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Educational Development and Reforms in Kazakhstan



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Abstract:

The major objective of this study is to examine the education system of the Republic of Kazakhstan. The two eras of Kazakhstan's educational growth are examined in this article: the Soviet era, during which the country was a part of the USSR, and the post-Soviet era, which began with the fall of the Soviet Union. We will ensure a high-quality transformation in the education sector that how Kazakhstan revolute the education system.



The most crucial information regarding to the two fundamental aspects of this research is Development and Reforms. The word development is the process of developing education, growing, or changing the direction of work while reforms are the amendment of the existing educational policies and procedures, improved form or condition, or change from worse to better.

Introduction:

It is widely accepted that Kazakhstan places a high priority on education. The common goal of educational development and reforms in Kazakhstan is to adapt the education system to new socio-economic environment and increase the competitiveness of education and development of human capital through ensuring access to quality education for sustainable economic growth. The President of Kazakhstan has also set a task on the accession of the republic to the club of 50 most competitive



countries in the world. In order to accomplish this, the education system needs to be improved. As global experience shows, investments in human capital, and, in particular, in education, starting from an early age to a mature age, results in significant benefit for the economy and society.

Investments in human capital are of vital importance in the development of a technically progressive, productive labor force, which can adapt to the rapidly changing world. Future success will go to those economies that make investments in the population's education, skills, and abilities. Education should be regarded as an economic investment, but not just as social expenditure. There are many facts, linking education and economic development: a review of international research in macro- and microeconomics proves that there is a close link between education, salaries, and productivity and various studies prove that investing in the education is most vital act to develop the society and a great chance to get back your investment financial and non-financial way(s). It is noteworthy to mention that the first step in determining your return on investment (ROI) in schooling is at an early level. Furthermore, as most people are aware, a higher rate of return corresponds with a higher investment.

Description:

After the fall of the Soviet Union in 1991, Kazakhstan went through substantial changes in political, social, and economic life which brought about changes in value orientations and educational expectations. The creation of a market economy was crucial in this case, and it was generally believed that this would have significant effects on the educational system, which continued to function largely along Soviet lines.



The Soviet model offered the following significant advantages:

- *All children received free education*
- *Well-qualified teachers*
- *An advanced infrastructure for the delivery and management of education*
- *Many research institutes, universities, and regional scientific centers, encourage high levels of Science and Mathematics knowledge.*

The Soviet period of the development of education strengthened the tradition for Kazakhstani peoples' value of knowledge and education. During this period, an extensive system of education encompassing preschool, primary and secondary schools was constructed, and the higher education system was first recognized in Kazakhstan. During this time, Moscow, the USSR's capital, served as the supreme authority for Kazakhstan's educational policies. The authorities in Kazakhstan mainly duplicated documents of the Soviet administration and the Communist Party of the USSR. Like in every Soviet republic, all educational institutions were state owned and controlled and offered education free of charge.

School Education Development during the Post-Soviet Period:

A new chapter in the history of Kazakhstan's educational development began in 1991 with the country's quest for national self-determination. This was followed by years of integration efforts, integration processes, and the dynamics of long-term reforms. The years of independence started with a very hard era of constructing the national state. The reforms in education were driven by

economic, political and cultural factors. The economy of Kazakhstan was going through a deep economic crisis with the introduction of a market economy and with economic relations with previous Soviet republics falling apart. The state's educational policies and methods of financing education were significantly impacted by the economic crisis. The amount of financial support for education dropped from 5.7% of Gross Domestic Product (GDP) in 1990 to 3.5% in 1991-1992, and from 3.2% in 1994 to 4.5% in 1995. Later, funding for education stabilized at the level of 4.3% in 1996 and 4.1% in 1999. The core political focus was on searching for self-determination and the growth of an independent state. The cultural factors having an impact on education dealt with the restoration of the national culture, of the Kazakh language and the progress of national history.

Educational Development and Reforms:

Development and reform in the education system of Kazakhstan have been major priority for the government in recent years. Quite a few initiatives and changes have been implemented to enhance the quality of education and improve access to educational opportunities for all students.

Educational Developments:

Over the time, Kazakhstan has seen notable advancements in its educational system. These include Integration of the Bologna Process, Expanding access to education, Curriculum Development, Teacher Training and Professional Development, Integration of Technology improvements in infrastructure, International Partnerships, Languages Policy and Strengthen Vocational and Technical Education.



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Education Minister of Kazakhstan



Integration of the Bologna Process: The Bologna Process is a series of ministerial meetings and agreements between European countries to ensure comparability in the standards and quality of higher education qualifications. The procedure has created the European Higher Education Area (EHEA) under the Lisbon Recognition Convention Kazakhstan (LRCK) has adopted the principles of the Bologna Process, a framework for harmonizing European higher education systems. This development aims to align Kazakhstani degrees with worldwide standards, improve the quality of education, and enhance student mobility across countries.

Expanding access to education: Kazakhstan has worked towards improving access to education, especially in rural areas and for disadvantaged groups. Measures have been taken to build more schools in inaccessible areas, provide scholarships, furniture, teaching kits, Labs, and financial assistance to students from underprivileged backgrounds, and increase enrollment rates.

Curriculum Development: Kazakhstan implemented a new curriculum, known as the State Compulsory Educational Standard (SCES), which emphasizes the development of critical thinking skills, creativity, and practical knowledge. It's also called Modernizing Curriculum and Teaching Methodology (MCTM) The SCES/MCTM aims to equip students with the necessary skills for the modern job market. The curriculum has been updated to include the competences and practical abilities that employers are looking for.

Teacher Training and Professional Development: There has been a focus on improving the quality of teacher education through the establishment of specialized teacher training institutions and the implementation of ongoing professional development programs. This helps educators stay updated

with the latest teaching methods and techniques. There has been an attempt to improve teacher quality and professional development. This entails enhancing programs for pre-service and in-service teachers, implementing performance-based evaluation, and encouraging opportunities for educators to pursue ongoing professional development.



Integration of Technology: In an effort to improve teaching and learning, Kazakhstan is progressively incorporating technology into its classrooms. This includes providing schools with modern equipment, such as interactive whiteboards and computer labs, as well as implementing e-learning platforms and digital educational resources. The government has prioritized the integration of technology in education to enhance learning outcomes. This entails giving schools access to the internet, setting up computers and other technology in the classrooms, creating e-learning platforms, and encouraging the use of digital resources in the classroom.

Improvements in Infrastructure: Infrastructure is a major aspect of the education system. The government renovates the unfit buildings into the model school. To give kids better learning environments, the government has invested in school building and restoration. This includes making improvements to spaces like libraries, labs, classrooms, and leisure areas.

International Partnerships: Kazakhstan has aggressively pursued collaborations with global institutions and organizations, like the World Bank and UNESCO, in order to take use of their



resources and experience in educational reform. Exchange programs and educational initiatives have also been utilized to encourage collaboration with other countries.

Language Policy: The current language policy in Kazakhstan reflects the socio-demographic and linguistic complexity of the Republic. On the one hand, the government pursues the monolingual policy of kazakhization aimed at establishing Kazakh as the state language of independent Kazakhstan.

On the other hand, Kazakhstan has been a historically multinational state with a large percentage of the population speaking Russian as a native or second language. A trilingual education program has been put in place in Kazakhstan, encouraging students to study English, Russian, and Kazakh. The purpose of this is to increase graduates' competitiveness in the global labor market and to encourage multilingualism. The primary target of the language policy in Kazakhstan is the comprehensive development of the English language and the expansion of its areas of application.

This is illustrated by the Trinity of Languages project launched in 2007, in which the English language was given a special status as a language of integration into the world economy. The increase in the percentage of the population speaking English (24% by 2021, 25% by 2022, 30% by 2025) and the percentage of the population speaking three languages (state, Russian, and English) (26% in 2020, 27% in 2021, 28% in 2022, 29% in 2023, 30% in 2024, and 31% in 2025) are two target indicators in the "State Program for the Functioning and Development of Languages for 2021–2025."



Strengthen Vocational and Technical Education: The country has placed increased importance on vocational and technical education to address the needs of the labor market. The government has increased access to vocational training by developing programs that give students real-world experience in a range of areas. Kazakhstan has placed a high priority on the creation of Technical and Vocational Education and Training (TVET) programs in order to close the skills gap and meet industrial demands. This entails forming alliances with companies, offering internships, and modernizing TVET facilities.

Overall, the development in the education systems of Kazakhstan demonstrates the country's commitment to improving the quality of education, preparing students for the future, and keeping pace with global educational trends. These advancements aim to nurture well-rounded individuals who are equipped with the skills and knowledge necessary for success in the modern world.

Educational Reforms:

In Kazakhstan, efforts are being made by the government and educational institutions to raise the standard and accessibility of education in the nation. This is known as educational reform. These reforms aim to better prepare students for the challenges of the twenty-first century while bringing the educational system into compliance with international norms. One of the key areas of focus in educational reform has been the modernization of curriculum and teaching methods. Kazakhstan has been working towards implementing a competency-based approach to education, which emphasizes the development of skills and abilities rather than just knowledge acquisition. This approach aims to



equip students with critical thinking, problem-solving, and communication skills, which are essential for success in the modern workforce.

Another important aspect of educational reform in Kazakhstan is the integration of information and communication technologies (ICT) into the learning process. The government has been investing in infrastructure development, providing schools with computers, internet access, and educational software. This integration of technology aims to enhance learning outcomes and to better prepare students for an increasingly digital world.

The government has decentralized the management of education, granting more decision-making powers and autonomy to regional and local educational institutions. This enables them to target particular requirements in the area and modify educational plans accordingly. Efforts have also been made to improve teacher training and professional growth. The government has put in place a number of initiatives to improve the abilities and expertise of educators, including performance-based evaluations and chances for additional study and training. These initiatives aim to ensure that teachers are equipped with the necessary tools and skills to deliver high-quality education.

Furthermore, there has been a focus on expanding access to education, particularly in rural and remote areas. The government has been building schools and improving infrastructure to accommodate more students, especially in regions where educational resources were previously limited. The goal of this expansion is to guarantee equitable educational opportunities for all children in Kazakhstan.



Conclusion:

In conclusion, Kazakhstan's educational development and reforms include a range of programs designed to raise educational standards, update curricula and instructional strategies, use technology, improve teacher preparation, and increase student access. These initiatives aim to better prepare students for success by bringing the educational system into compliance with global norms. With the help of these advancements and changes, education in Kazakhstan will be able to better serve the nation's socioeconomic development while also providing students with the knowledge and skills they need to grow personally.

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