly reflects success of
program “With Diploma to the Village”. According to MES, over the period from 2009 to 2012, this program attracted 18,164 university graduates.

Similar trends are observed in case of teachers with secondary vocational and unfinished higher education.

**Figure 4.7. Number of Teachers, by Level of Education, Trends over from 2008 through 2012**

One of challenges of secondary education is the low level of renewal of teacher population, which is confirmed by proportions of teachers by their work experience: 34.4% (over a third) of teachers have over 20 years of work experience, while those who work school less than three years account to 12.38%, from three to eight years – 19.3%, from nine to 16 years – 20.9%, and from 17 to 20 years – 12.6% (Table 4.8).

**Table 4.8. Number of Teachers, by Years of Teaching Experience, Trends from 2008 through 2012**

<table>
<thead>
<tr>
<th>Year</th>
<th>Under 3 years</th>
<th>3 to 8 years</th>
<th>9 to 16 years</th>
<th>17 to 20 years</th>
<th>Over 20 years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Urban</td>
<td>Rural</td>
<td>Urban</td>
<td>Rural</td>
<td>Urban</td>
</tr>
<tr>
<td>2009-2010</td>
<td>12,334</td>
<td>24,021</td>
<td>15,928</td>
<td>34,493</td>
<td>22,418</td>
</tr>
<tr>
<td>2010-2011</td>
<td>12,707</td>
<td>23,771</td>
<td>16,959</td>
<td>34,681</td>
<td>21,981</td>
</tr>
<tr>
<td>2011-2012</td>
<td>13,235</td>
<td>24,739</td>
<td>18,378</td>
<td>36,152</td>
<td>21,970</td>
</tr>
<tr>
<td>2012-2013</td>
<td>13,369</td>
<td>24,149</td>
<td>19,207</td>
<td>37,150</td>
<td>22,391</td>
</tr>
</tbody>
</table>

**Source:** JSC IAC based on data of MESRK “Key indicators of preschool and secondary education system, academic year 2012-2013”, Astana – 2012

Graph below (Figure 4.8) illustrates well that the most challenging, from perspective of self-determination in the profession, are the first three years of young teacher’s employment with a school.
Kazakhstan applies a system of teacher attestation, where teachers are attributed to one of three categories: 2nd category, 1st category, or higher category (see Annex 4A, 4). Right after graduation from an educational institution, whose diploma gives a right to carry out teaching activities, young teachers do not have a category. A young teacher can apply for 2nd category, providing sustainable good track record, after one year of employment. According to Law “On Education” (2007), a teacher must at least once in five years pass attestation and also can pass attestation early in order to raise the category.

Raising a category does not only improve a teacher’s status, it also leads to a salary raise. This is regulated by Rules of Administration and Conditions of Attestation of Teachers and Equal-Status Employees Holding Positions in Educational Organizations Offering Educational Programs of Preschool, Primary, Basic Secondary, General Secondary, Technical and Vocational, and Post-Secondary Education: “Teacher attestation serves as grounds for accrual of corresponding compensation to teachers of educational organizations approved by GD RK dated December 29, 2007 No. 1400 “On Compensation of Public Employees, Employees of Organizations Funded from the State Budget, and Employees of Public Enterprises”.

Data of MES show a consistent upward trend in number of teachers of all categories, both in cities and in rural area (Figure 4.9). This trend is especially evident in the 1st category. At the same time, number of teachers without a category has been decreasing.
Teacher education and recruitment

What are the main pathways by which people can become teachers (include details on initial teacher education)?

A minimum requirement for teaching in preschool institutions or primary school grades (Grades 1 to 4) in Kazakhstan is to have technical and vocational pedagogical education (secondary special, secondary vocational) from a college based on 9 or 11 grades of schooling. In order to teach at middle or senior level of general secondary school (Grades 5 to 11), it is necessary to have higher pedagogical education (i.e. Bachelor’s degree or higher).

Students can apply to a pedagogical college after completion of lower secondary education (after Grade 9) or general secondary education (after Grade 11).

Pedagogical colleges offer programs in 9 teaching specializations and grant 22 qualifications, with 20 of them falling under the level of school education (Annex 4A, T.4A.5). After graduation from college, students can go to work. They can also continue study in higher educational institutions to obtain higher education.

According to current statistics of the ARKS, today 86 out of 139 higher educational institutions of the country hold a license to train teachers. Out of them, 39 higher educational institutions offer programs under government contracts, and 47 – on fee-paying basis (Department of Higher and Postgraduate Education of MESRK, 2013). Bachelor’s program usually lasts for four years and is usually focused on teaching specializations, such as preschool education and training, primary education, pedagogy and psychology, vocational education, social pedagogy and self-realization. Certain portions of time during the study are allocated to curricular and teaching practical training (to acquire practical skills). Upon completion of the program, students should pass state examinations in their specialization and prepare graduation thesis.

Admission to higher educational institutions for Bachelor’s programs is based on UNT results (OECD, 2014).

What are the prerequisites to enter the teaching profession?

At present, admission to pedagogical higher educational institutions in Kazakhstan is based on UNT certificate. No additional testing is carried out to determine applicant’s aptitude to the teaching profession. However, in SPED it is planned that at creative examination will be required for higher education institutions on pedagogical specialties for defining the level of tendencies to pedagogical activity. This measure will allow to exclude possibility of coming to pedagogical profession of random people who, subsequently or won't be able to work at school, or will carry out the direct duties insufficiently.

Are there any programmes targeted at attracting high quality secondary school graduates into initial teacher education?
At present, student population in teaching specializations is 144 000 persons (public higher educational institutions – 75 900, or 61%), with 33 005 students studying under government contracts, and 111 442 – on a fee-paying basis; 80 150 – full-time, and 64 297 – part-time; with Kazakh language of instruction – 111 441, and Russian language of instruction – 33 006 (DHPE MESRK, 2013).

The problem of lack of teachers dictates the need to take measures to attract applicants to teaching specializations.

Volume of government contracts for teaching specializations in the last 3 years was 25 414 grants. As a result of tightening of requirements to quality of teacher training, number of higher educational institutions offering teaching programs under government contract was reduced from 89 to 39 (DHPE MESRK, 2013).

In recent years Kazakhstan has started the process of optimization of universities. This process is carried out by passing the licensing procedures in order to identify universities, which do not comply with the licensing requirements and ultimately in order to improve the quality of higher education.

Out of 23 Bachelor’s teaching specializations, for which higher educational institutions receive grants, largest shares fall on physical education, vocational training, Kazakh language and literature, mathematics and computer sciences, proving the importance of these subjects in Kazakhstan’s education system. Other subjects include: social pedagogy and self-knowing; defectology; preschool education and training; physics; foreign languages: two languages; pedagogy and psychology; chemistry; pedagogy and methodology of primary education; history; biology; Russian language and literature (from 321 to 105 grants) (Table 4.9).

Table 4.9. Government Contracts Allocated for Teacher Training in Academic Year 2013-2014

<table>
<thead>
<tr>
<th>Specialization</th>
<th>Number of grants</th>
<th>% of total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical education and sport</td>
<td>1000</td>
<td>17.6%</td>
</tr>
<tr>
<td>Vocational training</td>
<td>967</td>
<td>17.0%</td>
</tr>
<tr>
<td>Kazakh language and literature</td>
<td>465</td>
<td>8.2%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>440</td>
<td>7.7%</td>
</tr>
<tr>
<td>Computer sciences</td>
<td>420</td>
<td>7.4%</td>
</tr>
<tr>
<td>Social pedagogy and self-knowing</td>
<td>321</td>
<td>5.6%</td>
</tr>
<tr>
<td>Defectology</td>
<td>245</td>
<td>4.3%</td>
</tr>
<tr>
<td>Preschool education and training</td>
<td>240</td>
<td>4.2%</td>
</tr>
<tr>
<td>Physics</td>
<td>225</td>
<td>4.0%</td>
</tr>
<tr>
<td>Foreign languages: two languages</td>
<td>173</td>
<td>3.0%</td>
</tr>
<tr>
<td>Pedagogy and psychology</td>
<td>165</td>
<td>2.9%</td>
</tr>
<tr>
<td>Chemistry</td>
<td>150</td>
<td>2.6%</td>
</tr>
<tr>
<td>Pedagogy and methodology of primary education</td>
<td>145</td>
<td>2.5%</td>
</tr>
<tr>
<td>History</td>
<td>105</td>
<td>1.8%</td>
</tr>
<tr>
<td>Biology</td>
<td>105</td>
<td>1.8%</td>
</tr>
<tr>
<td>Russian language and literature</td>
<td>105</td>
<td>1.8%</td>
</tr>
<tr>
<td>Art and technical drawing</td>
<td>70</td>
<td>1.2%</td>
</tr>
<tr>
<td>Music education</td>
<td>70</td>
<td>1.2%</td>
</tr>
<tr>
<td>Geography</td>
<td>60</td>
<td>1.1%</td>
</tr>
<tr>
<td>Foundations of law and economics</td>
<td>60</td>
<td>1.1%</td>
</tr>
<tr>
<td>Kazakh language and literature in schools with language of instruction other than Kazakh</td>
<td>55</td>
<td>1.0%</td>
</tr>
<tr>
<td>Russian language and literature in schools with language of instruction other than Russian</td>
<td>54</td>
<td>0.9%</td>
</tr>
<tr>
<td>Initial military training</td>
<td>50</td>
<td>0.9%</td>
</tr>
</tbody>
</table>

Source: JSC IAC based on data of DHPE MESRK

Teacher training will be also done under Master’s programs. With projected demand for teachers with Master’s degrees in subject-oriented schools in academic year 2015-2016 being 8 227 persons, in academic year 2012-2013 Master’s student population in teaching specializations was 4 458, including 2 053 Master’s students studying under government contracts (academic year 2012-2013).

**How are teachers recruited and assigned to schools?**

According to Order No. 338, principal of educational organization “recruits and assigns teachers and non-teaching staff, approves governance structure and staffing table”.
Number of teachers in school depends on staffing table, and on number of students in school, depending on which, as well as in accordance with Sanitary Rules, classes are formed.

According to the Law “On Education” (2007), individuals with special pedagogical or vocational education in relevant subjects are admitted to the teaching profession.

When there is a vacancy in a school, an applicant for this vacancy submits an application addressed to the principal. After that, in accordance with the Labor Code of the Republic of Kazakhstan dated May 15, 2007 and Law of the Republic of Kazakhstan “On Education” (2007), he / she signs an individual labor contract and gets familiarized with a collective agreement and employer’s regulations. In case of availability of several applicants for one vacancy, it is up to the principal to choose.

Have any policies or incentive schemes been implemented to attract qualified teachers to disadvantaged or remote schools?

In the secondary education system of Kazakhstan, there is no notion “disadvantaged” or “remote” schools. At the same time, for purpose of increasing the attractiveness of the teaching profession in rural schools, and in accordance with Law “On Education” (2007), teachers working in rural area are provided to the following privileges by decision of LEA:

1. At least 25 percent add-up to salaries and tariff rates against rates of teachers engaged in teaching activities in urban conditions;

2. Lump-sum monetary compensation to cover utility bills and costs of fuel for heating of residential premises, which is paid from the budget within the amounts, established by local representative bodies;

   2-1. Teachers working in rural area are entitled to additional social support stipulated by the legislation of the Republic of Kazakhstan.

   2-2. Teachers working in rural area, who own cattle, are provided with forage and land for pasture and haymaking by decision of local representative and executive bodies.
4.7 Distribution of school leadership resources

Description of school leadership and school leaders

Describe the size and the composition of the personnel in charge of school leadership

As of 2012, total number of managers of public schools was 6 641, with 3 034 (46%) of them being men, and 3 607 (54%) – women. More than half of principals (56%) have management work experience of over 10 years (Figure 4.10). Out of all principals, only 7% have fluent command of foreign languages. The most common is English (60% of all those with language skills), followed by German (30%), and only 10% (45 principals) speak French (Figure 4.11).

Source: PSED MESRK

99% of all principals have higher education, and 1% has secondary vocational education. 1% of principals hold Master’s degrees, and 1% holds Candidate of Sciences degree.

10% of school principals are at the stage of finishing their career, with 6% being of retirement age. Most principals have consistently worked in this position, which is proved by the fact that in academic year 2012-2013, only 3% of school principals changed.
**Characterise the individuals occupying school leadership positions in terms of age, gender, profession.**

**Box 4.1.**

In academic year 2012-2013, 7,398 general schools employed 6,641 school principals (including women – 3,607 (54.3%).

Out of total number of school principals, 4,875 work in rural area (73.4%). According to Decree of GORK dated 30.01.2008 No. 77 “On Approval of Standard Staffing of Public Educational Organizations and List of Teaching Positions and Equal-Status Employees”, principal position in primary schools is created providing availability of 8 and more class sets and at least 240 students.

Qualitative composition of school principals in the country shows the following: 6,588 have higher pedagogical education (99.2%), 53 have secondary vocational education (0.8%). 90.3% of school principals have highest, 1st and 2nd categories. Also, 71 principals hold Master’s degree and 49 hold Candidate of Sciences degree.

In terms of work experience, schools principals are characterized as follows:
- From 1 to 3 years – 1,163 individuals (17.4%);
- From 3 years to 10 years – 1,731 individuals (26.0%);
- Over 10 years – 3,747 (56.4%) (Most of them are in Almaty, Akmola, East-Kazakhstan, Zhambyl, North-Kazakhstan, and South-Kazakhstan oblasts).

Note: In primary schools there is no position of a principle, only deputy-principals work in primary schools.

**Source:** Data of MESRK

**Prepare characterization employees in administrative positions in schools in terms of profession is not possible.**

**Preparation of school leaders and selection**

**Which are the prerequisites for school leadership positions?**

Requirements to leadership positions in schools are regulated by Order No. 338. In this document is given detailed position descriptions of school administration and also listed the normative-legal acts, which should know a school principal (see Annex 4A, T.4A.6).

**Are there any programmes to specifically prepare school leaders for their functions?**

Kazakhstan does not have educational institutions training future school leaders. Therefore, we cannot report on targeted training of school leaders.

Professional development courses for school leaders (principals and their deputies) have been delivered on basis of RIPD for long time. At the same time, rapid changes in the system of secondary education demand completely different approaches and other context in professional development of school leaders from the perspective of the educational process management.

SPED provides for professional development of leaders of educational institutions through courses, which are already being provided by the Republican Institute for Professional Development of Managers and Scientific-and-Pedagogical Employees of the Education System of “National Center for Professional Development “Orleu” JSC. These activities cover the following:

- Theory and methodology of management in education;
- Status of education in the Republic of Kazakhstan;
- Methods of management in education;
- Theory and methodology of school management; and
- Modern Social and Cultural Aspects of School Management (OECD, 2014)

Since 2013, the institute trains managers under upgraded programs. More attention is paid to practical training, internships in leading kindergartens, schools and colleges. Interactive and information technology is applied in training of managers. Distance learning courses on professional development have been launched, thereby eliminating unequal access of managers from rural and remote areas to quality professional development courses (NCPD Orleu, 2013).
Short-term training courses in 2013 trained 50,600 teachers (short courses held in 2028), including those from rural areas – 28,602 people. (56.5%), trained in the official language – 32,242 (65.7%) of the teacher.

Table 4.10. Professional development courses of JSC “Orleu” in 2012-2014 years.

<table>
<thead>
<tr>
<th>Actions</th>
<th>2012</th>
<th>2013</th>
<th>2014 / planned contingent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short-term courses</td>
<td>63299</td>
<td>50600</td>
<td>47500</td>
</tr>
<tr>
<td>Including short-term professional development courses for leaders of pre- and secondary education system related to management issues</td>
<td>300</td>
<td>300</td>
<td>300</td>
</tr>
<tr>
<td>Including short-term professional development courses for leaders of education system</td>
<td>3000</td>
<td>3000</td>
<td>3000</td>
</tr>
<tr>
<td>Tier courses by programs developed by AEO “NIS” together with Education faculty of Cambridge University</td>
<td>6595</td>
<td>9889</td>
<td>11419</td>
</tr>
<tr>
<td>3 level</td>
<td>6295</td>
<td>8691</td>
<td>8219</td>
</tr>
<tr>
<td>2 level</td>
<td>300</td>
<td>1198</td>
<td>3200</td>
</tr>
<tr>
<td>Professional development courses for implementing «e-learning» system</td>
<td>8000</td>
<td>8000</td>
<td>-</td>
</tr>
<tr>
<td>Professional development courses for higher education teachers</td>
<td>300</td>
<td>1200</td>
<td>1200</td>
</tr>
<tr>
<td>Paid courses according to applications of rayon (city) education divisions</td>
<td>30240</td>
<td>18001</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>108434</td>
<td>87690</td>
<td>60119</td>
</tr>
</tbody>
</table>

Source: JSC “Orleu”

Table 4.11. Number of teachers of Kazakhstan who passed level programs of professional development courses for 2012 and 2013

<table>
<thead>
<tr>
<th>Name of education organization</th>
<th>Program level</th>
<th>2012 - 2013</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total amount of educated</td>
<td>Total amount of educated</td>
<td>Total amount of educated</td>
<td></td>
</tr>
<tr>
<td>Center of Excellence at NIS</td>
<td>third (basic)</td>
<td>2199</td>
<td>1052</td>
<td>1147</td>
</tr>
<tr>
<td></td>
<td>second (main)</td>
<td>997</td>
<td>-</td>
<td>997</td>
</tr>
<tr>
<td>NIS</td>
<td>first (advanced)</td>
<td>3093</td>
<td>-</td>
<td>3093</td>
</tr>
<tr>
<td>Total</td>
<td>6289</td>
<td>1052</td>
<td>5237</td>
<td></td>
</tr>
</tbody>
</table>

Source: Center of Excellence at NIS

How are school leaders recruited?

School principals are appointed based on results of competition, which is held in accordance with Rules of Competitive Replacement of Managers of Public Secondary Education Institutions approved by Order of Minister of Education and Science of the Republic of Kazakhstan dated February 21, 2012 No. 57.

In order to ensure objectiveness and transparency, as well as to provide equal opportunities to all applicants, the education authority that announces the competition creates a competition commission (hereinafter referred to as the Commission). The Commission includes representatives of the education authorities, trade unions, methodological entities, teachers of the educational organization, and parents, and consists of uneven number of members, at least five persons, including the chairman and deputy chairman.

The competition is held in two stages: 1) qualifications evaluation of competition participants; 2) interviews.

In order to participate in the competition, applicants for a position of a manager at public secondary education institution should possess the following:

1) Higher or postgraduate education (pedagogical or in the subject);
2) At least five years of pedagogical experience, or experience in educational organizations, or in management roles in organizations, which are relevant to specialization of the educational organization;
3) 1st or higher qualification category;
4) At least three years of administrative experience in the pedagogical field, or experience in educational organizations, or in management roles in organizations, which are relevant to specialization of the educational organization;
5) Agreement of the education authorities on the applicant;
6) No criminal record.

After all stages of the competition, the Commission, within five working days, holds a final meeting and issues a decision on conformance of competition participants with qualification requirements to the vacant position. After that it determines one applicant by voting and nominates him/her to approval to the head of the education authority that announced the competition. The head of the education authority that announced the competition, within seven working days, issues an order on employment and signs a labor contract with the applicant nominated by the Commission.

In case school leadership responsibilities are distributed among a group of people, how are these individuals selected?

Leadership functions of the school administration are distributed in strict accordance with by Order No. 338 (see Standard Qualification Characteristics of School Leaders).

Have any policies or incentive schemes been implemented to attract qualified school leaders to disadvantaged schools? How is this carried out in practice?

School leaders are recruited within a common approach in accordance with Rules of Competitive Replacement of Managers of Public Secondary Education Institutions, approved by order No.57.

Dismissal of principal is the prerogative of the rayon divisions of education/oblast departments of education. This procedure is used strictly in accordance with the labour legislation, which includes following reasons:

- own desire (paragraph 1 of Article 54 of the Labor Code of the Republic of Kazakhstan);
- reaching the retirement age (paragraph of Article 240 of the Labor Code of the Republic of Kazakhstan);

Other reason is the gradual application of disciplinary measures (Article 72 of the Labor Code of the Republic of Kazakhstan May 15, 2007 No.251) such as remark, reprimand, severe reprimand, termination of employment contract/warning about incomplete compliance.

Ground for the termination of the employment relationship can be extremely low results, such as systematically very low quality of knowledge of the school students, lack of undertaken measures for its improvement, unsatisfactory results of attestation, which represents consequences of weak control in the school within the defined timeframes, committed offenses involving certain types of liability, which is not incompatible with the occupation of a principal and etc., in case if all the above mentioned procedures were violated by the principal, then the termination of the contract carried out.

Dismissal of teachers is the competency of a principal. Reasons for dismissal are following: incompatibility to teachers position, represented in systematic low uncorrected quality of teaching process, which does not allow students to show regular normal level of educational performance, non-compliance with labor discipline, which represented in being late at work or class disruptions, unwillingness to find a common language with students, negatively affecting the psychological climate in the classroom at the lesson of teacher and leading to the complains from students and their parents and others.

However, it is worth to note that all above mentioned reasons for the dismissal of a principal or teachers are extremely rare due to the fact, that the position of a principle are taken by the people, who have recommended themselves as responsible and competent workers, and teachers undergo different measures of professional corrections, that eventually allow to “grow” from young and inexperienced teacher to a good specialist.

The principals in rural area do not have any remuneration as a manager of a school in rural area. However, they will receive 25 % payment for the teachers in rural area, if they teach in addition to their administrative work.
4.8 Distribution across specific student groups

What school resources are distributed directly to students (or their families) instead of being channelled through schools (e.g. vouchers, financial aid, extra out-of-school support)?

In accordance with Law “On Education” (2007), Government of the Republic of Kazakhstan approves rules for formation, distribution, spending and recording of funds allocated for provision of financial and material assistance to students of public educational institutions listed in this article.

According to GD RK dated January 25, 2008 No. 64, funds allocated for provision of financial and material assistance to students are spent on the following:

1) Purchase of clothes, footwear, textbooks, learning aids, school and exercise books materials;
2) Organization of meals at the place of study;
3) Provision of financial assistance;
4) Purchase of trips to health resorts and recreation camps;
5) Participation of students in cultural and sport events.

Funds allocated for provision of financial and material assistance to students are formed from contributions of at least one percent of the amount of expenses for current maintenance of general schools allocated in the LEA budget.

These resources (purchase of textbooks, learning aids, school and writing materials, meals, participation in cultural and sport events) are allocated upon application from parents or individuals replacing them, or a student of full age, addressed to the manager of educational organization.


The public service is provided to students of public educational institutions (hereinafter referred to as public service beneficiary):

1) Children from families who are entitled to public targeted social assistance;
2) Children from families who do not receive public targeted social assistance, but have average per capita income below minimum subsistence level;
3) Orphans and children without parental care, who live in families;
4) Children from families who need urgent assistance due to emergency situations; and
5) Other categories of students as determined by the collective governance body of an educational organization.

Students in boarding schools also receive school resources in accordance with Rules of Provision of Social Assistance to Citizens who Receive Social Assistance approved by GD RK dated March 12, 2012 No. 320.

Sources of social assistance to students are following:

- Republican and local budget funds;
- Sponsor and charity funds;
- Proceeds of an educational organization from fee-based provision of goods, works and services.

Students are provided with the following:

1) Accommodation in the hostel of an educational organization;
2) Clothes;
3) Equipment and uniform;
4) Meals;
5) Textbooks;
6) Health services.

In addition, these GD RK provide for lump-sum allowances within the established sum to specific categories.

What criteria are used to distribute these resources directly to students (or their families)?

According to GD RK dated January 25, 2008 No. 64, material and financial assistance to students is provided to the following categories:

1) Children from families who are entitled to public targeted social assistance;
2) Children from families who do not receive public targeted social assistance, but have average per capita income below minimum subsistence level;
3) Orphans and children without parental care, who live in families;
4) Children from families who need urgent assistance due to emergency situations; and
5) Other categories of students as determined by the collective governance body of an educational organization.

Describe programmes targeted at providing specific student groups with extra resources (e.g. financial aid for disadvantaged students; meals at school; extra support to assist students from a cultural minority or a migrant background).

See section 3.2 Importance of private services, loans and donations in common expenditures. Mechanisms facilitating the equitable distribution.

Describe how students with special needs are integrated in the school system.

The network of general education organizations in the country enables access for various categories of children and teenagers. Inclusive education is guaranteed by Law “On Education”. The state, by implementing the goals of inclusive education, provides disabled citizens with special conditions for access to education, correction of development disorders and social adaptation at all levels of education.

In 2012, general education services for children with special needs were offered nation-wide by 388 general schools with special classes. Analysis of the network of these organizations indicates to increase of the number of such schools by 15 against 2011.

The network of special educational organizations in the country consists of schools for the deaf, hard-of-hearing, blind, and partially sighted, children with musculo-skeletal system disorders, speech disorders, mentally retarded and children with development delay. Total number of special educational organizations was 106 and compared to 2011 increased by 4. There are 57 psychological-medical-pedagogical consultation offices, 20 rehabilitation centers, 63 correction and inclusive education offices, 129 psychological-and-pedagogical correction offices, and 558 logopedic offices.

Based on Standard Rules of Operations of General Education Organizations (of Primary, Lower secondary and General Secondary Education) with consideration of interest of parents or legal representatives, and upon agreement of local education authorities, educational organization can open classes with joint placement of children with special needs and healthy children (not more than two children with special needs can study in one class) or special classes by types of disorders.

Correctional classes for all students with special needs in inclusive and special classes are delivered by special teachers (oligophrenopedagogy teacher, audiology teacher, visual impairment teacher, speech-language teacher). Children with special needs included in a general class study under general education programs.

In addition, measures were taken to install ramps for children in wheelchairs.

What type of special provisions and resources exist for students with special needs?

According to Law “On Education” (2007), extra resources and support to students with special needs include funds received by educational organizations in form of sponsor and charity assistance, as well as own revenues from fee-based services that do not contradict to the legislation of the Republic of Kazakhstan.

Describe any special or additional funding outside the regular funding for schools that is aimed at groups of students with special needs

Financial assistance to students with special needs outside the above-mentioned types of regular funding can be provided independently at school level from fee-based services of the organization (Law “On Education”, 2007). These types of funding are regulated by “Amounts, sources and types of social assistance to citizens who receive social assistance” from Rules of Provision of Social Assistance to Citizens who Receive Social Assistance.

Besides sponsor and charity assistance, gifted children receive educational grant of the First President of the Republic of Kazakhstan, Leader of the Nation, “Orken”, for tuition of gifted children in specialized educational organizations NIS. Rules of awarding of educational grant “Orken” is approved by the Government of RK according to the Article 4 of Law “On Education” (2007).
Is this funding channelled through specific targeted programmes?

According to the Rules of awarding and amounts of educational grant of the First President of the Republic of Kazakhstan, Leader of the Nation, “Orken”, for tuition of gifted children in specialized educational organizations “Nazarbayev Intellectual Schools” is funded from the republican budget. Amount of this educational grant is KZT 1 469 374 (one million four hundred sixty nine thousand three hundred and seventy four) as year and can vary with indexation.
4.9 Main challenges

Are there any aspects in the distribution of resources that are being currently challenged or subject to re-examination?

At present, public schools have organizational-and-legal form of PI and are funded from the budget, which allows maintaining and implementing school functions in accordance with SCES. The old funding formula is being revised now and per-capita financing is being considered as an alternative in this area (see section 3.5, 4.4)

What are the main areas of disagreement between education stakeholders about the distribution of resources in the school system? Elaborate on the main reasons for disagreement.

Transition to the new principle of funding raises natural questions and doubts in the education community with respect to cost effectiveness and benefits for the educational process. For purpose of preventing possible risks, international experience in implementation of per-capita financing was studied.

The principle of per-capita normative financing of secondary education organizations is applied at present by many countries in the far abroad, as well as in Russia, Kyrgyzstan, and Armenia. However, introduction of per-capita normative financing does not go without problems. In particular, Russia faced a problem of schools enrolling nonexistent students to receive more funding from the budget. In order to fight such incidents, Russia created Financial Control Services at regional education departments to conduct inspections at schools, identify violations and take appropriate measures.

In general, to address the problems that may emerge in process of testing of per-capita financing, appropriate decisions and measures will be taken on time:

1. According to the current version of SPED, it is expected that the per-capita financing mechanism is will be implemented in all educational organizations, excluding UGS, by 2015. However, according to MEBP, implementation of per-capita normative financing in all schools of the country, excluding ungraded schools, is possible only after positive results of testing of per-capita normative financing in pilot schools. It is expected that results of testing in 2013-2014 will serve as grounds for continuation of testing, or full-scale implementation of per-capita normative financing in secondary education. Due to the above-stated, MES developed draft changes and additions to SPED (2010).

2. Conditions of the educational environment in schools should match the requirements and scale of the educational process implemented in schools. “Cross-flows” students from one educational organization to another should be supported by conditions required for schooling of such students, which should addressed by focused efforts of local executive authorities (DFIP MESRK, 2013).
Bibliography


Decree of the Government of the Republic of Kazakhstan dated January 25, 2008 No. 64 (Ed.). Rules of forming, distributing, spending and recording of funds allocated for provision of financial and material assistance to students of public educational institutions from families who are entitled to public targeted social assistance, as well as families who do not receive public targeted social assistance but have average per-capita income below the subsistence minimum, as well as for orphans, children without parental care, who live in families, children from families requiring urgent assistance due to emergency situations, and other categories of students.


Order of Acting Minister of Education and Science of the Republic of Kazakhstan dated August 7, 2013 No. 323 (Ed.). On approval of Rules for administration and conditions of attestation of public employees in the field of education and science, as well as Rules of administration and conditions of attestation of teachers and equal-status employees occupying positions in educational organizations offering educational programs of preschool, primary, basic secondary, general secondary, technical and vocational, and postsecondary education.


CHAPTER 5: RESOURCE UTILISATION

Chapter 5 "Resource utilisation" shows the correspondence of the educational resources to the individual educational needs of students. This chapter describes detailed the organization of learning time of students with an indication-based approach to training schedules at different levels of secondary education, the organization of the school week and the average length of the school day. Use of teaching resources on student learning is seen through indicators such as teacher-student ratio, the number of hours spent by teachers on teaching, teacher activities during working time requirements for professional development of teachers and others detailing the activities of the organization of the school administration, creating teaching and learning conditions in schools and the use of the material-technical base of schools. This chapter is concluded with the highlights in the organization of education management and administration issues in secondary education.
5.1 Matching resources to individual student learning needs

How are students organised into learning groups within schools? Are they grouped according to criteria other than age (e.g. based on needs, abilities or preferences)?

Students of general secondary education schools are distributed into classes according to age. All classes are grouped into class groups by levels of education: primary school (Grades 1-4), basic school (Grades 5-9) and high school (Grades 10-11). In the high school context, the formation of classes takes place according to the chosen direction (natural-mathematical and social-humanitarian) and its constituent profiles: physics-mathematical, chemical-biological, social-humanitarian, philological, historical-jurisprudential, and social-economical.

The main principle of distributing students by grades is age. Division of students on any other basis is prohibited at general secondary education school (Standard rules of admission for study at education institutions implementing general educational curricula of primary, basic secondary, general secondary education, as approved by GD RK No.127 as of January 19, 2012). However, if the school has a certain status (for example, gymnasium) or classes with any emphasis (mathematical, languages etc.), then in accordance with the Charter of this school, the students (in consultation with their parents or legal representatives) may be offered a test or another form of determining the level of propensity to learn in this class. Following the results of the test, students are allocated to the appropriate class.

In the case where a child experiences learning difficulties in a gymnasium classroom or a class with a particular emphasis, then additional work is carried out with the child aimed at eliminating the gaps in knowledge and difficulties. If even following additional work, the elimination of difficulties in mastering the proposed curricula does not seem possible, the student is transferred to a regular class of general education school.

Besides, if there are 8 or more students of the same age simultaneously study at school, who are diagnosed by a PMPC, these students (in consultation with parents or legal representatives) may be grouped in a correction class (Sanitary regulations, 2011). There are 140 411 such classes open across the Republic: 53 249 in urban and 87 162 in the rural area (Table 5.1).

Table 5.1. The number of classes at general education day schools subordinated to local executive bodies and RK MES, as of 2012-2013 academic year (without special correctional organizations)

<table>
<thead>
<tr>
<th>No.</th>
<th>Region</th>
<th>The number of Grades 1-4</th>
<th>Grades 5-9</th>
<th>Grades 10-11(12)</th>
<th>Grades total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>urban</td>
<td>rural</td>
<td>total</td>
<td>urban</td>
<td>rural</td>
</tr>
<tr>
<td>1</td>
<td>Akmola</td>
<td>934</td>
<td>2 664</td>
<td>3 602</td>
<td>1 066</td>
</tr>
<tr>
<td>2</td>
<td>Aktobe</td>
<td>1 081</td>
<td>1 855</td>
<td>2 936</td>
<td>1 223</td>
</tr>
<tr>
<td>3</td>
<td>Almaty</td>
<td>1 269</td>
<td>5 352</td>
<td>6 621</td>
<td>1 439</td>
</tr>
<tr>
<td>4</td>
<td>Atyrau</td>
<td>904</td>
<td>1 197</td>
<td>2 101</td>
<td>1 029</td>
</tr>
<tr>
<td>5</td>
<td>East Kazakhstan</td>
<td>1 617</td>
<td>2 790</td>
<td>4 407</td>
<td>1 808</td>
</tr>
<tr>
<td>6</td>
<td>Zhambyl</td>
<td>1 330</td>
<td>2 749</td>
<td>4 079</td>
<td>1 450</td>
</tr>
<tr>
<td>7</td>
<td>West Kazakhstan</td>
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<td>1 803</td>
<td>2 555</td>
<td>819</td>
</tr>
<tr>
<td>8</td>
<td>Karaganda</td>
<td>2 412</td>
<td>1 821</td>
<td>4 233</td>
<td>2 753</td>
</tr>
<tr>
<td>9</td>
<td>Kostanai</td>
<td>819</td>
<td>2 364</td>
<td>3 183</td>
<td>935</td>
</tr>
<tr>
<td>10</td>
<td>Kyzylorda</td>
<td>746</td>
<td>1 577</td>
<td>2 323</td>
<td>894</td>
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<tr>
<td>11</td>
<td>Mangystau</td>
<td>1 046</td>
<td>900</td>
<td>1 946</td>
<td>1 117</td>
</tr>
<tr>
<td>12</td>
<td>Pavlodar</td>
<td>1 039</td>
<td>1 651</td>
<td>2 690</td>
<td>1 159</td>
</tr>
<tr>
<td>13</td>
<td>North Kazakhstan</td>
<td>537</td>
<td>2 386</td>
<td>2 923</td>
<td>593</td>
</tr>
<tr>
<td>14</td>
<td>South Kazakhstan</td>
<td>3 259</td>
<td>7 256</td>
<td>10 515</td>
<td>3 523</td>
</tr>
<tr>
<td>15</td>
<td>Astana city</td>
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<td>0</td>
<td>2 890</td>
<td>3 136</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Region</th>
<th>The number of Grades 1-4</th>
<th>Grades 5-9</th>
<th>Grades 10-11(12)</th>
<th>Grades total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Republican boarding schools</td>
<td>17</td>
<td>0</td>
<td>17</td>
<td>39</td>
</tr>
<tr>
<td>NIS</td>
<td>38</td>
<td>0</td>
<td>38</td>
<td>136</td>
</tr>
<tr>
<td>Bobek gymnasium school</td>
<td>11</td>
<td>0</td>
<td>11</td>
<td>24</td>
</tr>
<tr>
<td>schools at HEIs</td>
<td>8</td>
<td>0</td>
<td>8</td>
<td>51</td>
</tr>
<tr>
<td>TOTAL</td>
<td>22245</td>
<td>36365</td>
<td>58610</td>
<td>24721</td>
</tr>
</tbody>
</table>

Source: data from RK MES "Major indicators of preschool and secondary education in 2012-2013 academic year", Astana, 2012

Is there any evidence on the impact of such practices?
All issues regarding the opening of classes at schools, including correctional classes, as well as distribution of children by classes should be addressed at the local level, which does not involve aggregating data at the MES.

**What strategies are typically used to address learning difficulties of individual students?**

There is neither a unified strategy aimed at addressing difficulties in training individual students, nor normative documents that would regulate its implementation. Nevertheless, the work with academically struggling students is conducted at every school. Subject teachers create individual plans to work with at-risk children, individual and group counseling is conducted, additional work notebooks are maintained, where the most problematic aspects in study are worked out with children, and correctional work is carried out.

Deputies of principals for Academic affairs conduct systematic monitoring of the activities in order to track their effectiveness and efficiency.

**Are additional resources targeted to students with learning difficulties?**

Students with learning difficulties (in this case, students with disabilities are not considered, whose study is organized on the basis of special education institutions) are subject to social-pedagogical diagnostics to identify the causes of these difficulties. Depending on the reasons (such as a low level of learning, developmental problems (detected by PMPC experts in consultation with parents), family circumstances (an unfavorable, low-income family etc), it is planned to address them. However, since these students study in regular classrooms of general educational schools, the only feature of their learning process is psychological-pedagogical support and additional training with subject teachers aimed at correcting the identified problems. No other additional resources available to these students are provided.

**Is year repetition a common practice?**

In the 2012-2013 academic year, the total number of students amounted to 2 472 819, out of which those repeating their year of study amounted to 1 065 people (Table 5.2). The largest number of these students can be traced in North Kazakhstan oblast – 195, Kostanai – 129, East Kazakhstan oblast – 126, Mangystau oblast – 120.

The share of students repeating their year of study amounts to 0.04 % of the total number of schoolchildren for the 2012-2013 academic year.

<table>
<thead>
<tr>
<th>Years</th>
<th>Number of repeating students</th>
<th>% out of total number</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>721</td>
<td>0.03%</td>
</tr>
<tr>
<td>2011</td>
<td>1240</td>
<td>0.05%</td>
</tr>
<tr>
<td>2012</td>
<td>1065</td>
<td>0.04%</td>
</tr>
</tbody>
</table>

Source: JSC “IAC” on data from Department of preschool and secondary education of RK MES

**What actions are implemented at the school level to prevent early school drop-out?**

According to Law “On Education” (2007), parents and other legal representatives must ensure children’s attendance of classes at an education institution. The responsibilities of an education institution include ensuring 100% educational account and access to all children who reside within the micro-rayon of the school. Therefore the main objective of go-round is to verify the list of children of school age residing in the micro-rayon of the school. If a child living in this micro-rayon, does not attend according its residence, it is necessary to clear exactly where he is studying (in another school, TVE school - if the child, graduated from Grade 9).

To this regard, in the event of a student’s outflow from the school (transfer to another school, relocation, continuing study at a TVE institution, school), as a guarantee the school requires the provision of a confirmation ticket from the educational organization into which the student moved, indicating the
name of the organization of education in which he is studying at the moment with the director's signature and stamp. This transition does not qualify as early outflow.

Reasons for early outflow from school may be the following:

1. A student’s loss of health, entailing an inability to further education at general secondary school and other types of school, with the issue of conclusion “Not subject to study”.
2. A student’s death.

The student attendance of school is strictly controlled. In the event of a student’s absence without a good reason, the class teacher is to investigate the cause of his/her absence (through communicating on the phone with parents or legal representatives, visiting a student’s house). If the reason of absence in class is justifiable (sickness, family circumstances), then the periods of a child absenteeism, as well as ways to master the curriculum over the period of absenteeism are stipulated additionally.

In the event if the reason for absenteeism is not justifiable, the class teacher warns parents about the impermissibility of further absenteeism in class. If parents have ignored a warning of the class teacher, it is further followed by a repeat visit to a student’s house, a talk with parents or legal representatives, in the course of which the above-mentioned persons are notified about possible measures, which would be applied to them in an event of the child’s further absenteeism from school. If these measures fail to lead to a proper result, the next stages will be the adoption of measures such as: calling parents or legal representatives to the Board on prevention of offenses, whose operation is organized within the school framework, submission of documents to the administrative commission of a LEA.

The work to prevent these situations is constantly conducted by school, in close cooperation with the Inspectorate on Juvenile affairs of the Department for Internal Affairs of the rayon where the school is located. For example, conducted raids "Children in the night city", "Street", "Employment", etc.

Based on the results of raids every educational organization is targeted lists of children at risk, children and families in need of social assistance in order to ensure their appearance in school.

With regard to the perpetrators of non-attendance of school kid being taken (principals with invalid data and concealing facts systematic absenteeism children whose parents are deviating from the putting children in schools, employers using child labor).

If the child did not attend school for social reasons (lack of clothing, office supplies, etc.), then it is a material aid in accordance with its needs, and it is provided free hot meals.

Facts of deviations from school without a valid excuse is considered the commissions for minors and protection of their rights under the Governor's office, which resulted in minor's parents have administrative responsibility under Article 111 of the Code of the Republic of Kazakhstan on Administrative Offences.

If the child does not attend school because of family migration, internal affairs agencies declare wanted the family of the minor.

In educational institutions outreach with parents conducted on prevention of school absenteeism and school absenteeism without good reason. This is being done at parents' meetings, and published on the Internet site of the school.

In addition, students attend organized meetinga with representatives of the Justice departments, Interior Affairs departments on prevention of children not attending school.

Within the E-learning project framework, schools are compulsorily equipped with specialized equipment monitoring moments of passing a child to/from the school with an automatic sms-notification to parents.

How diverse is the offer of educational programmes at lower and upper secondary levels (e.g. existence of vocational tracks)?

See the next paragraph

At what stages of the school system are students selected into different tracks?

As of today, all students from grade 1 to grade 9 study under the same curriculum, according to the State compulsory education standard (SCES). At the time of transition from lower secondary school to upper secondary school, every schoolchild should determine the direction, according to which he/she will study in grades 10-11. Under SES 2013 the Typical Curriculum have been developed for the Natural Mathematical Sciences, consisting of Physics-Mathematical and Chemical-Biological profiles and the
Social-Humanitarian Sciences, including Philological, History-Jurisprudential and Social-Economical profiles.

**What criteria are used to select students into the different tracks?**

At the end of grade 9 and following the completion of basic school examinations, students acquire the status of basic school graduates. All students who wish to continue study at upper-secondary school are automatically enrolled into grade 10.

The main criterion upon distribution of students among various educational curricula is their interests and desire. However, the school can and should recommend students the most appropriate curriculum for the purpose of preventing problems in their subsequent studies and within the career guidance framework.

As already mentioned in section 2.5 under "To what extent are parents able to choose the school their children attend?", residing on a microrayon of the school is a sufficient basis for admission to the relevant class of the above mentioned schools, including profile school. Therefore, if the number of students in one direction/profile exceeds the number of available seats in the class, and all of these students belong to microrayon of this school, it will be decided whether to open another class on this profile. If children, who actually reside in the microrayon of another school, want to enroll into profile classes of the school, where there are no free seats, then they will be encouraged to continue their education according to residence.
5.2 Organisation of student learning time

Describe the organisation of the school calendar (e.g. number of instruction days in the year, duration of school holidays) for the different levels of the school system.

The learning time at general education state schools is set within the academic year, which in turn divided into four quarters, not identical in time. The duration of the academic year, as well as dates and time of vacation, are set annually by Order of Minister of education and science RK “On the start of the academic year at general education academic institutions” (Box 5.1).

Box 5.1.

Registered in state Registry of normative legal acts from # 8519 on 21st of June 2013.

Order of the Minister of education and science of the Republic of Kazakhstan dated 27th of May 2013 # 198

About the beginning of 2013-2014 academic year
in organizations of general secondary
education of the Republic of Kazakhstan

In accordance to the 14th subparagraph of 5th article of Law of Republic of Kazakhstan “About Education” from 27th of July 2007 and to the 37th subparagraph of State Compulsory Standard of Secondary Education of Republic of Kazakhstan (primary, basic secondary, general secondary education), approved by the Decree of Government of Republic of Kazakhstan from 23 August 2012 # 1080, IS ORDERED:

1. Establish the 2nd of September 2013 as a beginning of 2013-2014 academic year in schools regardless from the form of property and subordination.

The duration of academic year in primary grades is 32 academic weeks, 1st grades is 33 academic weeks, in) grades 2-11(12, 11-12 in experimental grades of 12-year school is 34 academic weeks. During the academic year holidays are determined in the following:

1) In grades 1-11, 11-12 in experimental grades of 12-year school the holiday are: autumn break – 8 days (from the 4th till including the 11th of November 2013 ), winter break – 10 days (from the 30th of December 2013 till including the 8th of January 2014), spring break – 12 days (from the 20th till including the 31st of March 2014);
2) In pre-school grades are: autumn break – 8 days (from 4th till including 11th November 2013), winter break – 14 days (from 28th December 2013 year till including 10th of January 2014), spring break – 15 days (from 20th of March till including 3rd of April 2014);
3) In pre-school and in 1st grades additional holidays – 7 days (from 3rd till including 9th of February 2014);
2. On 1st of September 2013 in all schools to be held ceremonial event on theme: “Strategy Kazakhstan – 2050, one nation – one destiny”.
3. To the Department of pre-primary and secondary education (head of department Zhontayeva Z.A.):
1) in established order provide the state register of herein order in Ministry Justice of Republic of Kazakhstan;
2) after the state registration to officially publish the this order in media;
4. Control of execution of this order is entrusted to vice-minister Abenov M.A.
5. This order is introduced after expiry of 10 calendar days after the first official publication.

Minister
B.Zhumagulov

What is the average number of hours of instruction per week and year?

In accordance with the instructions and methodical letter “ On the specifics of teaching the fundamentals of science in educational institutions of the Republic of Kazakhstan for 2012-2013 academic year”, the academic year duration in Grade 1 constitutes 33 academic weeks, in Grades 2-11 – 34 academic weeks.

The maximum amounts of the weekly academic load for students, including all types of classroom and extracurricular (optional, individual and interest circle classes) academic work should not exceed 24 hours in grade 1, 25 hours in grade 2, 29 hours in grade 3, 29 hours in grade 4, 32 hours in grade 5, 33 hours in grade 6, 34 hours in grade 7, 36 hours in grade 8, 38 hours in grade 9, 39 hours in grade 10, 39 hours in grade 11.

The evening school carries out the education process in accordance with the levels of general education programs of two stages:

1. Stage II – lower secondary education (period of completion: 3 years: grades 7, 8, 9);

For full-time and part-time evening schools, the following training load per week should be established:

- At the level of lower secondary education: in grade 7 – 26 hours, in grade 8 – 28 hours, in grade 9 – 31 hour;
- At the level of general secondary education: in grade 10 – 28 hours, in grade 11 – 28 hours. 4 hours per week should be provided for pass/fail examinations for each grade. The hours are distributed at the discretion of the school administration, not more than 8 subjects.

The amount of training hours depends on the curriculum, which is developed for each grade and might vary slightly from school to school. According to Sanitary Rules the following norms are established for training loads per week (Table 5.3).

<table>
<thead>
<tr>
<th>Grade</th>
<th>Load in hours, per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>22 23 26 26 28 28 29 31 33 22 22</td>
</tr>
<tr>
<td>2</td>
<td>23 26 26 28 28 29 31 33 22 22</td>
</tr>
<tr>
<td>3</td>
<td>26 26 28 28 29 31 33 33 22 22</td>
</tr>
<tr>
<td>4</td>
<td>26 26 28 28 29 31 33 33 22 22</td>
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<td>5</td>
<td>26 26 28 28 29 31 33 33 22 22</td>
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<td>6</td>
<td>28 28 29 29 31 33 33 33 22 22</td>
</tr>
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<td>7</td>
<td>28 28 29 29 31 33 33 33 22 22</td>
</tr>
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<td>8</td>
<td>29 29 31 31 33 33 33 33 22 22</td>
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<td>10</td>
<td>33 33 33 33 33 33 33 33 22 22</td>
</tr>
<tr>
<td>11(12)</td>
<td>33 33 33 33 33 33 33 33 22 22</td>
</tr>
</tbody>
</table>

**Source:** Annex 16 to sanitary regulations on “Sanitary and Epidemiological requirements to children and adolescents education and care facilities” No.1684 as of December 30, 2011.

**How is the school week organised?**

The academic week is set in strict accordance to the schedule of lessons, which is composed based on the working curriculum and approved by the school principal. When composing the schedule of lessons, dynamics of students’ mental performance throughout the day and week are taken into account, and a table is used to rank subjects in order of difficulty (in points) according to Annex 17 to the sanitary regulations.

The training load for senior grade students throughout the week is distributed in a way that its largest volume falls on Tuesday or Wednesday; for junior and middle class students – on Tuesday and Thursday. On these days the school schedule includes the most challenging subjects, or medium and lighter subjects in order of difficulty but in a greater number than on the other days. A lighter day is provided on Wednesday.

The least number of points per day should be for Monday and Saturday.

**What is the duration of a regular school day, and how is it organised?**

According to Sanitary Rules (2011), the main (invariant) students’ training load per day is not more than five lessons at primary school and not more than six lessons at basic school.

The school schedule of lessons is composed separately for mandatory and optional lessons. Optional sessions are planned on the days with the least number of mandatory lessons. A 45-minute break is arranged between the beginning of an optional class and the last session of mandatory classes.

Holding paired lessons at primary school is not allowed. Paired lessons for 5 – 9 grade students are allowed only for conducting laboratory work, tests, shop classes, physical education for a particular purpose (skiing, swimming). In grades 10 - 11 (12) paired lessons are allowed for basic and profile subjects.

The duration of breaks between lessons for students of all kinds of general education organizations is not less than 10 minutes, and large break (after 2 or 3 lessons) is 30 minutes. Instead of one large break it is allowed to arrange two 20-minute breaks after 2 and 3 lessons. Breaks are arranged with the maximum use of fresh air and outdoor games.

At least a 40 minute break is provided between shifts for wet cleaning and airing.
How are learning activities distributed among regular instruction, extracurricular activities and homework?

Day training is conducted according to the schedule. The extracurricular activities for each separate subject are conducted according to the plan developed by the teacher (subject clubs, subject weeks etc), as well as tailored to the individual needs of students (working with gifted or at-risk students) and is not daily. The duration of doing homework is individual and depends on the abilities and level of a student’s preparedness.

Have there been any changes proposed to the organisation and management of time in schools (e.g. reducing the duration of the school day, or the number of school days per week)?

Over recent years, no significant changes have happened with regard to setting and managing time at schools.

As it has been said, teachers working time organized in strict accordance with the schedule of classes approved by the school principal. Out-of-class work/extracurricular activities on the subject is carried out in frames of school work plan and teacher work plan, which he schedules based on a general school plan. Extra-curricular activities are also conducted in accordance with the schedule which do not interfere with the main schedule (lessons).

Educational and extra-curricular activities are supervised by the deputy principals. All classes have a clearly stated time and begin according to the bell. Lateness and absenteeism of teachers are extremely rare and are monitored at the school level. These data are not aggregated anywhere except school. In addition, if there is an urgent need for a teacher or a respectable reason for being absence from work, he warns the administration in advance, in order to avoid disruption of classes. This is achieved by revising the schedule for the period of teacher’s absence.

It would be wrong to talk about lateness and absenteeism as a systemic problem. Also, it is unacceptable to consider this issue in the context of city/village. In rural schools, of course, there is a well-known problem, but the neglect of teachers for their work and the lack of labor discipline, are not among them.
5.3 Allocation of teacher resources to students

Class size and teacher-student ratio

For the different levels of the school system, what is the average class size in schools?

In 2012-2013 academic year, the average number of students per class varies both within education levels and depending on the regions (Table 5.4). Average class occupancy indicators across the Republic by the level of education are arranged as follows: 17.7 students in primary school (grades 1-4), 18.1 students in basic school (grades 5-9), 15.6 students in high school (grades 10-11 (12)).

Table 5.4. Average number of students in a class by the level of secondary education (excluding Republican boarding schools, NIS, Bobek boarding schools and schools under universities), 2012-2013 academic year

<table>
<thead>
<tr>
<th>No.</th>
<th>Oblast, city</th>
<th>Grades 1-4</th>
<th>Grades 5-9</th>
<th>Grades 10-11(12)</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>The average number of students</td>
<td>The average number of students</td>
<td>The average number of students</td>
<td>The average number of students</td>
</tr>
<tr>
<td>1</td>
<td>Akmola</td>
<td>11.7</td>
<td>12.8</td>
<td>10.3</td>
<td>12</td>
</tr>
<tr>
<td>2</td>
<td>Aktobe</td>
<td>15.8</td>
<td>16.7</td>
<td>15.2</td>
<td>16.1</td>
</tr>
<tr>
<td>3</td>
<td>Almaty</td>
<td>19.2</td>
<td>19.4</td>
<td>14.3</td>
<td>18.6</td>
</tr>
<tr>
<td>4</td>
<td>Atyrau</td>
<td>19.1</td>
<td>18.5</td>
<td>15.2</td>
<td>18.3</td>
</tr>
<tr>
<td>5</td>
<td>East-Kazakhstan</td>
<td>15.4</td>
<td>15.9</td>
<td>14.5</td>
<td>15.5</td>
</tr>
<tr>
<td>6</td>
<td>Zhambyl</td>
<td>19.1</td>
<td>19.2</td>
<td>16.4</td>
<td>18.8</td>
</tr>
<tr>
<td>7</td>
<td>West-Kazakhstan</td>
<td>14</td>
<td>15.5</td>
<td>13.4</td>
<td>14.6</td>
</tr>
<tr>
<td>8</td>
<td>Karaganda</td>
<td>16.9</td>
<td>17.6</td>
<td>14.4</td>
<td>16.9</td>
</tr>
<tr>
<td>9</td>
<td>Kostanai</td>
<td>12.8</td>
<td>14.7</td>
<td>11.7</td>
<td>13.5</td>
</tr>
<tr>
<td>10</td>
<td>Kyzylorda</td>
<td>21.3</td>
<td>21.5</td>
<td>18.3</td>
<td>20.9</td>
</tr>
<tr>
<td>11</td>
<td>Mangystau</td>
<td>21.8</td>
<td>22.3</td>
<td>18.4</td>
<td>21.7</td>
</tr>
<tr>
<td>12</td>
<td>Pavlodar</td>
<td>13.8</td>
<td>13.7</td>
<td>11.8</td>
<td>13.5</td>
</tr>
<tr>
<td>13</td>
<td>North-Kazakhstan</td>
<td>9.9</td>
<td>11.4</td>
<td>10.6</td>
<td>10.6</td>
</tr>
<tr>
<td>14</td>
<td>South-Kazakhstan</td>
<td>20.8</td>
<td>21.7</td>
<td>20.8</td>
<td>21.2</td>
</tr>
<tr>
<td>15</td>
<td>Astana city</td>
<td>25.3</td>
<td>24.5</td>
<td>22.3</td>
<td>24.7</td>
</tr>
<tr>
<td>16</td>
<td>Almaty city</td>
<td>25.6</td>
<td>23.9</td>
<td>21.5</td>
<td>24.4</td>
</tr>
<tr>
<td>Average in Kazakhstan</td>
<td>17.7</td>
<td>18.1</td>
<td>15.6</td>
<td>17.6</td>
<td></td>
</tr>
</tbody>
</table>

Source: IAC JSC according to MESRK data

Among regions, the leading positions in terms of the average class occupancy are taken by the cities of Astana and Almaty (24.7 and 24.4 students per class, respectively), and Mangystau oblast (21.7). The lowest indicator refers to North-Kazakhstan oblast (10.6) (Figure 5.1).
What is the teacher-student ratio?

Similar to the average in-class student number indicator, the teacher/student ratio significantly varies from region to region. At the same time, when comparing regions based on these two indicators, a similar picture is noted across the leading regions – the city of Astana (14.9), the city of Almaty (12.4), Mangystau oblast (11.7), and the region with the lowest indicator – North Kazakhstan oblast (5.5). On average across Kazakhstan this indicator was 9 students per teacher (Figure 5.2).

Are there differences in terms of class size or number of teachers available for students with greater needs?
According to Sanitary regulations (2011), class occupancy for general education institutions is set to be not more than 25 students. The numerical values of calculated class occupancy can be changed in accordance with the requirements of local executive bodies and provided that one student would have at least 2.25 m².

In upper secondary school, profile school, gymnasiums and lyceums it is allowed to decrease class occupancy to 20 students (Sanitary regulations, 2011).

As shown in Box 5.2, classes for children with the greatest needs provide for a less number of students than occupancy of classes at general education institutions.

**Box 5.2.**

<table>
<thead>
<tr>
<th>Norms of occupying classes, educational groups, and extended-day groups in special correction educational organizations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special correction educational institutions for children</td>
</tr>
<tr>
<td>School age</td>
</tr>
<tr>
<td>With speech disorders:</td>
</tr>
<tr>
<td>With severe speech disorders</td>
</tr>
<tr>
<td>Branch I</td>
</tr>
<tr>
<td>Branch II</td>
</tr>
<tr>
<td>With hearing impairment:</td>
</tr>
<tr>
<td>deaf</td>
</tr>
<tr>
<td>Hearing-impaired and persons with onset deafness</td>
</tr>
<tr>
<td>Branch I</td>
</tr>
<tr>
<td>Branch II</td>
</tr>
<tr>
<td>Visually impaired:</td>
</tr>
<tr>
<td>Visually challenged (blind):</td>
</tr>
<tr>
<td>Persons with poor eye sight and onset blindness</td>
</tr>
<tr>
<td>With musculoskeletal system disorders</td>
</tr>
<tr>
<td>With psychic development retardation</td>
</tr>
<tr>
<td>Mentally retarded children (with intellectual disabilities), with profound mental retardation</td>
</tr>
<tr>
<td>With emotional-volitional disorders</td>
</tr>
<tr>
<td>With a complex defect structure</td>
</tr>
</tbody>
</table>

Note: 1. Based on local conditions and the availability of funds, occupancy of classes, educational groups and extended day groups at the above-mentioned special educational institutions may be lower than the recommended occupancy limit.

2. The number of groups of children with physical disabilities and mental retardation (special groups) may constitute 4-6.

**Source:** Sanitary regulations on “Sanitary and Epidemiological requirements to children and adolescents education and care facilities”, as established by GD RK No.1684 as of December 30, 2011

Introduction of per capita normative financing in secondary education does not change the requirements established by the sanitary rules (Financial Center).

**Outline recent trends in these indicators.**

As shown in Table 5.5, there have not been any significant changes regarding these indicators over recent years.
Table 5.5. The average number of students in a class by levels of secondary education (excluding Republican boarding schools, NIS, Bobek boarding schools and schools under universities), 2012-2013 years

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>11.7</td>
<td>12.9</td>
<td>12.8</td>
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<td>10.3</td>
<td>12.2</td>
<td>12</td>
</tr>
<tr>
<td>2</td>
<td>AktoBe</td>
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<td>15.8</td>
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<td>16.2</td>
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<td>16.1</td>
</tr>
<tr>
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<td>Almaty</td>
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<td>19.2</td>
<td>19.5</td>
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<td>15.4</td>
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<td>18.7</td>
<td>18.6</td>
</tr>
<tr>
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<td>15.7</td>
<td>15.2</td>
<td>18.3</td>
<td>18.3</td>
</tr>
<tr>
<td>5</td>
<td>East-Kazakhstan</td>
<td>15.1</td>
<td>15.4</td>
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<td>14.5</td>
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<tr>
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<td>Zhambyl</td>
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<td>19.2</td>
<td>16.7</td>
<td>16.4</td>
<td>18.7</td>
<td>18.8</td>
</tr>
<tr>
<td>7</td>
<td>West-Kazakhstan</td>
<td>14.0</td>
<td>14.0</td>
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<td>15.5</td>
<td>14.2</td>
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<td>14.6</td>
</tr>
<tr>
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<td>Karaganda</td>
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<td>14.4</td>
<td>16.9</td>
<td>16.9</td>
</tr>
<tr>
<td>9</td>
<td>Kostanai</td>
<td>12.7</td>
<td>12.8</td>
<td>7.5</td>
<td>14.7</td>
<td>12.4</td>
<td>11.7</td>
<td>9.5</td>
<td>13.5</td>
</tr>
<tr>
<td>10</td>
<td>Kyzylorda</td>
<td>21.0</td>
<td>21.3</td>
<td>21.6</td>
<td>21.5</td>
<td>18.7</td>
<td>18.3</td>
<td>20.9</td>
<td>20.9</td>
</tr>
<tr>
<td>11</td>
<td>Mangystau</td>
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<td>22.4</td>
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<td>21.7</td>
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<tr>
<td>12</td>
<td>Pavlodar</td>
<td>13.7</td>
<td>13.8</td>
<td>6.2</td>
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<td>12.5</td>
<td>11.8</td>
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<tr>
<td>13</td>
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<td>9.9</td>
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<td>11.4</td>
<td>10.6</td>
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<td>10.6</td>
</tr>
<tr>
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<td>20.8</td>
<td>21.9</td>
<td>21.7</td>
<td>21.5</td>
<td>20.8</td>
<td>21.3</td>
<td>21.2</td>
</tr>
<tr>
<td>15</td>
<td>Astana city</td>
<td>24.9</td>
<td>25.3</td>
<td>24.5</td>
<td>24.5</td>
<td>22.5</td>
<td>22.3</td>
<td>24.5</td>
<td>24.7</td>
</tr>
<tr>
<td>16</td>
<td>Almaty city</td>
<td>25.2</td>
<td>25.6</td>
<td>23.9</td>
<td>23.9</td>
<td>22.0</td>
<td>21.5</td>
<td>24.2</td>
<td>24.4</td>
</tr>
<tr>
<td></td>
<td>Average across</td>
<td>17.4</td>
<td>17.7</td>
<td>17.3</td>
<td>18.1</td>
<td>16.2</td>
<td>15.6</td>
<td>17.1</td>
<td>17.6</td>
</tr>
</tbody>
</table>

Source: IAC JSC based on data from MES RK

**Organisation of teachers’ work**

**How many hours do teachers spend teaching (teaching hours per week and year)?**

According to Law “On Education” (2007), the Kazakhstan’s education system encapsulates a rate system defined as the standard teaching load per week for calculating monthly salary of educational workers who are directly involved in the educational process at state education organizations – 18 hours (1 rate) per week. According to GD RK No. 1400 as of December 29, 2007 (GD RK No. 1400), this load can be increased by virtue of production necessity up to 27 hours per week (1.5 rate). At the request of a teacher, his/her load might not reach 18 hours.

Therefore, the number of hours spent on instruction per week by a teacher depends on his/her load attached to its rate-setting and continuing constant throughout the school year (Box 5.3).

**Box 5.3.**

*Example:* Teacher’s week workload, working in low secondary classes (5-9 grades), is 21 hours. Taking into account the duration of academic year for these classes which is 34 academic weeks, the total amount of hours (lessons), which teacher carries out for one year is 714 hours: 21x34=714.

*Note:* The teacher’s workload is not calculated in astronomical hours, but in academic hours (lessons). The duration of lesson is 45 minutes.

Teachers’ paid workload consists of the number of teaching hours, as well as paid activities specified in Chapter 5, Section 5.3 Allocation of teacher resources to students, in paragraph Activities typically take place during teachers’ working hours. As already mentioned, the hourly load can vary greatly among different teachers. It can be as minimal (at the request of the teacher, and reach 1.5 stavka).

In addition, activities such as the preparation for lessons, work with parents, preparing for participation in conferences, seminars, etc., are not covered, as they can not be described from the standpoint of time-consuming. Therefore, the concept of "normal workload of teachers” in the secondary education system of Kazakhstan does not exist.

**What proportion of working hours does teaching time represent?**

It is impossible to calculate a teacher’s overall work time based on a single formula due to the effect of the rate system – 18 academic hours of instruction in class per week, the only regulated activity of a teacher, and the time spent on preparing lessons, checking notebooks, methodological improvement,
purely individual self-education, as well as a teacher’s load in academic hours are not the same. Thus it does not seem possible to objectively discuss the share of time spent on instruction out of total work time.

**Besides teaching, what other activities typically take place during teachers’ working hours (e.g. planning, professional development)? What proportion of time is dedicated to each of them?**

When referring to a teacher’s work time, it would be more objective to apply the phrase “while working at an education organization”. During this time, a teacher carries out various types of activity, some of which is paid.

According to GD RK No.1400 (2007), teaching paid activities are the following: classroom management, checking notebooks and written work, classroom superintendence, combination of job positions, as well as supervision of a school and rayon methodical associations.

Besides, a teacher is engaged in planning the learning process (calendar-thematic planning before the school year), the preparation of training sessions (lesson planning), extra-curricular work on the subject (subject circles, subject-related activities), individual work with gifted and at-risk students, as well as self-education aimed at methodical growth.

**Time to prepare for educational activities (checking notebooks, etc.)**

There are no time limits for the execution of such paid activities such as classroom management, checking notebooks and written work, managing classrooms, etc. This is due to the fact that their duration is influenced by many factors such as the number of students per class, (the more students are, the longer notebooks are checked, the more time is spent on working with parents, etc.), how problematic they are (this involves frequent visits to the families of students), work experience of the teacher, teacher's approach to their duties. Time devoted for managing class will depend on the teacher's approach (more creative or standard), the time spent on preparing lessons are not paid and depends on the experience of the teacher, his/her approach for preparing classes, learning-level of class, etc.

Therefore, to say for sure how much teacher needs time to prepare for educational activities is not possible.

**Are there requirements for professional development?**

One of the system requirements for a teacher is professional development.

According to Law “On Education”, a pedagogical employee is entitled to attending professional development at least once every five years, over a period not exceeding four months. The frequency of teacher’s participation in professional development courses more than once in 5 years (except for courses of new generation) depends on the willingness of the teacher and discretion of school administration. One teacher may express his/her willingness to take professional development courses 3 times in 5 years, and the other teacher limits with one course.

School administration may direct teacher to the additional courses (expect one time in 5 years) of professional development in beforehand consultation with teacher, if it is necessary for the teacher and for the school.

Data on frequency of taken professional development courses and additional courses are personal information and is summarized at the school level. At the rayon/city level it is aggregated information about the attendance of the courses during the year and its dynamics, but it doesn’t track how often particular teacher’s attendance and its frequency.

In accordance with Standard Regulations of activities for types of adult further education organizations professional development is carried out in the following modes:

1. off the major job;
2. combined (full-time and distance learning) professional development;
3. through distance learning, with certain periodic intervals and duration.

The competence level professional development trainees is defined through an input and output diagnostics; 36-hour courses – writing independent work; courses exceeding 36 hour duration – completion of project work, taking a pass/fail test, examination, or another form of knowledge control as defined by the Institute of Extended Education.

The other forms of further education available to pedagogical staff (teachers) are internship and retraining. An internship is conducted to learn the best practices of external organizations, enterprises and agencies. In some cases an internship can take place abroad. Retraining is performed in institutions for
professional development and has a more academic slant. Internship allows receiving a diploma of the second higher education on the basis of higher education, which leads to an increase in salary.

Also worth noting is another professional development opportunity for (a small number of) Kazakhstani teachers offered by Center for International Programs JSC within the Bolashak program (see Annex 5A, 1).

Currently ambitious, empirically based reforms in continuous professional development of teachers are being prepared, which are aimed at establishing a new structure of multi-level training program developed in cooperation with international partners (mainly with the Faculty of Education, University of Cambridge) and the Center of Teaching Excellence at NIS. The program consists of three levels:

- Basic: teacher training on the guide to the learning process in the classroom;
- Intermediate: teacher training on the guide to the learning process at school;
- Advanced: teacher training on the guide to the learning process in a school network. This level, essentially, is aimed at training the “trainers” for implementing lower-level programs.

Each program level consists of three consecutive periods with one month duration. The first month takes place off the workplace and devoted to familiarization with the basic ideas of the program. The second month takes place at school with a teacher, so that he could in practice realize the methods in an educational environment (with support of the training center online). The last month is organized off the workplace and assumes carrying out self-analysis, an analysis of the teacher by his colleagues, an evaluation of changes in the teacher’s pedagogical practice. Upon completion of the program, teachers should prepare a portfolio, conduct presentations and pass an examination at the Center of Pedagogical Measurements at NIS in Almaty. According to data for 2012, approximately 7% teachers do not successfully complete this program.

**How is professional development encouraged and supported?**

Today, Kazakhstani school teachers are provided with an additional opportunity to increase their salaries through professional development.

In accordance with Instruction on Organizing Professional Development for Educational Workers (Order MES No. 1 from Januar 4, 2013), selection and admission criteria are defined for RK educational workers professional development courses on by-level programs prepared by the Center of Teaching Excellence (CTE) at NIS jointly with the Faculty of Education, University of Cambridge on programs of the third (basic), second (intermediate), and first (advanced) levels (hereinafter – Courses).

Compensation payments provided to encourage professional development and skills are quite substantial, and can lead to significant differences between the incomes of teachers with low qualifications beginning their careers and experienced teachers at the top of pay scale with maximum qualification (Table 5.6).
Table 5.6. Compensation payments additional qualifications

<table>
<thead>
<tr>
<th>Type of compensation</th>
<th>Description</th>
<th>Average compensation, in % of the base salary</th>
<th>Persons receiving compensation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Academic degree: Candidate of science</td>
<td>1 minimal salary (national)</td>
<td>T; TS</td>
</tr>
<tr>
<td></td>
<td>Academic degree: PhD</td>
<td>2 minimal salaries (national)</td>
<td>T; TS</td>
</tr>
<tr>
<td></td>
<td>Qualification category G9: highest</td>
<td>100%</td>
<td>T</td>
</tr>
<tr>
<td></td>
<td>Qualification category G9: first</td>
<td>50%</td>
<td>T</td>
</tr>
<tr>
<td></td>
<td>Qualification category G9: second</td>
<td>30%</td>
<td>T</td>
</tr>
<tr>
<td></td>
<td>Qualification category G11: highest</td>
<td>90%</td>
<td>T</td>
</tr>
<tr>
<td></td>
<td>Qualification category G11: first</td>
<td>45%</td>
<td>T</td>
</tr>
<tr>
<td></td>
<td>Qualification category G11: second</td>
<td>30%</td>
<td>T</td>
</tr>
<tr>
<td></td>
<td>NIS Certificate: level 3 (basic)</td>
<td>30.0%</td>
<td>T</td>
</tr>
<tr>
<td></td>
<td>NIS Certificate: level 2 (i)</td>
<td>70.0%</td>
<td>T</td>
</tr>
<tr>
<td></td>
<td>NIS Certificate: level 1 (advanced)</td>
<td>100.0%</td>
<td>T</td>
</tr>
</tbody>
</table>

Notes:
1. T (teachers); TS (teaching or pedagogical staff).
2. Compensations may differ by 5% depending on the level of education and subject; numbers in column 2 are the averages.
3. The compensation for NIS training is calculated as % of salary, not on the base salary.

These additional compensations is given according to the further qualifications (such as academic degree, qualification category, NIS Certificate).

G9 means secondary school teachers with university qualifications
G11 means primary school teachers with college qualifications

Source: GD RK No. 1400, OECD 2014

Career structure and compensation

How is the career structure of teachers organised? Does it have multiple stages associated with differentiated responsibilities?

During the first three years after HEI graduation, the teacher is considered a young specialist. The career growth of teachers should be viewed through the prism of upgrading his/her category, which is directly related to upgrading a qualification level. The right for undertaking professional development at least once in five years with duration not exceeding four months is stipulated in Law “On Education”. Upgrading a teacher’s methodological level through self-education and completion of various courses, attending seminars, training sessions etc, contributes to improving the results of his/her work, enabling to achieve high indicators in training his/her students. All this constitutes a basis for a teacher to qualify for awarding or confirming an existing category.

In the work process, a teacher can be consistently assigned to the second, first and highest category. This occurs by passing the attestation procedure, which is implemented by one stage and intended to determine the performance of the state compulsory standards of the appropriate level of education, compliance with the qualification requirements for the qualification level of teaching staff, in accordance with the applied qualification category. Also it includes the performance in their professional activities the requirements of normative legal acts in the sphere of education.

To conduct the attestation of educational workers and equivalent persons for awarding (confirming) qualification categories, attestation commissions are established at educational organizations, rayon (city) divisions, departments of education in oblasts and the cities of Astana and Almaty, an authorized body in the field of education (for republican subordinate organizations), and authorized bodies of the respective industry.

Possible career growth stages are outlined in Figure 5.3.
It should be noted that far not every teacher reaches the “highest category” of qualification level throughout his/her entire teaching practice. However, even the possession of the highest qualification category is not the basis of a teacher’s further career growth (for instance, appointment to the position of deputy of principal).

What roles and responsibilities can teachers have in schools in addition to their teaching duties (e.g. head of department, mentor of beginning teachers, curriculum development work, co-ordination of professional development)?

In addition to teaching activities a Kazakhstani school teacher can carry out a whole list of possible public assignments and responsibilities:

- Mentoring young professionals (assigned to teachers with many years of successful experience teaching the subject);
- Head of a school methodical association for subject teachers (assigned to teachers not only with many years of successful experience teaching the subject, but also able to identify, systematize and implement methodological innovation through their exchange between teachers);
- Head of an initiative group within the framework of preparation for a major event or interschool project implementation (assigned to teachers most competent and knowledgeable in a particular issue and able to attract and coordinate the work of colleagues in the group);
- Chairman of the School Teacher Trade Union Committee (assigned to the most respected and authoritative teachers, able to represent the interests of colleagues in dealing with controversial and current issues).

Besides, teachers can be assigned orders, beyond the school framework:

- Head of a rayon methodological association for subject teachers (assigned to teachers not only with many years of successful experience teaching the subject and able to identify, systematize and implement methodological innovation through their exchange between teachers, but also to coordinate this work at a rayon level);
- Member / Chairman of the Electoral Commission (for the period of election campaigns, as well as to coordinate the activity between elections);
- Rayon Maslikhat Deputy (determined through voting, for a 5-year term, in order to represent the interests of rayon residents from where he/she is nominated).

How are teachers’ salaries determined?

Teachers’ salaries in Kazakhstan are calculated in accordance with the teaching load per unit system (whereby 1 rate is 1 load), consisting of 18 week hours of study time. The minimum teaching load is not determined and, at the request of the teacher, may be less than 18 hours. The maximum number of study hours for any level of education per week can be 27 hours or 1.5 load (stavka). According to this system,
Teachers are additionally entitled to compensation for any other teaching or non-teaching tasks beyond the major load and teaching time.

Teachers' salaries are set in accordance with the Law “On Education” and GD RK No.1400, which determines the scale of salaries and benefits for budget system employees in Kazakhstan. Their income consists of salaries and compensation for additional work, and may include special (material and moral) payments. The salary consists of a basic office salary (BOS) (the basic official salary of public sector employees as of today is KZT 17 697) multiplied by a coefficient that reflects the level of education and the position held, and years of work (G). Teachers with special secondary teacher education (the minimum qualification for teaching in preschool and primary education) earn according to G-11 category coefficients. Secondary school teachers, who at least should possess higher education, are entitled to compensation according to G-9 category coefficients. School deputy principals are classified as G-5 category, and school principals – G-4 (Table 5.6).

### Table 5.7. The salary of civil servants, employees of organizations financed by state budget funds, employees of state enterprises in the Republic of Kazakhstan: income groups, base salaries and multiplying coefficients

<table>
<thead>
<tr>
<th>Compensation categories</th>
<th>Base official salary</th>
<th>Increasing coefficient from 1 to 20+ years, with half-year intervals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2000-2009</td>
<td>2010</td>
</tr>
<tr>
<td>G-1</td>
<td>4.29</td>
<td>4.37</td>
</tr>
<tr>
<td>G-2</td>
<td>3.99</td>
<td>4.07</td>
</tr>
<tr>
<td>G-3</td>
<td>3.72</td>
<td>3.80</td>
</tr>
<tr>
<td>School principals (G-4)</td>
<td>3.41</td>
<td>3.54</td>
</tr>
<tr>
<td>School deputy principals (G-5)</td>
<td>3.17</td>
<td>3.29</td>
</tr>
<tr>
<td>G-6</td>
<td>2.98</td>
<td>3.11</td>
</tr>
<tr>
<td>Teachers at HEIs, post-secondary TVE institutions (G-7)</td>
<td>2.80</td>
<td>2.91</td>
</tr>
<tr>
<td>G-8</td>
<td>2.64</td>
<td>2.74</td>
</tr>
<tr>
<td>Teachers with higher education (G-9)</td>
<td>2.40</td>
<td>2.49</td>
</tr>
<tr>
<td>G-10</td>
<td>2.20</td>
<td>2.28</td>
</tr>
<tr>
<td>Teachers with post-secondary education (G-11)</td>
<td>2.02</td>
<td>2.10</td>
</tr>
<tr>
<td>G-12</td>
<td>1.88</td>
<td>1.95</td>
</tr>
<tr>
<td>G-13</td>
<td>1.68</td>
<td>1.74</td>
</tr>
<tr>
<td>G-14</td>
<td>1.43</td>
<td>1.48</td>
</tr>
</tbody>
</table>


Teachers with post-secondary education (the minimum qualification for teaching in preschool and primary education)\(^6\) earn according to G-11 income category. Secondary general education school teachers must at least hold higher education. They receive salaries according to G-9 income category coefficients, while teachers of HEIs and post-secondary TVE institutions are related to G-7 income category. School Head teachers are classified as G-5, and principals – G-4. The BOS is determined by the Government. In 2011, it increased from KZT 13 613 to 17 697 per month (OECD, 2014).

Additional payments are made for performing extra work not related to their main functions, work under challenging conditions, and for an additional qualification.GD RK No.1400 includes an extensive and very detailed list of such functions, some of which are related to teacher standard responsibilities in OECD countries, i.e. checking homework. Teachers (and in some cases principals) receive additional payments for classroom management\(^7\), checking homework, laboratory supervision, the interim performance of additional duties (e.g. teaching two subjects), work under challenging conditions, advanced subject teaching (profile education), working in rural areas and working in high radiation risk rayons\(^8\) (OECD, 2014).

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\(^{6}\) Order of Minister of Education and Science of RK dated July 13, 2009 # 338.

\(^{7}\) Relates only to the teachers.

\(^{8}\) Radiation represents a serious environmental threat in Kazakhstan, especially in the Semipalatinsk region in the North East, which was frequently used as a nuclear testing site in Soviet times. Almost 500 nuclear weapons were detonated there since the
Which incentive structures are used to reward teacher performance and experience?

Some additional payments are not associated with the functions and working conditions, but qualifications or professional skills. Such payments are significantly higher and thus provide strong monetary incentives for teachers who wish to (and can) develop professionally.

An academic degree, for instance, provides for an increase to the amount of one or two minimal wages (GD RK No.1400). Besides, completion of the new generation of professional training developed by Nazarbayev Intellectual School network provides 30-100% increase of the net monthly salary (i.e. the salary for a respective service category and experience excluding additional payments). Upon the completion of courses by educational workers, an additional payment to the official salary is made according to GD RK No. 1400: “Teachers of education institutions implementing primary, basic and general secondary education curricula, who completed curricula professional development courses offered by NIS and received a certificate on a relevant level program, are to be entitled to the first (advanced) level additional payment – 100%, second (intermediate) level – 70%, third (basic) level – 30%”.

Last, but not the least, is that every five years (or more frequent under certain conditions), teachers can undergo an attestation procedure to receive (a higher) qualification category, which, if received, provides a higher pay (Table 5.8).

<table>
<thead>
<tr>
<th>% of the base official salary</th>
<th>G-11</th>
<th>G-9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest category</td>
<td>90%</td>
<td>100%</td>
</tr>
<tr>
<td>First category</td>
<td>45%</td>
<td>50%</td>
</tr>
<tr>
<td>Second category</td>
<td>30%</td>
<td>30%</td>
</tr>
</tbody>
</table>

Source: GD RK No.1400 as of December 29, 2007

In addition to extra payments for qualifications and professional development, the Best Teacher competition is annually conducted, as approved by GD RK No.394 as of March 30, 2012 “On approval of regulations for awarding the Best Teacher title”. The annual competition is carried out in three stages:

- Stage I – at the rayon (city) level, conducted annually in April, where competition participants are determined, recommended to participate in Stage II;
- Stage II – at the oblast (regional) level, cities of Astana and Almaty, is conducted annually in May, where competition participants are determined recommended to participate in Stage III. To conduct the competition stages in rayons (cities), oblasts (regions), cities of Astana and Almaty at each level, local executive bodies in education with the participation of advanced training institutes, methodological services and trade unions establish the Organizing Committees that determine the procedure and terms of the Competition, and the list of documents;
- Stage III – at the republican level, is conducted annually in August-September, where Competition winners are determined and permanent schemes for material stimulus and promotion of educational activity in Kazakhstan education system are not utilized.

At the same time, professional experience is correlated with the above-mentioned G coefficient and has a directly proportional effect on salary calculation (the longer the experience, the higher a salary is). These coefficients are outlined in Annex 2 to GD RK No. 1400 (Annex 5A, T.5A.2).

Under the current educational workers remuneration system, a school teacher’s salary is formed based on: a level of education; qualification categories; work experience. Besides incentive bonuses in addition to official salaries are set in accordance with the civil servant remuneration system, as well as bonuses and material assistance (GD RK No. 1400, 2007).

1950’s, 116 of which were above ground and commonly took place without alerting or evacuating the local population. Nuclear testing was halted in 1990, but typical after the effects such as radiation poisoning, birth defects, anaemia and leukaemia, are still prevalent in the area.

Except in the beginning of their careers, a teacher can request an attestation for attaining a higher qualification category even before the end of a five year period. The requirements for an advanced attestation are very detailed and are listed in Regulation No. 16 of 22 January 2010 of the Minister of Education and Science of the Republic of Kazakhstan.

10Attestation of pedagogical workers is a procedure carried out to determine the correspondence of qualifications of pedagogical workers with the respective qualification requirements; qualification category reflects the requirements at a certain qualification level that correspond to the complexity of tasks for that level (Regulation No. 16 of 22 January 2010 of the Minister of Education and Science of the Republic of Kazakhstan).
The average monthly salary of a school teacher with higher education is the following (Figure 5.4):

- With the highest category – KZT 67 844;
- The first category – KZT 58 995;
- The second category – KZT 55 456;
- No category – KZT 50 147.

The current national remuneration system accounts for the quality of educational workers’ job, as the established incentive allowances are payments based on work results.

Figure 5.4. RK educational workers salary growth (decrease) dynamics (for secondary schools)

Source: DPSE, MES RK

In accordance with SPED for 2011-2020 for the purpose of improving a teacher’s status as of 2015 supplement wages are planned to increase, bringing a teacher's salary close to the average economic salary.

Average monthly nominal wages of workers of education (all levels) was KZT 69 555, which is below the average monthly nominal wage in Kazakhstan on KZT 39 085 as of 2013 (Annex 5A, T.5A.3).

Figure 5.5 clearly shows that the average monthly wage in the education sector is one of the lowest.
Comparing teachers' salaries with salaries in other occupations requiring similar skill level (science, accounting, medicine), we can conclude that the average monthly salary of a school teacher (without division into stages), which is KZT 60,472, almost three times less than the average monthly wage of workers in science and also does not reach the level of this indicator in medicine. And considering the salaries of teachers working in primary schools, the above mentioned differences are even greater.

**Figure 5.5. Ratio of average wages by sector of economics for 2013**

Source: JSC “IAC” based on data ASRK

**Figure 5.6. The average monthly nominal wage per employee, KZT**

Source: JSC “IAC” data based on ASRK

*How do teachers’ salaries compare to salaries of other occupations requiring broadly similar qualification levels? Have there been any recent changes to teachers’ career structure or working conditions? Which ones? What were the reasons for these changes?*
To further develop the educational workers training and professional development system under NIS, the CE. The basis of this structure’s activity is the notion of a teacher’s continuous professional development in the integration of Kazakhstan’s education into the global educational space:

1) broadcasting the accumulated experience of Nazarbayev Intellectual Schools to general education schools in Kazakhstan;
2) generalization and dissemination of the best educational experience of both Kazakhstani and international innovative teachers;
3) development of recommendations to improve the national teacher professional development system;
4) professional development (retraining) of Kazakhstani educational workers according to world experience.

According to orders of Head of State, RK Government as of May 24, 2011 requested the CE to develop, jointly with international partners, multi-level Programs for Kazakhstani educational workers professional development with the use of the best global experience and teaching practice.

Based on the Procedure on providing educational workers professional development, the courses are conducted by trainers certified by the CE NIS with participation of Cambridge University experts on relevant levels.

Requirements to educational workers who apply to these courses are set according to the course level (see Annex 5A, T5A.4).

Compliance with the recommended requirements can be validated with documents, examples of which can be reference letters, expert opinions, decisions made by collegial bodies, open lesson analysis and evaluation material and results, experience generalization material, documented evidence of learners’ achievements and progress, questionnaire and survey outcomes, material validating methodical association supervision, and research, subject, and spare time circles.

Therefore, “Level” is added to the “Category” characteristics. For example: a highest category first level teacher, which adds another 9 steps to the career growth of second-first-highest categories.

Support staff in schools

**How extended is the use of support staff to support teachers in their duties inside and outside the classroom? What kinds of support staff are commonly used in schools?**

In accordance with the general education school staffing structure approved by the Principal and depending on the type of school, and in educational organizations there is a unit (one or few) laboratory assistants for physics, chemistry, biology and computer science classrooms. In accordance with their functional responsibilities, these employees perform work in the classroom assigned to them and render assistance to the teacher in conducting laboratory and practical, as well as other works in the preparation of and conducting the lessons.

To answer the question about the extent of engaging school support staff to render support and assistance to teachers in fulfilling their obligations, it is necessary to have quantitative data, which are not aggregated by MES RK.

**What tasks are typically performed by the support staff?**

A laboratory assistant assists the teacher in conducting lessons, extra-curricular activities. Every day, before classes begin he checks the condition of student work stations, gas and water communication electrical networks and electronic equipment, reports on the identified deficiencies or malfunctions to the teacher, ensures the functioning, safe-keeping of laboratory property, cleanliness and order in the training and laboratory classrooms, compliance with safety regulations when storing and using in the training process of flammable, poisonous, corrosive materials, and laboratory equipment, in accordance with their duties enshrined in Order No.338.

**Are there any mechanisms in place to target support staff to specific groups of students with greater learning difficulties?**

Support staff fulfills its functional responsibilities in accordance with the Order No.338, rendering assistance to the teacher and students, at the teacher’s request, from the standpoint of individual and personal approach, which takes into account the needs of each student. However, there are not any
specially developed mechanisms for the involvement of support staff to assist in training the children with greater needs.
5.4 Organisation of school leadership

School leadership arrangements

How is school leadership typically organised? Are the tasks of school leadership concentrated on a single individual or are they divided among a group of people in a team?

A school’s manager is the principal, who is responsible for general management and control over this educational organization’s activity. According to the Standard staffing schedule for primary, lower secondary and general secondary education organizations, as approved by GD RK No.77 as of January 30, 2008 (further – GD RK No.77), the principal has deputies, whose number and list depend on school type and the number of consolidated classes. These can be deputies for training, methodology, educational and economic activity, profile education, social protection, childhood protection etc. Each of the deputies is in charge of their work area which is monitored within the interschool control framework. Types of interschool control, depending on pursued goal, include review, thematic, class-generalizing and personal control.

The results of this work, depending on the type of activity, theme, level, etc. are heard at school methodical association meetings, methodic meetings, meetings chaired by the principal, teaching councils, the sequence and cyclicity of which are recorded in the interschool control schedule approved by the principal.

Besides, a weekly sequence diagram of school activity is prepared, where its activities are itemized (including meetings, project coordination meetings, school lineups, political information sessions etc.), conducted on a particular day each week. The sequence diagram is also approved by the school principal.

Organisation of school leaders’ work

What are the main tasks carried out by school leaders (e.g. administration, pedagogical leadership)?

School administration is to accomplish following tasks: implementation of state educational standards, universal compulsory education of children in defined microrayon, the organization and improvement of scientific-methodical and material-technical base of educational process, selection and arrangement of teaching personnel and others (see Annex 5A, 2). However, it is not to say that these are the final tasks, which a principal face at school. The position of a school principal requires the ability of the person to clearly, promptly, appropriately, professionally and creatively responds to the situations that appear in the course of work. The principal should combine the quality manager, teacher, psychologist and businessman at the same time, which makes the selection procedure for the position of a principal very acute.

What proportion of time is dedicated to each of these activities?

The working hours of school administration cannot be strictly rationed due to the specificities of functional responsibilities. Thus clearly defining the time proportion allocated to each type of activity does not appear possible.

Are there any external support systems in place to assist school leaders in their tasks?

To coordinate the activity and provide assistance to school administration, there are Education Department Data Councils under Departments of Education (hereinafter – Council). The Council is a collegial administrative body, which comprises the heads of rayon education organizations. The Council’s main function is to review issues related to implementing the state education standard, and student training and care conditions at rayon education organizations. Council meetings are conducted once per month (as well as unscheduled, as needed).

What initiatives have been undertaken to develop leadership and management capacities of school leaders? What relevance is attributed to the professional development of school leaders?

Modern educational requirements, changing approaches to learning and education modify the stance of the school principal as a manager. To develop innovative activity at school, a new type of manager is
required, who would possess qualities of a leader, with strategic planning skills, modern technologies to manage a teaching community and effective communication skills.

As of today, professional development for education organization managers is dealt with by Republican Institute for Development in the Education System (see Chapter 4) (Orleu NCPD, MES RK). Also in addition to RIDES, education organization managerial courses are conducted by the Center of Excellence of Nazarbayev Intellectual Schools AEO and Nazarbayev University.

On September 30, 2013 NIS specializing in Physics and Mathematics, Astana, conducted an official opening of professional development courses for principals of secondary general education organizations at the CE NIS, attended by 250 principals of general education schools. Training was organized within the framework of implementing the Professional development course curricula for heads of secondary general education organizations n under a special 9-month program developed by the CE jointly with Cambridge University faculty of education. The following materials had been prepared for trainees: “Professional development course curriculum for heads of secondary general education organizations in Kazakhstan”, “Guidance for the Manager”, “Pre-course assignments”, “Assignments during school practice”, “Handout material” (NIS, 2013).

Nazarbayev University, from June to October 2013, organized a project on “Managerial staff internship for 35 basic schools in the Republic of Kazakhstan”, where NIS experience is implemented. The project was attended by more than 70 school administrative staff. School principals and their deputies learned secondary school management on various dimensions. The project program consisted of 5 stages: setup, training (professional development course abroad), distance learning, practical (observing colleagues’ work at NIS) and final (project defense) (NIS, 2013).

Career structure and compensation

How are school leaders’ salaries determined?

School administration salary is set according to Law of Education and GD RK No.1400, which defines salary and benefit scales for budget employees in Kazakhstan. School principals are classified as G-4, and their deputies – G-5 (Table 5.9).

<table>
<thead>
<tr>
<th>Position category according to the register</th>
<th>Length of Service by Years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>up to 1 year</td>
</tr>
<tr>
<td>G-4</td>
<td>3.41</td>
</tr>
<tr>
<td>G-5</td>
<td>3.17</td>
</tr>
</tbody>
</table>

Source: GD RK No. 1400

The official salaries (rates) of organization heads and their deputies are determined by multiplying the corresponding coefficients, approved for calculating their official salaries (rates) depending on the classification of their positions to job position categories and professional work experience, by the amount of the BOS, as established by the Government.

It should be noted that the principals’ salary category is high (G4 – see Table 4.14) and it ensures that their starting salary is one of the highest within the education system. Nevertheless, the opportunities for a principal to benefit from the pay and compensation system are quite limited (see Figure 4.5). Unlike teachers and educational workers, school principals do not have a qualification category and do not receive additional payment for developing their leadership and managerial skills. In practice, the salary of midcareer teachers (10-15 year experience of the first or highest category and one-rate load) is approximately 63% higher than principals’ with the same work experience. The difference in the high-end salary scale is 131% (Figure 5.8).
In order to increase their income through additional payments, principals have to teach lessons and/or take on additional job functions, which are in principle intended for teachers and educational workers, such as boarding school management, classroom management, coordination of extra-curricular activities, working with for children with special educational needs etc. Teaching and execution of tasks that are not directly related to school principals’ jobs, are actually a common practice in Kazakh schools. The practice of "borrowing" financial incentives that are primarily intended for teachers provides a mixed message. On the one hand, it maintains the principal’s connection with work realities in its own school classrooms and strengthens their position and authority in the eyes of teaching staff. On the other hand, it takes the time and attention, which they could otherwise spend on school management and leadership (OECD, 2014). Within the framework of combining the positions, principals and Head teachers are allowed to teach no more than 9 hours a week. This work is paid according to the category assigned to the administrator as a subject teacher.

**Are there any mechanisms that reward performance?**

School administration can be encouraged along with educational workers according to Order No.324 of RK acting Minister of education and science as of August 8, 2013 “On approval of the Procedure on encouraging education and science workers” (further – Order No. 324). However, there are no separate mechanisms to encourage and award school administration activities.

**Which reward systems or incentive structures attempt to reward participation in school leadership activities for other personnel?**

Pursuant to the Law “On National Awards of RK”, education workers shall be awarded with the Order of Honor (“Kurmet”) in recognition of their contribution to development of education, exemplary service at public agencies and active community service. Citizens shall be awarded with the Certificate of Merit of RK for significant achievements in education. Teachers and school administrators are rewarded in accordance with the Instruction on rewarding education and science professionals.

In order to encourage employees for succeeding in work and achievements in the field of education and science, the following types of incentives are established:

1) Badge “Honorable Professional of Education in RK”;
2) Badge “For Merits in Development of Science in RK”; 
3) Altynsarin Badge;
4) Badge “For High Achievements in Development of Education and Science of RK”;

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**Figure 5.8. Salary changes: the school teacher and principal in Kazakhstan (2011)**

Note:
1. The salaries of all teachers include a one-rate load (18 hours).
2. The numbers include extra payments for an additional category: 5 year experience – the second category, 10 year experience – the first category, 15 year experience and high-end salary scale – the highest category.

Source: GD RK No. 1400 as of December 29, 2007; OECD, 2014
5) Certificate of Merit from MESRK of RK;
6) Letter of Acknowledgment from MESRK of RK.
The award terms are outlined in Order No.324.
Moreover, LEA award teachers and school leaders with merit certificates and material incentives at
the conferences organized every August.

How do school leaders’ salaries compare to occupations requiring similar qualifications?
See Table 5.9
See 5.3 Incentive structures used to reward teacher performance and experience

How is the career structure of school leaders organised? Does it have multiple stages associated with
differentiated responsibilities?

School administration (as mentioned earlier) consists of a principal and his/her deputies. The
principal is appointed on the basis of competition, and appointing for this position can be called a career
growth stage, as to participate in a competition, among other things, it is required to possess “at least five-
year education experience or at least five-year experience at educational organizations or managerial
experience within organizations relevant to the educational organization profile”, or “at least three-year
administrative work experience in education or at least five-year experience within education
organizations or managerial experience within organizations relevant to the educational organization
profile”, which is in essence education career. But it also means that before being appointed for the
position of principal, a candidate might not possess leadership experience. Deputies are appointed by the
principal among the most educated, experienced, and prospective teachers. Thus administrative
appointment is a certain stage of career growth.
At the same time, it cannot be said that a teacher career embeds some “standard ladder”, as it is
impossible to assert that even the best teachers would later necessarily become principal deputies and then
appointed heads of educational organizations. And for the principal himself, his position, as a norm, is the
final stage in educational career. However, in some cases a principal can be appointed the head of a rayon
department of education, or subject to successful completion of a competition, appointed to any civil
servant position at LEA.

Have there been any recent changes to school leaders’ career structure or working conditions? Which
ones? What were the reasons for these changes?

This approach to the administrative corps formation has been maintained over a number of years.
The only change has been granting employees of education organizations a civil servant status through
GD RK No.850 as of September 27, 2007.
In accordance with the Regulations for admission to civil service and conducting a competition for
filling a vacant civil servant position, as approved by GD RK No.849 as of September 27, 2007
“replacement of heads of secondary education state organizations, legally formed as state institutions,
shall be conducted on the basis of competition in a manner established by an authorized body in the field
of education” (prior to that, heads of education institutions had been appointed without conducting a
competition).
This appointment principle was enshrined in Law “On Education”.
Nothing has changed with respect to deputy principal appointment.
5.5 Teaching and learning environment within school

Organisation of learning

What role do individual schools typically have in curriculum development and student assessment criteria?

As mentioned in Chapter 2, SCES content is developed by NAE. Within SCES curricula and education programs are developed for each subject. Schools then receive these documents as finalized.

Currently Kazakhstan schools lack specially educated specialists who would be able to develop school-level curricula, and teachers who would possess not only the skills for developing individual training plans for their students but also mechanisms to assess each child achievements individually in terms of the expected development.

The evaluation of student achievements, as of today, is carried out based on the 5-point system, including general didactic evaluation criteria corresponding to this system. Grades for written and oral assignments on Russian and mathematics, criteria and norms of an oral answer and performing practical (laboratory) work, experiments on physics, chemistry, biology, geography, observations on geography and biology, and criteria and norms for an oral answer on history and social science. Besides, a common classification of errors and shortcomings has been developed.

However, criteria-based evaluation has already been implemented in Kazakhstan – it operates at leading private schools and NIS. NIS teachers have been trained by international experts who cooperate with Cambridge University in England.

Evaluation and school development

Are school self-evaluation practices well established?

Each school regularly conducts self-evaluation of its own effectiveness. The procedure can be viewed from two perspectives: the frequency and type of activity.

Evaluation of the current daily work is conducted on weekly, monthly, by the end of a quarter, six months, and year. Under this approach, evaluation is conducted in correlation with work plans for the requested period, which allows not only tracking the degree of implementation and the quality level of planned work, but also adjusting plans for the subsequent period in a timely manner.

Self-evaluation by type of activity is also conducted at the end of a certain period, but the emphasis is placed on some specific issue (e.g. performance and quality of knowledge by subject, the condition of methodical work, the effectiveness and quality of educational measures, the outcomes of subject weeks, the effectiveness of school students’ participation in sports competitions at rayon, city levels etc).

In terms of progress and quality of knowledge, self-evaluation begins with reports of teachers. But, basically, systematic self-evaluation is part of the functional responsibilities of deputy directors school educational, methodical, scientific, educational (and others, depending on the type and direction of the school) work.

This work is carried out within the framework of system monitoring of quality and school effectiveness, and its results are intended for in-school use and generating reports.

In addition to the above-mentioned work, school self-evaluation is conducted within the framework of the attestation procedure that education organizations must complete according to Law “On Education” once every five years in a planned manner.

Pursuant to Regulations on education organizations’ state attestation, as approved by GD RK No. 1270 as of December 24, 2007, educational organizations shall, not later than one month prior to state certification, submit self-evaluation material to an authorized body according to the following list:
1) general characteristics;
2) the staff structure, including compliance with the qualification requirements for managers, teaching staff of educational organizations and equivalent persons;
3) the number of students;
4) educational and methodical work and teaching loads;
5) training and guidance;
6) training and tangible assets;
7) training and research laboratories;
8) information resources and the library fund;
9) assessment of students’ knowledge;
10) scientific research work or scientific activities;
11) professional practice.

*Is it typical for schools to have internal teacher evaluation systems?*

In the education system of Kazakhstan there is no concept of "Standards for the teaching profession." In determining compliance with the teacher position, guided by Order No. 338, where in the section "All teachers of education institutions ", it is clearly defined "qualification requirements with the defined responsibilities for the appropriate category". This allows having a clear understanding of the responsibilities and methodological level, which should correspond to each teacher.

The concept of "standard for school leaders" is also unavailable.

Each school applies a teacher internal evaluation system with some unique characteristics specific to this school, but generally comprising generally accepted "quality indicators" of teacher work. These indicators may include the effectiveness of training (performance, quality of students’ knowledge, participation of a particular teacher’s students in various level Olympiads, success at UNT, the percentage of students who chose this subject as major in further education); extracurricular activities related to a subject (subject circles, ongoing activities etc.); the quality of lessons; methodological improvement (work on the problem topic, generalization of one’s own advanced pedagogical experience, and self-education).

The system monitoring of the indicators listed above is conducted primarily by the teacher at the level of self-examination, as well as deputy principals for academic, methodical and education affairs. The outcomes of this monitoring are recorded in the teacher’s personal account and other internal school documents, and are used when attesting a teacher in the course of compiling his/her performance appraisal.

An education organization’s attestation commission, on the basis of an expert group’s opinion, approves the second qualification category; generates teacher materials for awarding (confirming) the first and highest categories. That is the school teacher internal evaluation system is of special significance due to its immediate relation to the attestation process.

External evaluation is carried out by attestation of teachers (see Section 4.6, Annex 4A,4).

*Is it common practice for schools to prepare and publish a school development plan? Are these informed by internal evaluation procedures?*

The school operation process is organized in accordance with the plan developed annually. This plan is compiled on the basis of previous year plan implementation analysis, the points worked most efficiently as identified in the course of the analysis, problems and their causes. The Plan includes all facets of education organization operations, has clearly defined goals and objectives, and structured on a monthly basis. Each item of the plan assumes preliminary determination of terms and persons accountable for its implementation.

In the course of testing the school readiness for the new academic year by the commission consisting of representatives from the Department of education, Emergency department and Department of sanitary and epidemiological surveillance, an Act shall be signed, one of the necessary conditions of which is availability of the above-described School Plan for the upcoming school year. In addition to this commission, the availability of the Plan and school conformity to the schedule specified thereof are inspected by various rayon- and region-level commissions when visiting the school. The publication of the School Plan is not provided.

Also, in Kazakhstan education system the term “School Development Plan” is a set formulation that implies recording children aged 0-6 who reside within the school microrayon, carried out in order to ensure 100% access to education, forecast the future enrollment in Grade 1 and efficient distribution of financial resources.

These records are maintained by Akimats, medical outpatient clinics and schools altogether, are formulated as lists of children by year of birth, certified by the school principal and submitted to rayon departments of education for further aggregation. The publication of the School Development Plan is not provided.

*Well-being and outreach to the school community*
What policies exist to create adequate learning environments also beyond the classroom?

See Section 3.3

How developed are safety and well-being policies in schools?

Safety and favorability are the two conditions necessary to comply when organizing the educational process. In order to create these conditions, a number of steps had been undertaken:

Safety is provided by the progressive installation of turnstiles and camcorders, and employing school guards. These measures are initiated and financed by LEA. Besides, within the framework of educational activities at school, crime prevention is constantly under way, and school councils on crime prevention have been organized, whose work is carried out in close cooperation with a local police inspector and the Inspection for Minors.

Favorability is expressed in creating a psychological climate conducive to maximum comfort adaptation of the student at school. For this purpose, the Standard staffing schedule of primary, lower secondary and general secondary education organizations, as approved by GD RK No.77 as of January 30, 2008, provides for a unit of educational psychologist.

In accordance with job descriptions, an educational psychologist carries out professional activities designed to preserve the mental, physical and social well-being of students (pupils). He/she shall contribute to the protection of individual rights under the Convention on the protection of the child’s rights. He/she shall contribute to harmonizing the institutional social sphere and conduct preventive measures aimed at avoiding social disadaptation. An educational psychologist shall also work with class teachers and subject teachers, providing advisory services and developing guidelines for working with children.

What policies seek to strengthen the links between individual schools and their communities?

Education, along with training, is one of the main functions of school. The success of the educational process is only possible under the close cooperation of school and society. Each school on its own can choose the forms to organize such cooperation, the most common of which are parent committees, father councils, youth groups etc.

Parent committees are elected by a general school parent meeting and recorded in the minutes. The parent committee chairman is elected among its members and is recorded in school order. The parent committee participates in preparing large educational measures, and its representatives are present in the jury when conducting various competitions and quizzes. The parent committee agrees upon various educational and organizational issues.

The youth group includes representatives of school staff, upper-secondary school students and representatives of active youth of this rural settlement. The group works to maintain order in the evening and prevent crime among the youth.

Furthermore, for the purpose of SPED implementation, under Order No.573 of Minister of Education and Science “On conducting a pilot on functioning school boards in some educational institutions”, a nationwide experiment began in 2013, which currently involves 3 259 schools (Table 5.9).
Table 5.10. Data on Boards of Trustees in secondary education organizations in Kazakhstan for 2012-2013 academic year

<table>
<thead>
<tr>
<th>No.</th>
<th>Region</th>
<th>The number of Boards of Trustees</th>
<th>The amount of extrabudgetary funds received</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Akmola</td>
<td>340</td>
<td>92 597 190</td>
</tr>
<tr>
<td>2</td>
<td>Aktobe</td>
<td>399</td>
<td>58 496 947</td>
</tr>
<tr>
<td>3</td>
<td>Almaty</td>
<td>171</td>
<td>4 395 340</td>
</tr>
<tr>
<td>4</td>
<td>Atyrau</td>
<td>2</td>
<td>3 500 000</td>
</tr>
<tr>
<td>5</td>
<td>East Kazakhstan</td>
<td>492</td>
<td>203 228 376</td>
</tr>
<tr>
<td>6</td>
<td>Zhambyl</td>
<td>87</td>
<td>8 577 033</td>
</tr>
<tr>
<td>7</td>
<td>West Kazakhstan</td>
<td>244</td>
<td>16 898 590</td>
</tr>
<tr>
<td>8</td>
<td>Karaganda</td>
<td>184</td>
<td>13 428 000</td>
</tr>
<tr>
<td>9</td>
<td>Kostanai</td>
<td>25</td>
<td>12 368 600</td>
</tr>
<tr>
<td>10</td>
<td>Kyzylorda</td>
<td>384</td>
<td>27 754 111</td>
</tr>
<tr>
<td>11</td>
<td>Mangystau</td>
<td>63</td>
<td>16 616 250</td>
</tr>
<tr>
<td>12</td>
<td>Pavlodar</td>
<td>17</td>
<td>11 985 641</td>
</tr>
<tr>
<td>13</td>
<td>North Kazakhstan</td>
<td>357</td>
<td>26 039 750</td>
</tr>
<tr>
<td>14</td>
<td>South Kazakhstan</td>
<td>486</td>
<td>49 096 596</td>
</tr>
<tr>
<td>15</td>
<td>Astana city</td>
<td>6</td>
<td>230 000</td>
</tr>
<tr>
<td>16</td>
<td>Almaty city</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>TOTAL in the country</td>
<td>3259</td>
<td>545 212 424</td>
</tr>
</tbody>
</table>

Source: IAC JSC based on material of the Department of preschool and secondary education MES RK

The Board of Trustees consists of representatives of teaching staff, the parent community, school leavers, NGOs etc. One of the main activities of the Board of Trustees is the rational allocation of extrabudgetary funds arrived to the school account. The overall amount of these funds in 2012-2013 academic year was KZT 545 212 424.

Teacher collaboration and professional learning

Which policy instruments or incentive schemes attempt to encourage cooperation among teachers and facilitate the development of professional learning communities in schools?

There is no centralized system to stimulate cooperation between teachers and promote a professional education community in schools supported with the legal and regulatory framework. However, subject teacher associations are established at the regional and rayon level, various thematic seminars are conducted, which contribute to the exchange of experience between teachers and schools, and the consolidation of teachers in professional communities.
5.6 Use of school facilities and materials

Describe the typical use of school facilities and buildings.

The use of school buildings and equipment for their intended purpose occurs during in-class instruction. In most schools of Kazakhstan the learning process is organized based on the cabinet system, that is a classroom (cabinet) is assigned to a specific subject and equipped according to specificities of its teaching. Thus, to attend various subject classes, students have to move from one classroom to another. The same principle is applied to sport gyms and locker rooms designed for dressing students before and after a gym class. The exception is for primary school classrooms that are attached to a particular class (or classes, subject to 2-shift training).

All nonacademic areas such as a library, cloakroom, dining room, auditorium, etc., are used in accordance with the purpose over the duration identified within the school work schedule.

Are school buildings and facilities used beyond regular school time?

Besides teaching, the school also carries out the educational process, during which it hosts themed evenings, quizzes, contests, dances, concerts, creative reports, sports and other extra-curricular and mass sports activities.

In the course of these activities the facilities and equipment are used that are available at school and required to successfully organize these activities.

Also school, according to the schedule approved by the school principal, regularly in extracurricular time hosts various sports sections. To carry these out, sport facilities and playgrounds, as well as appropriate equipment are used.

Besides, schools host various kinds of social and political events, such as meetings with representatives of LEA, deputy candidates and deputies, pre-election campaigns are carried out, the functioning of polling stations is organized etc.

Are they used for activities such as remedial courses, tutoring, summer and evening schools?

School premises, as well as its material resources can be used for various work with schoolchildren in addition to its major activity: additional and remedial classes, circles special interest clubs and more. They can be fee-based as well as free-of-charge. In addition, during the summer schools can organize camps and recreational sites within the organization of summer holiday and prevention of child neglect.

Evening schools are located on general secondary education school areas based on a free rent agreement and an order of LEA, according to which these schools are provided with additional funds necessary to cover the costs associated with the location of the evening school.

It is prohibited to organize tutoring with the use of general secondary education school infrastructure according to RK Law “On Education” (2007).

Additionally see Section 3.3 Planning of resource use.

Have school facilities been made available for broader educational or non-educational purposes, for instance providing diverse community activities or services, such as adult learning classes or after-school and holiday clubs for children? Refer to any uses that may be considered out of regular school activities.

In accordance with the Law “On Education” (2007), PI are entitled to provide, on a fee basis with a concluded agreement on paid service provision, the following goods (works, services) beyond the requirements of state education compulsory standards on:

1) implementation of extended education programs (development of child and youth creativity, aptitudes and interests in sports, culture and arts, and professional development for specialists);

2) organizing additional classes with certain students on subjects (disciplines and discipline cycles) beyond the teaching time allocated within the curriculum and programs;

3) organizing and conducting various activities: sports competitions, seminars, meetings, conferences among students and pupils, teaching staff and adults, as well as development and implementation of educational and instructional material;

4) provision of musical instruments and additional Internet communication services for use;
5) organizing summer holidays, providing nutrition to students and pupils, and participants in various activities undertaken by educational organizations;
6) release of heat energy supplied by power installations and boilers;
7) organizing vocational training (retraining and professional development of technical and maintenance specialists).

Facility rent carried out by educational organizations shall be performed according to a decree of a local executive body, developed according to RK Civil Code, RK Law as of January 23, 2001 “On local state governance and self-governance in the Republic of Kazakhstan” and Law as of March 1, 2011 “On state property”.

**What is the extent of use of ICT in schools? What improvements did ICT bring to the daily teaching and learning activities?**

Kazakhstan’s secondary education attaches great importance to the implementation and expansion of the scope of ICT use as a way to improve education quality and a means of integration in the global education process. Serious attention is given to equipping schools with computers and multimedia classrooms, almost all schools are connected to the Internet. For the academic year 2012-2013 98.8% of urban schools and 99.2% of rural schools received access to Internet. However, there is no access to broadband Internet in rural schools.

The use of ICT has led to modernization of the class scheme; the use of textbooks is being supplemented and, in some cases, replaced with the computer. The speed of information search and presentation has increased dramatically. Knowledge control process capacities have significantly expanded.

The use of ICT currently becomes systemic. When planning classes on various subjects, the possibility of using a computer and interactive board on various class stages is necessarily taken into account. Multimedia manuals, test programs, encyclopedias etc. are being created. Creative homework suggests a student’s independent work with the use of a computer and the Internet. As of today, the provision of urban schools with interactive classrooms is significantly higher than the same indicator for schools located in rural areas (Figure 5.9).

**Figure 5.9. Provision of interactive classrooms in general secondary education schools in 2012-2013 academic year by urban/rural areas**

![Image of a pie chart showing the proportion of urban and rural schools with interactive classrooms. Urban schools have 62% and rural schools have 38%.

Source: Data from the Department of Strategic Planning and Information Technology (DSPIT) MES RK

The largest share of interactive classrooms is accumulated in secondary schools (3 751 schools), while this indicator for lower secondary schools is 191, and only 32 primary schools are equipped with such classrooms. As of 2012-2013 academic year, 3 974 schools had been equipped with interactive classrooms (Annex 5A, T.5A.5).
5.7 Organisation of education governance

Education administration arrangements

**What units are typically part of the education administration at the different levels (e.g. curriculum development and assessment, inspection services, statistics and analysis)?**

The MES is a government body that administers education, science, child rights protection and youth policy. The MES structure includes committees, departments and subordinate organizations, whose activity is set according to major objectives and functions.

As already mentioned in section 5.5, the term "curriculum" is not used in the Kazakh education system. A certain, though not an absolutely identical, analogue of “curriculum” is the notion of the State compulsory education standards (SCES). The SCES is developed and introduced by NAE (see Chapter 2). SCES development is implemented on the basis of GD RK No.290 “On the process of developing, approving and terms of the State compulsory education standards” as of 06.03.2012. Educational programs are developed by NAE based on SCES.

As of today, the majority of Kazakhstani schools use the 5-grade assessment system. This scale has no clear evaluation criteria and standards that meet modern requirements, so the need for the introduction of criteria-based assessment of Kazakhstani students is extensively investigated.

Criteria-based assessment has been used by NIS since 2012. To develop the Criteria-based assessment concept, an analysis of international experience was carried out which directly involved University of Cambridge International Examinations (CIE) experts.

Due to NIS uniqueness, their experience cannot be always applied to normal secondary education schools. To this regard, NAE developed handbook on criteria-based assessment of student achievements. The handbook defines criteria-based assessment as the process based on comparing students’ achievements with clearly defined, collectively elaborated criteria known in advance to all participants of the process, which correspond with goals and content of education, contributing to the formation of students’ educational-cognitive competence.

In addition to routine evaluation of students’ knowledge, external standardized evaluation is carried out through UNT and EEEA (External evaluation of educational achievements). Each year the Minister of education and science issues an Order “On organizing the unified national testing”. In accordance with the Order a list of performers is determined for this activity, and deadlines. The National Testing Center (NTC) develops the technologies, procedures and software to conduct UNT, aggregates data and sends out the results to the regional UNT offices. Control over compliance with the UNT technology is carried out by the Committee for Control in Education and Science.

The inspection functions (quality assessment of education organizational activities) are imposed upon the Committee on Control in Education and Science of the Republic of Kazakhstan (see Annex 5A, 3).

GD RK No.778 as of July 7, 2011 established territorial bodies of the CCFES, which constitute an integrated centralized system of quality control in education.

According to GD RK No.536 “On approval of education monitoring regulations” as of April 27, 2012 and MES Order No.570 “On approval of administrative data forms within educational monitoring” as of December 27, 2012, the NCESA conducts and analyses education statistics. NCESA has developed administrative reporting forms according to the recommendations of the RK Agency on Statistics. Also, to optimize administrative reporting, automation of data collection and sharing, the National education database (NEDB) under MES was established.

**What is the typical size of the education administration at the different levels (i.e. central, regional, local) and how is staff typically distributed across the different areas of responsibility (e.g. curriculum development and assessment, inspection services, statistics and analysis)?**

According to p. 8 of the Charter on the MES, the structure and staff number limit of MESRK are approved according to current legislation.

According to the staff number limit of MES, considering its territorial bodies and subordinate state institutions, is 2371.5.

**What is the typical background of staff in the education administration?**
There is no statistical data on the occupational and age composition, as well as on the education level of administrative staff in education administrative state bodies and their subordinate bodies.

**What is their employment status?**

All employees of education administrative state bodies and their subordinate bodies are divided into 2 categories: public servants and civil servants. The status of each separate employee is determined by the category to which their occupied position is related.

**What initiatives have been undertaken to develop capacities of education administrators?**

Retraining and professional development of public servants are the main forms further vocational education and are implemented by the respective educational institutions in order to update theoretical and practical knowledge, abilities and skills in the field of public servants’ activities, according to the qualification requirements, for the effective performance of their official duties (based on RK President Decree No.1457 as of 11.10.2004).

Ministry staff retraining and professional development are constantly under way at the Academy of public administration under RK President (hereinafter – Academy).

Retraining of administrative public servants, admitted to administrative public service for the first time, is carried out no later than three months following the date of appointment. An administrative public servant, who has been appointed to a managerial administrative public position, is directed to retraining courses within three months from the date of appointment.

State bodies provide professional development of administrative public servants at least once every three years, except in cases when public servants’ professional development takes place abroad.

Public servant professional development is carried out based on the needs of state bodies at the expense of republican and local budgets, estimates (budget) of the National Bank of the Republic of Kazakhstan. Public servant training cost standards are determined by the Government of the Republic of Kazakhstan.

The retraining and professional development programs for public servants implemented by the Academy, regional centers for public servant retraining and professional development (hereinafter – RTC), and other educational organizations incorporate adapted international and domestic experience in setting public service and political and administrative state activities.

Within the Academy, issues related to retraining professional and personal competencies, public servant retraining and professional development are handled by the Institute of continuing education.

Public servant training programs are build based on the block-modular principle, allowing the flexibility to react to changes occurring in the state and society. Program content is aimed at exploring topical issues in public administration and public service, assessing the effectiveness of state bodies, implementing Plans of measures within State programs, annual Addresses of President and implementation of other program documents related to the social and economic development.

Educational programs are practical, as more than 60% classes are conducted by practitioners in public administration of the Republic of Kazakhstan.

Public servant retraining – training courses of up to six weeks for persons admitted to public service for the first time, as well as those appointed to a managerial administrative public position.

Budget program 003 “Services for retraining public servants with the attraction of foreign teachers” (hereinafter – Program) is a structural division of the Institute of continuing education for public servants (hereinafter – Institute), which carries out professional development of political public servants and administrative public servants of respective categories; methodological support for public servant training.

Within its scope, the Program is guided by Constitution, laws, legal and regulatory acts, which define the major directions of developing a relevant activity, and the Statutes of the Academy.

The purpose for organizing seminars is the development of professional competencies for managerial public servants through learning the best international practices in the field of public administration.

Objectives for organizing seminars:

- creating an environment for updating and improving theoretical knowledge and practical skills for public servants required to perform professional duties;
- meeting the needs of public servants in obtaining the latest professional knowledge in the field of public administration according to modern global development trends;
• seminars contain a theoretical part, as well as material presentation through interactive exercises (case studies, role playing etc.).

Activities related to exchanging the “best practice” between MES staff are carried out within the MES Work Plan. For example, the administrative department carries out a plan to conduct a seminar for personnel department senior staff of Committees and Central office on the order of staff recruitment and strengthening the work on personnel reserve. The legal department conducts legal training for Ministry staff on a monthly basis, according to GD RK “On approval of the Action Plan for organizing legal training for citizens on fundamentals of Labor Legislation in the Republic of Kazakhstan for 2013-2015”.

Besides, MES staff regularly exchanges the “best practice” within the framework of operational meetings and boards.

Evaluation and assessment procedures

Are schools, school leaders and teachers evaluated in the context of a national or a sub-national framework?

The education system of Kazakhstan is centralized, so the term ”sub-national framework” is not applicable.

The mechanism of evaluating the performance of schools and teachers is an attestation procedure conducted once every five years.

The outcome of school attestation in most cases is the further continuation of the educational activity under the issued license. In an event of the decision “not to be certified” taken by the attestation commission, the license shall be suspended until violations are eliminated. If violations are not eliminated within the specified time, the educational organization shall lose its license, leading to its closure.

An outcome of a teacher’s attestation can be confirmation or upgrading, as well as downgrading, or withdrawal (if a teacher had been of the second category) of his/her category. In the first case, a teacher does not experience any change, in the second case, his compensation increases according to the awarded category beginning September 1 the following year. A consequence of category withdrawal is decreasing salary according to the changed level of qualification.

The head of a state educational organization shall undergo attestation once every three years in the order established by law of the Republic of Kazakhstan, according to Regulations on conducting and terms of civil servant attestation in education and science, as well as Regulations on conducting and terms of attesting educational staff and equivalent persons, who hold positions in educational organizations implementing educational curricula in preschool, primary, basic secondary, general secondary, technical and vocational, and post-secondary education.

The attestation commission, following the examination of submitted materials and an interview of the person attested, shall take either of the following decisions:

1) the person conforms with the position held;
2) is subject to re-attestation;
3) does not conform with the position held.

The decision made by the attestation commission on failure to conform to the position held shall constitute a negative outcome of attestation.

Re-attestation shall be held in six months from the date of the initial attestation in the manner specified by these Regulations. The attestation commission, having completed re-attestation, shall take one of the following decisions:

1) the person conforms with the position held;
2) does not conform with the position held.

A positive outcome of attestation does not affect changes in salary.

Are the results of the evaluations used to reward or sanction them?

The provision of material incentives to educational workers can be made upon the UNT outcomes, as well as on the basis of the successful performance of their students at national and international Olympiads (winners and prize-awardees). The provision of material incentives to educational workers shall be carried out by LEA within the August conferences. Besides, as decided by LEA, a teacher may receive material stimulus (both a monetary bonus and a valuable gift) dedicated to the Teacher Day with the following words: “for many years of conscientious work”, “for special contribution to” (the work area is specified)” etc.
In addition to incentives, based on UNT outcomes, subject teachers as well as school administration can be issued a penalty in the form of warning or reprimand.

**Is there evidence on the impact of such approaches?**

**What typical approaches are followed to monitor the national and sub-national school systems?**

Monitoring is a system of measures implemented in accordance with the work plans developed by MES, LEA, Departments of education and schools. Depending on the goal and subject matter of control, it can be frontal, regional and selective (by random or impact selection), carried out by specialists at the national, regional or local levels.

In the case where this work is conducted at the local level with the expected subsequent generalization, the monitoring outcomes shall be handed to regional departments of education, from where these will be forwarded to MESRK for aggregation and analysis. This process is carried out with a number of parameters, the main of which are implementation of SPED; equipping with material resources; networks and student body of schools; access to education; the quality composition of teaching staff; the quality and efficiency of the educational process, conforming with the goals and objectives outlined in SCES, as well as in individual subject programs, through EEEA, national examinations, UNT; further education etc.

Besides the NCESA annually conducts various social research aimed at studying the opinion of Kazakhstani society on the quality of the national system of secondary education, and the respondents are school principals and teachers, parents and schoolchildren, potential employers etc.

Also NCESA annually prepares the National Report on the condition and development of Kazakhstan education, which reviews all levels of education based on powerful statistical basis, including an analysis of impact on education by various factors.

**What instruments are typically used to assess whether student learning objectives are being met at the national and sub-national levels?**

In order to assess the achievement of learning objectives, the education system of Kazakhstan uses UNT and EEEA. UNT and EEEA procedures are regulated by the Committee on Control in Education and Science (MES Order No.506 as of 05.12.2011, MESRK Order No.151 as of 06.04.2012).

According to GD RK No.317 as of March 13, 2004 “On the introduction of Unified National Testing”, UNT combines the final state attestation for graduates of secondary education and entrance examinations to secondary and higher vocational education institutions. UNT regulations are approved by MESRK Order No.506 as of December 5, 2011.

In connection to the adoption of the SPED and Law “On Education”, in 2011-2012 academic year the EEEA was introduced, which is a type of third party independent monitoring over the quality of training. EEEA is carried out prior to UNT, i.e. at the end of lower secondary school (after grade 9) according to the Procedure on conducting EEEA in education organizations in Kazakhstan. The procedure applies to all education organizations regardless of ownership, subordination, types and kinds.

EEEA objectives within education organizations are the following:

- monitoring educational achievements of students;
- evaluation of the educational process effectiveness;
- a comparative analysis of the quality of education services provided by educational organizations.

The terms of EEEA are determined by an authorized body – the CCFES. EEEA is carried out in education organizations, which educate students. EEEA is conducted in the form of complex testing, whose tasks are developed on the basis of general education curricula. EEEA results are processed at UNT locations. Test results can be used in ranking research.

**School support structures**

**What structures exist to support the work of schools (e.g. advisory services, inspection services, agencies to improve quality in education, institutes to provide professional development to education practitioners, provision of information)?**

In order to provide consultancy support and methodological assistance to teachers, methodological cabinets are being established under rayon Departments of education. These cabinets operate for the purpose of providing methodological support to education organizations and consulting services to...
improve learning activities and improve the quality of education. It is practice-oriented and is built upon diagnosis and monitoring, allowing tracking the efficiency of ongoing activities.

Methodical cabinets are created by divisions of education of rayons, Education Department of cities and headed by a Director. The main missions of methodical cabinet are improvement of methodological level of teachers and monitoring of this process.

Staff list of methodical study may differ both from rayon to rayon, and in different years within the same district. As an example, staff list of the division of education of rayon can be given (Box 5.4)

As usual, to the position of a practitioner someone is taken with experience in this field / subject, which oversees the specialist.

Methodical work plan drawn up by its head office to the plan of the entire department / office for one year. A standard of «frequency of visits to schools» does not exist. The number of visits depends on the work plan, as well as on the number of schools attached to this cabinet.

Box 5.4.

<table>
<thead>
<tr>
<th>Position</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head of methodical cabinet</td>
<td>1</td>
</tr>
<tr>
<td>Methodist for introducing a 12 year study</td>
<td>0.5</td>
</tr>
<tr>
<td>Methodist for primary military preparation</td>
<td>0.5</td>
</tr>
<tr>
<td>Methodist for pre-school education</td>
<td>1</td>
</tr>
<tr>
<td>Medodist for protection and trusteeship</td>
<td>0.5</td>
</tr>
<tr>
<td>Methodist for library fund</td>
<td>1</td>
</tr>
<tr>
<td>Methodist for educational work</td>
<td>1</td>
</tr>
<tr>
<td>Methodist for profile training</td>
<td>0.5</td>
</tr>
<tr>
<td>Methodist for gifted children</td>
<td>1.5</td>
</tr>
<tr>
<td>Methodist for ICT</td>
<td>1</td>
</tr>
<tr>
<td>Methodist for Kazakh language</td>
<td>1</td>
</tr>
<tr>
<td>Methodist for Child Protection</td>
<td>1</td>
</tr>
<tr>
<td>Methodist for subjects of natural and mathematical cycle</td>
<td>1</td>
</tr>
<tr>
<td>Document Editor of official language</td>
<td>1</td>
</tr>
<tr>
<td>Methodist for Physical Education</td>
<td>0.5</td>
</tr>
<tr>
<td>Methodist for Child Protection</td>
<td>1</td>
</tr>
<tr>
<td>Methodist for Child Protection</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15.0</strong></td>
</tr>
</tbody>
</table>

Methodical work with education organizations’ teaching staff is carried out in different forms: practical seminars, methodical dialogues, creative reports, methodical ideas presentations, short practical sessions, round tables, training sessions, conferences, young professional schools etc. The use of various forms of methodical work provides an opportunity to strengthen a teacher professional status and stimulate his development (Karaganda City Department of Education, 2013).

According to Procedure on organizing teaching staff professional development, professional development courses shall be carried out by the following education organizations:

1) The Center of teaching excellence within Nazarbayev Intellectual Schools AEO and its branches – based on programs of Third (basic), Second (intermediate), and First (advanced) levels;
2) “Orleu” National Center of Professional Development” JSC and its branch “The Republican Institute of Professional Development of Managerial and Research and Teaching Staff within the education system of Orleu NCPD JSC” based on the programs of Third (basic), Second (intermediate) levels.

Besides, Orleu NCPD JSC regional branches continue to conduct various courses regarded as professional development but which do not lead to salary increase.

The central body that carries out control and implementation functions is the CCFES, which possesses territorial branches in regions, cities of Astana and Almaty, and comprises the following departments:

1) personnel management service (personnel service);
2) administrative and legal work;
3) education activity licensing;
4) on quality assessment and research staff training;
5) external evaluation;
6) analysis and monitoring;
7) control in education;
8) coordination of territorial branches.

The CCFES major objectives are:
1) formation of common state policy in the sphere of education;
2) state control and improving the quality of education services through external evaluation;
3) state control and improving the quality of research staff training;
4) improving the quality of state services rendered, improving the regulatory legal base for the state services rendered, monitoring and quality assessment for the state services rendered.

The National Center of Education Quality Assessment (former National Center of Education Quality Assessment) became the National coordinating agency to conduct international surveys in Kazakhstan, such as TIMSS-2007, 2011 and PISA-2009, 2012 surveys on education achievements among 15-year school children.

Its major activities are the following:
- Developing and improving the national system of education quality assessment;
- Bringing Kazakhstan’s education statistics in accordance to international standards;
- Organizing and conducting international and domestic comparative surveys on assessing students’ education achievements.
- “Education Statistical Database by rayon and region” AIS (automated information system):
- Generating an organizational and information design for collecting, keeping and transmitting education statistical data at the national, regional, rayon/city levels and education organizations;
- Harmonization of Information Statistical Sources;
- Entering managerial reporting forms into “Education Statistical Database by rayon and region” NCESA AIS;
- Consolidating separately existing electronic bases into the Common Education Statistical Database.

NCESA annually publishes various analytical digests, prepares and publishes the National report on the state and development of Kazakhstan’s education system, conducts Monitoring surveys, and coordinates international surveys.

Is capacity building and technical leadership an important function of the education administration (e.g. through the provision of national frameworks, guidance materials, tools for the use of school agents)?

The number and list of an education organization’s staff are determined by the Standard Staffing for State Education Organizations, as approved by GD RK No.77 as of January 30, 2008, and depend on the number of class sets at school.

At the moment of hiring, a vacant job candidate’s conformity is established in relation to characterisics in Order No.338, as well as an ability to perform the duties prescribed in this document.

Thus the hiring procedure already assumes attracting qualified professionals in various fields (e.g., an accountant possessing 1C skills, public procurement software skills etc, an electrician with a relevant category and authorization, a nurse with a relevant authorization etc).

Due to the above-mentioned factors, there is no more detailed information on this issue.
5.8 Main challenges

Are there any aspects in the utilisation of resources that are being currently challenged or subject to re-examination? What are these aspects and which alternative policy options are currently being considered?

Examining the following three types of educational resources: financial, material and human resources, from the standpoint of reviewing their management, it is possible to apply this process basically toward the first two types. Moreover, the issue of administering these resources directly depend on the principle of funding educational organizations, revision of which has already begun.

As of today, the secondary education funding system takes into account school needs in general, and expenses per student are nominally determined by dividing an overall amount indicated in the school funding plan to the number of students enrolled at a particular school. The expenses allocated to a school are determined based on the number of school teachers and their teaching load. Besides, actual expenses for utilities are taken into account. Also, expenses are annually indexed according to the level of inflation.

In order to ensure the funding of secondary education according to the norms within Kazakhstan’s secondary education system, the per-capita normative funding of schools is being implemented (except UGS).

The per-capita normative funding of secondary education is to centralize spending on the educational process (implementation of the SCES) at the national level and allocation of funds per student per year. The amount of allocated funds will depend on the number of students. Expenses for the education process include school staff compensation expenses, employer contributions, allowances for rehabilitation, training costs.

The function to provide an educational environment at schools (public utilities, repair, building maintenance, transportation and nutrition for schoolchildren etc) remains within the competence of LEA to maintain responsibility for the condition and development of a network of regional secondary education organizations, maintaining the material base and school infrastructure.

The funding norm for education will be established by LEA depending on the region. Education expenses will continue to be financed at the expense of local budgets based on school actual needs.

What are the main areas of disagreement between education stakeholders about the utilisation of resources in the school system? Elaborate on the main reasons for disagreement.

In the course of considering possible outcomes of transition to per-capita normative funding, the most acute questions raised are regarding the effectiveness of implementing this principle and its impact on improving the quality of education (see Section 3.5).
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Chapter 6, "Resource management" is aimed to examine trends in capacity development in the field of resource management, monitoring system resource usage perspective approaches and actors involved in this monitoring. The following describes the requirements for schools in bringing about the use of resources to the attention of the departments of education at regional level. Incentives for efficient use of resources are exposed through the descriptions of mechanisms to bind future educational resources of schools or local education authorities to previous educational achievements. There are examples of rewards for accomplishments, as well as sanctions against staff education departments, schools or their official representatives for the decrease of performance. Finally, describe the major challenges faced by the secondary education system in the management of resources.
6.1 Capacity building for resource management

What programmes and processes guarantee expertise in the management of resources throughout the school system?

Financing and Physical Infrastructure

Pursuant to the Law “On Education”, LEA shall provide public educational organizations with physical infrastructure. Education authorities, financial authorities, and Maslikhats are involved in dealing with financial support and physical infrastructure.

Resources are also managed within the framework of the comprehensive plan of development of individual regions and cities for a certain period. These plans are to be approved by Resolutions of the Government. Information on their implementation progress is submitted to the MEBP no later than January 20 and July 20. Based on the results for a six-month period, the MEBP submits the summarized information on the progress of the Plan implementation to the Government no later than February 1 and August 1. The MEBP is responsible for control over implementation of these resolutions.

Teaching Staff

At the rayon/oblast level young teachers are distributed in accordance with the national programs and projects. The practice of preliminary agreements between university graduates, before the defense of thesis and schools is developed; as well as so called “Job Fair for University graduates”, which is attended by the school principals who have vacancies. At such Fairs there can be reaced a preliminary agreement between principal and future young school specialist upon a job. Besides, those, who wish to get a job in schools, may contact the Education Divisions/Departments, where the information on available vacancies in schools is provided, as well as directly contact the school. The practice of distributing graduates not applied. The gap in education quality between rural and urban areas has led to the initiation of youth programs and initiatives in the rural area. The President of RK announced this idea on March 5, 2007 at the national meeting on the agricultural sector.

In line with the concept for the national youth policy of RK till 2020 “Kazakhstan-2020: The Path to the Future” approved by GD RK dated February 27, 2013, No. 191, the following programs and initiatives are being implemented: Youth Practical Training, Green Motherland, To the Village After Graduation, Youth Skill Pool, School of Civil Service, Youth for the Motherland, Rural Youth. These programs are implemented in the rural areas based on the Rules for providing social support measures to health care, education, social security, culture, sports and veterinary medicine professionals who come to live and work in rural areas approved by GD RK dated February 18, 2009, No. 183.

The scope of social support was approved in accordance with these Rules in the form of:

- First settlement allowance in the amount equal to seventy-fold monthly calculation index (TKZ 1852);
- Social housing support – publicly funded loan in the amount that does not exceed 630-fold monthly calculation index;

Publicly funded housing loans are furnished to professionals for fifteen years; the interest rate on these loans is 0.01 % of the loan amount per annum.

In the program “To the Village After Graduation” can participate graduates of higher educational organisations and yong specialist, who intend to work and live in village for at least 5 years. Also young teachers on above mentioned programs working in villages can benefit from 25 percent add-up according to the Article 53 of Law of the Republic of Kazakhstan “On Education”.

Pursuant to Decree of the President of RK as of January 16, 2013, No. 466, implementation of the budget programs under the project “After Graduation to the Village!” was assigned to the Ministry of Regional Development of RK (MRD). KZT 8.1 billion was allocated to the project “After Graduation to the Village” in 2013 and KZT 4.9 billion – in 2012.

A variety of activities are arranged to attract young professionals: training workshops, round tables, competitions among rural youth, National Forum of Rural Youth with involvement of participants of the project “After Graduation to the Village!” In 2009-2012, under this program 24 577 professionals were attracted to rural communities, including professionals from the area of education – 18 164 persons, social security sector – 25 persons, culture – 769 persons, and sports – 268 persons.
Which policies attempt to ensure capacity to effectively manage resources, especially at the local and school levels?

Training courses for school leadership are arranged in Kazakhstan to improve capacity for effective management. They are provided by the National Center “Orleu” and its regional branches.

Moreover, distance advanced training courses are arranged to improve the quality of professional skills of the school administration from rural and remote areas (Orleu NCAT, 2013).

Professional training courses are also regularly arranged for deputies of school principals to introduce them to the changes that occur in various areas of school activities.

In addition, NCAT Orleu carries out courses for school administration on base of CE NIS and Nazarbayev University. Professional training is organized in the framework of Program of professional development courses for principals of general secondary schools in special program, which lasts for 9 months, developed by CE in cooperation with Cambridge University.

Periodically, if required, workshops with detailed consultations are arranged under the auspices of the rayon/city financial authorities along with their education departments to coordinate activities of school accountants who are directly involved in disbursement of funds received by schools.

Are there any competency frameworks for the selection of school leadership, or professional development programmes that support the resource management capacities of schools?

Selection for vacancies of school principles is carried out in accordance with Order No. 57. Competitive selection of leaders of public secondary education organizations is carried out to determine compliance with professional and personal characteristics of a candidate.

Competitive selection of leaders of public secondary education organizations is carried out by the education authorities, which supervise an educational organization that has a vacancy.

Advanced training courses for school administration (school principals and their deputies in different areas) have been and are currently arranged by advanced training institutions. However, in view of the changes that occur in the secondary education system, this process also undergoes modernization.

The work of professional development for the leaders of educational organizations consists of the following areas: theory and methodology of education management, state of education in RK, methods of education management, theory and methodology of school management, and contemporary social and cultural aspects of school management (OECD, 2014).

Innovation-focused approaches to advanced training are aimed at updating the training programs, enhancing their practical orientation, applying interactive technologies and using the possibility to take these training courses on-line.

Moreover, in 2013, under the auspices of the Center of Excellence of the NIS and Nazarbayev University, 9-month advanced training courses were initiated for 250 school principals. The training program was developed by the CE together with the Faculty of Education of the University of Cambridge.

In developing the experience of NIS on a larger scale, the Project on internship training of the school administration of 35 schools of RK (where this experience is introduced) was implemented under the auspices of the Nazarbayev University from June to October 2013. More than 70 school administration professionals (school principals and their deputies from different areas) participated in this project (PSED MES RK).

What types of competencies are developed for different actors in the school system to ensure an effective management of resources?

Standard Qualification Characteristics for teachers and persons equated to them were approved to provide the administrative staff and teachers with guidance, where the requirements are attached to pedagogical workers. As part of professional development trainings teaching staff are trained to various skills (eg, managerial skills for principals see Annex "Professional development trainings") (see Annex 6A, 1).

In the Action Plan for the implementation of the priorities of education and science in the years 2014-2016, there are planned seminars for workers of departments of education, professional development courses of Methodists of oblast and rayon education divisions and departments. Work has also begun on the development of criteria for evaluating the effectiveness of school principals.

The staff of oblast and city education departments may consist of both civil servants and public servants depending on his position. Number of civil servants in the department determined the LEA.
Regulations, under which local executive agencies empower heads of local education authorities with tasks and responsibilities pertaining to proper work with teachers as well as financing of activities of the subordinate educational organizations, are approved for the oblast and city education authorities.

According to paragraph 42 of the Charter of the MES, its function is to ensure control over fiscal and financial discipline in the subordinate organizations in compliance with the laws of RK. MES employees are also public servants.

Activity of public servants is regulated by the Law "On Public Service" No. 453 -I, Code of honor of public servants of Kazakhstan, and the Rules of professional ethics for public servants. There is taking place gradual implementation of the competence approach, for example the Academy of Public Administration under the President of Kazakhstan and the Agency for Public Service Affairs developed functional responsibilities and competencies of public servants. Competence-based approach has been introduced in the testing program of public servants according to the selection rules of the personnel reserve of administrative public service category "A" and the contest for the vacant and temporarily vacant administrative state post of category "A" (Information portal zakon.kz, 2014).

**What support is given to schools and their leadership in the task of managing resources (e.g. in the form of regional agencies providing advice, sharing of resources and expertise within school networks)?**

Councils of local education divisions (hereinafter – the Councils) were established to coordinate activities, to finalize findings for a certain period or results of certain activities as well as to provide school administration with assistance. A Council is a governing board, which is composed of the rayon’ school principals. The mission of this Council is to review compliance with the national education standards and learning environment for students at schools of the rayon. Council meetings are held in accordance with the action plan of the rayon education division as well as on an ad-hoc basis.

Regular meetings of oblast education department board are also held at the oblast level for the same purpose. Oblast education department’s employees, heads of rayon education divisions as well as invitees participate in these meetings. Decisions made by the board are implemented in the follow-up activities within the oblast education system.

Pursuant to The Standard Rules for activities of the boards of trustees and procedure for its election (hereinafter – the Board of Trustees), the Board of Trustees represents one of the forms of participatory management of educational organizations. The Board of Trustees cooperates with the administration staff of the educational organizations, parents’ committees, local executive bodies, concerned agencies, and other organizations.

Main objectives of the Boards of Trustees are to create the required conditions for students and teaching staff of the educational organizations to successfully implement academic programs, provide for financial support, and to enhance MTB of the educational organization. Content-wise, the Boards of Trustees should represent a new innovative system of school management.

Systematic development of the Boards of Trustees is envisaged in the SPED. Till 2020 it is planned to establish the Boards of Trustees at 60% of schools.

An important final coordinating event in the school system is the conference held every August. This August conference of teachers and education professionals is held at three levels: central (republican level), oblast (region), and rayon (municipality).

This conference is held based on the previously specified topics. Recommendations on conduction of the August conference at the central level are approved by the Order of the Minister of Education and Science of RK.

Topics of the August conferences are also approved and plans of session activities are developed at the oblast and rayon levels. Activities of the August conferences include plenary meeting and sessions for teachers (school principals, their deputies, subject teachers).

Directors of education authorities, chairmen of teachers’ unions, school administration staff and teachers attend the plenary meeting. At this meeting, directors of education authorities present their reports, the academic year results are summed up, teachers who distinguished themselves based on the academic year results are awarded, and young professionals are welcomed.

Activities of the break-out sessions are based on subject matter. At these sessions, reports are presented, management objectives for a new academic year are defined, various forms of reporting are explained, curricula are discussed, etc.

Besides, the program of the August conference includes the exhibition of pedagogical excellence with involvement of administrative authorities of rayons, oblasts and cities of the national status.
What initiatives at the system and sub-system levels are taken to build up a knowledge base, tools and guidelines to assist resource management procedures (e.g. tools for planning resource use, systems of budgeting and accounting, guidelines for school leaders and education administrators to report on resource use, instructions to purchase education materials and establish contracts, and information about choices of education materials)?

The MEBP is the authorized body for budget planning at the central level. The MF RK is the authorized body for budget execution, accounting and financial reporting, budgetary accounting and budgetary reporting on execution of the national budget and, within its competence, local budgets. (GD RK dated April 24, 2008, No. 387).

At the system/central level the Concept of Improvement of the Results-based National Planning was approved by GD RK dated August 2, 2013, No. 765. The Concept was developed based on the findings of a comprehensive analysis of the state of national planning and comparison of the international planning practices. The objective of this Concept is to continue improvement of the results-based national planning system. To achieve this objective it is planned to address revision and streamlining of laws and regulations, improvement of quality of the national planning system documents and the level of their implementation, provision for relationship between strategic, economic and budget planning, improvement of evaluation of public authorities’ performance and effectiveness of implementation of strategic and policy documents, development of the personnel engaged in strategic and budget planning.

It is expected that upon completion of the Concept implementation the following results will be achieved: sustainable results-based system of strategic, economic and budget planning, improved effectiveness of implementation of strategic and policy documents and performance of the public authorities of RK.

In the framework of the SPED, as well as other policy documents on education taking active measures of state support for the development of secondary education.

In the republican budget for 2014-2016 years in the framework of the SPED (2011-2020), LEA of the national budget provides targeted current transfers:

- Installation of education equipment of physics, chemistry, biology cabinets in public institutions of basic secondary and secondary education in 2014 - KZT 2,331,2 million;
- salary increase of teachers who passed professional development courses of three-level system in 2014 - KZT 4,671.8 million, 2015 - KZT 8,704.5 million, in 2016 - KZT 13,388.1 million;
- testing of per capita financing of primary, basic secondary and general secondary education in the 2014 - KZT 12,076.7 million, in 2015 - KZT 21,971.1 million, in 2016 - KZT 32,759.4 million.

It also provides for the development of targeted transfers for construction, renovation and seismic reinforcement of education organizations in the 2014 - KZT 73,953.5 2015 - KZT 572.1 million 51, 2016 - KZT 51,572.1 mln.

In determining the volume of transfers of a general type in the years 2014-2016 the cost base of local budgets include the costs of a permanent type, previously funded by the target current transfers from the republican budget, including:

- increase of payment for qualification category of school teachers and teachers of pre-school education institutions in 2014 - KZT 11,727.6 million, in 2015 - KZT 12,148.4 million, in 2016 - KZT 12,425.3 million;
- maintenance of boarding school for visually impaired children in Esik, Yenbekshikazakh district of Almaty region in 2014 - KZT 170.3 million, in 2015 - KZT 171.9 million;
- maintenance of newly introduced education facilities annually - KZT 2,209.4 million for 2014 - 2016 (MEBP).

At the system/central level the MES approved the Order of the acting Minister of Education and Science of RK dated January 4, 2013 (No. 1) on approval of the Instruction on arranging advanced training of teachers (see Section 6.1).

In accordance with the Order, advanced training courses shall be carried out by the following educational organizations:

1) Center of Excellence of Nazarbayev Intellectual Schools and its branches – for programs of the third (basic), second (intermediate) and first (advanced) levels;
2) Orleu National Advanced Training Center and its branch – National Institute of Professional Development of the Education System Leaders and Teachers – for programs of the third (basic) and second (intermediate) levels.
In order to improve the quality of school management it is undertaken a whole system of measure to organize courses for school leaders (see Section 6.1). Updated training programs for school administration allow the use of new management tools in education and contemporary instruction techniques, use state-of-the-art technical solutions and reduce inequalities in access to training for school leaders from rural and remote regions of the country.

Advanced training courses for school leaders were organized at the Nazarbayev Intellectual Schools.

In accordance with the Action Plan for 2011 – 2015 on implementation of the State Program for Education Development of RK 2011 – 2020 (Phase I) approved by GD RK dated February 11, 2011 No. 130 (for the 3rd quarter of 2013), the following measures are undertaken at the central level:

- Development of training programs for retraining of teachers from educational organizations to work with children with disabilities, including modular programs of integrated education of children with developmental disabilities.
- Regulatory, academic and methodological support to the transition to a 12-year model of education.
- Development and expert review of the adapted (transitional) curricula, textbooks and instructional materials for 12-year schooling.
- Development and pilot testing of the programs for subject-oriented instruction at schools.
- Introduction of the continuing system of teaching the national language “Kindergarten – School, College – University”, based on the international standards of language proficiency.
6.2 Monitoring of resource use

What approaches exist to monitor the use of resources at the different levels of the school system?

The use of resources is monitored at all levels of the secondary education administration system (republican, oblast and rayon). All three major types of resources (human resources, financial, and physical infrastructure) are subject to the system-wide monitoring along the upward vertical: school → rayon/city education division → oblast education department → Ministry of Education and Science of RK.

The data submitted in the form of various reports (see Section 6.3) is summarized at each subsequent level and is aggregated at the MES. It should be noted that as LEA administer school budget programs and in accordance with the Education Law of RK provide public schools with physical infrastructure/facilities, the MES monitors distribution and use only of the republican targeted transfers. Therefore, two major approaches to monitoring can be highlighted: systematic and hierarchical.

Which actors or agencies are involved in the process of monitoring and supervising how resources are used in the school system?

In accordance with GD RK dated April 27, 2012, No. 536 on approval of the Rules for Education Monitoring, the following entities are involved into the education monitoring: authorized body represented by the MES, ARKS, subordinate organizations of the MES (oblast education departments, rayon education divisions, etc.).

What is the importance of monitoring the equity of resource use across student groups and regions of the country?

The essence of following the principle of equity of resource use is to achieve equal access to high-quality educational services, equal opportunities for participation in the education process regardless gender, language of instruction, place of residence, social and economic status of a student, etc.

Equity is one of the critical objectives of Kazakhstan’s system of education envisaged in the SPED. Therefore, monitoring of equity of resource use is included into the process of monitoring of the national program.

Main issues and their triggers are revealed and analyzed in the course of monitoring, which, in turn, enables taking adequate measures to timely resolve these issues.

As an example of the issues revealed in the course of monitoring the following can be held up: Disparity between rural and urban areas in relation to availability of qualified teachers. In rural schools there is a shortage of teachers for the following subjects: Russian language and literature, mathematics, music, chemistry, and English.

At the beginning of the 2012-2013 academic year there was a need for teachers in rural schools, in particular rural school needed 678 teachers: Kazakh-speaking schools – 453, Russian-speaking schools – 225 (PSED of MESRK, Chapter 3, Table 3.9).

Moreover, qualitative composition of the teaching staff in rural and city schools varies considerably: the number of teachers without any qualification grade in rural schools is 16%, while the same number in urban schools is 7.8%. In rural areas (7%) the number of teachers with the highest qualification grade is less than in urban areas (9%) (Key Indicators of the Preschool and Secondary Education System for the 2012-2013 academic year). A set of measures was developed to address this issue: implementation of the project “After Graduation to the Village!” establishment of resource centers for UGS.

Are financial audits of individual schools and local education authorities organised and, if so, by which entities?

Responsibilities of oblast education departments include internal control of compliance of the subordinate organizations with the budgetary and other laws of RK.

The structure of the oblast education department includes internal control divisions. Main activities of the internal control divisions include auditing of the educational organizations financed through the oblast budgets.

Audit commissions, which are PI, were established to improve the system of financial control by Decree of the President of RK dated May 2, 2011, No. 67 on improvement of the external public financial control authorities in the regions.
The main task of these audit commissions is to exercise external public financial control over execution of local budgets. Maslikhats of all levels are entitled to make proposals to include the organizations being monitored into operational plans of the audit commissions.

Audit commissions submit annual reports on the local budget execution to the Maslikhats of respective sub-national entities.

Oblast education departments and rayon education divisions are subject to audits of financial control inspectorates of the Ministry of Finance of RK.

Pursuant to the Regulation on the FCC of MF RK has regional divisions including Financial Control Inspectorates for oblasts and cities of Astana and Almaty, which are controlled by and accountable to the Committee.

To effectively arrange operations, the FCC coordinates activities of the regional (oblast level) divisions in terms of operations in the area of internal financial control and public procurement, audits the regional divisions in relation to compliance with the laws on internal financial control and public procurement, and controls proper performance of the functions entrusted to the regional divisions in accordance with the established procedure.

Financial Control Inspectorate performs control and implementation functions in the area of internal financial control, public procurement, audit activities, accounting, and financial reporting (see in Annex 6A, 2).

The high-level institution of public financial control, which is responsible for external control of the national budget execution and is directly subordinate and accountable to the President of RK, is the Accounts Committee. The main task of the Accounts Committee is to evaluate and monitor execution of the national and emergency national budgets, strategic and policy documents, the use of public and publicly guaranteed loans, warranties, assets of the public and quasi-public sector.

Is there a tradition of education performance audits by the national audit system?

According to GD RK No. 536 dated April 27, 2012 on approval of the Rules for Education Monitoring, education shall be monitored based on a set of statistical and analytical estimated indicators for external and internal evaluation of the education system quality.

Education monitoring involves continuous monitoring and storage of data based on:

1) National statistics and administrative data forms approved by the decision of the authorized body and agreed with the Statistics Agency of RK;
2) Documents and materials obtained in the course of:
   - certification, accreditation and licensing of education organizations,
   - advanced training and certification of teachers and school leadership,
   - ranking of educational organizations,
   - certification of students in the system of technical and vocational and post-secondary education, and
   - analytical and sociological research.

Monitoring results are used to prepare the National Report on the Education System Status and Development of RK, which using the selected indicators describes the status and development of the education system based on the results for the previous year, public statistics, and administrative data.

Are evaluations of individual resource managers conducted?

No data is available.

Or, else, is financial/resource management an area assessed in the performance evaluation of individuals who perform duties as resource managers (e.g. school leaders, local education administrators)?

No data is available.

Is there a tradition of policy and programme evaluation? How is the effectiveness of different school policies or targeted programmes assessed? Which entities take responsibility for policy and programme evaluation?
Effectiveness of different school policies is assessed through education monitoring, which is implemented according to the Rules for Education Monitoring approved by GD RK dated April 27, 2012, No. 536.

Education is monitored to provide for information support to development and implementation of the education policy, to provide the education authorities with current, complete, reliable and regularly updated information on the status of the system of education in RK, to build the information database required for analysis and forecasting of education development.

The process of monitoring is based on a set of statistical and analytical estimated indicators for external and internal assessment of the education system quality (except for the in-house education system of the national security agencies), as well as for comparison with the international indicators (OECD, UNESCO). Evaluation is based on the indicators specified in the annex to the above Rules.

Compulsory monitoring involves continuous monitoring and storage of data based on the public statistics and administrative data forms approved by the decision of the authorized body and agreed with the ARKS; documents and materials obtained in the course of certification, accreditation and licensing of education organizations, advanced training and certification of teachers and school leaders, ranking of educational organizations, certification of students in the system of technical and vocational and post-secondary education, and analytical and sociological research.

Monitoring has a four-tier hierarchical structure:

**Tier 1:**
1) The authorized body is responsible for sectoral coordination of program/maintenance and organizational/methodological support to all the educational monitoring procedures, for defining main directions and general analysis of the education monitoring results to make the most reliable and adequate management decisions that meet the demands of the situation, as well as for approval of the procedure for external assessment of educational achievements;
2) ASRK provides data produced in nation-wide statistical surveys;
3) Subordinate organizations submit the required information on administrative data, participate in research, analysis of the educational monitoring results to make decisions within their jurisdiction;

**Tier 2** – education authorities of oblasts and cities of Astana and Almaty, as well as higher education institutes, national organizations of secondary, technical and vocational education. Education authorities of oblasts, cities of Astana and Almaty make a decision to conduct monitoring in their regions;

**Tier 3** – rayon (city) education divisions;

**Tier 4** – monitoring at the level of primary, lower secondary and general upper secondary education.

The information and reports on indicators are annually submitted to the authorized body by:
1) ASRK – in January, March, April, May of the year following the reporting period;
2) Education departments of oblasts and cities of Astana and Almaty, higher education institutions, national educational organizations and subordinate organizations in accordance with the deadlines and forms designed to collect administrative data.

The education monitoring results are summarized by the authorized body on annual basis in the form of a national digest by March 1 of the year following the reporting period and in the form of the national report on the status and development of the education system of RK by August 1 of the year following the reporting period.

The integrated information system is established in the form of the computer network and automated procedures for collection, transfer and storage of information are introduced under the name of National Education Database (NEDB). Entities subject to education monitoring develop and submit data on paper and in electronic format. Employers and representatives of parents’ community are also involved in the analysis of the education monitoring results.

In the framework of implementation of paragraph 2 of Protocol No. 62-8,3 meeting on January 16, 2013 Presidential Administration on the issue of optimizing the number of forms of administrative accounting and reporting work was carried out to identify indicators in statistical forms and other forms of overlapping administrative records in the field of education.

National Educational Database (NEDB) is part of the information system of e-learning. NEDB is a single, centralized repository of data on educational institutions, personnel and contingent, which allows to automate data collection and processing.

In this regard, in year 2013 the number of administrative report in sphere of education decreased from 467 forms to 162 forms.

Subsystem NEDB consists of 4 modules:
- module of “Database (DB) of educational statistics”;

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module «Data collection»;
module «Situational center »;
module «NEDB portal».

Within the NEDB was done the analysis of reporting forms. All institutions of secondary, technical and vocational education of 14 oblasts of Kazakhstan in cities Astana and Almaty participated in completing the data passports of educational organizations. NEDB allows collection of data based on electronic passports of all secondary, vocational and technical educational organizations. Data collection in NEDB is carried out both in mode online and off-line for organizations, which do not have or have restricted access to the Internet. Fully collected primary data on 8260 secondary and technical and vocational educational organizations, 2 802 000 students, 422 000 teachers.

These educational organizations were filled in the following sections:
- Registration information
- Material and technical base
- Main information about the educational process
- Main information about the object of education
- Dormitory
- Additional information
- Personnel
- Students

Primary data enables to automate administrative reporting forms, formed at the educational organization level.

NEDB should provide MES RK, its departments and committees with the information necessary for the planning and development of the educational sector.

Following organization has access to the NEDB:
- Structural subordinates of MES RK;
- JSC «NIT» - is the developer of NEDB and provides technical support.
- Republican state communal enterprise «NSECA» - carries out methodological support of NEDB.
- Educational department of oblasts and cities – carries out data entry, and has access to their own data.
- Educational division of rayon and cities – carries out data entry, and has access to their own data.

In order to monitor and analyze the implementation of SPED were taken following normative-legal acts:
- Action Plan for 2011-2015 to implement the SPED (Phase I) approved by GD RK dated February 11, 2011, No. 130;
- Order of the Minister of Education and Science of RK dated August 19, 2011, No. 368: on establishment of the working group to monitor implementation of the national programs for education development in RK for 2005-2010 and for 2011-2020;

Currently, the following structural units of MESRK are responsible for monitoring and analysis of the SPED: “IAC” JSC and NCESA. The SPED is monitored at regular intervals, which enables tracking the dynamics of the situation and timely making appropriate adjustments.

The legal basis for this monitoring is the Resolution of the Accounts Committee for Execution of the National Budget dated July 1, 2010 (No. 17-Қ) on approval of the Rules for evaluation of national programs, strategic plans of the central public authorities, regional development plans and strategic plans of the executive bodies financed from the local budget.

Frequency and types of reporting:

On a quarterly basis:
- Analytical report on the results of implementation of the SPED for 2011-2020.

On a semi-annual/annual basis:
- Operational reporting on monitoring of the SPED for 2011-2020;
  - Analysis of inter-agency interaction;
  - Analysis of external effects;
  - Disbursement of funds from the national budget;
  - Analytical report on the results of implementation of the SPED for 2011-2020.
6.3 Transparency and reporting

What requirements exist for schools and the education administration to publicly communicate information about how resources are used and to provide evidence of their impact on learning (e.g. student achievement results)? – No data is available.

What type of information is publicly provided? - No data is available.

What requirements exist for schools to communicate information about resource use to the education administration? What type of information needs to be provided to the education administration?

On a regular basis schools submit information to the education departments and authorities where this information is aggregated and used for further planning and decision making.

Human resources

Information on human resources is submitted at the time of tariff classification and approval of teachers’ load based on classes formed for the following academic year.

The list of reports on staffing contains the list of teachers indicating their date of birth, age, nationality, qualification grade, positions/subject, education, length of service, load, the year of the last certification, the year and specialization of the last refresher courses.

Based on this list, the report on the qualitative composition of teaching staff is compiled by all the specified qualification grades and the demand for teachers is determined by subjects (considering the retired teachers for the current year and beyond. Moreover, the schedule of retraining of the school teachers is compiled based on this list. It is compulsory to also report on the number and composition of teaching staff of the general education schools (Form No. ПИК – 83).

If the education authorities make additional requests in relation to staffing issues, the information is submitted by schools in an appropriate form by the specified deadline.

Financial resources

School budgeting for a new financial year starts from drafting the budget in October-November. After that this draft is subject to refinement and approval at the Maslikhat session.

Starting from a new financial year schools operate based on the financing plan; the reports on implementation of these plans are submitted to the education authorities on a monthly basis. Moreover, if required, an educational organization can apply for changing the plan of financing. Besides, on a monthly basis schools submit reports on monitoring of salaries, transfers, accounts receivable/payable, public procurement and the remaining balance at the end of the reporting month.

These reports are also submitted quarterly and annually, but in addition to the monthly package of documents this report should contain a balance sheet with attachments.

All financial reports at the school level are formed by an accountant and signed by principal.

At the rayon / city education departments and divisions level these reports are verified by the administrator of budget programs, which in turn form a summary report and send it to a higher authority (rayon / city finance department, rayon / city akimat, education department of the oblast).

Based on aggregated data of administrators of budget programs the financial and economic activity analysis is done. If, based on this analysis it is concluded that there is need for additional appropriations for specific programs and specificity, the administrator of the budget programs gives application to session of maslikhat of appropriate level on allocation of additional appropriations.

Physical infrastructure

Inventory procedure is implemented in schools on an annual basis. Fixed assets are subject to this procedure. Moreover, material supplies are subject to inventory procedure on a quarterly basis, cash – on a monthly basis, library stock is subject to inventory procedure once every 5 years (Regulation on inventory procedures at public institutions approved by Order of the MF RK dated August 22, 2011, No. 423).

Reports on deterioration are submitted on a monthly basis. In case of breakdown of MTB, the school shall compile a certificate of wear and tear containing the list of tangible assets to be written off. This certificate shall be submitted to the rayon financial authorities, which issues an order on writing the
tangible assets off the school balance sheet. Reports on physical infrastructure shall be submitted as requested by the education authorities.
6.4 Incentives for the effective use of resources

Are there any mechanisms in place that link future resources of individual schools or local education authorities to past educational performance? How are such mechanisms implemented? Is there any evidence on their effects on the use of resources at the school level?

Schools and oblast education departments/rayon education divisions operate based on the plans of activities set up for a year. The process of analysis of implementation of the plan of activities for the last year precedes the process of planning of school activities. This analysis is aimed at identifying successful aspects and milestones across main directions of schools activities. Specific challenges of school activities as well as goals and objectives are determined based on this data. Achievement of these goals and objectives will facilitate school activities.

Once every 5 years educational organizations are subject to certification, which precedes self-certification, when all the indicators of school performance are provided and analyzed over a 5-year period. This procedure helps identify the tendencies and problems, which require taking appropriate measures, and achievements, which can serve as impetus for making certain decisions.

The following can serve as example of such tendencies:

- Regular outstanding achievements of school students in any subject or area. Then this school can serve as a resource center (at the local level) in this subject or area, which, in turn, can facilitate provision of additional physical resources (literature, computers, new-generation classrooms, sports equipment, etc.);
- Persistent shortage of teachers in schools of a specific region (oblast), which can result in making specific measures that will facilitate elimination of the staff scarcity and attraction of teachers to this region (increasing the number of targeted grants from a rayon, university graduates who received these grants will have to come back to work in schools of this rayon, making decisions at the level of rayon/village Akimats to provide new coming teachers with housing).
- Successful work of teachers ultimately determines their qualification category. The higher the category, the higher the salary of a teacher. Based on the qualitative composition of teachers, school administration makes up a plan of certification of teachers, in the course of implementation of which the school will request additional financing to pay to teachers whose salaries will increase.

Are individual local education authorities, schools or school agents (e.g. school leader, education administrator) rewarded for gained efficiencies?

See Section 5.4

For instance, can schools, at least in part, retain the benefits of their improved efficiency?

Schools that demonstrate high efficiency and effectiveness can receive the Best Secondary Education Organization Grant on a competitive basis in accordance with the Rules for holding competitions to provide the grant to the Best Secondary Education Organization (establishing the procedure and its amount).

According to these Rules, to ensure competitiveness of Kazakhstan’s education and achievement of high ratings, participants of the competitions are selected by the competition commission based on the the list of criteria (see Annex 6A, 3).

The school that has received the Best Secondary Education Organization Grant shall allocate it to enhance its physical infrastructure, thereby creating favorable conditions for education of students, which contributes to improvement of academic results of students and school image.

Having teachers who are granted with the Best Teacher award is also positive for improving efficiency and effectiveness and enhancing the school image. The Best Teacher title is awarded every year on a competitive basis in accordance with the Rules for awarding the Best Teacher title. Schools, the teachers of which are awarded with the Best Teacher titles, enhance image and results of educational organizations and play an important role in terms of the knowledge being provided, which, in turn, is in high demand with the public.

Besides, many schools win grants at international contests and get national and international awards, which, in turn, improve school performance, education quality and effectiveness of operations.
Conversely, are individual local education authorities, schools or school agents sanctioned for decreased efficiencies? If available, please provide evidence of the impact of these approaches.

Staff of education departments of oblasts and cities of the republican status are held accountable in accordance with the Decree of the Minister of Finance of RK dated March 30, 2012, No.180 on approval of the Classification of violations detected at the entities subject to public financial control.

In case of corruption offenses the measures according to the regulation of RK are applied to the staff.

School administration and teaching staff may be sanctioned in the form of warning or reprimands for performance, the results of which are summed up at the August conference. These penalties may be caused by poor UNT results, failure to ensure readiness of school for the new academic year, low level of educational work (the number of offences committed by students, their registration at the juvenile inspection authorities).

School principals also may be sanctioned with fines for failure to comply with fire safety and sanitary and epidemiological rules and regulations, etc.
6.5 Main challenges

Are there any aspects in the management of resources that are being currently challenged or subject to re-examination? What are these aspects and which alternative policy options are currently being considered?

One of the main aspects subject to re-examination is the transition to a 12-year model of education specified in the SPED (2011-2020). The reasons of re-examination of the current system of education include the problems with quality of education in UGS, overloaded students, outdated system of assessment and that under the 12-year system of education after graduating from schools students will obtain not only a certificate of school education but also basic professional skills.

A pilot project is being implemented in Kazakhstan to foresee potential issues in relation to transition to the 12-year education model. At present, the 12-year model of education is tested in 104 schools, of which 49 are located in rural areas and 55 schools – in urban areas (OECD, 2014).

However, in view of the transition to the 12-year education urgent issues include training of teachers to work under the new program, development of the new national compulsory education standards for all levels of education and instructional materials as well as establishment of the appropriate infrastructure.

What are the main areas of disagreement between education stakeholders about the management of resources in the school system? Elaborate on the main reasons for disagreement.

No data is available.
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Decree of Government of the Republic of Kazakhstan dated 18 February 2009 No. 183. Rules for providing social support measures to health care, education, social security, culture, sports and veterinary medicine professionals who come to live and work in rural areas

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Edict of the President of the Republic of Kazakhstan dated 2 May 2011 No. 67. On improvement of the external public financial control authorities in the regions

Edict of the President of the Republic of Kazakhstan dated 7 December 2010 No. 1118. State Program of RK Education Development for 2011-2020

Annex 1A

Table 1A.1. Average nominal monthly wages by region

<table>
<thead>
<tr>
<th>Region</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<td>77611</td>
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<td>54557</td>
<td>64495</td>
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<td>79878</td>
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<tr>
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<td>66539</td>
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<td>92 382</td>
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<td>Almaty city</td>
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<td>10697</td>
<td>121674</td>
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</table>

Source: The official web-site of SARK


The guidelines are:

4. The National Action Plan for the development of schoolchildren’s functional literacy for 2012 - 2016, as approved by GD RK as of June 25, 2012 No.832;  
5. The Education Development Concept of the Republic of Kazakhstan until 2015.

[2] As a result of implementing the State Programme on Health Development, Kazakhstan should reach the following key indicators:

- increase in life expectancy of the population to 69.5 years by 2013, and 70 years – by 2015;
- reducing maternal mortality to 28.1 by 2013, and to 24.5 per 100 thousand live births by 2015;
- reducing infant mortality to 14.1 by 2013, and to 12.3 per 1,000 live births by 2015;
- reducing overall mortality to 8.14 by 2013, and to 7.62 per 1,000 population by 2015;
- reducing tuberculosis incidence to 98.1 by 2013, and to 94.7 per 100 thousand population by 2015;
- retaining HIV prevalence in the 15-49 age group within the range of 0.2-0.6%.

[3] As a result of implementing the State Program of Education Development for 2011-2020, Kazakhstan should achieve the following key indicators (The official web-site of RK President, 2013):

- the per capita financing mechanism should be implemented throughout all educational organizations, except ungraded schools;
- the share of highly qualified educational workers with the highest and first categories, out of the total number of teachers, will constitute 52%;
- 90% secondary education institutions will use an E-learning system;
- 100% children aged 3-6 will be provided with preschool training and care;
- full transition to the 12-year education system will be complete;
- 80% HEI graduates, who complete their studies under the State Order, will be employed according to their specialty within the first year following HEI graduation;
- the best worldwide university rankings will include at least 2 HEIs from Kazakhstan;
• the share of HEIs, which complete an independent national institutional accreditation according to international standards, will constitute 65%;
• the share of HEIs, which complete an independent national specialized accreditation according to international standards, will constitute 30%.
### Annex 2A

#### Table 2A.1. Distribution of day general schools by rural / urban and by types in academic year 2012-2013 (without special correctional organizations)

<table>
<thead>
<tr>
<th>No.</th>
<th>Oblasts</th>
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<th>Rural</th>
<th>Out of which</th>
<th>Urban</th>
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<td></td>
<td>Total</td>
<td>PS</td>
<td>LSS</td>
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<td></td>
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<td>1 130 5 343</td>
<td>5 849</td>
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</tbody>
</table>

Notes: PS – primary school (1st-4th grades); LSS – lower secondary school (1st-9th grades), and SS – secondary school (1st-11th and 12th grades).

**Source:** Data of MESRK "Key indicators of preschool and secondary education system in academic year 2012-2013", Astana – 2012; p. 279

#### Table 2A.2. Network of ungraded schools in 2012-2013

<table>
<thead>
<tr>
<th>No.</th>
<th>Oblasts</th>
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<th>Number of students</th>
<th>Number of students</th>
<th>SS</th>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td>510</td>
<td>41 759</td>
<td>99</td>
<td>1 213</td>
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<td>Aktobe</td>
<td>305</td>
<td>26 242</td>
<td>60</td>
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<tr>
<td>3</td>
<td>Almaty</td>
<td>345</td>
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<td>58</td>
<td>878</td>
<td>42</td>
</tr>
<tr>
<td>4</td>
<td>Atyrau</td>
<td>58</td>
<td>7 727</td>
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<td>162</td>
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</tr>
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<td>5</td>
<td>East-Kazakhstan</td>
<td>482</td>
<td>48 543</td>
<td>61</td>
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</tr>
<tr>
<td>6</td>
<td>Zhambyl</td>
<td>210</td>
<td>24 408</td>
<td>50</td>
<td>891</td>
<td>24</td>
</tr>
<tr>
<td>7</td>
<td>West-Kazakhstan</td>
<td>310</td>
<td>27 648</td>
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<td>974</td>
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</tr>
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<td>32 418</td>
<td>59</td>
<td>528</td>
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<td>Kostanai</td>
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<td>1 015</td>
<td>103</td>
</tr>
<tr>
<td>10</td>
<td>Kyzylorda</td>
<td>36</td>
<td>1 160</td>
<td>17</td>
<td>168</td>
<td>15</td>
</tr>
<tr>
<td>11</td>
<td>Mangistau</td>
<td>19</td>
<td>2 210</td>
<td>6</td>
<td>160</td>
<td>2</td>
</tr>
<tr>
<td>12</td>
<td>Pavlodar</td>
<td>311</td>
<td>24 649</td>
<td>50</td>
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<tr>
<td>13</td>
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<td>512</td>
<td>38 320</td>
<td>103</td>
<td>848</td>
<td>137</td>
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<tr>
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<td>77</td>
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<td>34</td>
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<td>-</td>
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</tr>
<tr>
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<td>-</td>
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<td>-</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>4 145</td>
<td>385 342</td>
<td>854</td>
<td>10 322</td>
<td>938</td>
</tr>
<tr>
<td></td>
<td>2011-2012 academic year</td>
<td>4 221</td>
<td>396 840</td>
<td>883</td>
<td>10 675</td>
<td>947</td>
</tr>
<tr>
<td></td>
<td>-76</td>
<td>-11 498</td>
<td>-29</td>
<td>-353</td>
<td>-9</td>
<td>-710</td>
</tr>
</tbody>
</table>

Notes: The smallest number of ungraded schools (1) was in Astana. The only region without such type of schools is Almaty City.
Table 2A.3. Qualitative composition of the pedagogical workers in 2013-2014 academic year (educational level)

<table>
<thead>
<tr>
<th>Oblast</th>
<th>Total</th>
<th>In rural area</th>
<th>Educational level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Higher</td>
</tr>
<tr>
<td>RK</td>
<td>66,947</td>
<td>63,731</td>
<td>54,831</td>
</tr>
<tr>
<td>Akmola</td>
<td>8,108</td>
<td>7,745</td>
<td>6,509</td>
</tr>
<tr>
<td>Aktoobe</td>
<td>6,645</td>
<td>6,531</td>
<td>5,179</td>
</tr>
<tr>
<td>Atyrau</td>
<td>4,972</td>
<td>4,958</td>
<td>4,211</td>
</tr>
<tr>
<td>West Kazakhstan</td>
<td>3,949</td>
<td>3,929</td>
<td>3,096</td>
</tr>
<tr>
<td>Zhambyl</td>
<td>4,885</td>
<td>4,748</td>
<td>4,126</td>
</tr>
<tr>
<td>Karaganda</td>
<td>4,650</td>
<td>4,569</td>
<td>3,774</td>
</tr>
<tr>
<td>Kostanay</td>
<td>6,610</td>
<td>6,535</td>
<td>5,440</td>
</tr>
<tr>
<td>Kyrgyzorda</td>
<td>398</td>
<td>386</td>
<td>332</td>
</tr>
<tr>
<td>Mangistau</td>
<td>225</td>
<td>225</td>
<td>177</td>
</tr>
<tr>
<td>South Kazakhstan</td>
<td>2,489</td>
<td>2,461</td>
<td>2,344</td>
</tr>
<tr>
<td>Pavlodar</td>
<td>5,770</td>
<td>5,596</td>
<td>4,696</td>
</tr>
<tr>
<td>North Kazakhstan</td>
<td>8,766</td>
<td>8,478</td>
<td>7,126</td>
</tr>
<tr>
<td>East Kazakhstan</td>
<td>6,746</td>
<td>6,261</td>
<td>5,574</td>
</tr>
<tr>
<td>Astana city</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Almaty city</td>
<td>-</td>
<td>-</td>
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</tr>
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Table 2A.4. Qualitative composition of pedagogical workers in ungraded schools by qualification category in 2013-2014 academic year

<table>
<thead>
<tr>
<th>Oblast</th>
<th>Total</th>
<th>In rural area</th>
<th>Qualification category</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td>Higher</td>
</tr>
<tr>
<td>RK</td>
<td>66,947</td>
<td>63,500</td>
<td>6,257</td>
</tr>
<tr>
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<td>8,108</td>
<td>7,745</td>
<td>710</td>
</tr>
<tr>
<td>Aktoobe</td>
<td>6,645</td>
<td>6,531</td>
<td>466</td>
</tr>
<tr>
<td>Atyrau</td>
<td>4,972</td>
<td>4,958</td>
<td>426</td>
</tr>
<tr>
<td>West Kazakhstan</td>
<td>3,949</td>
<td>3,929</td>
<td>223</td>
</tr>
<tr>
<td>Zhambyl</td>
<td>4,885</td>
<td>4,748</td>
<td>728</td>
</tr>
<tr>
<td>Karaganda</td>
<td>4,650</td>
<td>4,569</td>
<td>528</td>
</tr>
<tr>
<td>Kostanay</td>
<td>6,610</td>
<td>6,535</td>
<td>632</td>
</tr>
<tr>
<td>Kyrgyzorda</td>
<td>398</td>
<td>386</td>
<td>5</td>
</tr>
<tr>
<td>Mangistau</td>
<td>225</td>
<td>225</td>
<td>15</td>
</tr>
<tr>
<td>South Kazakhstan</td>
<td>2,489</td>
<td>2,461</td>
<td>241</td>
</tr>
<tr>
<td>Pavlodar</td>
<td>5,770</td>
<td>5,596</td>
<td>749</td>
</tr>
<tr>
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<tr>
<td>Almaty city</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Table 2A.5. Distribution of students of day general schools by rural / urban and types in academic year 2012-2013

<table>
<thead>
<tr>
<th>No.</th>
<th>Oblasts</th>
<th>Total</th>
<th>Including</th>
<th>Rural</th>
<th>Out of which</th>
<th>Urban</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>LSS</td>
<td>SS</td>
<td>PS</td>
<td>LSS</td>
</tr>
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<td>1549</td>
<td>8811</td>
<td>92539</td>
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</tr>
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<td>Aktobe</td>
<td>114036</td>
<td>1062</td>
<td>4841</td>
<td>108133</td>
<td>51497</td>
</tr>
<tr>
<td>3</td>
<td>Almaty</td>
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<td>1888</td>
<td>4184</td>
<td>292283</td>
<td>228234</td>
</tr>
<tr>
<td>4</td>
<td>Atyrau</td>
<td>94622</td>
<td>415</td>
<td>1791</td>
<td>92416</td>
<td>50816</td>
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<tr>
<td>5</td>
<td>East-Kazakhstan</td>
<td>167586</td>
<td>1741</td>
<td>6367</td>
<td>159478</td>
<td>79295</td>
</tr>
<tr>
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<td>Zhambyl</td>
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<td>1994</td>
<td>5302</td>
<td>175028</td>
<td>113624</td>
</tr>
<tr>
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<td>West-Kazakhstan</td>
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<td>1016</td>
<td>4010</td>
<td>82415</td>
<td>48214</td>
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<tr>
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<td>Karaganda</td>
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<td>685</td>
<td>5597</td>
<td>164764</td>
<td>41558</td>
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<tr>
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<td>Kostanai</td>
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<td>3227</td>
<td>6891</td>
<td>90685</td>
<td>54096</td>
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<tr>
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<td>Kyzylorda</td>
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<td>168</td>
<td>1783</td>
<td>123778</td>
<td>78691</td>
</tr>
<tr>
<td>11</td>
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<td>2952</td>
<td>744</td>
<td>92421</td>
<td>40646</td>
</tr>
<tr>
<td>12</td>
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<td>608</td>
<td>2713</td>
<td>84827</td>
<td>32134</td>
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<tr>
<td>13</td>
<td>North-Kazakhstan</td>
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<td>892</td>
<td>5980</td>
<td>66254</td>
<td>47759</td>
</tr>
<tr>
<td>14</td>
<td>South-Kazakhstan</td>
<td>534195</td>
<td>7676</td>
<td>21678</td>
<td>504841</td>
<td>344983</td>
</tr>
<tr>
<td>15</td>
<td>Astana City</td>
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<td>82782</td>
<td>0</td>
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<tr>
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<td>0</td>
<td>525</td>
<td>162953</td>
<td>0</td>
</tr>
<tr>
<td>17</td>
<td>Republican boarding schools</td>
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<td>3583</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>18</td>
<td>NIS</td>
<td>4595</td>
<td>0</td>
<td>0</td>
<td>4595</td>
<td>0</td>
</tr>
<tr>
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<td>Bobek Gymnasium</td>
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<td>0</td>
<td>604</td>
<td>0</td>
</tr>
<tr>
<td>20</td>
<td>University affiliated schools</td>
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<td>1224</td>
<td>0</td>
<td>0</td>
</tr>
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<td></td>
<td>2493479</td>
<td>26659</td>
<td>82441</td>
<td>2384379</td>
<td>1273257</td>
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</table>

Source: Data of MESRK “Key indicators of preschool and secondary education system in academic year 2012-2013”, Astana – 2012; p. 280

Table 2A.6. Data about private schools in the country in academic year 2012-2013

<table>
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<th>Oblasts</th>
<th>Number of schools</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
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<td></td>
<td></td>
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<td>Rural</td>
</tr>
<tr>
<td>1</td>
<td>Akmola</td>
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<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Aktobe</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>Almaty</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>Atyrau</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>East-Kazakhstan</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>6</td>
<td>Zhambyl</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>West-Kazakhstan</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>Karaganda</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>Kostanai</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>10</td>
<td>Kyzylorda</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>11</td>
<td>Mangistau</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>12</td>
<td>Pavlodar</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>13</td>
<td>North-Kazakhstan</td>
<td>3</td>
<td>2</td>
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<td>South-Kazakhstan</td>
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</tr>
<tr>
<td>15</td>
<td>Astana City</td>
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<td>12</td>
</tr>
<tr>
<td>16</td>
<td>Almaty City</td>
<td>42</td>
<td>42</td>
</tr>
<tr>
<td>TOTAL</td>
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<td>109</td>
<td>103</td>
</tr>
</tbody>
</table>

Notes: PS – primary school (1st-4th grades); LSS – lower secondary school (5th-9th grades), and SS – secondary school (10th-11th and 12th grades).

Source: Data of MESRK “Key indicators of preschool and secondary education system in academic year 2012-2013”, Astana – 2012; p. 288
The goals and indicators of the SPED for 2011-2020.

SPED for 2011-2020 provides for planned growth, over the period from 2010 to 2020, of such target indicators as implementation of per-capita financing, increase in the share of highly qualified teachers, creation of school boards at educational organizations, professional development and retraining in the field of management for managers of educational organizations, application of e-learning system at educational organizations, coverage of children aged 3 to 6 years old with preschool education and training, full transition to 12-year model of schooling, achievement of a specific number of Nazarbayev Intellectual Schools in all regions of Kazakhstan, increase in the share of students who successfully completed educational programs on mathematical and natural sciences, improvement of results in Programme for International Student Assessment (PISA), Trends in International Mathematics and Science Study (TIMSS), Progress in International Reading Literacy Study (PIRLS), and increase in the share of schools that created conditions for inclusive education (State Program of Development of Education, 2010).

The following tasks were identified as necessary for achievement of the established goals:

- Development of new mechanisms for financing of education with focus on improvement of quality and access to education;
- Supply of the education system with highly qualified staff;
- Strengthening of state support and encouragement of teachers' performance;
• Improvement of management in education, including implementation of principles of corporate governance, and development of public-private partnership in education;
• Improvement of the system of monitoring of development of education, including creation of national educational statistics based on international requirements;
• Creation of conditions for computerization of the learning process;
• Expansion of the network of preschool education;
• Upgrade of the content of preschool education and training;
• Supply of staff to preschool education and training organizations;
• Transition to 12-year schooling with upgrade of the content of education;
• Addressing the problem of ungraded schools;
• Improvement of the system of inclusive education at schools; training of highly qualified scientific and scientific-and-teaching staff;
• Creation of conditions for life-long learning and education for all; and
• Implementation of a set of actions on patriotic education and development of active citizenship, social responsibility and mechanisms for unlocking the youth’s potential.

For purpose of accomplishment of these tasks, improvement of a whole range of indicators is planned. The Program defines key areas, ways of achievement of the established program goals and corresponding actions.

Development of education will focus on the following areas: financing of the system of education; teachers’ status; management in education; e-learning; preschool education and training; secondary education; educational work and youth policy.

SPED contains a goal related to secondary education: development of intellectually, physically and spiritually developed citizens of the Republic of Kazakhstan at general schools and satisfaction of their needs in education that would make them successful in the rapidly changing world; development of competitive human capital for economic welfare of the country; and transition to 12-year schooling.

[2] “In 2012, the number of little villages/settlements that have no schools amounted 1 590. The number of school-aged children living in these settlements were 38 817 children. From this total amount 2 969 students were arranged in boarding schools, 26 738 students were supplied with transportation, 1 159 students lived with their relatives, 192 students lived in apartments, 3 749 students go to the school by themselves (in Almaty oblast – 2 869, East Kazakhstan – 495, Kostanay – 168, Zhambyl - 138, Kyzylorda -14, North Kazakhstan - 65) and 10 students cannot be trained due to the health problems” (National report, NCESA, data for 2012-2013 academic year).

[3] According to the Article 8 of Law of the Republic of Kazakhstan “On Education” (2007) the list of 10 citizen categories approved that need social assistance over the period of their study:

1) Orphans, children without parental care;
2) Disabled children, disabled persons, lifelong disabled;
3) Children from large families;
4) Children placed in centers of temporary isolation, adaptation and rehabilitation of under-age children;
5) Children residing in general and health-resort boarding schools, school-affiliated boarding schools;
6) Children who are brought up and study in specialized boarding schools for gifted children;
7) Students of boarding schools;
8) Children from families that are eligible to receive state targeted social assistance, as well as families that do not receive state targeted social assistance but have average per capita income below the minimum subsistence level;
9) Children, who due to their health status, for long time study under primary, basic secondary, general secondary education programs at home or in organizations delivering inpatient care, as well as rehabilitation treatment and medical rehabilitation;
10) Other categories of citizens as determined by law of the Republic of Kazakhstan.
Table 2A.8. Ethnic Composition of Students of General Schools Reporting to Local Governments and MESRK, as of Beginning of Academic Year 2012-2013

<table>
<thead>
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<th>Ethnicity</th>
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</tr>
</thead>
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<tr>
<td>2</td>
<td>Russians</td>
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</tr>
<tr>
<td>3</td>
<td>Ukrainians</td>
<td>32 186</td>
</tr>
<tr>
<td>4</td>
<td>Belarusians</td>
<td>6 434</td>
</tr>
<tr>
<td>5</td>
<td>Uzbeks</td>
<td>103 138</td>
</tr>
<tr>
<td>6</td>
<td>Azerbaijani</td>
<td>19 574</td>
</tr>
<tr>
<td>7</td>
<td>Kyrgyz</td>
<td>4 202</td>
</tr>
<tr>
<td>8</td>
<td>Tadjiiks</td>
<td>8 721</td>
</tr>
<tr>
<td>9</td>
<td>Turkmens</td>
<td>268</td>
</tr>
<tr>
<td>10</td>
<td>Bashkirs</td>
<td>1 623</td>
</tr>
<tr>
<td>11</td>
<td>Ingush</td>
<td>2 443</td>
</tr>
<tr>
<td>12</td>
<td>Tatars</td>
<td>21 381</td>
</tr>
<tr>
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<tr>
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</tr>
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</tr>
<tr>
<td>17</td>
<td>Polish</td>
<td>3 796</td>
</tr>
<tr>
<td>18</td>
<td>Turkish</td>
<td>13 456</td>
</tr>
<tr>
<td>19</td>
<td>Uighurs</td>
<td>37 742</td>
</tr>
<tr>
<td>20</td>
<td>Chechens</td>
<td>5 286</td>
</tr>
<tr>
<td>21</td>
<td>Chinese</td>
<td>494</td>
</tr>
<tr>
<td>22</td>
<td>Mongols</td>
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</tr>
<tr>
<td>23</td>
<td>Other</td>
<td>25 445</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>2 493 479</strong></td>
</tr>
</tbody>
</table>

Source: Data of MESRK “Key indicators of preschool and secondary education system in academic year 2012-2013”, Astana, 2012, p. 276

[4] Category of children with special needs:
- Hearing disorders (deaf, hard of hearing, late-onset deaf);
- Vision disorders (blind, visually impaired, late-onset blind);
- Musculo-skeletal patients;
- Speech disturbance;
- Mental retardation;
- Development delay;
- Emotional-volitional and behavior disorders;
- Complex disorders, including deaf-blindness.
Table 2A.9. Information about Children Studying at Home under Individual Programs, in Form of Family Education, Disabled Children, Orphans, as well as Children without Parental Care, in Schools and Boarding Schools, in Academic Year 2012-2013

<table>
<thead>
<tr>
<th>No.</th>
<th>Oblasts, cities</th>
<th>Number of disabled children</th>
<th>Number of children studying at home under individual program</th>
<th>Number of disabled children in schools and boarding schools, without special correction organizations (persons)</th>
<th>Number of orphans and children without parental care in schools and boarding schools</th>
<th>Number of children studying in form of family education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>Total</td>
<td>Urban</td>
<td>Rural</td>
<td>Total</td>
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<td>364</td>
<td>150</td>
<td>214</td>
</tr>
<tr>
<td>2</td>
<td>Aktobe</td>
<td></td>
<td>1916</td>
<td>230</td>
<td>129</td>
<td>101</td>
</tr>
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<td>3</td>
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<td>4353</td>
<td>1345</td>
<td>340</td>
<td>1005</td>
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<td>4</td>
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<td></td>
<td>1157</td>
<td>223</td>
<td>84</td>
<td>139</td>
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<td>294</td>
<td>1036</td>
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<td>1107</td>
<td>388</td>
<td>719</td>
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<td>163</td>
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<td>110</td>
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<td>2292</td>
<td>303</td>
<td>137</td>
<td>166</td>
</tr>
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<td>Kyzylorda</td>
<td></td>
<td>2431</td>
<td>633</td>
<td>212</td>
<td>421</td>
</tr>
<tr>
<td>11</td>
<td>Mangistau</td>
<td></td>
<td>787</td>
<td>188</td>
<td>112</td>
<td>76</td>
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<tr>
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<td>338</td>
<td>201</td>
<td>137</td>
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<td><strong>3 029</strong></td>
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</table>

Source: Data of MESRK “Key indicators of preschool and secondary education system in academic year 2012-2013”, Astana 2012, p. 278
Table 2A.10. Information about Special Classes for Disabled Children in Day General Schools, in Academic Year 2012-2013

<table>
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<tr>
<th>No</th>
<th>Oblasts, cities</th>
<th>Number of schools with special classes</th>
<th>Number of special classes, total</th>
<th>Number of students</th>
<th>Delay of development</th>
<th>Mental retardation</th>
<th>Hearing disorder</th>
<th>Speech disturbance</th>
<th>Vision disorders</th>
<th>ICP</th>
<th>Source</th>
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<td>Aktobe</td>
<td>18</td>
<td>15</td>
<td>61</td>
<td>14</td>
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<td>3</td>
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<td>0</td>
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<tr>
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<td>388</td>
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<td>656</td>
<td>95</td>
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</table>

Source: Data of MESRK “Key indicators of preschool and secondary education system in academic year 2012-2013”, Astana 2012, p. 286
Table 2A.11. Data on functioning network and needs of the child and adolescent population of Kazakhstan in deployment of PMPC as of 01.01.2014 (from calculation 1 PMPC for 60 thsd. children and teenagers)

<table>
<thead>
<tr>
<th>Oblast</th>
<th>Child and adolescent population</th>
<th>Need in children and adolescent population in PMPC</th>
<th>Functioning PMPC</th>
<th>Need to be opened</th>
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<td>2</td>
<td>2</td>
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<td>3</td>
</tr>
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<td>Atyrau</td>
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<td>2</td>
<td>1</td>
</tr>
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<td>East-Kazakhstan</td>
<td>336,8</td>
<td>6</td>
<td>6</td>
<td></td>
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<tr>
<td>Zhambyl</td>
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<td>4</td>
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Source: Public Institution National Science-Practical Center of Correctional Pedagogy
### Annex 3A

**Table 3A.1. Information about the Demand for Teachers at Public General Education Day Schools at the Beginning of the 2012-2013 Academic Year**

<table>
<thead>
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<th>Subject</th>
<th>Language of Instruction</th>
<th>Total Number of Including in rural</th>
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</tr>
<tr>
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</tr>
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<td></td>
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<td></td>
<td>Russian</td>
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</tr>
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<td>Fundamentals of health and safety and</td>
<td>Kazakh</td>
<td>11</td>
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<td>Basic military training</td>
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<tr>
<td>Other (specifying the subjects)</td>
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*Source: Data of MESRK “Key indicators of preschool and secondary education system in academic year 2012-2013”, Astana 2012*
## Table 3A.2. Physical Infrastructure of the General Education Day Schools in the 2012-2013 academic year (excluding special correctional organizations)

<table>
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<th>Total Number of Schools</th>
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*Source: Data of MESRK “Key indicators of preschool and secondary education system in academic year 2012-2013”, Astana 2012*
Table 3A.3. Information on the general education day schools with classrooms shortage, for the 2012-2013 academic year

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<th>of which Secondary Schools</th>
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<th>Chemistr y</th>
<th>Biolog y</th>
<th>Basic military training</th>
<th>Training workshops</th>
<th>Math</th>
<th>Kaza rh</th>
<th>Forei gn language</th>
<th>Physi cal educa ted</th>
<th>Libra ries</th>
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<td>143</td>
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<td>293</td>
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<td>1920</td>
<td>1469</td>
<td>1246</td>
<td>1923</td>
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</table>

6438 20.6 27.8 29.8 22.8 19.4 26.0 23.0 38.9 26.7 11.6

% out of the total number of basic and secondary schools
% out of the total number of schools

Source: PSED of MESRK “Key Indicators of the Pre-school and Secondary Education System for the 2012-2013 academic year”, Astana City, 2012
Table 3A.4. Results of Initiative “Care” in 2013

<table>
<thead>
<tr>
<th>No.</th>
<th>Oblasts and cities</th>
<th>Number of children who received material assistance</th>
<th>Of out of which (persons)</th>
<th>Of out of which (thsd KZT)</th>
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<td>From budget funds</td>
<td>Universal Schooling Fund</td>
<td>Other budget sources</td>
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<td>1 527</td>
<td>76</td>
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<td>29 332</td>
<td>5 156</td>
<td>466</td>
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<td>1 859</td>
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<td>Astana City</td>
<td>3 508</td>
<td>1 580</td>
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<td>Total</td>
<td>158 552</td>
<td>48 462</td>
<td>3 109</td>
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</table>

Source: Committee for Protection of Children’s Rights of MESRK

[1] The enabling environment for producing high-quality supplementary education is implemented in accordance with the Standard regulations of activities related to the types of supplementary education for children, as approved by Order No.228 of RK Minister of education and science as of June 14, 2013, according to which, the types of children supplementary education organizations include:

1. An educational center for supplementary education;
2. Schoolchildren Palace (house, center, a complex, youth creativity center);
3. “The Young Naturalist Station” (a children’s environmental center, a biological center, eco- and bio-center, Children and Youth Centre of Environment and Local History);
4. “The Young Technician Station” (a technical center or school for children and youth);
5. “The Young Tourist Station” (a center for children and youth tourism, Children and Youth Centre of Environment and Tourism, Children and Youth Centre of Tourism and Local History);
6. Children yard club, children's military and patriotic club (other leisure club organizations);
7. Children arts school (children's music school, children's art school and other artistic and aesthetic schools);
8. Children recreation camp (a center, complex, country recreational camp, day-stay camp, tent camp, and yurt camp);
9. Children and youth sports school;
10. Specialized children-youth Olympic reserve school;
11. Other children organizations.
Table 3A.5. Expenditure for 1 child in the organizations of extended education for 2012-2013 academic year.

<table>
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<th>No.</th>
<th>Oblast</th>
<th>amount (thsd)</th>
<th>network(unit)</th>
<th>contingent (pers.)</th>
<th>Expenditure for 1 child</th>
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<td>Total (with republican)</td>
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Source: Data PSED MES RK

Table 3A.6. Volume of paid services in extended education for 2011-2012 academic year (thsd.KZT)

<table>
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<tr>
<th>Oblast</th>
<th>Total</th>
<th>In public organization</th>
<th>Of which</th>
</tr>
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<td>12 088</td>
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Source: Data PSED MES RK
### Table 3A.7. Average month salary of pedagogical worker in organizations of extended education for 2011-2012 academic year (thsd.tenge)

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<thead>
<tr>
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<th>In private organizations</th>
<th>In public organizations</th>
<th>In private organizations</th>
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<td>rural</td>
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<td>47.4</td>
<td>0.0</td>
<td>53.9</td>
<td>0.0</td>
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<td>56.2</td>
<td>52.2</td>
<td>58.2</td>
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<td>0.0</td>
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<td>52.0</td>
<td>67.6</td>
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<td>46.9</td>
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<td></td>
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<td>69.2</td>
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<tr>
<td>Mangystau</td>
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<td>46.2</td>
<td>0.0</td>
<td>55.7</td>
<td></td>
</tr>
<tr>
<td>Pavlodar</td>
<td>61.4</td>
<td>58.4</td>
<td>65.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>North Kazakhstan</td>
<td>48.3</td>
<td>47.6</td>
<td>48.8</td>
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<tr>
<td>South Kazakhstan</td>
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<td>52.0</td>
<td>60.0</td>
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<td></td>
</tr>
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*Source: Data PSED MES RK*

### Table 3A.8. Number of Students in General Education Day Schools under Jurisdiction of Local Executive Bodies and MESRK by Levels of Education in 2011-2012

<table>
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<tr>
<th>Oblast</th>
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<th>2012-2013</th>
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<tbody>
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<td>PS</td>
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</tr>
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<td>1 Akmola</td>
<td>42377</td>
<td>51746</td>
</tr>
<tr>
<td>2 Aktobe</td>
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<td>55553</td>
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<td>3 Almaty</td>
<td>119088</td>
<td>138069</td>
</tr>
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<td>4 Atyrau</td>
<td>37915</td>
<td>44383</td>
</tr>
<tr>
<td>5 East-Kazakhstan</td>
<td>65795</td>
<td>80833</td>
</tr>
<tr>
<td>6 Zhambyl</td>
<td>73528</td>
<td>84545</td>
</tr>
<tr>
<td>7 West-Kazakhstan</td>
<td>35232</td>
<td>41530</td>
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<tr>
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<td>85067</td>
</tr>
<tr>
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<td>41054</td>
<td>49432</td>
</tr>
<tr>
<td>10 Kyrgyzorda</td>
<td>47374</td>
<td>62168</td>
</tr>
<tr>
<td>11 Mangystau</td>
<td>39809</td>
<td>44164</td>
</tr>
<tr>
<td>12 Pavlodar</td>
<td>35983</td>
<td>42421</td>
</tr>
<tr>
<td>13 North-Kazakhstan</td>
<td>29067</td>
<td>36436</td>
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<tr>
<td>Republican boarding schools</td>
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<td>Nazarbayev intellectual schools</td>
<td>880</td>
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<tr>
<td>Schools under universities</td>
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*Source: IAC based on the data of the PSED provided in “Key Indicators of the Preschool and Secondary Education System”*
### Table 3A.9. Data on introduced schools in 2010-2013 years by priorities

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<th>2013</th>
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<td>Total number of schools</td>
<td>Three-shift</td>
<td>Emergency conditions</td>
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<td>Total number of schools</td>
<td>Three-shift</td>
<td>Emergency conditions</td>
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<td>7</td>
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<td>0</td>
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<tr>
<td>2</td>
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<td>0</td>
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</tr>
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Source: DFIP MES RK

### Table 3A.10. Implementation of the Project on Construction of 100 Schools

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<th>Shortage of seats</th>
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<td>1200</td>
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<td>2</td>
<td>2 400</td>
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<td>480</td>
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<td>1 200</td>
<td></td>
<td></td>
<td>3 2000</td>
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<td>7 888</td>
<td>6</td>
<td>6 688</td>
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<td>1 200</td>
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<td>4 560</td>
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<td>3 360</td>
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Source: Data provided by the PSED
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<td>6%</td>
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<td>10%</td>
</tr>
<tr>
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<td>3%</td>
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<td>10%</td>
</tr>
<tr>
<td>Zhambyl</td>
<td>6%</td>
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<tr>
<td>West Kazakhstan</td>
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<td>6%</td>
</tr>
<tr>
<td>Karaganda</td>
<td>7%</td>
<td>8%</td>
</tr>
<tr>
<td>Kostanay</td>
<td>8%</td>
<td>8%</td>
</tr>
<tr>
<td>Kyzylorda</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>Mangystau</td>
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<td>2%</td>
</tr>
<tr>
<td>Pavlodar</td>
<td>6%</td>
<td>6%</td>
</tr>
<tr>
<td>North Kazakhstan</td>
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<td>8%</td>
</tr>
<tr>
<td>South Kazakhstan</td>
<td>13%</td>
<td>13%</td>
</tr>
<tr>
<td>Astana city</td>
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<td>1%</td>
</tr>
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<td>Almaty city</td>
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<td>Republican boarding schools</td>
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<td>0%</td>
</tr>
<tr>
<td>Nazarbayev intellectual schools</td>
<td>0%</td>
<td>0%</td>
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<tr>
<td>Bobek Gymnasium (National Educational and Recreational Research Center)</td>
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<td>Schools under universities</td>
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Source: MESRK "Key Indicators of the Pre-school and Secondary Education System for the 2012-2013 academic year", Astana City, 2012
Table 3A.12. Admission of students to first grades of the general education day schools in jurisdiction of the local executive authorities and MESRK of RK over 2006-2012

<table>
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<td>11190</td>
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<td>10149</td>
<td>11067</td>
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</tr>
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<td></td>
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<td></td>
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Source: IAC based on the data of the PSED provided in “Key Indicators of the Preschool and Secondary Education System”, Astana City 2012

Current priorities of the education policy include provision of all groups of population with equal access to high-quality education and introduction of effective financing of the school system. It is the responsibility of the Government of RK, the authorized body for education and local representative and executive bodies to channel educational resources to the education policy priorities. Pursuant to paragraphs 22 and 25-1 of Article 4 of the Education Law of RK, in the field of education the Government of RK shall:

- approve the rules for generating, designating, and accounting the funds to provide financial and material assistance to students of the public educational institutions who are members of the families eligible to receive targeted social assistance from the government, to orphans, children without parental care but living in families, children from families requiring urgent assistance due to emergency situations, and other categories of students defined by the collegial management body of an educational institution, the financial assistance in this case shall constitute not less than one percent of the budget allocated to general education schools;
- determine the size, sources, types and procedure for providing social assistance to the citizens who need support.
- Pursuant to Article 5 of the Education Law of RK, the authorized body for education (the Ministry of Education and Science) shall perform the following functions:
- arrange development and approve standards for equipping and furnishing organizations of preschool education, primary education, lower secondary education, general secondary education, technical and vocational education;
- arrange development and approve the rules for organization and operation of the unified information system for education;
- arrange development and approve the methodology for standard per capita funding of school system and technical and vocational education system;
• arrange development and approve the rules for per capita funding of school system and technical and vocational education system;
• arrange development and approve the methodology for the voucher-based modular continuing education system;

Local representative and executive bodies approve the public order for preschool education, the amount of per capita funding and parental contributions;

**distributing resources across the different levels of education administration;**

Responsibilities of local representative and executive education authorities include distribution of educational resources. The local representative and executive education authorities do not only distribute but also fund the educational organizations. Pursuant to paragraph 2, 3, 4 of Article 6 of the Education Law of RK, responsibilities of the oblast executive bodies shall include:

• arrange education for children under special general education programs, gifted children in specialized education organizations; extended education for children at the oblast level;
• channel funds to provide financial and material assistance to students and foster-children of public schools from the families eligible for public targeted social assistance;
• provision of orphans and children without parental care with public assistance in accordance with the established procedure;
• arrange free and subsidized meals for certain categories of students in accordance with the procedure established by laws of RK;
• provide curriculum offices with physical facilities;

Pursuant to paragraphs 3-5 of Article 6 of the Education Law of RK, local representative and executive authorities at the oblast, city and rayon levels shall:

• arrange and finance school system, including the evening (shift-type) mode of study, and secondary education provided at boarding schools;
• arrange procurement and delivery of textbooks and instructional materials to the public schools that provide general education programs at the primary, lower secondary and general secondary education, as well as specialized and special general education programs;
• ensure provision of education to gifted children at specialized education organizations and provision of supplementary education for children;
• channel funds to provide financial and material assistance to students and foster-children of the public educational organizations from the families eligible for the state targeted social assistance;
• provide public educational organizations with physical infrastructure;
• arrange free and subsidized meals for certain categories of students and foster-children in accordance with the procedure established by the laws of the RK;
• provide curriculum offices in rayons with physical facilities;
• in accordance with the established procedure provide public assistance to orphans and children without parental care and provide them with mandatory employment and housing;
• arrange contracts and finance public schools that implement general education programs at the lower secondary and general secondary levels, provide them with preprinted forms of nationally recognized education certificates and control their use;

Akims of rayons, towns of oblast and rayon status, villages, and rural rayons provide for operations of consolidated schools (resource centers), pre-school education, and, if there is no school in a settlement, arrange free transportation for students to and from the nearest school.

**monitoring resource use across the system**

In the field of education the Government of RK sets the procedure for educational monitoring. Responsibilities of the authorized body for education include the following:

• exercise educational monitoring and provide information support to the education management system, approve the rules for organizing and operating the integrated education information system;
• conduct state certification of schools that implement education programs regardless of the forms of ownership and departmental affiliation: pre-school education, lower secondary and general upper secondary education;
execute public control of implementation of the laws of RK and regulations in the area of education, national compulsory standards by education organizations irrespective of the forms of ownership and departmental affiliation, as well as fiscal and financial discipline at the subordinate organizations in accordance with the legislation of RK;

Local representative and executive authorities in education exercise compulsory monitoring and arrange participation of students in the Unified National Test;

**managing the teaching workforce**

In the field of education the Government of RK sets standard staffing for public schools and defines the procedure for job placement, granting the right to self-employment by those who obtained education under the public education order;

Responsibilities of the authorized body for education (the Ministry of Education and Science) include the following:

- coordination and provision of methodological guidance to the local executive bodies in the area of education, handling academic affairs and research;
- development and approval of standard job descriptions for teachers and persons equated to them, the rules for provision of distance advanced training, the rules for confirmation of teachers’ qualifications;

Local representative and executive education authorities arrange retraining of staff and advanced training for employees of the public educational organizations financed through the budget, provide public education organizations with staff as well as and rayons’ methodological offices and advanced training institutions with physical facilities;

**organising school leadership**

The authorized body for education (the Ministry of Education and Science) develops and approves the rules for filling the position of a director of a public secondary education organization on a competitive basis. Based on this document local executive authorities appoint directors of educational organizations.

Local representative and executive education authorities appoint:

- directors of oblast education departments as agreed by the authorized body for education (the Ministry of Education and Science);
- directors of rayon (city) education divisions as agreed by the local executive body of the oblast;

**maintaining the school system infrastructure**

Pursuant to Article 4 of the Education Law of RK, in the field of education the Government of RK shall have the following responsibilities:

- approve qualification requirements to educational activities;
- rules for state certification of educational organizations; the guaranteed state standard on the network of educational organizations depending on population density and remoteness of settlements, standard rules for admission to educational organizations that implement general education programs at primary, lower secondary, general secondary level, TVE, post-secondary, graduate and post-graduate levels;
- as advised by the public administration body, establish, reorganize and abolish educational organizations financed through the budget, unless otherwise provided by the laws of RK;

According to Article 6 of the Education Law of RK, local representative and executive education authorities shall arrange registration of children of the pre-school and school age, their education until completion of the secondary education as well as establish, reorganize and abolish public education organizations that implement general education programs at primary, lower secondary and general secondary education levels.

**communicating with the relevant stakeholders about resource use**

Pursuant to Article 5 of the Education Law of RK, the authorized body for education (the Ministry of Education and Science) shall perform the following functions:
• implement a unified national policy in the area of education, provide for inter-sectoral coordination, develop and implement international programs in the area of education and science;
• manage the quality of education, provide for methodological support to ensure quality of the educational services provided by educational organizations;
• in cooperation with the concerned ministries, other central executive bodies, employers and other social partners, determine the lists of professions and occupations for training by types of professional education programs and approve the classification of professions and occupations;
Local representative and executive education authorities provide support to the boards of trustees and facilitate employment of the persons who graduated from the educational organizations;

setting up budgeting and accounting systems

Accounting records are maintained directly by the educational organization in accordance with the Law of RK on Accounting and Financial Reporting as of February 28, 2007, No. 234.
Pursuant to Article 61 of the Education Law of RK, the education funding system shall include aggregated national and local budgets, as well as other sources of revenues. According to the Charter of the Ministry approved by Resolution of the Government of RK dated October 28, 2004, No. 1116, the Ministry of Economy and Budget Planning is the public executive agency of RK, which provides guidance in the areas of budget planning and fiscal policy. The mission of the Ministry of Economy and Budget Planning is to:
• develop the fiscal policy;
• create an integral and effective system of national planning;
• develop and approve the Integrated Budget Classification of RK;
• develop the procedure for preparation and submission of budget requests;
• develop the draft Law on the Republican Budget for respective years;
• monitor implementation of investment projects;
• develop proposals on improvement of local public administration; and
• develop and approve preparation, deadlines for submission and a standard form of reporting on operations of central, regional and local authorities, etc.
# Appendix 4A

## Table 4A.1. Share of local expenditures on secondary education (%)

<table>
<thead>
<tr>
<th>Oblast</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Akmola</td>
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<td>81.2</td>
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<tr>
<td>Aktoe</td>
<td>92.7</td>
<td>76.3</td>
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<tr>
<td>Almaty</td>
<td>89.4</td>
<td>88.3</td>
</tr>
<tr>
<td>Atyrau</td>
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<td>83.2</td>
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<td>79.8</td>
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<tr>
<td>Zhambyl</td>
<td>79.5</td>
<td>82.5</td>
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<td>Karaganda</td>
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<td>68.7</td>
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<td>Kyzylorda</td>
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<td>South Kazakhstan</td>
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<tr>
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<td>66.9</td>
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<tr>
<td>North Kazakhstan</td>
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<td>86.3</td>
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<tr>
<td>East Kazakhstan</td>
<td>84.6</td>
<td>66.9</td>
</tr>
<tr>
<td>Almaty city</td>
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<td>69.6</td>
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<tr>
<td>Astana city</td>
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<td>69.0</td>
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</table>


[1] Oblast budgets, budgets of the city of national significance and the capital, budgets of rayons (cities of the oblast significance) are referred to as local budgets.

According to Article 54 of the Budget Code of the Republic of Kazakhstan (2008), oblast budget expenses for education cover the following areas:

1. Extended education for children offered at the oblast level;
2. Children’s study under special general education programs;
3. Gifted children’s study in specialized educational organizations;
4. Holding of oblast-level school Olympiads;
5. Examination of mental health of children and teenagers and delivery of psychological-medical-pedagogical advisory assistance to the population;
6. Rehabilitation and social adaptation of children and teenagers with development problems;
7. State support to orphans and children without parental care, their mandatory job placement and provision of housing;
8. Free-of-charge and discounted meals for specific categories of students in accordance with the procedure established by the legislation of the Republic of Kazakhstan;
9. Methodological work;

According to Article 55 of the Budget Code of the Republic of Kazakhstan (2008), budgets of the city of national significance and the capital cover education expenses in the following areas:

1. Organization and provision of compulsory general secondary education, including evening (shift) form of study, including boarding schools;
2. Study under special general education programs;
3. Gifted children’s study in specialized educational organizations;
4. Holding of school Olympiads at the level of the city of national significance and the capital;
5. Examination of mental health of children and teenagers and delivery of psychological-medical-pedagogical advisory assistance to the population;
6. Rehabilitation and social adaptation of children and teenagers with development problems;
7. Extended education for children;
8. Purchase and delivery of textbooks and teaching materials for public educational organizations offering general education programs of primary, lower secondary and general secondary education, as well as special and specialized general education programs;
9. Material-and-technical support to public educational organizations (excluding educational organizations at correctional facilities of the penal system) and preschool education and training organizations;
10) State support to orphans and children without parental care, their mandatory job placement and provision of housing;

11) Health services to students of educational organizations, excluding preschool education organizations;

12) Free-of-charge and discounted meals for specific categories of students;

13) Operation of centers for adaptation of under-age children.

According to Article 56 of the Budget Code of the Republic of Kazakhstan (2008), budgets of rayons (city of oblast significance) cover expenses for education in following areas:

1) Primary, lower secondary and general secondary education, including evening (shift) form of study, and general secondary education delivered through boarding-type schools;

2) Holding of school Olympiads at the rayon (city) level;

3) Purchase and delivery of textbooks and teaching materials for educational organizations offering general education programs of pre-school, primary, lower secondary and general secondary education;

4) Extended education for children;

5) Material-and-technical support to public educational organizations offering general education programs of primary, lower secondary and general secondary education (excluding educational organizations at correctional facilities of the penal system);

6) State support to orphans and children without parental care, their mandatory job placement and provision of housing;

7) Health services to students of educational organizations, excluding pre-school education organizations;

8) Free-of-charge and discounted meals for specific categories of students.

[2] According to Article 53 of the Budget Code of the Republic of Kazakhstan (2008), republican budget expenses for education cover the following areas:

1) General education for gifted children in republican educational organizations;

2) Holding of national-level out-of-school activities;

3) Further training and retraining of staff at the national level;

4) Provision of textbooks and teaching materials for republican secondary education organizations, as well as for nationals studying in foreign schools under international treaties.

According to Article 54 of the Budget Code of the Republic of Kazakhstan (2008), oblast budget expenses for education cover the following areas:

1) Extended education for children offered at the oblast level;

2) Children’s study under special general education programs;

3) Gifted children’s study in specialized educational organizations;

4) Holding of oblast-level school Olympiads;

5) Examination of mental health of children and teenagers and delivery of psychological-medical-pedagogical advisory assistance to the population;

6) Rehabilitation and social adaptation of children and teenagers with development problems;

7) State support to orphans and children without parental care, their mandatory job placement and provision of housing;

8) Free-of-charge and discounted meals for specific categories of students in accordance with the procedure established by the legislation of the Republic of Kazakhstan;

9) Methodological work;

10) Operation of centers for adaptation of under-age children.

According to Article 55 of the Budget Code of the Republic of Kazakhstan (2008), budgets of the city of national significance and the capital cover education expenses in the following areas:

1) Organization and provision of compulsory general secondary education, including evening (shift) form of study, including boarding schools;

2) Study under special general education programs;

3) Gifted children’s study in specialized educational organizations;

4) Holding of school Olympiads at the level of the city of national significance and the capital;

5) Examination of mental health of children and teenagers and delivery of psychological-medical-pedagogical advisory assistance to the population;

6) Rehabilitation and social adaptation of children and teenagers with development problems;

7) Extended education for children;
8) Purchase and delivery of textbooks and teaching materials for public educational organizations offering general education programs of primary, lower secondary and general secondary education, as well as special and specialized general education programs;
9) Material-and-technical support to public educational organizations (excluding educational organizations at correctional facilities of the penal system) and preschool education and training organizations;
10) State support to orphans and children without parental care, their mandatory job placement and provision of housing;
11) Health services to students of educational organizations, excluding preschool education organizations;
12) Free-of-charge and discounted meals for specific categories of students;
13) Operation of centers for adaptation of under-age children.

According to Article 56 of the Budget Code of the Republic of Kazakhstan (2008), budgets of rayons (city of oblast significance) cover expenses for education in following areas:
1) Primary, lower secondary and general secondary education, including evening (shift) form of study, and general secondary education delivered through boarding-type schools;
2) Holding of school Olympiads at the rayon (city) level;
3) Purchase and delivery of textbooks and teaching materials for educational organizations offering general education programs of pre-school, primary, lower secondary and general secondary education;
4) Extended education for children;
5) Material-and-technical support to public educational organizations offering general education programs of primary, lower secondary and general secondary education (excluding educational organizations at correctional facilities of the penal system);
6) State support to orphans and children without parental care, their mandatory job placement and provision of housing;
7) Health services to students of educational organizations, excluding preschool education organizations;
8) Free-of-charge and discounted meals for specific categories of students.

Table 4A.2. Individual plan of financing public institution payments (This plan contains all items that are financed by the budget)

| Oblast: | Akmola oblast |
| Type of budget: | Local/rayon |
| Period: | 2012 year |
| Unit of measurement: | thsd.tenge |
| Budget programs administrator: | Education division of Arshaly rayon |
| Public institution: | Education division of Arshaly rayon |

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<th>Public institution code</th>
<th>Programs</th>
<th>Subprograms</th>
<th>Specificity</th>
<th>Expenditures</th>
<th>Financial plan for the year</th>
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At local level, expenses for educational resources are allocated from local budgets in accordance with Articles 54, 55, and 56 of the Budget Code of the Republic of Kazakhstan (2008) in the following areas:
1) Extended education for children offered at the oblast level;
2) Children’s study under special general education programs;
3) Gifted children’s study in specialized educational organizations;
4) Holding of oblast-level school Olympiads;
5) Examination of mental health of children and teenagers and delivery of psychological-medical-pedagogical advisory assistance to the population;
6) Rehabilitation and social adaptation of children and teenagers with development problems;
7) State support to orphans and children without parental care, their mandatory job placement and provision of housing;
8) Free-of-charge and discounted meals for specific categories of students in accordance with the procedure established by the legislation of the Republic of Kazakhstan;
9) Methodological work;
10) Organization and provision of compulsory general secondary education, including evening (shift) form of study, including boarding schools;
11) Holding of school Olympiads at the level of the city of national significance and the capital;
12) Extended education for children;
13) Purchase and delivery of textbooks and teaching materials for public educational organizations offering general education programs of primary, lower secondary and general secondary education, as well as special and specialized general education programs;
14) Material-and-technical support to public educational organizations (excluding educational organizations at correctional facilities of the penal system) and preschool education and training organizations;
15) State support to orphans and children without parental care, their mandatory job placement and provision of housing;
16) Health services to students of educational organizations, excluding preschool education organizations;
17) Free-of-charge and discounted meals for specific categories of students;
18) Operation of centers for adaptation of under-age children.
19) Primary, lower secondary and general secondary education, including evening (shift) form of study, and general secondary education delivered through boarding-type schools;
20) Holding of school Olympiads at the rayon (city) level;
21) State support to orphans and children without parental care, their mandatory job placement and provision of housing.

Table 4A.3. Computerization of public general secondary day schools

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<th>Oblast</th>
<th>Total</th>
<th>Of which in rural area</th>
<th>Of which computerized</th>
<th>Of which in rural area</th>
<th>Connected to the Internet</th>
<th>Amount of computers</th>
<th>Of which used in educational process</th>
<th>Amount of students</th>
<th>Amount of students per one computer</th>
<th>Amount of computers needed to be replaced</th>
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</table>

Source: MESRK "Key indicators of preschool and secondary education system, academic year 2012-2013", Astana – 2012, p. 240
### Table 4A.5. TVE specializations

<table>
<thead>
<tr>
<th>№</th>
<th>Education specialization, specialty name</th>
<th>Qualification</th>
</tr>
</thead>
</table>
| 1 | Preschool education and training       | Preschool educator  
|   |                                        | Foster carer   |
| 2 | Organization of educational work (by levels) | Extended education teacher  
|   |                                        | Facilitator    
|   |                                        | Educator of educational organization  
|   |                                        | Counselor of educational organization |
| 3 | Physical education and sports          | Swimming, physical education instructor  
|   |                                        | Physical education and sport teacher  
|   |                                        | Sport coach-instructor |
| 4 | Vocational training (by sectors)       | Vocational training instructor, technician (all areas) |
|   | Agricultural production                |               |
|   | Technology of processing industries    | Vocational training instructor, technician (all areas) |
| 5 | Primary education                      | Primary school teacher  
|   |                                        | Computer sciences teacher in primary education  
|   |                                        | Foreign languages teacher in primary education  
|   |                                        | Kazakh language teacher in primary education  
|   |                                        | Russian language teacher in primary education  
|   |                                        | Self-knowing teacher in primary education  
|   |                                        | Учитель математики начального образования |
| 6 | Art and technical drawing              | Art and technical drawing teacher in lower education |
| 7 | Technology                             | Technology teacher in lower secondary education |
| 8 | Music education                        | Music teacher in preschool and lower secondary education |
| 9 | Safety and valeology                   | Safety and valeology teacher in lower secondary education |

Source: Classification of professions and specializations of technical and vocational and post-secondary education, GK RK 05-2008

[4] In accordance with the Certification rules of teachers, approved by Order of the acting as Minister of Education and Science of Kazakhstan from 07.08.2013 No. 323, certification of teachers - a procedure performed to determine whether the level of qualifications of teaching staff meet qualification requirements for the passage of which the employee is assigned / confirmed or not assigned / not confirmed qualification category - the level of the qualification requirements of employee, reflecting the complexity of the work.

One of the stages of a certification is voluntary qualification testing (hereinafter - the optional test) - one of the types of qualification procedures for teaching staff, which is conducted to determine the level of professional competence for early promotion and increasing qualification category.

The main stage of certification is analytical generalization outcomes, including assessment of professional competence of teaching staff on the basis of a systematic, consistent and objective study of his professional activity.

Certification has two main objectives:

1) identification of whether the level of competence of teaching staff meet qualification requirements to establish and confirm the relevant category;

2) expanding the scope of the teaching staff motivation to design personal achievements.

When certification takes place, the principles of transparency and collegiality which provide objective attitude to the certified pedagogical workers, consistency and integrity of internal and external assessments.

Certification is conducted not more than once every five years.

Certification of teachers of republican subordinate education organizations is carried out by the authorized body in the field of education.

Certification of teachers of educational institutions of specialized government agencies carried out by certification commissions of educational organizations and relevant government agencies.
Certification of pedagogical workers undertaking teaching activities in educational institutions in health care and social security institutions (classrooms, groups), youth sports schools, sports boarding school conducted by local executive bodies in the field of education.

Certification of teachers of organizations (except for teaching staff of republican subordinate education organizations) pre-school education, primary, basic, secondary, general secondary, special, additional, technical and vocational, post-secondary education is carried out by certification commissions of education organizations and local authorities in the field of education.

Pedagogical workers of educational institutions are subject to certification according to positions established by staff list which are specified in the employment contract, the order for a job. Pedagogical worker is certified on teaching additional subjects on the basis of the certificate obtained by passing courses.

The pedagogical workers working in small schools pass certification according to the specialty specified in the diploma and with taking into account passing of courses on additional (adjacent) disciplines in the presence of the corresponding certificate.

Heads of the organizations of education, their deputies, methodical workers, employees of departments and departments of education, the civil and civil servants, other persons conducting a teaching part-time job, pass certification for a taught subject in accordance with general practice.

Upon transition to a new place of work in pedagogical branch within the Republic of Kazakhstan for the pedagogical worker the qualification category appropriated by the solution of a certification commission remains.

**Order of carrying out certification**

For passing certification next academic year, till May 25 of the current year pedagogical employees of the organizations of education submit the application to the certification commission of the organization by the work place.

The list of pedagogical workers being certified is approved by the decision of collegial body of the organization of education till June 10 of the current year and the authorized body in the field of education (for the republican subordinated organizations) till June 15 of the current year is represented in regional (city) departments of education, department of education of areas, the cities of Astana and Almaty.

Certification is carried out from October 1 of the current year to July 1 of the next year.

For carrying out certification of pedagogical workers certifying commissions in the organizations of education, rayon, city departments, oblast, the cities of Astana and Almaty departments of education, in the central government bodies of the Republic of Kazakhstan having in the maintaining the organization of education are created. These commissions consist of odd number of members.

Certification commissions for certification of pedagogical workers of ungraded schools and the mini-centers are created at the given organization of education or on the basis of nearby lower secondary or secondary schools, according to the decision of appropriate authorities of management by education.

Certification commissions for certification of pedagogical employees of boarding schools, orphanages and the preschool organizations of education are created at this organization of education or at governing body corresponding on subordination of the education organization.

Structure of certification commissions of the organizations of education, rayon, city departments, oblast, cities of Astana and Almaty departments of education, branch government bodies of the Republic of Kazakhstan: chairman of a certification commission, vice-chairman, secretary and members of the commission: the most skilled pedagogical employees of the organizations of education, representatives of labor unions, educational and methodical associations, methodical services, specialists of governing bodies of education.

The decision on assignment of the second category is made at the level of certification commissions of the organizations of education.

Certification materials of pedagogical workers on the approval of the decision on assignment or confirmation of the first qualification category are provided to certification commissions of rayon (city) departments of education; and Almaty certification materials of pedagogical workers on the approval of the decision on assignment or confirmation of the first and highest qualification categories are provided to certification commissions of education departments of oblasts, the cities of Astana and Almaty;

The certification commission of rayon (city) education department analyzes the provided materials of the pedagogical workers certified on the first, highest qualification categories, approves the solution of a certifying commission of the education organization on assignment or confirmation to pedagogical workers of the first qualification category, presents certification materials of pedagogical workers to
certification commissions of education departments of of oblasts, the cities of Almaty for the approval of
decisions on assignment or confirmation of the highest qualification category;

The certification commission of education departments of oblasts, the cities of Astana and Almaty
analyzes the provided materials of the pedagogical workers certified on the highest qualification category,
both certified on the first and highest qualification categories of the education organizations of oblast
submission, approves the solution of a certification commission of the education organization on
assignment or confirmation to pedagogical workers of the corresponding qualification categories;

If the pedagogical worker applies for early certification, he passes voluntary qualification test which
is held from October 15 to December 15 the current year according to the schedules approved by
departments of education of oblasts, the cities of Astana and Almaty, authorized body in the field of
education, the branch government bodies having in the maintaining the organization of education.

Testing is held by a computer testing method on the basis of the education organization determined
by department of education or authorized body in the field of education (for the republican subordinated
organizations of education), branch government bodies.

Responsibility for development, the contents and quality of test tasks, and also technical
maintenance, bears the National center of testing of the Ministry of Education and Science of the
Republic of Kazakhstan. The organization and carrying out testing are provided by rayon (city)
departments, education departments of oblasts, the cities of Astana and Almaty and the National center of
testing.

The pedagogical worker passing test, has to have at himself an identification document.
The number of test questions is 60:

1) knowledge of the legislation of the Republic of Kazakhstan - 20 questions;
2) fundamentals of pedagogics and psychology - 20 questions;
3) bases of subject knowledge - 20 questions.
The general time of testing is 120 minutes, except for the pedagogical workers tested on bases of subject
knowledge of mathematics, physics, chemistry for whom the general time of testing makes 135 minutes.

The result of testing is considered positive when result is not less than 70% of the correct answers on
bases of subject knowledge, 50% - on fundamentals of pedagogics and psychology, 50% - by the
legislation of the Republic of Kazakhstan.

If the pedagogical worker is certified for the position (qualification) containing in the name two and
more of specialty, when testing in the Bases of Subject Knowledge block performs tasks on one specialt
on the choice. The pedagogical worker who hasn't passed test for good reasons, provides the relevant
documents in a certification commission.

The good reasons are disability for a long time (no more than two months); being in a maternity
leave, to care the child; being in business trip abroad according to the specialty.

The pedagogical workers who were showing negative results of testing or being absent for good
reasons, pass repeated test in time no later than two months after the first testing. The certified worker,
which has shown negative result at repeated testing, isn't allowed to the second stage of certification.

In case the pedagogical worker didn't pass test in the designated terms for good reasons, including
because of disability according to the list of types of diseases at which the term of temporary disability
more than two months, established by the resolution of the government of the Republic of Kazakhstan of
December 4, 2007 No. 1171 the certification commission makes the decision on certification of this
pedagogical worker next academic year.

For those who are certified according to the schedule, certification consists in the system analysis of
work of the teacher, on the basis of enclosed materials and the results confirming its existence also in visit
with a lesson and events, held by the teacher during the certification period. It isn't necessary to pass test.

Completing of certification materials is carried out by a certification commission of the education
organization.

To certification commissions the following documents are provided for consideration:

1) the necessary documents for obligatory submission by all certified pedagogical workers:
   • the statement of the pedagogical worker on confirmation or assignment of qualification
category;
   • copy of the document, identifying personality;
   • the copy of diploma;
   • copy of the employment book;
   • the copy of the certificate of appropriated earlier qualification category, except
pedagogical employees of the organizations of the higher education;
• copies of documents on passing advanced training courses on the declared specialty;
• the copy of the document on passing courses on additional disciplines (for certified workers for these disciplines);
• Certification sheet in a form according to the annex 8 to current rules;

2) Materials for the activity analysis of teaching staff being certified in accordance with the qualification requirements:
• materials of teaching experience (lessons development, educational and methodical manual on a self-education subject);
• about participation in creative competitions, scientific conferences, seminars, roundtables, educational readings;
• about participation in experimental activities;
• about participation in the development, examination of teaching materials, training programs;
• about participation (managing) in the teaching unions, creative teams;
• about participation in organizational and educational activities;
• about the academic achievements of students and pupils, the winners of subject Olympiads, competitions, shows, competitions, games;
• materials about independent assessment of professional competence of teachers; feedbacks, results of the survey of students and pupils, parents;

The feedback of work is done and certified by direct head of the certified pedagogical worker.

The decision on a deviation of assignment or confirmation of qualification category to the pedagogical worker is made out by the separate protocol with justification about the statement (deviation) of the corresponding category.

On each pedagogical worker the certification commission takes out one of the following decisions: conforms to requirements of qualification category; doesn't conform to requirements of qualification category.

Qualification categories (positions) of pedagogical workers remain within 5 years in all territory of the Republic of Kazakhstan. The decision of the certification commission is made out by the protocol and the corresponding record in a certification sheet.

In case, if the results of certification for confirmation of category are decided to be "doesn't conform to requirements of qualification category" or "doesn't conform to position requirements", the qualification category (position) decreases on one level. In case of disagreement with the solution of a certification commission, the worker being certified can appeal it in a judicial order.

In case of expiration of qualification category of pedagogical workers who till retirement age still have less than 4 years, qualification categories remain available for them before a retirement age if the pedagogical worker intends to finish pedagogical activity from the date of approach of a retirement age, worker should write notifies to certifying commission.

With approach of a retirement age for the pedagogical worker the qualification category remains available, but no more, than for one academic year. After the specified term the pedagogical worker confirms available qualification category.

Compensation level according to the qualification category appropriated by results of certification to pedagogical workers is established since September 1 of academic year.

The order on assignment or confirmation of qualification categories to the certified pedagogical workers has to be published by certification commissions of all levels no later than July 1 of the next year and comes into force since September 1 of the next academic year. Production and certification about compliance to requirements of a position and assignment of category are made by the organization of education no later than August 31 of the next year.
Table 4A.6. Requirements to leadership positions in schools

<table>
<thead>
<tr>
<th>Job duties</th>
<th>Should know</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Principal of educational organization (primary, lower secondary and general secondary education)</strong></td>
<td></td>
</tr>
<tr>
<td>Manages operations of an educational organization in accordance with its Charter and other regulations. Organizes implementation of state compulsory standards of education together with pedagogical and methodological councils. Approves work plan, operational plans and programs. Ensures universal compulsory schooling of children in the assigned rayon in accordance with the universal schooling law. Organizes and improves scientific-and-methodological and material-and-technical base of the educational process. Organizes and improves methodological support to the educational process. Ensures development of modern information technology. Supports activities of teacher (pedagogical) organizations, methodological associations, children organizations. Forms the student population in accordance with the license for educational activities, and ensures social protection of students. Protects legal interests and rights (personal, property, housing, labor, etc.) of students, who are orphans or children without parental care, and takes measures to create conditions for them to maintain relations with relatives. Ensures conditions for maintenance and residence of students according to the established norms. Creates necessary conditions for safety and health of students and employees of the educational organization during the educational process. Organizes operations and control for provision of meals and health services to students in order to protect and improve their health. Manages property and funds of the educational organization with the limits established by the legislation and submits annual reports on receipt and spending of financial and materials assets of the owners.</td>
<td>Constitution of the Republic of Kazakhstan, laws of the Republic of Kazakhstan “On Education”, “On Languages in the Republic of Kazakhstan”, “On Child’s Rights in the Republic of Kazakhstan”, “On Anti-Corruption”, “On Marriage and Family”, “On State Disability, Survivor’s and Old-Age Social Benefits”, “On Special Social Services”, “On Social and Medical-and-Pedagogical Correctional Support to Children with Special Needs”, “On Prevention of Juvenile Delinquency, Child Neglect and Homelessness” and other regulation defining areas and prospects of development of education; foundations of pedagogy and psychology; state compulsory standards of education; achievements in pedagogical science and practice; foundations of management, financial-and-economic activities, labor legislation; labor protection rules and norms; safety rules; fire safety rules; sanitary rules and norms.</td>
</tr>
<tr>
<td>Ensures recording, preservation and replenishment of educational-and-material base in accordance with normative requirements, and is responsible for compliance with rules of internal labor policy, sanitary-and-hygiene regulation, labor protection and safety regulation.</td>
<td></td>
</tr>
<tr>
<td>Recruits and assigns teachers and non-teaching staff, approves the governance structure, staffing table and job descriptions of employees; creates conditions for their professional development. Leads the pedagogical council. Conducts attestation of employees in accordance with the established procedure. Nominate teachers and other employees of the educational organizations, who have particularly distinguished themselves at work, for awards and incentives and imposes punishment within his / her competence.</td>
<td></td>
</tr>
<tr>
<td>Maintains public relations and coordinates work with parents (individuals who replace them). Represents the educational organization in government and other organizations and ensure preparation and submission of required reports.</td>
<td></td>
</tr>
</tbody>
</table>

Requirements to qualification: higher pedagogical education and at least five years of pedagogical experience in educational organizations

| Deputy principal of educational organization for academic work (primary, lower secondary and general secondary education) | | 
| Ensures organization of the educational process and implementation of modern technology in the educational process. Organizes administration of current and final attestation, interim state control and testing of students. Control study load of students and composes timetable of classes and other types of learning activities. | | 
| Performs coordination for purpose of improving the educational process, subject-matter methodological associations and experimental work of the educational organization; organizes scientific-and-methodological and social-and-psychological support to the educational process. Analyzed and consolidates results of the experimental work. Consolidates and disseminates best teaching practices. Participates in recruitment and assignment of teachers. Organizes professional development and attestation of teachers. Plans activities on equipping of training laboratories and classrooms with modern equipment, visual aids and training hardware, and replenishment of methodological offices and libraries with educational, methodological and fiction literature. Ensures safety of equipment, devices, hardware and visual aids used in the educational process. Controls status of health services to students. | | 

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<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Develops a plan of implementation of subject-oriented study. Ensures program-and-methodological support to subject-oriented study with programs of applied and elective courses. Prepares final educational ranking of lower secondary school graduates as an objective basis for grouping in senior (subject-oriented) classes. Organizes and analyzes forecasting and planning of educational organization’s activities in subject-oriented study and implementation of above-mentioned programs. For purpose of professional development of teachers, coordinates activities of the teacher team on: consolidation and dissemination of best teaching practices; organization and trial of innovative technology; organization of operations of methodological associations of teachers; development of student diagnostics systems; forms and content of advisory assistance to students and parents within subject-oriented study. Ensures possibility of choosing educational programs of various levels, study under end-to-end educational plans within continuous education systems “school-university” and “school-college-university”; identification of aptitude to sciences; independent selection of subjects of various cycles for their advance learning for purpose of profiling of further education. Together with organizations of higher, technical and vocational education provides career guidance.</td>
<td>Ensures quality and timely preparation of required reporting documentation, its reliability and submission in accordance with the established procedure.</td>
</tr>
<tr>
<td>Requirements to qualification: higher pedagogical education and at least three years of pedagogical experience</td>
<td>Requirements to qualification: higher pedagogical education and at least three years of pedagogical experience</td>
</tr>
<tr>
<td>Ensures organization of the educational process, creation of a program of students’ education, and new approaches to their implementation. Analyses problems of the education process, results of the educational work, and status and potential opportunities in the educational work. Organizes current and future planning of the educational work. Plans and controls activities of senior counselors, after-school teachers, homeroom teachers and extended education teachers of physical education, wellness, and arts. Coordinates work on development of required methodological documentation on educational work, and organization and holding of cultural and educational activities; performs systematic control of quality of content and delivery of the educational process by teachers. Controls individual educational work with children with deviant behavior. Participates in recruitment and assignment of teachers; organizes professional development of teachers engaged in educational work. Coordinates interaction of representatives of administration, services and divisions of the educational institution supporting the educational process with representatives of the community, law enforcement bodies, parents and parent committee of the educational organization. Controls status of health services to students. Ensures safety of equipment, devices, hardware and visual aids used in the educational process. Ensures quality and timely preparation of required reporting documentation, its reliability and submission in accordance with the established procedure.</td>
<td>Ensures quality and timely preparation of required reporting documentation, its reliability and submission in accordance with the established procedure.</td>
</tr>
<tr>
<td>Requirements to qualification: higher pedagogical education and at least three years of pedagogical experience</td>
<td>Requirements to qualification: higher pedagogical education and at least three years of pedagogical experience</td>
</tr>
<tr>
<td>Carries out a set of activities on upbringing, education, development and social protection of person in the educational organization and at place of residence of students and children. Studies social and psychological personality characteristics of students and children, and their living conditions. Identifies interests and needs, issues and problems, conflicts, behavior deviations of students, and provides timely social assistance and support. Ensures social protection, property and non-property interests of under-age children. Coordinates and plans work of homeroom teachers and counselors related to social protection</td>
<td>Ensures quality and timely preparation of required reporting documentation, its reliability and submission in accordance with the established procedure.</td>
</tr>
</tbody>
</table>
of students. Ensures interaction with the parent committee and school board. Analyzes social and domestic conditions of students for purpose of providing them timely social assistance and support. Forecasts possible implications of social projects and programs.

Organizes implementation of activities of enhancing professional competences of homeroom teachers in the field of social protection of children. Controls provision of benefits and allowances to children from socially vulnerable families, orphans and children without parental care. Controls employment of graduates. Ensures and coordinates distribution of textbooks, hot meals for students, who are orphans or children without parental care.

Ensures quality and timely preparation of required reporting documentation, its reliability and submission in accordance with the established procedure.

| Age Social Benefits”, “On Special Social Services”, “On Social and Medical-and-Pedagogical Correctional Support to Children with Special Needs”, “On Prevention of Juvenile Delinquency, Child Neglect and Homelessness” and other regulation defining areas and prospects of development of education; foundations of pedagogy and psychology; state compulsory standards of education; pedagogy and pedagogical psychology; economic activities, labor legislation; labor protection rules and norms; achievements in pedagogical science and practice; foundations of economics, financial-and-economic activities; safety rules; fire safety rules; sanitary rules and norms. |
| Requirements to qualification: higher pedagogical education and at least three years of pedagogical or management experience in educational organizations |
### Appendix 5A

#### Table 5A.1 Teacher/student ratio, 2012-2013 academic years

<table>
<thead>
<tr>
<th>No.</th>
<th>Oblasts, cities</th>
<th>Teacher/student ratio 2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Akmola</td>
<td>7,4</td>
</tr>
<tr>
<td>2</td>
<td>Aktobe</td>
<td>7,0</td>
</tr>
<tr>
<td>3</td>
<td>Almaty</td>
<td>8,7</td>
</tr>
<tr>
<td>4</td>
<td>Atyrau</td>
<td>9,1</td>
</tr>
<tr>
<td>5</td>
<td>East Kazakhstan</td>
<td>8,0</td>
</tr>
<tr>
<td>6</td>
<td>Zhambyl</td>
<td>8,3</td>
</tr>
<tr>
<td>7</td>
<td>West Kazakhstan</td>
<td>7,4</td>
</tr>
<tr>
<td>8</td>
<td>Karaganda</td>
<td>8,9</td>
</tr>
<tr>
<td>9</td>
<td>Kostanai</td>
<td>7,6</td>
</tr>
<tr>
<td>10</td>
<td>Kyzylorda</td>
<td>6,9</td>
</tr>
<tr>
<td>11</td>
<td>Mangystau</td>
<td>11,7</td>
</tr>
<tr>
<td>12</td>
<td>Pavlodar</td>
<td>7,7</td>
</tr>
<tr>
<td>13</td>
<td>North Kazakhstan</td>
<td>5,5</td>
</tr>
<tr>
<td>14</td>
<td>South Kazakhstan</td>
<td>9,2</td>
</tr>
<tr>
<td>15</td>
<td>Astana city</td>
<td>14,9</td>
</tr>
<tr>
<td>16</td>
<td>Almaty city</td>
<td>12,4</td>
</tr>
</tbody>
</table>

*Source: IAC JSC based on data from MES RK*

[1] Also worth noting is another professional development opportunity for (a small number of) Kazakhstani teachers offered by Center for International Programs JSC within the Bolashak program. Beginning 2008, the program offers stipends for professional training and internships in the field of research and teaching with the duration of up to 12 months, but not less than 3 months.

In 2012, two more specializations were added to the list – medicine and engineering. Teachers who possess at least three-year work experience are entitled to participating in the program, and the average enrollment ratio is 50%. This program works with partner higher education institutions that help develop the courses included in the training program.

Training begins with an English course (for those teachers who need language preparation), followed by teacher training (for instance, innovative training methods, module training and English learning). Teachers are expected to return to Kazakhstan and teach for at least three years following completion of the program (a teacher who had taught in a rural area is expected to return in order to teach in the same rural area).

According to information provided by the Center for International Programs, by 2013 the number of stipends issued for professional training in research and teaching amounted to 697 people, out of which only in 2013, 78 stipends were assigned to teachers. Unfortunately, the issue regarding the long-term existence of this program is not clear, and there is no long-term planning after 2016.
Table 5A.2. Coefficients for calculating official salaries (rates) of civil servants (except for qualified workers)

<table>
<thead>
<tr>
<th>Job category according to the Register</th>
<th>Professional experience, years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Up to 1 year</td>
</tr>
<tr>
<td>G-1</td>
<td>4.29</td>
</tr>
<tr>
<td>G-3</td>
<td>3.72</td>
</tr>
<tr>
<td>G-4</td>
<td>3.41</td>
</tr>
<tr>
<td>G-5</td>
<td>3.17</td>
</tr>
<tr>
<td>G-6</td>
<td>2.98</td>
</tr>
<tr>
<td>G-7</td>
<td>2.80</td>
</tr>
<tr>
<td>G-8</td>
<td>2.64</td>
</tr>
<tr>
<td>G-9</td>
<td>2.40</td>
</tr>
<tr>
<td>G-10</td>
<td>2.20</td>
</tr>
<tr>
<td>G-11</td>
<td>2.02</td>
</tr>
<tr>
<td>G-12</td>
<td>1.88</td>
</tr>
<tr>
<td>G-13</td>
<td>1.68</td>
</tr>
<tr>
<td>G-14</td>
<td>1.43</td>
</tr>
</tbody>
</table>

Source: GD RK No.1400

Table 5A.3. Average monthly nominal wages of employees by economic activity as of 2013

<table>
<thead>
<tr>
<th>Economic Activity</th>
<th>Average Monthly Nominal Wages (KZT)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total in Republic of Kazakhstan</td>
<td>108 640</td>
</tr>
<tr>
<td>Agriculture, forestry and fishing</td>
<td>58 011</td>
</tr>
<tr>
<td>Industry</td>
<td>137 624</td>
</tr>
<tr>
<td>Mining and quarrying</td>
<td>207 810</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>113 468</td>
</tr>
<tr>
<td>Electricity, gas, steam and air conditioning</td>
<td>101 133</td>
</tr>
<tr>
<td>Water supply, sewerage system, control over the collection and distribution of waste</td>
<td>68 576</td>
</tr>
<tr>
<td>Construction</td>
<td>118 360</td>
</tr>
<tr>
<td>Wholesale and retail trade; repair of motor vehicles and motorcycles</td>
<td>103 012</td>
</tr>
<tr>
<td>Transportation and warehousing</td>
<td>141 211</td>
</tr>
<tr>
<td>Facilities for accommodation and meals</td>
<td>91 210</td>
</tr>
<tr>
<td>Information and communication</td>
<td>156 101</td>
</tr>
<tr>
<td>Financial and insurance activities</td>
<td>201 167</td>
</tr>
<tr>
<td>Real estate transactions</td>
<td>98 438</td>
</tr>
<tr>
<td>Professional, scientific and technical activities</td>
<td>209 436</td>
</tr>
<tr>
<td>Office administrative and support service activities</td>
<td>100 868</td>
</tr>
<tr>
<td>Public administration and defense; compulsory social security</td>
<td>103 344</td>
</tr>
<tr>
<td><strong>Education (all levels of education)</strong></td>
<td><strong>69 555</strong></td>
</tr>
<tr>
<td>Health and social services</td>
<td>80 796</td>
</tr>
<tr>
<td>Arts, entertainment and recreation</td>
<td>79 970</td>
</tr>
<tr>
<td>Other service activities</td>
<td>156 027</td>
</tr>
</tbody>
</table>

Source: Official site of Statistical Agency of RK
### Table 5A.4. Requirements for applicants to complete new generation courses

#### Third (base) level

<table>
<thead>
<tr>
<th>No.</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Higher teaching education, with at least 3-year teaching experience, vocational and technical (secondary vocational) education with at least 5-year teaching experience</td>
</tr>
<tr>
<td>2</td>
<td>Results of participation in professional competitions at a school, rayon (city) level</td>
</tr>
<tr>
<td>3</td>
<td>Results of winners, prize-winners of subject Olympiads, creative contests, scientific and sports competitions at a school, rayon (city) level (among the number of its participants)</td>
</tr>
<tr>
<td>4</td>
<td>Knowledge and application of innovative methods in the educational process</td>
</tr>
<tr>
<td>5</td>
<td>Dissemination of experience (publication, collections, recommendations, manuals, displayed material) in the course of preparing and conducting rayon (city) conferences, seminars and forums.</td>
</tr>
<tr>
<td>6</td>
<td>Possession of basic knowledge on information-communication technologies (hereinafter – ICT), MS Windows, MS Office, Internet, particularly E-mail.</td>
</tr>
</tbody>
</table>

#### Second (intermediate) level

<table>
<thead>
<tr>
<th>No.</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Higher teaching education, with at least 5-year teaching experience, vocational and technical (secondary vocational) education with at least 7-year teaching experience</td>
</tr>
<tr>
<td>2</td>
<td>Results of participation in professional competitions at a school, rayon (city) and oblast level</td>
</tr>
<tr>
<td>3</td>
<td>Results of winners, prize-winners of subject Olympiads, creative contests, scientific and sports competitions at a school, rayon (city) and oblast level (among the number of its participants)</td>
</tr>
<tr>
<td>4</td>
<td>Knowledge and application of innovative methods in the educational process</td>
</tr>
<tr>
<td>5</td>
<td>Development, or taking part in the development of training manuals and education programs</td>
</tr>
<tr>
<td>6</td>
<td>Dissemination of experience (publication, collections, recommendations, manuals, displayed material) in the course of preparing and conducting oblast (national) conferences, seminars and forums.</td>
</tr>
<tr>
<td>7</td>
<td>Possession of knowledge on ICT, MS Windows, MS Office, E-mail, Internet services.</td>
</tr>
</tbody>
</table>

#### First (advanced) level

<table>
<thead>
<tr>
<th>No.</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Higher teaching education, with at least 7-year teaching experience, vocational and technical (secondary vocational) education with at least 9-year teaching experience</td>
</tr>
<tr>
<td>2</td>
<td>Results of participation in professional competitions at a school, rayon (city), oblast, national (international) level</td>
</tr>
<tr>
<td>3</td>
<td>Persons who educated winners, prize-winners of subject Olympiads, creative contests, scientific and sports competitions at a rayon (city), oblast, national (international) level</td>
</tr>
<tr>
<td>4</td>
<td>Use of innovative methods and teaching technologies in the educational process</td>
</tr>
<tr>
<td>5</td>
<td>Development, or taking part in the development of training manuals and education programs</td>
</tr>
<tr>
<td>6</td>
<td>Publications in teaching journals, periodicals</td>
</tr>
<tr>
<td>7</td>
<td>Dissemination of experience (publication, collections, recommendations, manuals, displayed material) in the course of preparing and conducting national (international) conferences, seminars and forums.</td>
</tr>
<tr>
<td>8</td>
<td>Conducting training seminars and training programs at a rayon, oblast (city), international level, and is a mentor for young educational workers</td>
</tr>
<tr>
<td>9</td>
<td>Possession of knowledge on ICT, MS Office, E-mail, Internet services at an advanced-user level. Possession of a sufficiently high level of functional literacy in ICT, reasonable use of ICT in education activities to address professional, social and personal objectives</td>
</tr>
</tbody>
</table>

[2] According to Order No.338 of RK Minister of education and science as of July 13, 2009 “On approval of Standard qualification characteristics of the positions held by educational workers and equivalent persons”, the main tasks of an educational organization’s administration are as follow:
1. Managing an educational organization’s activity according to its Charter and other regulatory legal acts.
2. Implementation of state compulsory educational standards in conjunction with teaching and methodological councils.
3. Approval of a work plan, working schedules and programs.
4. Providing general compulsory education for children on a fixed area in accordance with the law of universal education.
5. Organizing and improving the scientific-methodological and logistical base of the educational process.
6. Organizing and improving methodical support of the educational process.
7. Formation of the student and pupil body according to a license to conduct educational activities provides social protection of students and pupils.
8. Protection of students’ legal rights and interests (personal, property, housing, employment and other) among orphaned children and children left without parental care, takes measures to establish conditions for them to maintain family relationships.
9. Creating necessary conditions for the life and health safety of students (pupils) and an education organization staff in the course of an educational process.
10. Organizing work and control over provision of food and medical service to students for the purpose of protecting and strengthening their health.
11. Carrying out the selection and placement of educational workers and support personnel, approval of the management structure, staffing schedule and employee job descriptions, creating conditions for their professional skill development. Conduction of employee attestation in an established order.
12. Organizing perspective forecasting and current planning of the educational organization activity.
13. Coordinating the work of teachers in the execution of state secondary general education standards, general education curricula and programs, as well as developing the necessary training, educational, and instructional documentation.
14. Monitoring the quality of the educational process and objectivity of knowledge assessment results within the framework of state secondary general education standards.
15. Developing a plan for the implementation of the student profile training system. Providing program and methodical support for profile training with applied and elective course curricula.
Table 5A.5. Provision of interactive classrooms in day schools of general secondary education in 2012-2013 academic year (excl. special correction organizations)

<table>
<thead>
<tr>
<th>No.</th>
<th>Oblasts (regions), cities</th>
<th>Total schools with interactive classrooms</th>
<th>including</th>
<th>out of which</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>urban</td>
<td>rural</td>
</tr>
<tr>
<td>1</td>
<td>Akmola</td>
<td>269</td>
<td>82</td>
<td>187</td>
</tr>
<tr>
<td>2</td>
<td>Aktobe</td>
<td>182</td>
<td>75</td>
<td>107</td>
</tr>
<tr>
<td>3</td>
<td>Almaty</td>
<td>327</td>
<td>91</td>
<td>236</td>
</tr>
<tr>
<td>4</td>
<td>Atyrau</td>
<td>64</td>
<td>38</td>
<td>26</td>
</tr>
<tr>
<td>5</td>
<td>East Kazakhstan</td>
<td>456</td>
<td>141</td>
<td>315</td>
</tr>
<tr>
<td>6</td>
<td>Zhambyl</td>
<td>154</td>
<td>83</td>
<td>71</td>
</tr>
<tr>
<td>7</td>
<td>West Kazakhstan</td>
<td>141</td>
<td>56</td>
<td>85</td>
</tr>
<tr>
<td>8</td>
<td>Karaganda</td>
<td>331</td>
<td>203</td>
<td>128</td>
</tr>
<tr>
<td>9</td>
<td>Kostanai</td>
<td>307</td>
<td>80</td>
<td>227</td>
</tr>
<tr>
<td>10</td>
<td>Kyzylorda</td>
<td>253</td>
<td>56</td>
<td>197</td>
</tr>
<tr>
<td>11</td>
<td>Mangystau</td>
<td>114</td>
<td>52</td>
<td>62</td>
</tr>
<tr>
<td>12</td>
<td>Pavlodar</td>
<td>369</td>
<td>83</td>
<td>286</td>
</tr>
<tr>
<td>13</td>
<td>North Kazakhstan</td>
<td>257</td>
<td>52</td>
<td>205</td>
</tr>
<tr>
<td>14</td>
<td>South Kazakhstan</td>
<td>484</td>
<td>144</td>
<td>340</td>
</tr>
<tr>
<td>15</td>
<td>Astana city</td>
<td>70</td>
<td>70</td>
<td>0</td>
</tr>
<tr>
<td>16</td>
<td>Almaty city</td>
<td>180</td>
<td>180</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Republican boarding schools</td>
<td>7</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>NIS</td>
<td>7</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Bobek gymnasium school</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>schools at HEIs</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>3974</td>
<td>1502</td>
<td>2472</td>
</tr>
</tbody>
</table>

Source: MESRK"Key indicators of preschool and secondary education for 2012-2013 academic year", Astana 2012

[3] The inspection functions (quality assessment of education organizational activities) are imposed upon the Committee on Control in Education and Science of the Republic of Kazakhstan according to the Regulations on “The Committee on Control in Education and Science of MES RK” State Enterprise (Order No.289-к of MESRK Executive Secretary as of October 27, 2011):

- Implementation of unified state policy in the field of education. The Committee issues licenses for the provision of educational services, carries out state attestation of educational organizations, supervises the execution of RK legislation and regulations in the field of education, imposes administrative penalties for violations, develops and approves the Audit plan for educational organizations, keeps records of inspected entities, coordinates and supervises the activities of territorial bodies, renders methodical support to territorial bodies, apostles education bodies’ official documents, recognizes and nostrifies documents on education (RK GD No.1270 as of 24.12.2007 Regulations on state attestation of educational organizations, RK GD No.645 as of 08.06.2011 Regulations on attestation of entities carrying out research and/or research and technical activities, RK GD No.635 as of June 19, 2013 “On approval of Regulations on state attestation of educational organizations”, MESRK Order No.8 as of 10.01.2008 Regulations on recognition and nostrification of documents on education, RK Law as of 30.12.1999 No.11- II “On the accession of Kazakhstan to the Convention abolishing the requirement to legalize foreign official documents”).

- State control and improving the quality of education service provision through external evaluation. This activity carried out by the Committee is to organize and conduct the unified national testing, external evaluation of educational achievements and conduct educational monitoring through the external evaluation of education quality (MESRK Order No.506 as of 05.12.2011 Regulations on conducting the unified national testing, MESRK Order No.459 as of 03.10.2012 On conducting the external evaluation of educational achievements at RK higher education organizations in 2012 (in 2013), MESRK Order No.151 as of 06.04.2012 The Procedure on conducting EEEA at RK educational organizations).

- State control and improving the quality of research staff training. For this purpose, the Standard regulation was developed on the dissertation council (the standard regulation on the dissertation
council is approved by MESRK Order No.126 as of March 31, 2011), as well as the order of awarding academic degrees and academic titles (Regulations on awarding academic degrees – Annex 1 to MESRK Order No.127 as of March 31, 2011; Regulations on awarding academic titles – Annex 1 to MESRK Order No.128 as of March 31, 2011).
Appendix 6A

[1] The actual content of the training courses for teachers and leaders of educational organizations of the Republic of Kazakhstan

Professional development level courses for pedagogical workers of the Republic of Kazakhstan

In accordance with the agreement between Autonomous Education Organization (AEO) “Nazarbayev Intellectual Schools” and Cambridge International Examinations Council, the Center of excellence of AEO” Nazarbayev intellectual schools "(hereinafter referred to as the Centre), together with the Faculty of education, University of Cambridge designed and implemented level programs for advanced training of teachers in the Republic of Kazakhstan (hereinafter referred to as the Level programs).

Aims of the 3- level programs are defined as:
1. Providing teachers the knowledge and practical commitment in the process of learning, which support development of students’ independent learning skills, self-control, becoming active citizens and experts competent in the field of information technology, able to engage in a constructive dialogue with various audiences, and succeed in the modern world.
2. Meet the educational needs of pedagogical workers in gaining additional knowledge and skills; promote readiness of teachers to the continuous professional development in a rapidly changing world.
3. Training of teachers, with a fairly high level of theoretical and practical skills to teaching and mentoring their colleagues to improve their practice.
4. Training of teachers to the organization, management and operation in the professional community of teachers, in order to facilitate their professional development.
5. Implementation of support in innovative processes in education, which ensures effectiveness of methodical work.

Program consists of 3 levels.

Levels of the program:
1. Third (basic) level
2. Second (main) level
3. First (advanced) level

Tasks of level program

<table>
<thead>
<tr>
<th>Third (basic) level</th>
<th>Second (main) level</th>
<th>First (advanced) level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Development of conceptual understanding of theoretical foundations of Program in the context of seven modules.</td>
<td>1. Development of conceptual understanding of second level program in the context of its seven modules.</td>
<td>1. Development of conceptual understanding of theoretical foundations of first level Program in the context of seven modules.</td>
</tr>
<tr>
<td>2. Ensuring successful practical implementation of conceptual foundations of Program in Kazakhstani educational conditions and demonstration of formed skills by teachers:</td>
<td>2. Ensuring successful practical implementation of key ideas of the second level by its integrating them into the tasks of Kazakhstan education system and also well-formedness of teachers skills:</td>
<td>2. Ensuring successful practical implementation of key ideas of the first level program in conditions of Kazakhstan and confirmation of formation of his/her skills:</td>
</tr>
<tr>
<td>• reflexive thinking in accordance with the key ideas of the program;</td>
<td>• reflexive thinking about principal basics of the second level program;</td>
<td>• reflective thinking in the context of key ideas of the first level of Progra:</td>
</tr>
<tr>
<td>• planning of teaching process;</td>
<td>• planning and implementing Action research;</td>
<td>• planning and implementation of the approach Action research, Lesson study in a scale of school:</td>
</tr>
<tr>
<td>• planning and practical implementation of series of sequential lessons that integrate themes of seven modules;</td>
<td>• implementation process of coaching and mentoring in order to govern the learning of teachers team;</td>
<td>• implementing of the coaching process in the school:</td>
</tr>
<tr>
<td>• engaging students in the learning process;</td>
<td>• implementation of monitoring</td>
<td>• assist school coach in terms of a process mentoring;</td>
</tr>
<tr>
<td>• effective system of student</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Thematic content of the 3-Level program is based on the constructivist theory of learning and meta-subjected approach.

**Seven modules of Level program:**
- 1. New approaches in teaching and learning (Metacognition, dialogue learning, learning how to learn)
- 2. Teaching critical thinking
- 3. Assessment for learning and teaching (formative and summative evaluation)
- 4. Use of ICT in teaching and learning
- 5. Education of talented and gifted children.
- 6. Teaching and learning in accordance with the age characteristics of students
- 7. Management and leadership in teaching

**Mode of operation and amount of hours**
Practical implementation of 3-level program is carried out in three stages:
- the first stage in classroom – «Face to face», acquaintance with the key ideas of the program,
- the second stage – «Practice in school», practical tasks in the school with asynchronous support of a coach,
- the third stage in classroom - «Face to face», deep understanding of acquired knowledge and reflection of the teacher.

Key approach to teacher’s professional development at all levels is to conduct research and implement changes in practice.

<table>
<thead>
<tr>
<th>Teacher training</th>
<th>Third (basic) level</th>
<th>Second (main) level</th>
<th>First (advanced) level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training «Face to face» - 4 weeks (160h.)</td>
<td>Training «Face to face» - 4 weeks (160h.)</td>
<td>Training «Face to face» - 5 weeks (200 h.)</td>
<td></td>
</tr>
<tr>
<td>Practice in school - 4 weeks (96 h.)</td>
<td>Practice in school - 5 weeks (120h.)</td>
<td>Practice in school - 6 weeks (144h.)</td>
<td></td>
</tr>
<tr>
<td>Training «Face to face» - 4 weeks (160h.)</td>
<td>Training «Face to face» - 4 weeks (160 h.)</td>
<td>Training «Face to face» - 3 weeks (120 h.)</td>
<td></td>
</tr>
<tr>
<td><strong>total: 416 hours</strong></td>
<td><strong>total: 440 hours</strong></td>
<td><strong>total: 464 hours</strong></td>
<td></td>
</tr>
</tbody>
</table>

Teachers, attending courses are provided with teaching materials in three languages (Kazakh, Russian, English), which include:
- 1) Program;
- 2) Pre-course tasks;
- 3) Guidance for a coach;
- 4) Guidance for a teacher;
- 5) Tasks to carry during the practice in school;
- 6) Structured daily distributing educational material (for the period of training in classroom), which can be found on educational portal www.cpm.kz.
Professional development program for the administration of educational organizations of the Republic of Kazakhstan

In order to ensure continuity in the work of certified teachers and administration the Centre signed an agreement with the Cambridge International Examinations Council, under which was developed Professional development program for the administration of educational organizations of the Republic of Kazakhstan (hereinafter - the Program for School leaders).

**Aim:** professional development of school leaders of the Republic of Kazakhstan on the basis of the world's best pedagogical approaches and educational practice.

**Tasks:**
- develop an understanding of the role and mission of the modern school leader, personal and professional self-improvement, support of teachers’ professional development;
- the school leaders should have formed key competencies in the field of leadership and governance, strategic planning, management and forecasting;
- to teach school leader the skills, techniques, forms and approaches to improve their own activities and the activities of teachers and students;
- Form practical skills to establish professional and social partnership, collaboration with parents and the community, creating community network.

The main priorities in training school leaders in the Program for School Leaders:
1. Self-development management;
2. School development;
3. Social and professional partnership.

**Key competencies** acquired within the framework of Program for School Leaders.

<table>
<thead>
<tr>
<th>Priorities</th>
<th>Key competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Self-development of school leaders</strong></td>
<td><strong>Strategic leadership</strong></td>
</tr>
<tr>
<td></td>
<td>Understand the role and mission of the modern school principle: -personal-activity principals and values; -moral imperatives; -social capital.</td>
</tr>
<tr>
<td></td>
<td>To form skills of personal and professional development: - knowledge of pedagogical innovation; -knowledge and understanding of the content of teachers’ level programs, developed in conjunction with the Center of Excellence and University of Cambridge; -knowledge and understanding of the importance and necessity of strategic planning.</td>
</tr>
<tr>
<td></td>
<td>Understand the factors affecting: -culture of the whole school; -stable and positive relationships between teachers; -stable and positive relationships between students.</td>
</tr>
<tr>
<td></td>
<td>Understand the importance and management of skills to create a culture of continuous professional development. Personnel management skills and support of teachers professional development to improve learning outcomes of Forecasting skills in trends, the number of staff and students.</td>
</tr>
<tr>
<td></td>
<td>Well-formedness of personal ideals and beliefs. Skills of accessibility to updated data in management planning of personal professional development. Skills of critical self-analysis and review of school development planning. Skills of introspection. Strategic planning skills, school self-evaluation (internal evaluation) and school development planning.</td>
</tr>
<tr>
<td></td>
<td>Forecasting skills in development trend and context planning.</td>
</tr>
<tr>
<td>School development</td>
<td>Interdependence between learning outcomes, education of students and the quality of teaching. Understand and master technology high expectations planning. Understand the relationship between a positive work environment and personal and professional well-being. Understand and master methods of data collection, interpretation and use of aggregate data about the school. Master methods of data integration system.</td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Social and professional partnership</td>
<td>Understand the importance of working with parents and the local community. Understand the main purpose of interaction with parents and the local community. Understand the main purpose of the network of schools. Understand the main purpose of the school leaders’ professional community.</td>
</tr>
</tbody>
</table>

**Mode of operation and the amount of training**

Training is constructed in the following logical sequence:
1. Overview of ideas on a theoretical stage with the performance of pre-course tasks.
2. Acquisition and understanding of the key ideas of skills in the framework of Program during the classroom training.
3. Implementation of knowledge and skills acquired during the stages of practice in school.

**School leaders training**

1. Training "Face to face ", where in the process of group work participants get acquainted with the key ideas of the Program - 4 weeks (160 hours)
2. Stage 1 practices in the school intend doing practical tasks in the real conditions of school with asynchronous support of coach - 4 weeks (80 hours)
3. Training "Face to face " aims to deepen and complement the knowledge gained, reflection and evaluation of school leaders’ activity- 4 weeks (160 hours)
4. Stage 2 practice in the school intend doing practical tasks in the real conditions of school with the direct support of coach (240 hours)

**Total: 640 hours**

Course participants are provided with educational complex, which comprises:
1. Professional development program for the administration of educational organizations of the Republic of Kazakhstan
2. Pre-course tasks.
5. Assignments during practice in the school for the school principal.
6. Handouts.
All training materials are available on the educational portal www.cpm.kz. Center on a systematic basis after the course supports leaders who have been trained under the Program for School Leaders.

[2] Financial Control Inspectorate performs control and implementation functions in the area of internal financial control, public procurement, audit activities, accounting, and financial reporting. Main functions of the Inspectorate include the following:

1) Control compliance of the use of funds from the national and local budgets with the laws of RK;
2) Control reliability and accuracy of accounting and reporting maintained by the entities subject to monitored;
3) Control compliance of the internal control services with the public financial control standards;
4) Submit claims to the court to ensure compensation of the amounts revealed in the course of monitoring to the budget and on invalidation of the operational public procurement contracts signed in violation of the public procurement laws of RK;
5) Interact with the public financial control authorities and law enforcement agencies in relation to compliance with the public procurement and budgetary legislation of RK;
6) Control compliance with the public procurement laws of RK, including audits related to compliance with the laws on public procurement and Kazakhstan content in public procurement;
7) Compile reports, review cases on administrative offences and impose administrative penalties in the area of public procurement, accounting and financial reporting, audit activities, budgetary legislation of RK in accordance with the procedure established by the laws of RK on administrative offences;
8) Exercise public control in the area of accounting and financial reporting;
9) Exercise public control in the area of audit activities and activities of professional audit organizations (official internet resource of Kostanay Oblast Akimat).

[3] According to these Rules, to ensure competitiveness of Kazakhstan’s education and achievement of high ratings, participants of the competitions are selected by the competition commission based on the following criteria:

1) Introducing ICT in education (effective use of contemporary education technologies; the number of students per 1 computer; Internet connection; availability of subject classrooms of the new modification);
2) Providing access to high-quality education (proportion of the graduates who received secondary education certificate with a gold medal (Altyn Belgi); proportion of the graduates who received secondary education certificate with distinction; share of children covered by supplementary education);
3) Staffing of the educational process (taking advanced training and retraining courses for teachers once every 5 years; proportion of teachers who teach mathematical and natural sciences in English; proportion of teachers who took advanced training courses on use of ICT; changes in proportion of young professionals who joined the educational organization during the current year; proportion of teachers with the highest and first qualification grades; proportion of teachers who participated in rayon (city), oblast, national and international conferences, seminars, forums, exhibitions, shows, teachers’ readings, as well as in experimental, research and applied activities, scientific projects (programs), expert reviews of academic publications; having copyright textbooks, programs, scientific research, publications, introducing best teaching experience);
4) Providing educational organizations with physical infrastructure and equipment (efficient and effective financing; sound and proportionate distribution of funds);
5) Creating conditions for maintaining students’ health, for occupational safety and health of participants of the educational process (enrollment of students to sports clubs at educational organizations; provision of students from low-income families with free high-vitamin hot meals; dynamics of incidence of diseases among students; compliance of the learning environment with public health regulations; availability of full-time positions for school inspectors, psychologists and social counselors);
6) Creating conditions for professional and personal self-actualization of teachers and school leaders (availability of information and methodological space at educational organizations; provision of teachers with ICT facilities);
7) Creating conditions for inclusive education (proportion of children with special needs covered by inclusive education in the total number of students of an educational organization);
8) High ratings related to students’ achievements for the last three years, special characteristics of the educational organization’s mission (changes in proportion of students that successfully mastered the general education programs);

9) Managing education quality (making management decisions based on the results of education monitoring of the students and parents needs; effective activities of the Board of Trustees of educational organizations);

10) Results of external and internal assessment of education quality (results of the external assessment of academic achievements; proportion of students who have won oblast, national and international contests and scientific competitions among school students);

11) International cooperation (number of agreements with international organizations; proportion of students and teachers that participated in international projects).