

EFA NATIONAL ACTION PLAN OF THE REPUBLIC OF KAZAKHSTAN

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Education is a major priority and a key factor determining the development of the Republic of Kazakhstan.

With the Republic gaining independence we've got the opportunity to organize our life independently, to determine our future. The country links its greatest hopes with the generation of Kazakhstani people that have grown up during the first decade of independence and have been educated on the values of open and democratic society. A contemporary young citizen of Kazakhstan must be well educated and open to world innovations.

Today very important changes take place in education, favorable conditions are created for the effective development of national education model that ensures wide access to quality education at all the levels and stages of education.

Dakar Framework for Action states that education empowers an individual, makes it possible for him to think, to make a choice and to ensure himself a worthy life.

It is based on this approach that the National Action Plan of the Republic of Kazakhstan on Education for All has been developed and this is a proof of the fact that Kazakhstan is committed to achieving goals and objectives formulated by the Dakar Education Forum.

I believe that complex nature of activities will allow maximum of coordination of governmental and non-governmental bodies and organizations, public associations and representatives of international organizations in the Republic in achieving six goals of global movement for education for all.

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1.INTRODUCTION

It is well known that a nation is able to integrate into the world community only through its potential and take a worthy place in it. That is why today when the progress becomes more and more dependent on society's intellectual potential education is becoming one of the leading forces of the future.

New political, social and economic conditions have created in Kazakhstan potentially new situation in the education. Educational reform that has been going on since the mid of 90s of the XXth century is linked to a number of measures aimed at radical change of its institutional-economic, legal, structural and content components. Objective factors that determine the idea and direction of innovations in education are:

- formation of the Republic of Kazakhstan as an independent country;
- introduction of market relations into economy;
- development of different forms of ownership;
- integration of national education into the global educational system.

After Kazakhstan has declared its independence it became a member of UN family, as well as that of many other international economic and cultural organizations thus manifesting its firm intention to become a full-fledged member of the international community.

It was in 1999 that Kazakhstan for the first time got actively involved into the preparation of the National report "Education for All - 2000". The Report has been reviewed by the experts of the Forum Secretariat within UNESCO headquarters and has got the most positive feedback. It was later presented at the regional Asia-Pacific EFA conference, which took place in January 2000 in Bangkok (Thailand) and at the World Education Forum in April 2000 in Dakar (Senegal).

The key Forum initiators were five agencies that have sponsored the event:

- UNDP,
- UNESCO,
- UNFPA
- UNICEF
- World Bank.

Among the Forum participants there were representatives from 182 countries, including Kazakhstan. At the final plenary meeting this World Education Forum has adopted the Framework for Action, in line with which participating governments have committed themselves to achieve EFA goals and objectives in relation to each person and each society. They viewed Dakar Framework for Action (DFA) **as collective commitment to undertake actions and that is why specified mechanisms necessary to coordinate global EFA movement at the national, regional and international levels.**

In principal the content of collective commitment is based on **six specific goals**, related to EFA implementation in each of the countries that have joined DFA documents. These goals are as follows:

1. Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.
2. Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality.
3. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes.
4. Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.

5. Eliminating gender disparities in primary and secondary education by 2005; and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.
6. Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

As it has been pointed out in DFA the achievement of this goal requires a wide approach, which goes far beyond the system of formal education. Special attention should be given to the areas that are of concern in many countries, including such areas as of early childhood education, health care of school pupils, HIV/AIDS control and prevention, education of girls and women, improvement in levels of adult literacy and education in crisis and emergency situations.

EFA goals, strategy and objectives determine major DFA target groups:

- Early childhood, especially for the most vulnerable and disadvantaged ones;
- All school - age children, especially girls, vulnerable and ethnic minority children;
- Youth and adults, especially women.

In line with DFA all the countries are supposed to develop integrated **national EFA Action plans** by 2002 at the latest that will reflect specific actions aimed at achievement of those aspects of aforementioned goals that are considered to be the most pertinent for specific countries. The document suggests that **national forums should be initiated** and **organizational mechanisms should be developed** to promote, evaluate the achievements and problems in the implementation of general global programme Education for All.

The fact that Kazakhstan has signed DFA determined the necessity to develop integrated National EFA Plans of Action until the year 2015.

DFA makes the focus on integration of DFA plan into the general national plan in the field of education, which in its turn fits into the national development strategy framework and into the poverty reduction programme. In Kazakhstan this is the State Programme "Education" based on the "Development Strategy of Kazakhstan till the year 2030" and the related Programme on poverty alleviation and other social-economic plans and programmes. Integration of EFA plans into the ongoing processes of education system reform may become an additional impulse for social transformations and improvement and in this way contribute to reaching the goals of "synergy of efforts on human resources development" in the country.

When developing the plan that would meet specific conditions of the country and fit specific framework of its educational strategy and policy it is recommended to take into account several general directions of this work, including:

- Determination of priorities in financing basic education until EFA is not completely ensured and established;
- Determination of the role of international organizations and international community on the whole;
- Resolution of specific problems related to people deprived of access to education within the framework of clear plans and strategy;
- Provision of obvious support of this plan on behalf of political and country leaders.

The structure of this plan is based on consistent coverage of goals and objectives of this document, on the policy of its implementation (including analytical review, description of its major directions and measures for 2002-2015, mechanisms of this Plan implementation and financial sources), the list of mid-term (2002-2005) activities on DFA goals implementation.

When developing the National Action Plan legal and regulatory documents of the Republic of Kazakhstan in the field of education, labour and population employment have been used as well as information provided by the National Statistics Agency of the Republic of Kazakhstan. Basically documents that have determined the content of the Plan are as follows:

- Dakar Framework for Action. Education for All: Meeting our collective commitments. UNESCO, 2000
- World Education Forum. Final Report. Dakar. Senegal, April 26-28, 2000. UNESCO, 2000.
- Education for All. Preparation of National Plans of Action. Guidelines. UNESCO, 2000.
- The Law of the Republic of Kazakhstan “On Education”, June 7, 1999.
- Strategy of Education Development in Kazakhstan until 2030, Almaty 1997.
- State Programme “Education”. Almaty, 2000.
- “On Further Measures to Implement Kazakhstan Development Strategy until 2030”. The Ordinance of the President of the Republic of Kazakhstan of December 4, 2001, № 735. Section “Strategy of Education Reform”
- Programme of Poverty Alleviation and Unemployment Control for 2000-2002. Decree of the Government of the Republic of Kazakhstan of June 3, 2000, № 833
- State Poverty Alleviation Programme for 2003-2005,
- National Action Plan aimed to improve the position of women in the Republic of Kazakhstan of July 19, 1999, № 999
- Programme of drug addiction and drug trafficking control in the Republic of Kazakhstan for 2002-2003. Decree of the Government of the Republic of Kazakhstan of July 8, 2002-2003, № 736.
- Programme “Aul Mektebi” for 2003-2005. Decree of the Government of the Republic of Kazakhstan of February 4, 2003, № 128.
- Country Report “Education for All – 2000”. Astana, 2000.
- Education for All: from idea to practice. Almaty, 2002.



2. GOALS AND OBJECTIVES OF THE NATIONAL ACTION PLAN

In line with DFA there has been analyzed the degree of pertinence of each of the six EFA goals for the system of education of the Republic of Kazakhstan; national priorities, goals and interim objectives; terms have been identified within the framework of already existent or new national plans in education sector.

As it follows from the content of the aforementioned strategic documents, the most important priority for the Republic of Kazakhstan is the **resolution of a problem related to the expansion of access to education, especially to pre-school educational programmes and to vocational education. Equally important is the development of rural school, improvement of education quality, perfection of management and financing systems.** In this connection there have been identified the following key goals and objectives of the present Action Plan:

Goals:

- to create sustainable conditions for the effective development of the national model of educational system, to ensure wide access to quality education at all the levels and stages;
- to ensure achievement of six goals, determined by DFA.

Objectives:

1. to expand access for the early childhood to pre-school educational programmes, full coverage of five (six) –year old children by pre-school education;
2. full coverage of school age children by mandatory secondary education
3. development and implementation of gender sensitive educational programmes that ensure gender equity and access to basic education for the children, adolescents and young people from marginal population groups;
4. To improve the socialization system of children orphans, children without parental care, disabled children and children with developmental problems;
5. Development and adoption of a set of measures aimed at bringing up the quality of education outcomes; orientation of state standards, curricula and programmes at all the levels at changing requirements of society and an individual;
6. Expansion of the network and development of primary, secondary and post-diploma vocational (including additional) educational organizations; improvement of legal basis of additional informal education as an integral part of continuous education;
7. Renovation of methodological system aimed to develop students' independent activity, socially important qualities and creative ability;
8. Reinforcement of staff potential of educational institutions, ensuring stability of pedagogical staff in rural area; bringing up the level of pedagogical staff training and retraining, especially in small rural schools; bring up social status of teachers;
9. Reinforcement of technical and material basis of pre-schools, schools and boarding type institutions and in the first place that of rural and small schools;
10. Financing increase and improvement of effectiveness of education system management;
11. Striking up social partnership between real sector, civil society and education, reinforcement of practical orientation of education at all the levels;
12. Taking effective measures on protecting mental and physical health of drug and substance abused children, young people and adult population.

Key precondition of these tasks implementation is the productive cooperation of educational bodies and organizations, social sphere, financial, civil society and international organizations.

3. STRATEGY FOR THE PERIOD TILL 2015

3.1. Overview of the current situation

More than 10 years have passed since the time Kazakhstan got its independence and now it is building democratic legal state, open civil society, that will ensure human rights and freedoms, cultural renewal of society, its integration into the world community and educational space.

In 1990s, regardless difficult **economic and social conditions** there has been achieved macroeconomic stabilization in Kazakhstan, inflation has gone down and in 1996 the first signs of real GDP growth by 0,5% became obvious. In 1997 this trend was reinforced – GDP growth rate made up 1,7% and in 2000 it reached 9,6%. The last three years witnessed positive changes practically in all the economy spheres – industry, transport and communication, trade and agriculture.

Difficult economic conditions at the beginning and in the middle of 90s entailed aggravation of problems in social sphere. Real population pecuniary gains in 1991 – 1996 have decreased by five. Formally registered unemployment level made up 4,1% in 1996. The number of registered unemployed is 25 times higher than the need in labour force registered in the country employment centres. In 1999 due to relative stabilization of economic processes per capita population income in Kazakhstan increased on average by 1,2. At present this indicator is gradually growing.

During a short historical period Kazakhstan has managed to implement considerable system transformations, including targeted national policy and reforms in the social sphere, including education sphere.

Among socially oriented programmes approved of in recent years that completely comply with respective EFA goals mention should be made of Poverty Alleviation Programme for 2000-2002, State Poverty Alleviation Programme for 2003-2005, National Action Plan on the Improvement of Women's Position in the Republic of Kazakhstan and Drug Addiction and Drug Trafficking Control in the Republic of Kazakhstan

Analytical sections of this documents include facts that call for urgent effective measures to improve the position of children, women and girls, their education, to protect mental and physical health of young people and adults that are endangered by drug addiction.

Children in difficult circumstances, orphans and juvenile delinquents are in need of special attention and support. Creating conditions necessary for these children to get education is one of the key tasks of the National Action Plan as well.

Only education issues do not determine the problems with women's position in Kazakhstan. To a great extent they are determined by difficult social and economic situation in the country. On the whole, judging by the statistics, women in Kazakhstan are better educated than men. The coverage of women by education at all the levels (from 6 to 24 years of age) makes up 81,1%, and that of males – 79,0%. The proportion of female specialists with higher and secondary special education is notably larger than males. However, despite this advantage the number of unemployed women is also much higher than the number of unemployed men (62 % out of the general number of unemployed). Women with tertiary and secondary vocational education after 45 years experience considerable difficulties in getting jobs. As a rule female labour is limited to sectors with low wages. Average salary of women made up 61,5% of that of men in 2000. Obviously **considerable part of women is in need of retraining and development of life skills, including the entrepreneurial skills.**

There is legislation providing for equity of boys and girls in terms of access to services in education, health and other life spheres. No negative cultural traditions in relation to girls are practices by any ethnic groups. However some gender problems do

exist in southern regions of the Republic, including refugee settlements, where not all the girls are able to complete school.

One of the factors that has a negative impact upon social situation in the Republic of Kazakhstan in recent years is a considerable increase in the number of drug addicts and substance abusers among adults, young people and children. According to data provided by the General Prosecutor Office of the Republic of Kazakhstan as of January 2001 there were registered 38320 drug addicts, out of them 1938 are adolescents. In a year the number of drug addicts increased to make up 45505, out of which 1927 are adolescents. This number includes 1131 students and 228 children under 15. The number of drug addict women as of the beginning of 2002 made up 4420 people. One of the planned measures to develop social drug immunity is publication of special literature and introduction of children, adolescents and young people oriented educational programmes.

Thus, in all the aforementioned programmes education is considered to be the most important and effective means of social adaptation of people, improvement of their economic, professional and personal development. Such a conclusion is consistent with the results of research in the field of human capital development. They demonstrate that education and training has both direct and indirect impact upon economic growth of the country on the whole and hence, on the improvement of social sphere. Similar conclusions are in the basis of Dakar Framework for Action and in the International Programme "Life-Long Learning".

Education for All – is one of the basic political principles of the Republic of Kazakhstan. National educational policy has been based on two interrelated issues ever since the day of gaining independence. On the one hand it provides for preservation of all the positive experience that has been accumulated in education before and on the other hand – adaptation of educational system to new political and social-economic situation in the country, insuring its qualitative transformation in market economy situation.

To that end in recent years there has been developed legislative and regulatory basis, which is subject to constant updating. An example of that is the adoption of a new Law of the Republic of Kazakhstan "On Education". To ensure its implementation four Edicts of the President of the Republic of Kazakhstan, about 100 regulations of the Government of the Republic of Kazakhstan have passed. The Ministry of Education and Science has devised a set of normative - legal, regulatory and methodological documents that regulate the activity of educational institutions. State Programme "Education" for 2000-2005 has been passed and is being implemented. It is for the first time that all the aspects of integral continuous education are considered in it as a complex, when all the levels, starting with pre-school education and training and ending with higher and post-graduate vocational education are covered. Special attention is given to upbringing the level of educational services in rural area.

Regional Programmes of educational sector development until the year 2005 have been passed and to ensure their implementation local education authorities are doing certain work aimed at the improvement of a network of schools, at updating the content of education, reinforcement of material and methodological basis, at improvement of forms and methods of educational bodies, at supporting children from poor families and etc.

The general goal of educational reforms in Kazakhstan is adaptation of educational system to new social and economic environment. Major transformation objectives are aimed at ensuring equal access to education for all the citizens, free education within the State standards, diversity in terms of forms, types of ownership, activity direction, continuity of all the levels of education, democracy in management system, independence of education from political and ideological influence.

Wide scale initiatives implemented in the course of ten years have covered all the sectors of education and their outcomes are quite different. Different teams of reformers have contributed their own approaches to this process and today it is possible to point out

the most important achievements as well as the problems that are yet to be resolved. Given the compliance of these achievements with "Education for All" goals the current situation in this sphere could be characterized by the following factor.

The country system of education in 2001/2002 academic year included: 1167 pre-schools, 8408 day, 48 evening general, 312 vocational schools and lyceums, 314 colleges, 169 higher schools, 597 out-of-school institutions of additional education.

Complementary education. Likewise in the rest of the world the new educational model gives much importance to pre-school education and training. It is well known that difficult economic situation in Kazakhstan in 90s had the most negative impact upon the network of pre-schools. More than 82% of kindergartens have been closed down. The number of children that able to get full value pre-school education and development on the whole in the Republic has decreased to the level of 1961. Only 20% of children are enrolled to schools with adequate basic education, and this fact has created considerable difficulties for the first grade students and their teachers.

Beginning with 1998 -1999 as a result of special measures some positive changes are becoming more and more obvious: the process of closing down pre-schools is being stopped, instead the ones that have been closed down before are being reopened. Nurseries are becoming real basic form of pre-school education and training, an effective model of the first stage of continuous education and early specialization of children. Right now 146,4 thousand children or 15% of the total number of pre-school age children are covered by pre-school education.

At present a priority approach is to cover all pre-school age children (5-6 years) with mandatory and free pre-school training. To resolve the problem more than 12 thousand one-year pre-school classes and groups have been organized in schools and nurseries. According to the formal statistics more than 50% of the first grade students in 2000/2001 academic year were well prepared for the school in comparison with 20% in 1999. Presently 82% of the future first grade students are going through the pre-school programme.

Introduction of the subject "Pedagogy and Methods of pre-school Education" and "Classifier of Higher Education Specialties" was an important step undertaken in 2000. In this way training higher education specialists on pre-school subjects has been restored.

In recent years there have been developed 19 educational-methodological kits, including 82 subjects in the national and Russian languages. In 2003/2004 academic year more than 220 thousand of pre-school students will be provided with the first generation of special text-books.

International organizations make a considerable contribution into the development of innovative training and educational programmes for this age children, to the qualification updating of primary school teachers and kindergarten educators, to training students of pedagogic specialties. These organizations include UNESCO, UNICEF, and Educational Centre "Step by step", instituted by the Soros Foundation in Kazakhstan.

Among pre-school education **problems** that need to be urgently addressed are the following facts:

- The prevailing majority of children from poor and large families do not have access to kindergartens and in rural area the coverage of children with pre-school education makes up only 2,7%. In 43 rural areas of the Republic nurseries are closed down;
- More than 600 thousand children from 3 to 7 years old belong to the families that are unable to provide essential education and development of their children, especially in the rural area;
- The majority of children with disabilities are still outside correction-developmental programmes (only 24% of such children attend specialized pre-schools). They are

urgently in need of systematic correctional medical-psychological and pedagogical help on the part of specialists, and their parents need counseling on issues of raising a “problematic” child in a family;

- Application of financing mode based on the principle “what is left” to pre-schools excludes the possibility of not only further network expansion but endangers the existence of current functioning organizations.

Resolution of these and many other problems on expansion and improvement of measures on early childhood care and development, on their education, especially socially vulnerable children will be achieved in the process of the National Action Plan implementation, which gives very much importance to this issue.

General secondary education. In Kazakhstan there is a certain system to cover all the school age children with education. About 3 million 100 thousand children are covered by all types of general schools of all forms of education and ownership. Practically speaking every fifth citizen in our country goes to school.

There are 103 special correctional educational establishments in Kazakhstan with 22,8 thousand students having some developmental disabilities in them. About 4 thousand children unable to attend school due to some health problem get education at home according to special programmes.

The last three years are characterized by gradual expansion of secondary general education. Only in the course of 2001 there have been opened 107 general schools, 4 orphanages, 10 youth houses, 41 boarding schools in the premises of rural schools and there have been built 6 children family type villages. The number of secondary schools is increasing, including those with the Kazakh language of instruction.

During the last five years the specific weight of small schools within the total number of schools has gone up by 6,7%. Their largest number is to be found in North Kazakhstan (632 or 83,7% out of the total number of schools), Akmola (531 and 73,7%), Kostanai (542 and 71,6%), Pavlodar (321 and 68,4%) and West Kazakhstan (339 and 66,3%) oblasts.

Instruction languages in schools are based on the requirements of ethnic population. There are 3677 schools with the Kazakh, 2403 – Russian, 82 – Uzbek, 13 – Uigur, 3 – Tajik and one school with the Ukrainian instruction languages. In places with the concentration of different ethnic minority groups education is provided in 14 languages.

At present in secondary general education special attention is given to quality assurance: development and publication of textbooks and training-methodological materials are based on the new State standards. These Standards provide for the expansion of curriculum variable part, introduction of profile education in the upper secondary school (10-11 grades), for the possibility of new school courses introduction (such as, for example, “Applied Economics”, “On Civic Consciousness”, “Your Rights”, “Valeology” and etc.). In 2001-2002 education of the 1-5-grade students was done on the bases of new textbooks in the Kazakh, Russian and Uigur languages and in grades 1-4 in the Uzbek language as well. For the first time in the past ten years textbooks for children with developmental disabilities were published.

Since 1997 the State Programme of the President of the Republic of Kazakhstan on secondary education computerization has been under implementation in this system. By the 10th anniversary of Kazakhstan’s independence all the general schools have been equipped with different modification computer classes. Alongside with this the process of stage-by-stage school connection to Internet has been going on. Within the framework of the cross-sector programme “Internet to schools” 1130 schools have been connected to this network as of the beginning of 2002/2003 academic year and out of this number 300 schools are rural ones.

Measures are taken to organize distant learning, which will allow improving the knowledge quality of students, especially of those in small rural schools. Electronic versions of 11 textbooks on geometry, physics, biology, history of Kazakhstan, Kazakh language and other subjects have been developed and are now being tried in experimental schools of the Republic. In 2001/2002 academic year the Ministry of Education and Science of the Republic together with the UNESCO Institute on informational technologies in Almaty started pilot project "Distant Learning for the Rural Schools of the Republic of Kazakhstan".

In the process of secondary general education reforming not all the **problems** caused by the transition period complexities have been resolved. Inadequate budget allocations for school education determined the decrease in its access. In the course of 2001 due to the dramatic decrease and the absence of student cohort 75 schools have been closed down. In 2002 in the republic there were 492 settlements with no school in place though school age population there amounted to 13,7 thousand children.

At present more than 30 thousand rural students are transported to schools while many others have to cover long distances from home to school and back every day, which has a negative impact upon their health, education and attendance level and is risky for their life.

The network of boarding houses that is currently available does not meet the demands of children in them: 56% of pre-school boarding houses have non-standard facilities, 62% of them do not have their own dining-rooms or canteens, 61% - have no water supply system, 69% - sewerage system, 46% - a bathhouse or a shower, 39% - laundry.

The number of mixed classes that include basic and upper secondary or senior grades is growing. As of the beginning of 2001/2002 academic year there were 2134 mixed classes at the basic level and 65 at the senior level.

The expansion of the network is achieved mainly at the expense of opening new schools in the readjusted facilities. Out of all the schools opened up in 2001 only 21 are newly built. There is a great need in schools in the cities. Only in Astana they lack 15640 seats. On the whole in the Republic 25,3 thousand children in 124 schools have their classes as the third shift. The majority of such schools are to be found in South-Kazakhstan oblast (50 schools, 7,7 thousand students). There is a trend to increase the number of three-shift schools: in 1999 - 90, in 2000 - 120, in 2001 -124 such type of schools. Such a crowded school environment has a negative impact not only upon the quality of educational process, students' knowledge quality, but in the first place upon their health.

So, the issue of construction of new modern school facilities is an urgent one. More than 150 school buildings in the Republic are in alarming shape, 1568 – are in need of capital repair, 43% are located in inadequately adjusted premises.

In recent years the number of children with disabilities has need growing. Right now children in need of special (correctional) education make up 86 thousand people. Available network of special correctional institutions meets the demand only by 30%. Necessary schools are in place only in Almaty and Karaganda oblast. At present more than 56 thousand children with developmental disabilities have to attend general schools without access to professional help.

Only in 11 oblasts of the Republic there are boarding schools for TB contact and TB infected people that are able to provide rehabilitation and treatment only to 4,2% of those in need of them.

No adequate help is provided to children from large and poor families out of Education (Vseobutch) Fund because in a number of oblasts not all the necessary budget money is allocated. In 2001 only 95% of the planed budget money was allocated.

Ensuring education for all is becoming problematic due to the growing number of refugees.

The problem of knowledge quality upbringing for school graduates is still urgent. 30% of university entrants in the Republic in 2001 demonstrated results of complex test below the threshold level.

At present there are three times less **out-of-school organizations** than in 1991. Only 8,1% of children out of the total number are covered by the current out-of-school organizations. Dramatic decrease of the network and student coverage is due to the fact that these organizations have been recognized as entities having self-sustainable status. Lack of organized leisure for adolescents, increase of compromised families as a rule end up in an increase of delinquency and criminality rates.

Primary, secondary, higher vocational and complementary education. More than 791 thousand young people get working qualification or specialty in primary, secondary and higher vocational schools.

Analysis of vocational schools (lyceums) activity shows that since 1991 and up to 2001 their number in the public sector has decreased from 446 to 275 or by 38,4%. At the same time market relations development resulted in creation of a new system of non-public or private schools. For the first time in 1996 there opened up 9 private vocational schools, and in 2001 their number amounted to 37.

This network shrinking resulted in the decrease of enrollment rate as well as that of the general number of vocational schools (lyceums). If in 1991 there were 203,1 thousand of vocational school students then in 2001 their number made up only 88,1 thousand people. Actually the number of students has decreased during these years by 56,7%.

Today working professions within the labour market demand account for three thirds. Not highly qualified workers and specialists (with vocational skills, some key and entrepreneurial skills) and also unemployed specialists with tertiary education prevail on the supply side.

Market relations development determines specific conditions, that is why in some regions of the Republic a targeted work is done to open up new vocational schools and to change training profiles, to focus on priority specialties.

It should be recognized that neither the Law "On Education", nor the Law "On Social Partnership" proved to be able to adequately expand cooperation between enterprises and vocational schools. The excess of labour force supply over the demand decreased to the critical minimum the motivation of entrepreneurs and managers of public companies in training labour force.

Issues of school graduates employment do not get adequate attention in the regions of the Republic. One of the major reasons of that is the lack of legislative mechanisms that would ensure school graduates employment. Besides that there is no mechanism to monitor, predict and regulate national labour market demand for the coming years.

In conditions of decreased financing and elimination of the system of base enterprises that would support vocational training and employment of graduates the overall material and technical supply of vocational schools (lyceums) in the Republic is getting worse, the quality of engineering-pedagogical staff is getting down and education and practical training problems are becoming more pertinent.

Presently in line with the State Programme "Education" primary and secondary vocational education is identified as one of the governmental policy priorities. The system of vocational education is in the process of transition to new educational content, to bringing up the quality of training qualified specialists.

In 2000 the Regulation of the Government of the Republic of Kazakhstan "On Measures of Further Development of Primary and Secondary Vocational Education" was passed, which provides for specific measures on stabilization, sustaining and development of this education sector, its staff and material and technical potential.

Computerization programme of primary and secondary vocational education has

been passed and beginning with 2002 educational organizations started developing textbooks on special subjects for colleges and vocational schools. According to the Programme it is provided that in 2002-2005 there will be developed 850 different title textbooks and 2550 title training methodological materials, as well as electronic textbooks – 311 titles for the total sum of 735 mln. 200 thousand Tenge.

To ensure Constitutional rights of the citizen of the Republic of Kazakhstan for such education that would meet global requirements and also to prevent arbitrariness in the implementation of the state educational policy in Kazakhstan state mandatory standards of secondary vocational education will be introduced in Kazakhstan in a stage-by-stage way.

Negative trend to transfer financing from the oblast budget to city and district budgets will result in further curtailing the volume of state orders for vocational education and staff training.

The decrease of the number of highly qualified teachers and practical training instructors (changing jobs due to low qualification and delays in salary payment, migration and etc.) and that of state order for training this type of specialists have determined deterioration of the quality structure of pedagogic staff, which has a negative impact upon the knowledge quality of trainees.

The most radical reforms have been implemented in **higher education sphere**. Practically all the basic characteristics of this sector, including: institutional structure, patterns of ownership, financing principles, specialty range in line with which staff training is done, have gone through considerable transformations. Beginning with 1999 state order is placed with higher schools for training specialists under state educational grants and loans and new system of student cohort formation on the basis of complex testing is introduced.

The number of private higher schools and students on the whole has considerably increased in recent years. Right now they make up 234 private higher schools and colleges (out of the general number 463), 180 thousand different types of students (total number – more than 560 thousand) and about 13 thousand teachers and associates. However tertiary education is not affordable to all that are willing to get education due to a very high cost.

Experience of many countries shows that **complementary education** is a considerable reserve and a possibility for youth and adults population to get education. It is here that the task of socialization and professional and psychological adaptation of people to new conditions take place. In Kazakhstan complementary education is provided in all the out-of-school organizations (children palaces, centres, complexes, studios for children and youth creative activity, art schools, sport and health improving schools and centres and etc.), in public associations, non-governmental organizations, training courses, retraining and qualification advancement courses, tutoring with private teacher, hands-on training, training in youth organizations, trade unions, political parties and etc. As of the beginning of 2000 the number of out-of-school organizations in Kazakhstan made up about 600.

Unfortunately, in the presence of such wide possibilities they are still inaccessible for the rural population and population in remote regions, which results in the fact that a large number of young people and adults have no access to educational services and as a result they become socially isolated.

Civil society

One of the main EFA strategies is to ensure motivation and participation of civil society in the formation, implementation and monitoring of education development strategies. In 1996 the Law “On Public Associations” was passed, which created legal conditions for the third sector development. So far, according to the formal statistics, 3,5 thousand non-governmental organizations are registered in Kazakhstan. As a rule their

activity is targeted at the development of social projects. The assessment made by the Confederation of Non-Governmental organizations of RK shows that only one third of them are really functioning ones, while less than one third are sustainable and consistently developing. The most active organizations are functioning in such areas like human rights, ecology, women's non-governmental organizations (NGO), education, culture and protection of invalid's rights. The majority of them are located in Almaty and in some other large cities. A considerable number of factors (inadequate taxation system, lack of culture of NGO support in society and a system support on the part of the Government) harness the process of their full-fledged development and limit their already existent capacity. The majority of NGO depend on foreign donors and their financial support. That is why NGO participation in the implementation of EFA tasks is a problem that needs to be analyzed and resolved.

3.2. Major strategic directions and measures to implement them

Long-term development of Kazakhstan formulated in the programme political document "Strategy of Kazakhstan Development -2030" (1997), determined political framework of the reform in education sector. The documents that have come later "Strategic Plan of the Development of the Republic of Kazakhstan until 2010 (section "Education Reform Strategy)", the Law "On Education" and the State Programme "Education" have created a new situation for the preparation and carrying out reforms, having focused them on the following **long-term priorities**:

- Creation of conditions for effective development of the national educational model ensuring wide access to quality education at all the levels and stages
- Brining up education quality, creating a system of its monitoring and evaluation. Development and introduction of the state general educational standards at all the levels and ensuring their conceptual-methodological support based on the principle of continuity.
- Computerization of education system
- Updating rural and small schools
- Improvement of education management and financing systems

To achieve these fundamental goals a system of priorities and practical tasks has been determined for each of the educational levels.

As it follows from goals and objectives of the National Action Plan it provides for the implementation of not only the aforementioned priority directions but also for the resolution of those problems that are included into the DFA but not adequately reflected in strategic documents mentioned before. Thus, **statements related to social and gender sensitive educational aspects, are included; attention is reinforced to issues of pre-school education of children in compromised families, to children refugees, orphans, waifs, disabled, those forced to work, juvenile delinquents and etc. Measures are stipulated to promote healthy life style, to protect mental and physical health of young people and adults from HIV/AIDS epidemic, from drug and substance abuse through education.**

3.2.1. Measures to improve early childhood care and education and especially socially vulnerable ones

As it has already been pointed out this stage development is one of the key directions of the EFA implementation. In line with the pre-school education development strategy its main **mid-term priorities** (up to 2005) are as follows:

- Increase of the coverage of pre-school age children by different educational programmes;

- Ensuring mandatory and free training for pre-school five (six)-year children; succession and continuity of pre-school and primary education.
The goals of the second (2005 –2010) and third (2010 – 2015) stages are:
- To ensure access for all the pre-school age children, including socially vulnerable ones, to different pre-school educational programmes;
- To further develop pre-school educational system that will meet the needs of children, families, society and new school in Kazakhstan.

Based on the DFA statements mid-term priorities will include two more directions:

- Expansion and improvement of complex measures on caring socially vulnerable children through interaction of different sector bodies – education, social protection, finance, civil society and international organizations;
- Training parents, teachers, educators and other people that deal with children effective methods of childcare and education.

First stage objectives (up to 2005.):

- Stabilization and expansion of pre-school network;
- Creation of conceptual and legislative preconditions for legal-regulatory education and training, including early childhood development in the family environment;
- Creation of conditions in pre-schools necessary to meet basic demands of a child, including health, nutrition and hygiene as well as cognitive and sexual development;
- Provision of new, economically feasible pre-school forms of education, especially for socially vulnerable children and those from rural area; expansion of the possibilities to care of children in a family environment; opening up modern boarding schools of all types and kinds;
- Introduction of mandatory and free pre-school training for five-six-year olds, presumably in the premises of pre-schools; development and testing state standards, the first generation of textbooks and training-methodological materials for pre-schools;
- Support to the programmes of early age children development and health care, including socially vulnerable ones, to programmes aimed to perfect moral-sexual education of girls, to instill them healthy life style;
- To improve ways of detection of children with special needs and to improve their care and development; to develop new provisions of state mandatory standard and programmes of special pre-school development and training children with disabilities;
- To take into account international experience in application of indicators that characterize early childhood care and development;
- To establish partnership relations between the Government, NGO and community in ensuring quality care of children, especially vulnerable ones;
- To teach parents, educators and other caretakers more effective ways of child care, education and upbringing; to introduce some issues of complex programmes of early childhood development and care as well as teaching parents skills of care and development into the curricula of higher schools and teacher qualification upgrading institute;
- Development of educational programmes for the families on healthy life promotion;
- Staffing pre-schools with psychologists, valeologists, physical culture and swimming instructors, social teachers, coordinators of work with the families and other sociologists;
- Expansion of public capital investments into construction, reconstruction and capital repair of school facilities, equipment and supplies for educational and health-improving processes of kindergartens;

- Ensuring effective state support to the development of non-governmental sector of pre-school education through the transfer of empty pre-school buildings to them on leasing basis;
- Priority financing of kindergartens, orphanages, specialized correction pre-schools with the aim to cover children with disabilities and developmental problems;
- Introduction of a new mechanism into budget financing based on the calculation of expenditures per a pre-school student.

Objectives of the **second** and the **third** stages will be determined after the analysis of the monitoring outcomes as to the achievement of previous stage objectives.

3.2.2. Measures to ensure that by 2015 all the children, especially in difficult circumstances, have access to and complete free and compulsory primary of good quality.

State Programme “Education” identified constitutional rights for education and bringing up education quality as major **goals** of secondary general education development. Special attention is given to education updating in rural area. **Priority** measures in achieving these goals are linked with such objectives as:

- coverage of all school-age children with education;
- implementation of state mandatory general educational standards;
- bringing up education quality in schools by way of updating educational content and methods, introduction of objective criteria and approaches to the evaluation of students’ knowledge and teachers’ performance;
- undertaking measures on health care of students and teachers;
- development and stage - like introduction of effective model of small rural school;
- management perfection and etc.

Long-term developmental goals of this level include such things as further education democratization, improvement of planning and financing procedures, material and technical basis, training-methodological and staffing systems and bringing up education quality.

EFA goals require **additional measures** targeted at:

- reinforcement of interaction between different education bodies, social sector and civil society to ensure comprehensive coverage with mandatory free secondary education with the focus on better detection and education of children, especially girls, with special needs;
- development of preventive education through education programmes facilitating healthy life style, protecting adolescents from drug and substance abuse.

Mid-term goals:

- to ensure full coverage of pre-school age children with mandatory general secondary education; ensure access to quality education and bringing up that quality;
- development of a mechanism of reliable registration of school-age children that do not attend school; to ensure wide community involvement into the process of identification of school-age children not covered by education and returning them to school, especially girls;
- To ensure conditions for equal access to education for children refugees and repatriates (oralmans);
- To ensure at home education for children with physical disabilities, introduction of distant learning for children not having possibility to attend normal or specialized school;

- To expand the network of additional education institutions or different types of boarding schools;
- To improve the performance of rural schools, to ensure the effectiveness of small rural school management, to ensure their sustainable development;
- To ensure the development of private schools;
- To reinforce staff potential of secondary schools, to ensure sustainability of pedagogical staff in rural area, to bring up the level of training and retraining pedagogical staff for rural , schools, including the small ones;
- To improve the system of socialization of children orphans, children without parental care, those with disabilities, to provide for raising these children in a family environment;
- To set up a cross-sector institute of social workers for them to work with the families raising disabled children and those with deviant behavior;
- To reinforce the system of social protection of students and teachers, to provide free meals to students from poor families;
- To reinforce material and technical basis of general, boarding, rural and small schools in the first place;
- To create conditions necessary to implement in schools and other educational institutions educational programmes for children and parents related to HIV/AIDS, STI, drug and substances abuse;
- To train teachers of all types of schools and all levels and advance their qualification in terms of healthy life style, gender issues and valeology teaching;
- To update methodological system oriented at development of students' independent cognitive activity, spiritual-moral qualities, creative abilities, social and life skills;
- To create a system able to identify the results of implementation of state mandatory secondary education standards;
- To develop and introduce textbooks and complex training-methodological materials of new generation for 7-9th grades of general schools, stage-like introduction of new edition of textbooks for 3-5th grades by 2005.
- To identify the ways and to create scientific-methodological basis to pass over to 12-year education;
- To improve ecological education in schools and other educational establishments.

3.2.3, 3.2.4. Measures to ensure equitable access:

- **for all young people and adults to appropriate learning and life skills programmes;**
- **for all adults, especially for women, to basic and continuing education* .**

Implementation of these measures is quite possible through all the levels and all types of vocational schools, including its formal and informal (on-site training, training in special centres, at the courses, other structures) sectors. This system development is one of the priorities of the country strategy till 2010. In line with the National programmes on poverty alleviation and “Education” further vocational education reforming is to go along the following **priority directions**:

- increase of the network of vocational schools and colleges; ensuring accessibility of primary and secondary vocational education in rural area;
- improvement of vocational training and retraining of unemployed people;

* Section. 3.2.4. Does not include individual measures on brining up literacy rate of adults as of the year 2015 by 50%, as it is provided by the EFA goals. In Kazakhstan literacy rate of 15-24 population age group in 1999 made up 99,871%, including males – 99,848% and females – 99,895%

- computerization;
- development of the national standards of primary and secondary vocational education;
- increase of social support to teachers.

In some of the EFA goal the focus is made on the necessity to resolve problems of expansion and diversification of educational system for adults and that of continuing education, including it into the key issues of the national strategy in the field of education and poverty alleviation. Special importance is given to preventive education, introduction of training methods developed by non-governmental organizations and having practical implication that provides for the involvement of all the stakeholders and linking illiteracy elimination among young people and adults with individual capacity building and local developmental process. That is why priority direction of the Action Plan as to this section will include policy development and support to formal and informal education of young people and adults that will contribute to better quality of life of an individual, local community and society on the whole.

Mid-term objectives:

- development of a legislative basis, concept and policy that determine the role and place of formal and informal vocational education and training (VET) in the process of society reforming in Kazakhstan; adoption of the Law “On Vocational Education and Training in the Republic of Kazakhstan”;
- setting up a system of social partnership for the sake of wide and equal access of young people and adults, especially women, to programmes of vocational education and to acquiring life skills;
- orientation of training programmes and technologies of both formal and informal vocational education at development of new social and life skills as well as at new professions;
- development and implementation of special programmes for disabled people;
- support to regional training centres and centres for social and psychological adaptation for both young people and adults, especially for women, as well as for the population from the regions with depressive economy and those from rural area;
- organization of vocational-technical courses in small towns in compliance with the labour market demand;
- revision of primary and secondary VET profiles in order to match them with the national and regional labour markets;
- restoration and renovation of training-methodological base of VET; development of a new set (about 4 thousand titles) of textbooks and training-methodological materials for special subjects, including those in electronic format;
- VET participation in training and retraining unemployed people those specialties that are in demand at the labour market as well as the basics of entrepreneurship and starting one’s own business;
- Development of a system of qualification updating and continuing us education on a new basis, reinforcement of interaction of private and public sectors in the process of continuous education and qualification updating;
- Brining up the level of VET technical equipment taking into account current and future industrial development;
- increase of enrolment for engineering and technical specialties;
- informational technology development within the structure of formal and informal VE, computer literacy and other modern auxiliary subjects;
- gradual reorientation of the majority of young people and adults that are in need of retraining to master working professions and get high qualification;

- upgrading the system of VET standards, taking into account economic reality of Kazakhstan and international experience;
- involvement of large companies, enterprises, employer associations into reestablishment of a network of vocational schools, training centres engaged in training workers and mid-level specialists;
- introduction of a system of benefits within formal and informal vocational education for young people and adults with low income, especially for women;
- upgrading and development of a system of career-guidance activity;
- introduction of modern module training system, with the possibility of its adaptation to distant learning conditions.

3.2.5. Measures to:

- ***eliminate gender disparities in primary and secondary education by 2005;***
- ***ensure girls' full and equal access to and achievement in basic education of good quality; achieve gender equality in education by 2015;***

Given that in Kazakhstan there is no discrimination in the implementation of the right for education by sex (as it has been mentioned in the introduction, there are some cases of gender disparity in providing education for girls from Middle Asia refugee families), this problem is not considered as a separate issue and is addressed together with other measures aimed at ensuring equal access to education. This issue is one of the main in the “National Action Plan on the Improvement of Women’s Position” (1999) and the following actions are given special importance:

- moral-sexual education of girls, instilling them skills of healthy life style;
- introduction of mandatory pre-school education of girls and boys;
- introduction of gender (social-sexual) population education, including gender approach when producing new textbooks to eliminate sex stereotypes;
- brining up economic, legal and professional literacy of women.

Given EFA goals this list will be complemented by the measures related to:

- support of the programmes, contributing to education of mutual respect between girls and boys, men and women;
- creation of the safe learning environment that takes into account gender issues and helps to remove gender related problems in teacher conduct and in the system of teacher training.

Mid-term objectives:

- updating primary and secondary (general and vocational) education and channeling it at democratization, humanization and consideration of gender disparity in education;
- development of experimental educational programmes for primary and secondary education that takes into account peculiarities of training and education of girls and boys;
- development of rural school, various in terms of its content, language, conditions and forms of education;
- ensuring high motivation of students in acquiring quality knowledge, abilities and skills;
- reorganization of pedagogical education given progressive world tendencies in teaching children, young people and adults, regional, age and gender peculiarities;
- brining up economic, legal and professional literacy of women;

- training and qualification upgrading of teachers of formal and informal education of all types and levels on gender (social-sexual) issues and valueology;
- training women and their families issues of self-employment and entrepreneurial activity;
- providing assistance to public associations and non-governmental organizations that contribute to active socialization and education of young people and adults, especially that of women;
- collaboration between local communities and schools;
- expansion of international co-operation on issues of teacher training and retraining.

3.2.6. Measures for improving the quality of education and ensure their excellence so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

Upgrading education and educational programme quality; ensuring the choice of good quality educational services is one of the priorities of the state programme “Education”. The following actions have been determined as major directions to achieve this aim:

- development of state standards for all levels of education system;
- development of textbooks and training-methodological materials for schools;
- teacher qualification upgrading;
- perfection of the system of licensing, attestation and accreditation of educational establishments/schools;
- bringing up management efficiency, including perfection of the system of educational statistics and monitoring.

EFA documents link high quality education achievement to a number of factors, including the availability of:

- gender sensitive child friendly learning environment, contributing to health and protection;
- clearly defined and accurately evaluated learning outcomes, including knowledge, skills, social aims and value ideas;
- management and organization system that ensures participation of all the stakeholders in all these processes.

Mid-term objectives:

- updating educational content through continuity, harmonisation of curricula for different levels of education (every previous stage fully comply with the requirements of subsequent one in terms of knowledge volume and abilities);
- gradual transition from the rigid standardisation of educational content to flexible standards, oriented at educational process outcome with due regard to social and cultural environment, needs and possibilities of the parties concerned;
- providing maximum compliance of all educational levels to the needs of society, individuals and country economy;
- establishment of standard performance norms taking into account world trends;
- creation of unified informational - analytical environment within the system of formal and informal education;
- introduction of independent expert assessment and monitoring students' knowledge and skills;
- finalisation of the development of state standards for primary and secondary vocational education;
- perfection of mechanism of school licensing, attestations and accreditation;

- introduction of legislative informal education regulation, as a component of a unified education system, development of their licensing and accreditation procedures;
- prevention of curricula overloading of general and secondary vocational education;
- development of rural school diversified in terms of learning content, language, conditions and forms;
- introduction of learning level and profile differentiation and individualization of teaching, including classes with small number of students;
- ensuring strong motivation of students in acquiring quality knowledge, abilities and skills;
- staffing rural schools with qualified pedagogical force;
- development of qualification updating and continuous education system on a new basis; strengthening co-operation of private and public sectors in the process of continuous education, staff training and retraining;
- development of new textbooks on the alternative and competitive basis;
- ensuring social partnership between local community and educational organisations;
- expansion of international co-operation on issues of teacher training and retraining;

3.3. National Plan Implementation Mechanism

EFA National Action Plan stipulates for its implementation. Complex nature of activities will allow to maximally co-ordinate capacity of governmental and non-governmental agencies and organisations of education, labour and social protection, public associations and international organisations in achieving six goals within Dakar Framework of Action.

Working Group that includes representatives of the Ministry of Education and Science, research and educational governmental and non-governmental organisations will perform efficient management and system control functions in the process of this Plan implementation;

Specific measures and mechanisms of implementation of the mapped out EFA measures will find their reflection in the Regional programmes of education system development as of 2005, which are being developed by the local education management bodies with the aim to improve the network and activity of educational bodies in the regions. They will be complemented by measures from the National Plan, pertinent for the implementation of EFA in places.

Efficiency of mechanism of this Plan implementation is assumed to be ensured by the targeted and concerted actions of all responsible organisations and persons.

3.4. Financing

Financing of the EFA National Action Plan will be carried out within the limits of the resources stipulated by the state budget for implementation of the Government programmes "Education", poverty alleviation, improvement of women's position, drug addiction control and other. It is stipulated to attract technical and grant assistance of international organisations, sponsor donations on the part of organisations and population.

Minimum estimated needs in the budgetary money for the implementation of the programme "Education" for 2001-2005 make up 380 billion Tenge. Indicators for 2000 determine the following volumes of this programme financing for 2001-2005.

	2001	2002	2003	2004	2005	TOTAL, bln Tenge
Republican budget	14,9	11,3	12,6	13,9	14,5	67,2

Local budget	61,1	64,7	63,4	62,1	61,5	312,8
TOTAL	76,0	76,0	76,0	76,0	76,0	380

4. CONCLUSION

As it follows from the general content of the EFA National Action Plan in Kazakhstan its development does not imply either complete rejection of what is already in place in the sphere of education, nor development of a separate “isolated” plan for basic education. Obviously, closer integration of educational sphere with the national programmes on poverty alleviation and improvement of overall social and economic situation in the country will entail far going progressive outcomes. This is exactly the idea of one of the explicit statements of Dakar Framework of Actions, namely that education is the key to sustainable development, peace and stability in the countries and in their relations with each other.

The notion of basic education, representing one of the major EFA statements, implies not the period of mandatory schooling, but knowledge and skills that contribute to personality development, to intellectual independence, to integration of a young man into professional life and his active participation in society development in conditions of democracy.

Awareness of the importance of education is not yet a guarantee of the fact that this system will get such level of political support, which will allow implementing all the EFA goals. Something more than just approval on the part of ministers and civil society leaders will be needed. This Plan implementation will rely on the widest public support, including parents, representatives of local communities, NGO, employers, educators, research agencies and students themselves. It will also depend on the structures determining, shaping and promoting public opinion: mass media, creative intelligentsia, leading public men, representing different spheres of life of Kazakhstan society. In this connection the parties to the World education forum in Dakar pledged to support strategies that include:

- ensuring interest and participation of civil society in formulation, implementation and monitoring of education development strategies;
- development of education management system taking into account needs, wide participation and accountability.

The implementation of actions stipulated by the EFA National Action Plan in Kazakhstan will allow:

- to carry out the EFA policy within the framework of a steady and complex functioning of education sector, closely linked to the strategies directed at poverty elimination and country social and economic development;
- to bring up education outcome quality;
- to carry out education management based on needs, wide participation and accountability;
- to introduce measures ensuring equity in access to education;
- to concert efforts of the Government, civil society, other national and international partners in high-quality education achievement and development;
- to contribute to poverty alleviation through the literacy level increase and vocational education;
- to bring up efficiency of financing system, to increase investments into basic education;
- to facilitate the process of integration of education of Kazakhstan into the global educational space;
- to carry out educational programmes with the view to assist in achieving mutual understanding, peace and tolerance and preventing violence and conflicts;

- to carry out complex strategies on ensuring equity of men and women in education, based on the recognition of necessity to change approaches, values and practice in this area;
- to implement educational programmes and measures necessary to control HIV/AIDS and drug addiction;
- to develop safe, healthy, inclusive learning environment contributing to successful learning and achievement of certain performance levels for all under fair resource distribution;
- to bring up teacher status, moral and professionalism;
- to master new informational and communicational technologies to assist in achieving EFA goals;
- to regularly follow the progress in EFA goals and strategies implementation at the national, regional and international levels;
- to use existing mechanisms as a basis to facilitate progress on the way to ensuring education for all;
- to carry out transit from Education for All to life-long Education.

5. PLAN OF ACTIVITIES TO ACHIEVE SIX EFA GOALS IN 2002-2005

№№	Measures	Completion form	Executing agencies	Term	Financing sources
1	2	3	4	5	6
1. Development of a complex of measures to improve education and care of early age children, especially destitute and socially vulnerable ones					
1.	To develop a draft Law of the Republic of Kazakhstan "On Social Protection of Invalids"	Draft Law of the Republic of Kazakhstan	MLSP, MoH, MES, ATK (on coordination)	4 quarter 2003	Republican budget
2.	To develop a draft Law of the Republic of Kazakhstan "On Social Support of Motherhood and Childhood"	Draft Law of the Republic of Kazakhstan	MLSP, MoH, MES, NCFW, AMA, MEBP (on coordination)	4 quarter 2003	Republican budget
3	To develop a draft Law of the Republic of Kazakhstan "On Reproductive Rights and on Guarantees of their Implementation"	Draft Law of the Republic of Kazakhstan	MoH (on coordination)	4 quarter 2003	Republican budget
4.	To develop a draft Law of the Republic of Kazakhstan "On Health Care of the Population of the Republic of Kazakhstan "	Draft Law of the Republic of Kazakhstan	MoH (on coordination)	4 quarter 2003	Republican budget
5.	To develop national standards of food consumption along the necessary product range	Draft Resolution of the Government of the Republic of Kazakhstan	MoH, Kazakh Academy of Nutrition, MIT (on coordination)	2 quarter 2002	Republican budget
6.	To develop and introduce mandatory standards of pre-school education and training	Ordinance Akim's resolution	MES, MoH, MIT (on coordination), Oblast, Astana, Almaty Departments of education	December 2002-2003	Republican and local budgets
7.	To organize development and practical implementation of a series of educational-methodological materials for pre-school and primary school children under the general title "Pre-school education and primary school – a continuous educational process"	Ordinance Akim's resolution	MES, MCISC (on coordination), Oblast, Astana, Almaty Departments of education	November 2003-2004	Republican and local budgets

8.	To develop and introduce special educational programmes, didactic manuals for children with disabilities	Report to the Government of the Republic of Kazakhstan Ordinances	MES, MoH, MLCP (on coordination), Oblast, Astana, Almaty Departments of education)	2002-2003	Republican and local budgets
9.	To implement the programme of physical development and health promotion of early, middle and senior pre-school age, children	Ordinances	MES, MoH (on coordination), Oblast, Astana, Almaty Departments of education	2002-2003	Republican and local budgets
10.	To take measures to provide public schools that carry out pre-school training and primary education with textbooks and training- methodological materials authorized by the central executive body in the field of education	Ordinances	Oblast, Astana, Almaty Departments of education	December 2002-2005.	Local budgets
11.	To develop and provide textbooks and training-methodological complexes to students of special correctional schools at all the levels of education	Ordinances	MES, Oblast, Astana, Almaty Departments of education	December 2002-2005.	Within the limits of Republican budget
12.	To develop mechanism of control over the process of adoption of children orphans	Regulatory Legal Act Ordinances	MES, MJ, MFA, MI, NCFW (on coordination)	4 quarter 2002	Republican budget
13.	To organize and hold republican competition "Kindergarten of the Year"	Ordinances	MES (on coordination), Oblast, Astana, Almaty Departments of education	Annually 2002-2005	Republican and local budgets
14.	To implement draft programme "Early Childhood Care and development"	Integration of the project into the Programme of cooperation with UNICEF	MES, MoH (on coordination)	2002-2004	Within the limits stipulated by the budget, UNICEF

15.	To develop and implement a programme on moral-sexual education of girls, development of their healthy life style skills	Regulatory Legal Act Ordinances	MES, MoH (on coordination), Oblast, Astana, Almaty Departments of education	2003	Republican and local budgets
16.	To introduce into the higher school and qualification upgrading institute programmes on studying complex programmes of pre-school age children development and training their parents' skills of care and education.	Ordinances	MES, MoH (on coordination), Oblast, Astana, Almaty Departments of education	2003-2005	Republican and local budgets
17.	To suggest testing and implementation of international educational technology "step-by-step" to care and educate children of pre-school and primary school age	Ordinances	MES, MoH (on coordination), Oblast, Astana, Almaty Departments of education	December annually	Local budgets Other sources
18.	To equip correctional schools with necessary special equipment	Ordinances	Oblast, Astana, Almaty Departments of education	1 quarter 2003-2005	Local budgets
19.	To organize a pilot project "Model pre-school class" in the premises of 300 rural general schools and pre-school establishments	Ordinances	MES, Oblast, Astana, Almaty Departments of education	March 2002 -2005	Local budgets Other sources
20.	To organize and develop a network of pre-school classes and groups in pre-schools and general educational schools	Ordinances	Oblast, Astana, Almaty Departments of education	August annually	Local budgets
21.	To take measures to sustain and develop a network of pre-schools, including special correctional pre-schools	Ordinances	Oblast, Astana, Almaty Departments of education	August annually	Local budgets
2. To ensure by 2015 access for all the children, especially for girls, children from compromised families and from ethic minority groups to free mandatory education and its completion					
22.	To organize test of new generation textbooks and training-methodological materials, alternative textbooks for general and special correctional schools on experimental basis.	Ordinances	MES, Oblast, Astana, Almaty Departments of education	December Annually	Republican and local budgets

23.	To devise the Programme of delinquency prevention and criminality control in the Republic of Kazakhstan for 2003-2004	Draft Resolution of the Government of the Republic of Kazakhstan	MI, General Prosecutor Office (on coordination) KNB (NSC) (on coordination), MJ, MES, MCIPC, MEBP, AFP (on coordination), Oblast, Astana, Almaty Departments of education	4 quarter 2002	Republican and local budgets
24.	To set up schools in penitentiary institutions with general vocational education	Draft of normative regulatory Act	MJ (on coordination), MES	2003-2004	Republican and local budgets
25.	To take measures to provide secondary general schools with textbook and training-methodological materials, authorized by central executive body in the field of education	Ordinances	Oblast, Astana, Almaty Departments of education	December annually	Local budget
26.	To carry out competition among organizations on introduction of innovative forms of work with students and inmates	Ordinances	MES, Oblast, Astana, Almaty Departments of education	April 2002, 2004	Local budget
27.	To provide rural schools with a set of applied computer programmes for laboratory and practical classes on basics of natural and humanitarian sciences.	Ordinances	MES, Oblast, Astana, Almaty Departments of education	December 2002 –2003	Local budget
28.	To develop a model of small school. To organize experimental sites on its implementation and testing special organizational educational forms, new informational technologies	Ordinances Information to the Government of the Republic of Kazakhstan	MES, Oblast, Astana, Almaty Departments of education	June 2003 October Annually	Republican and local budgets within expenditure limits
29.	To ensure the enrichment of school library with educational, cognitive, fiction and other literature	Ordinances	MES, Oblast, Astana, Almaty Departments	January Annually	Local budgets

			(Departments) of education		
30.	To provide hot meals for students of general schools from poor families	Ordinances	MES, Oblast, Astana, Almaty Departments of education	August Annually	Local budgets Other sources
31.	To provide free medical examination of students and school pedagogical staff	Joint Ordinance Ordinances	MES, MoH (on coordination), Oblast, Astana, Almaty Departments of education	August Annually	Local budgets Other sources
32.	To ensure financing of universal education funds in all the public general education schools	Ordinances	Oblast, Astana, Almaty Departments of education	1 quarter Annually	Local budgets
33.	To take measures to sustain evening form of secondary education	Ordinances	Oblast, Astana, Almaty Departments of education	August annually	Local budgets
34.	To improve mechanism of reliable registration of school-age children, especially girls that do not attend schools with the involvement of NGO	Ordinances	MES, Oblast, Astana, Almaty Departments of education	September 2003	Local budgets
35.	To develop and implement a complex educational programme for children, adolescents and parents on prevention of HIV/AIDS pandemic, sexually transmitted infections (STI), illicit drug and substance use.	Ordinances	MES, MoH (on coordination), Oblast, Astana, Almaty Departments of education	September 2002-2005	Republican and local budgets
36.	To organize implementation of distant learning for children that do not have a chance to get education in a general or specialized school	Ordinances	MES, Oblast, Astana, Almaty Departments of education	June 2005	Republican and local budgets
37.	To set up chemistry, biology labs in secondary and physics laboratory in basic and secondary general schools in case they are missing there	Ordinances Report to the Government of the Republic of Kazakhstan	Oblast, Astana, Almaty Departments of education	1 quarter 2003-2005 October	Local budgets

38.	To carry out reconstruction of schools that are in an emergency condition	Ordinances Report to the Government of the Republic of Kazakhstan	Oblast, Astana, Almaty Departments of education	December Annually	Local budgets
39.	To ensure procurement and annual renewal of school benches and blackboards in general schools	Regional development programmes	Oblast, Astana, Almaty Departments of education	January Annually	Local budgets additionally
40.	To do timely capital repair of rural schools	Ordinances	Oblast, Astana, Almaty Departments of education	January Annually	Local budgets
41.	To ensure organisation of rest, health improvement and employment of children and adolescents in the rural area	Ordinances Report to the Government of the Republic of Kazakhstan	MES, Oblast, Astana, Almaty Departments of education	April 2003-2005 October 2003-2005	Local budgets within expenditure limits
42.	To open up consultation units in the premises of treatment-rehabilitation facilities to consult adolescents and young people	Ordinances	MoH (on coordination), Oblast, Astana, Almaty Departments of education	1 quarter 2003	Local budgets within expenditure limits
43.	To carry out activity on prevention of juvenile delinquency and child neglect together with law enforcement bodies and managers of rural education departments	Report to the Government of the Republic of Kazakhstan Ordinances	MES, MI (on coordination), Oblast, Astana, Almaty Departments of education	2003-2005 January, July	Local budgets within expenditure limits
44.	To develop new radio and television programmes for children and youth	Ordinances	MCISC (on coordination), Oblast, Astana, Almaty Departments of education	1quarter annually	Republican and local budgets. Other sources
45.	To hold competitions for the best musical compositions, films, songs for children, child fiction	Joint Ordinances	MCISC (on coordination), MES	1quarter annually	Republican budget Other sources

46.	To ensure coverage of issues related to freedom of conscience as well as to promotion of control over religious extremism in mass media	Publications in mass media	MCISC (on coordination), MES Oblast, Astana, Almaty Departments (Departments) of education	Permanently	Republican and local budgets.
3. Ensuring equal and fair access of young people and adults to educational programmes and access to acquiring life skills					
4. Ensuring fair and equal access to basic and continuous education of adult population, especially of women; bringing up the literacy level of adults by the year 2015 by 50 %.					
47.	To develop continuous education concept	Draft resolution of the Government of the Republic of Kazakhstan	MES	3 quarter 2003	Republican budget
48.	To develop Programme of youth policy for 2003-2004	Draft resolution of the Government of the Republic of Kazakhstan	MCISC (on coordination)	2 quarter 2003	Republican and local budgets.
49.	To develop the Concept of gender policy in the Republic of Kazakhstan	Draft resolution of the Government of the Republic of Kazakhstan	NCFW, MLSP, MES, MoH, MI (on coordination)	2 quarter 2003	Republican and local budgets.
50.	To carry out assessment of the "Auyly mektebi" Programme implementation	Report to the Government of the Republic of Kazakhstan Ordinances	MES, Oblast, Astana, Almaty Departments of education	2003-2005 October annually	Republican and local budgets.
51.	To hold conferences, "round table meetings" on issues related to the programme "Education for All" on an annual basis	Conference recommendations	MES, MCISC (on coordination), EFA resource centre (on coordination)	Annually	Republican budget Other sources
52.	To organize development and implementation of state educational standards of primary and secondary vocational education	Ordinance	MES, MIT (on coordination)	June 2003	Republican and local budgets.

53.	To hold Republican seminar-meeting "Implementation of State standards in the system of primary and secondary vocational education"	Ordinance	MES	Annually under an individual plan	Republican budget
54.	To put up together mechanism of projection, monitoring and governmental regulation of training specialists of middle level in line with labour market and population demands in regions and in the entire Republic	Regional programmes of vocational education of young people and training unemployed people Report to the Government of the Republic of Kazakhstan	MES, MLSP (on coordination), Oblast, Astana, Almaty Departments of education	November Annually	Republican and local budgets.
55.	To take measures to ensure employment of college, vocational schools and lyceum graduates	Resolutions of Akims Report to the Government of the Republic of Kazakhstan	Oblast, Astana, Almaty Departments of education	December Annually	Local budgets
56.	To provide for the programme of computerization of schools of primary and secondary vocational education	Report to the Government of the Republic of Kazakhstan	MES, Oblast, Astana, Almaty Departments of education	July Annually	Local budgets Other sources
57.	To organize vocational-technical courses for unemployed in small towns and in line with the labour market	Ordinances	MES, MLSP (on coordination), Oblast, Astana, Almaty Departments of education	October 2002-2005	Local budgets Other sources
58.	To organize monitoring of labour demand and supply and training unemployed population in regions and rayons	Ordinances	MES, MLSP (on coordination), Oblast, Astana, Almaty Departments of education	January 2003-2005	Local budgets

59.	To develop and implement special programmes on training invalids	Report to the Government of the Republic of Kazakhstan	MES, MoH, MLSP (on coordination), Oblast, Astana, Almaty Departments of education	January 2003-2005	Republican and local budgets.
60.	To set up centres of training and social adaptation of young people, adults, especially women, in rural areas and in territories with depression economies	Report to the Government of the Republic of Kazakhstan	MES, MLSP (on coordination), Oblast, Astana, Almaty Departments of education	September 2003-2005	Local budgets Other sources
61	To introduce a system of benefits for training within the system of formal and informal vocational education of young people and adults with low income, especially women.	Ordinances	MES, MLSP (on coordination), Oblast, Astana, Almaty Departments of education	September 2003-2005	Local budgets Other sources
62	To improve the system of career-guidance activity, including unemployed	Report to the Government of the Republic of Kazakhstan	MES, MLSP (on coordination), Oblast, Astana, Almaty Departments of education	June 2003-2005	Local budgets Other sources
63.	To organize the implementation of modern system of module vocational training with the possibility of its adaptation to conditions of distant education	Ordinances	MES, MLSP (on coordination), Oblast, Astana, Almaty Departments of education	September 2003-2005	Local budgets Other sources
64.	To create temporary jobs for trainees in vocational schools during summer vacation period	Report to the Government of the Republic of Kazakhstan	MES, Oblast, Astana, Almaty Departments of education Confederation of Employers of the Republic of Kazakhstan (on coordination)	October 2003-2005	Employer resources

65.	To determine the procedure of training representatives of Kazakh Diaspora and oralmans at preparatory departments of higher and secondary vocational schools	Ordinance	MES	June 2002	Republican budget
66.	To hold meeting on issues of oralman education in tertiary schools of Kazakhstan	Ordinance	MES	January 2002	Republican budget
67.	To hold a series of seminars-meetings with the managers of out-of-school institutions of additional education	Ordinance	MES, Oblast, Astana, Almaty Departments of education	May 2003-2005	Republican and local budgets.
68.	To organize special informational and educational programmes in public mass media, including legal education for children and young people	Report to the Government of the Republic of Kazakhstan	MCISC (on coordination), Oblast, Astana, Almaty Departments of education MES	December Annually	Republican budget
69.	To ensure domiciliary educational activity for trainees and school inmates (interest clubs, complexes, studios)	Ordinances	Oblast, Astana, Almaty Departments of education	December 2003-2005	Local budgets
70.	To organize general Kazakhstan movement of high and tertiary school students under the motto "Drug addiction – a threat to future of Kazakhstan"	Report to the Government of the Republic of Kazakhstan	MES, MoH, MCISC (on coordination), Oblast, Astana, Almaty Departments of education	December 2003-2005	Republic and local budgets
5. Elimination by 2005 of the gap between boys and girls in their access to primary and secondary education; achievement by the year 2015 full and equal access of girls to quality basic education and to its completion; equity of men and women in access to education					
71.	To organize monitoring and evaluation of gender equity of trainees within the system of continuous education of Kazakhstan	Ordinances	MES, Oblast, Astana, Almaty Departments of education	November 2003	Republican and local budgets
72.	To develop and implement experimental educational programmes of primary and secondary education, that take into account peculiarities of education of girls and boys	Ordinances	MES, Oblast, Astana, Almaty Departments of education	August 2003-2005	Republican budget, grants and investments of international organizations

73.	To take measures with the aim to reorganize pedagogic education given progressive global trends in education of children, young people and adults, regional, age and gender peculiarities	Ordinances	MES, Oblast, Astana, Almaty Departments of education	April 2003-2005	Republican budget, grants and investments of international organizations
74.	To organize education and qualification updating of teachers of formal and informal education of all types and levels on gender issues and valeology	Report to the Government of the Republic of Kazakhstan	MES, MoH, (on coordination), Oblast, Astana, Almaty Departments of education	November 2003-2005	Republican and local budgets
75.	To develop module programmes for training women and their families self-employment and entrepreneurial activity	Joint ordinance	MES, MLSP (on coordination)	October 2003-2005	Local budgets Other sources
76.	To provide support to public associations and non-governmental organizations that contribute to active socialization and education of young people and adults, especially of women	Ordinances	MES, MLSP (on coordination), Oblast, Astana, Almaty Departments of education	December 2002-2005	Local budgets Other sources

6. Brining up education quality of all the students to achieve recognized and evaluable education outcomes, especially literacy, numeracy and life skills					
77	To develop a system of education quality evaluation at all the levels	Draft resolution of the Government of the Republic of Kazakhstan	MES	2 quarter 2003	Republican budget
78.	To develop standards of special education for children with developmental disabilities	Ordinance	MES	November 2002	Republican budget
79.	To organize approbation of new generation textbooks and training-methodological materials, alternative textbooks for general schools and special correctional schools on experimental basis.	Ordinances	MES, Oblast, Astana, Almaty Departments of education	December 2003-2005	Republican and local budgets
80.	To develop, test and introduce textbooks and training-methodological materials on special subjects for primary and secondary vocational education	Ordinances	MES	2003-2004	Republican and local budgets

81.	To develop state standards of higher vocational education of respective level (on specialties with bachelor's degree, a and a master's degree)	Ordinances	MES, MIT (on coordination)	June 2003	Republican budget
82.	To practice competitions of general school subject teachers	Ordinances	MES, Oblast, Astana, Almaty Departments of education	October 2003, 2004.	Republican and local budgets
83.	To practice competitions among schools on introduction of innovative forms of work with the students	Ordinances	MES, Oblast, Astana, Almaty Departments of education	2004	Local budgets
84.	To practice competitions among schools under programme projects "Effective education"	Ordinance	MES, Oblast, Astana, Almaty Departments of education	March 2004	Local budgets
85.	To set up experimental sites for testing new methods of training teachers of rural general schools	Ordinances	MES, Oblast, Astana, Almaty Departments of education	September 2003	Republican and local budgets

86.	To develop provision norms of textbook, training-methodological materials, devices, equipment, soft implements for schools	Draft resolution of the Government of the Republic of Kazakhstan	MES	1 quarter 2003	Republican budget
87.	To equip rural schools with a set of applied computer software to carry out laboratory and practical classes on basics of natural and humanitarian sciences	Ordinances	MES, Oblast, Astana, Almaty Departments of education	December Annually	Local budgets
88.	To develop and implement standard school staffing	Draft Resolution of the Government of the Republic of Kazakhstan Ordinances	MES , Oblast, Astana, Almaty Departments of education	3 quarter 2002 From January 2004	Local budgets
89.	To ensure further perfection of the system of education statistics indicators	Regulatory legal Act	Statistics Agency of the Republic of Kazakhstan (on coordination), MES	Constantly	Republican budget
90.	To introduce education information management system at all the levels	Ordinances	MES, MTC (on coordination), Oblast,	December 2003	Republican and local budgets

			Astana, Almaty Departments of education		
91.	To provide for training and retraining of school teachers and introduce new generation textbooks	Ordinances	MES, MTC (on coordination), Oblast, Astana, Almaty Departments of education	January Annually	Republican and local budgets
92.	To hold a republican seminar-meeting on problems of pre-school education and training, continuity of pre-school training with primary school	Ordinances	MES , Oblast, Astana, Almaty Departments of education	September 2004	Republican and local budgets
93.	To upgrade qualification of pedagogic staff within the framework of international and foreign projects	Ordinances	MES, MI (on coordination)	Annually	In compliance with agreements and treaties with international and foreign agencies
94.	To organize training, retraining and qualification upgrading of professional pedagogic staff of vocational schools, lyceums, colleges and other educational-industrial entities in charge of worker training	Ordinances	MES , Oblast, Astana, Almaty Departments of education	January Annually	Local budgets
95.	To develop a programme of computerization of education system of Kazakhstan for 2003-2005	Draft Resolution of the Government of the Republic of Kazakhstan Ordinances	MES	1 quarter 2003	Republican budget
96.	To provide for computerization of primary and secondary vocational schools regardless patterns of ownership and staged connection of them to "Internet"	Ordinances Report o the Government of the Republic of Kazakhstan	MES , Oblast, Astana, Almaty Departments of education	December 2001-2005	Local budgets School resources
97.	To implement computerization of pre-schools, public agencies of higher vocational education and connection of them to "Internet"	Ordinances Report o the Government of the Republic of Kazakhstan	MES , Oblast, Astana, Almaty Departments of education	December Annually	Local budgets School resources
98.	To develop and implement systematized sets of training programmes for schools of all levels of education, including correctional ones	Ordinances	MES , Oblast, Astana, Almaty Departments of education	December 2005	Republican and local budgets

99.	To implement research work on major directions of rural school development, contributing to the achievement of expected outcomes determined by "Aul mektebi" programme	Ordinances	MES	1 quarter 2003-2005	Republican budget within the expenditure limits
100.	To open up methodology centres under the rayon education Departments and ensure their sustainable functioning	Ordinances	MES , Oblast, Astana, Almaty Departments of education	1 quarter 2003	Local budget within expenditure limits
101.	To organize training pedagogic staff for rural and small schools under the public higher schools. To introduce into the Classifier of training direction and specialties of higher vocational education new integrated specialties	Ordinances	MES	2 quarter 2003	Republican budget within expenditure limits

6. LIST OF ABBREVIATIONS AND TERMS

ATS	–	Agency on Tourism and sports
AFP	–	Agency of Financial Police
DFA	–	Dakar Framework for Actions
NSC	–	National Security Committee
CSMC	-	Committee for Standardization, Metrology and Certification
MIA (MI)	-	Ministry of Internal Affairs (Ministry of Interior)
MPR	-	Ministry of Public Revenues
MoH	–	Ministry of Health
MIT	-	Ministry of Industry and Trade
MCISC	–	Ministry of Culture, Information and Social Concord
MES	-	Ministry of Education and Science
MTC	-	Ministry of Transport and Communication
MLSP	-	Ministry of Labour and Social Protection
MF	-	Ministry of Finance
MEBP	-	Ministry of Economy and Budget Planning
MJ	-	Ministry of Justice
NCFW	–	National Commission on Family and Women's Affairs
EFA	–	Education for All
VET	–	Vocational Education and Training

7. GLOSSARY

School attestation – procedure, carried out with the aim to check compliance of education services rendered by schools with the requirements of State Educational Standards of respective level

Gymnasium – secondary school implementing basic and complementary educational programmes that provide for detailed, profile, varied education of students oriented at their needs and abilities

Gender issues – direction of activity of different organizations, related to social-sexual development of children, young people and adults

Public educational enterprise – organization set up by the Government or the National Bank of the Republic of Kazakhstan or local executive body in line with the legislation of the Republic of Kazakhstan;

Public school – educational establishment set up in line with the legislation of the Republic of Kazakhstan

Dakar Framework for Action (DFA) – resolutions passed by the final plenary session of the World Education Forum in April 2000 in Dakar (Senegal), in compliance with which the governments participating in the Forum committed themselves to achieve EFA goals and objectives in relation to each person and each society. DFA means collective commitment of participating countries to undertake measures to coordinate global EFA movement at the national, regional and international levels.

Deviant behavior – regular commitment of minor offences by children and adolescents that entail administrative punishment. These minor offences may include persistent evasion of school classes, work, systematic flights from home and institutions for children and also perpetration of socially dangerous acts with the signs of crime but not entailing criminal responsibility

Distant learning (learning at a distance) – one of the forms of education, diversification, targeted and methodologically organized guidance of learning process and development of people that have no access to schools by electronic and

telecommunication means.

Complementary education – educational process performed on the basis of additional educational programmes of all the levels with the aim of comprehensive satisfaction of educational needs of people, society and nation.

Pre-school – educational establishment, which is set up in order to meet the requirements and needs of a family in child care, in harmonic development of children on the basis of general cultural, national values, to prepare a child to the primary stage of secondary education, to create necessary conditions for parents to be able to continue their work or education, to actively participate in social life. A pre-school establishment provides education and training for children from one to six (seven) years, care and promotion of their physical and psychic health, development of their individual abilities and necessary correction of developmental problems of those that are in need of it on the basis of general educational and (or) social programmes.

Institute – Higher/tertiary School implementing educational programmes of tertiary vocational education and carrying out applied research activity.

Boarding type institutions – organizations of secondary education system, providing state guarantees of rights for education for some certain categories of people alongside with accommodation;

Final state attestation of students – procedure carried out with the aim to determine the degree, to which the students have mastered state general education standards of respective education level. Based on the results of this attestation students are awarded a document certifying their education level (different types of certificates or a diploma);

Qualification - type or degree of professional preparedness of a graduate to carry out professional activity or to continue education;

Cognitive development – people’s cognitive sphere development, their thinking activity

College – a school, implementing programmes of training specialists with secondary vocational educational;

Lyceum – general secondary school implementing basic and additional educational programmes and vocation oriented education of upper stage students

Small school – general school with small number of students, mixed classes - sets and with specific organizational form of class activity

Education – continuous process of education and training, the aim of which is the achievement of high level of moral, intellectual, cultural and physical development and professional competence of society members

Education for All (EFA) – global movement aimed at creation of a “learning society”, in which education is considered as a basis for sustainable development of the world, internal stability of countries and relations between them

Educational grant – targeted sum of money that is gratuitously granted to students to pay for vocational education

Educational loan – targeted loan granted to students to pay for their vocational education

Lifelong learning (LLL – Lifelong Learning) – international programme, political course to meets the needs of people, to ensure social unity and employment; any targeted educational activity carried out on a permanent basis with the aim to update knowledge, skills and competence

General school – secondary school implementing basic and complementary general educational programmes and consisting of three stages: primary, basic and upper secondary, each of which can function independently;

Pre-school institutions – pre-school organizations, pre-school groups in kindergartens and boarding schools for children orphans and children without parental care, orphanages

Pre-school classes - classes for children of 5-6 years in general schools, which run a one-year mandatory free pre-school training of five-six year old children

Vocational school – secondary school implementing educational programmes of general secondary and primary vocational education and training qualified workers along different lines of labour activity

Vocational lyceum – secondary school implementing educational programmes of general secondary, primary vocational education and training workers with advanced qualification level

Profession – basic labour activity of a person supported by respective educational certificates

Specialty – complex of knowledge and skills necessary for a certain type of activity acquired by way of targeted training and experience and supported by respective educational certificates

Student loan – targeted loan granted to a student to cover part of expenses for meals, accommodation and purchase of training materials/literature.

University – multi-profile tertiary school, implementing educational programmes of tertiary professional and post-diploma vocational education on a wide spectrum of specialties; carrying out retraining and (or) qualification upgrading of specialists with tertiary vocational education, researchers and pedagogic staff; it does fundamental and applied research and is a leading research and methodological centre in its field of activity

Training Programme – a document that determines the content, the volume of knowledge and skills to be acquired on each subject

Curriculum – basic document that regulates the list and scope of subjects for respective level of education, the procedure of their learning and the form of assessment

External studies – one of the forms of getting education for a special category of people, under which they independently master educational programmes, without mandatory school attendance, and are admitted to final state attestation

Elite education – education implemented under educational programmes in specialized schools for especially talented people