

Summary report: EFA MDA preparation in Kazakhstan

Status of the EFA Coordination **Статус координации ОДВ**

- **New Coordinator was identified**
- **Membership of the Thematic Working Group (TWG) had been renewed. TWG runs the plan approved by the Coordinator.**
- **The EFA Weeks have been carried out regularly.**
- **The EFA Resource Center under Republican in-Service Teachers Training Institute was created as a working body of the EFA National Forum**
- **The EFA NAP has been under processing**
- **Regional reports on implementation of the EFA goals have been scheduled**
- **Within the EFA NAP implementation, studies of some challenges including life skills development, HIV/AIDS prevention, gender equality in education, ECCE, etc. are carried out**

EFA MDA Implementation. What has been done

- The working group consisting of representatives of the RK Ministry of Education and Science, Ministry of Labor and Social Protection, the RK Agency for Statistics, NGOs, scientists and, instructors was created.**
- The working plan of the report preparation was developed and approved;**
- First meeting of the group was held, the report preparation approaches were discussed, responsibilities were allocated.**
- Report was outlined and primarily discussed;**
- Necessary information, analytical and statistic materials were gathered in. Provisions for some sections of the report were developed;**
- Consensus of the Report content understanding and vision of was achieved. The RK Ministry of Education and Science and National EFA Coordinator has been providing coordination of the activity.**

Challenges

Lack of statistics concerning some aspects and also its dynamics embarrasses the analysis of the EFA goals implementation. Particularly in :

- **Formal education. There is no classification by social-economic indicators.**
- **Non-formal education. There is almost no information, especially about additional vocational education.**
- **There is a problem in GER/NER calculation by regions, urban and rural areas.**
- **There are some MICS, MLA indicators and also indicators of the 1999 census of population.**

Un-reached Groups

- Children with disabilities.
- Orphans (particularly after getting basic education) .
- Oralmen's children
- Deviant children
- Children of preschool age

National Educational System

- Law on Education (1999)
- More than 100 governmental regulations (2000-2006)
- Approved State Education Standards
- Structure of educational system
- Financing increases (4 times in comparison with 2000).

Early Childhood Care and Education (ECCE)

- Low enrolment, especially disadvantaged and poor children
- Insufficient network of pre-primary schools
- Regional, urban/rural pre-primary schools provision disparity
- Low social status of pre-primary school teachers
- Residual financing
- Coordinator: a pre-primary school expert of the Ministry of Education and Science. Analysts: “Primary Childhood”, the Republican Center, NGOs, academicians.
- Statistician: experts from educational departments

General Basic Education

- Personnel
- Underfinancing
- Insufficient access for children with disabilities
- Availability and quality of training materials
- Material resources
- Social status of a teacher
- Provision of education in the state language.
- Coordinator: Expert from the Ministry of Education and Science.
Analysts: Center for Quality Assessment, Republican in-Service Teachers Training Institute, Kazakh Academy of Education, the “EFA in Kazakhstan” Association, other NGOs, scientists and experts
- Statisticians: Experts from the RK Agency for Statistics, experts from educational departments .

Life Skills (LS)

Conceptual challenges

- Insufficiently considered issue, failure to include LS in the curriculum, no materials on its theory and methodology in accessible languages;
- Complexity and comprehensiveness of the problem (it should not be limited by one group of skills, and a separate part of a curriculum can not be changes);
- Lack of adequate system of the LS assessment;

Personnel problems

- Low motivation and insufficient education level of teachers in teaching LS;
- Low LS training technologies;

Limited access to the LS programs for disadvantaged children, children with special needs, orphans, children and people from the back country districts.

Life skills

- Absence of strategy and policy allowing for the necessity of LS development;
- Disparity of needs in LS development, educational standards and existed practice; alienation of most acting educational programs from the real situation;
- Poor financial, material & technical, information and scientific & methodologic bases for developing LS in students;
- Teachers have not been trained to implement efficient educational technologies aimed at students self-dependence;
- Insufficient participation of civil society, parents and employers to strengthen practical orientation of education;
- Lack of partnership between public sector and non-governmental sector of education, the cross-sectoral barriers;
- Impact of outdated practice of developing skills and gaining knowledge;
- Lack of hands-on and methodical experience in teaching LS

Life Skills

- Coordinator: Expert from the Ministry of Education and Science. Analysts: Center for Quality Assessment, Republican in-Service Teachers Training Institute, Kazakh Academy of Education, the “EFA in Kazakhstan” Association, other NGOs, scientists and experts
- Statisticians: Experts from the RK Agency for Statistics, experts from educational departments

.

Gender

- Ethnic and cultural traditions
- Feminization of the Education System
- Not enough developed scientific-methodological base

Quality

- Fact-based education, time deficiency for self-education.
- Inefficient use of methods focused on developing perceptual skills and competence.
- Dated equipment and facilities, underfinancing.
- Lack of personnel, outdated methods, personnel aging, feminization of the personnel, predomination of the “past experience”, teacher’s social status.
- Insufficient development of the basic education quality assessment and monitoring;
- Inefficient mechanism of parents and students involvement in schooling as well as in assessment of school outputs;
- Training of teachers goes off the practice.
- Poor scientific-pedagogical base;
- Retraining and advanced training courses do not meet demands of teachers;
- Coordinator: Expert from the Ministry of Education and Science. Analysts: Center for Quality Assessment, Republican in-Service Teachers Training Institute, Kazakh Academy of Education, the “EFA in Kazakhstan” Association, other NGOs, scientists and experts
- Statisticians: Experts from the RK Agency for Statistics, experts from educational departments .

Education Provision Challenges

- Low enrolment level, especially of disadvantaged children Insufficient network of pre-primary schools. Regional, urban/rural pre-primary schools disparity;
- Insufficient access to preschool education and basic education for children with disabilities;
- Dated equipment and facilities, underfinancing;
- Fact-based education, time deficiency for self-education. Inefficient use of methods focused on developing life (perceptual in particular) skills and competence.
- Lack of personnel, outdated methods, personnel aging, feminization of the personnel, predomination of the “ past experience”, teacher’s social status, no succession between secondary education and teachers training.
- Insufficient assessment and monitoring of basic education, pre-school education and LS development quality;
- Inefficient mechanism of parents and students involvement in assessing education institutions outputs;
- Provision of training materials especially in state language and their quality.
- Limited access of disadvantaged children to higher education;
- Transfer to a 12-grade secondary education system.