

STRUCTURE OF A NATIONAL MID-TERM REVIEW REPORT ON SDG 4

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Chapter 1. Socio-economic context

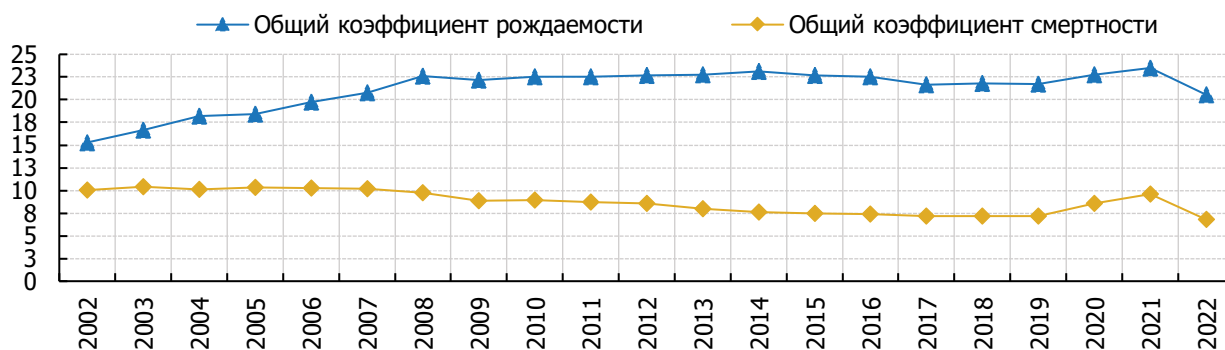
Demographic trends

The population of Kazakhstan is showing positive dynamics. In 2022, taking into account the results of the National Population Census of 2021, the total number of Kazakhstanis increased by more than 260 thousand and amounted to 19,766,807 people. Of these, 9.6 million (48.8%) are men, 10.1 million (51.2%) are women. The level of urbanization is growing annually, reaching 61.8% in 2022. The number of working-age citizens (from 16 to 61 years for women and 63 years for men) in the country is 11,359,953 people, or 57.5% of the population of Kazakhstan. More than one third (35.4%) of compatriots are children under the age of 18 (7 million people). Taking into account the increase in the age of young people from 29 to 35 years, the number of the young population increased from 3.9 million to 6 million people (30.6%). In terms of ethnic composition, the predominant part of the population was Kazakhs - almost 14 million people (70.7% of the country's inhabitants).

The main demographic trend of the post-pandemic period has been a rapid decline in fertility and mortality. After the population explosion during COVID-19, the number of births in 2022 returned to pre-pandemic levels. In total, during the period under review, 403.9 thousand children were born in the country, which is 42.6 thousand or 9.5% less than in 2021. The total fertility rate (number of births per 1,000 population) decreased to 20.57 ‰, which is almost 3‰ lower than in 2021. The last time a similar figure was recorded 15 years ago (2007 – 20.79‰). Along with the decline in the birth rate, the country has seen a decrease in mortality: 133.5 thousand people, which is 48.9 thousand or 26.8% less than in 2021. The overall mortality rate per 1,000 people has dropped to a record low over the last 20 years – 6.80‰. This is lower than the 2021 figure by 2.81‰ (*Figure 1*).

It should be noted that despite the demographic decline in 2022, the country will soon experience the effect of a “pandemic” baby boom, which will be expressed in an increased load on social infrastructure, including the education system. In this regard, various response measures are being taken at the national level, in particular, the “Comfortable School” project has been launched, providing for construction in 2023–2025. 401 schools with more than 800 thousand student places.

Figure 1. Dynamics of the crude birth and death rate in Kazakhstan, 2002–2022, per 1,000 people.



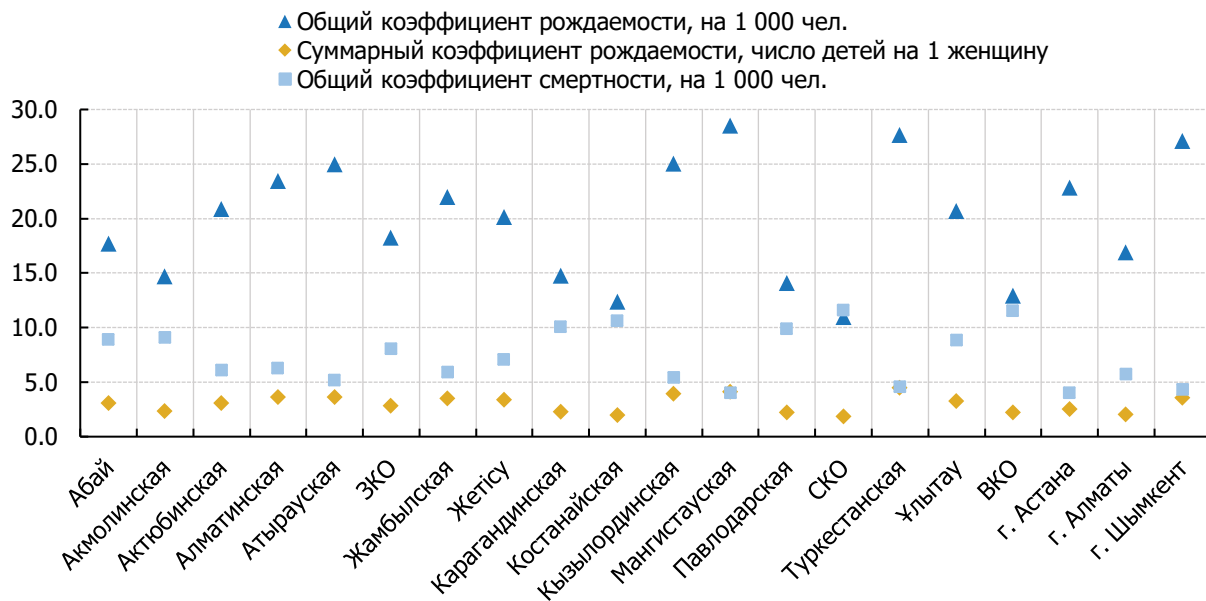
In the long term, a progressive decline in the birth rate is predicted, while the assessments of world experts regarding the development of the demographic situation in Kazakhstan as a whole are optimistic. Thus, the UN predicts a decrease in the total fertility rate to 1.91% by 2100, while the country's population will increase to more than 34 million people by the end of the century, which is 14 million more than in 2022. For comparison, in a number of neighboring countries (RF, Belarus, Azerbaijan), on the contrary, a decline in population is predicted by 2100. ¹Kazakh experts also predict an increase in the country's population: by 2050, the average annual population will reach 27.8 million people. In particular, the school-age population is projected to increase to 5 million by 2027, after which it is expected to stabilize for about a decade, but from 2036 to 2050. growth will resume and reach 6.5 million people. Thus, despite the current decline in the birth rate, the demographic burden in Kazakhstan in the long term will remain at a high level.²

In the southwest of the country, the trend towards a high birth rate with a low death rate continues, while in the northern regions the opposite situation is observed. In 2022, similar to the previous one, the highest values of both the total and total fertility rates were recorded in Turkestan (total - 27.67‰, total - 4.52) and Mangistau (total - 28.53‰, total - 4, 15) areas. The indicators in these regions are 2 times lower than in regions with annually decreasing population dynamics: North Kazakhstan (total - 10.96‰, total - 1.87) and Kostanay (total - 12.42‰, total - 1.97). Along with a drop in the birth rate, the North Kazakhstan region recorded the highest mortality rate - 11.63‰. The lowest figures are in Astana (4.03‰), Shymkent (4.35‰) and Mangistau region (4.05‰) (Figure Error! No text of specified style in document.. 1). Such uneven dynamics of population growth, coupled with various economic factors (for example, in the Turkestan and Mangistau regions - the highest unemployment rates and the proportion of the population with incomes below the subsistence level) can lead to various socio-economic consequences. In particular, a possible scenario could be an aggravation of problems of access to jobs, education and healthcare, as well as “demographic pressure” on the environment (food, ecology, etc.) in certain regions.

¹ United Nations, Department of Economic and Social Affairs, Population Division (2022). World Population Prospects 2022, Online Edition. <https://population.un.org/wpp/Download/Standard/MostUsed/>

² JSC “Center for the Development of Labor Resources” of the Ministry of Labor and Social Protection of the Republic of Kazakhstan. Long-term demographic forecast for 2022–2050. <https://iac.enbek.kz/ru/node/1469>

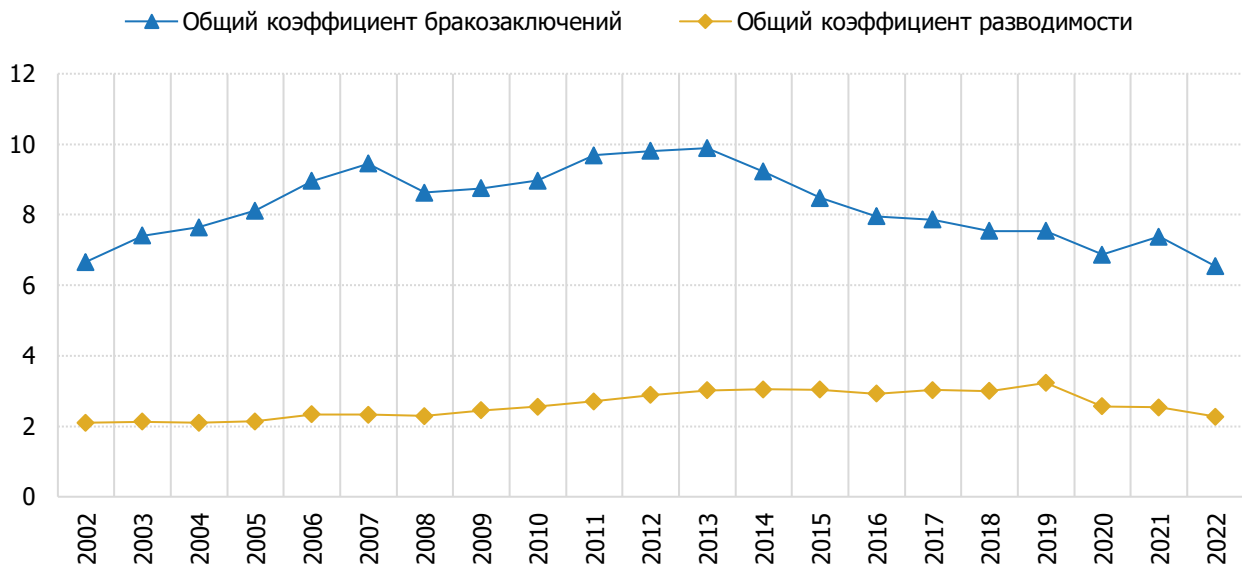
Figure Error! No text of specified style in document.. 1. Dynamics of fertility and mortality in the regions, 2022



Another demographic trend is the increasing age of women at the birth of their first child. An analysis of reproductive behavior in the country shows that more and more women are postponing having children. Thus, the average age at which mothers give birth to their first child increased from 25.2 years in 2019 to 26.8 in 2022. It should be emphasized that the trend towards ever later childbearing is typical both for Kazakhstan and other countries of the world, and affects to reduce the birth rate. For example, the average age of women at the birth of their first child in the period from 2000 to 2020. rose by almost three years across the OECD (from 26.4 to 29.2 years), ranging from 26.4 years in Bulgaria to 32.3 years in Korea.

The number of marriages and divorces in Kazakhstan is gradually decreasing. In 2022, the country recorded the lowest overall marriage rate in the last 20 years - 6.54 cases per 1,000 people. This is almost one case less compared to the previous year (2021 – 7.38‰). The decline in marriage rates is a trend that has a direct impact on the decline in fertility rates in the country. At the same time, in recent years the divorce rate has also gradually decreased, amounting to 2.27 cases per 1,000 people. Compared to 2019, this indicator decreased by 1% (Figure 1.1.4).

Figure 1.1.4. Dynamics of marriages and divorces in Kazakhstan, 2002–2022, per 1,000 people.



Source: Bureau of National Statistics ASPIR

By region, the largest number of marriages and divorces was registered in Almaty, the smallest – in the Ulytau region . According to the Bureau of National Statistics ASPIR , out of 128.4 thousand marriages, almost a third (31%) occur in the years. Almaty (13.6 thousand), Astana (10.7 thousand) and Turkestan region (13.3 thousand). The number of divorces amounted to 44,517 in 2022, with every fifth divorce (22%) filed by married couples from Almaty and Astana. In the Ulytau region , where only 1.1% of the country's population lives, the minimum number of marriages and divorces is naturally noted (1,441 and 549, respectively). Also, low divorce rates have been observed for the fourth year in a row in the Mangistau and Atyrau regions (1.3 thousand each), which may be due to the predominance of a more traditional way of life in these regions.

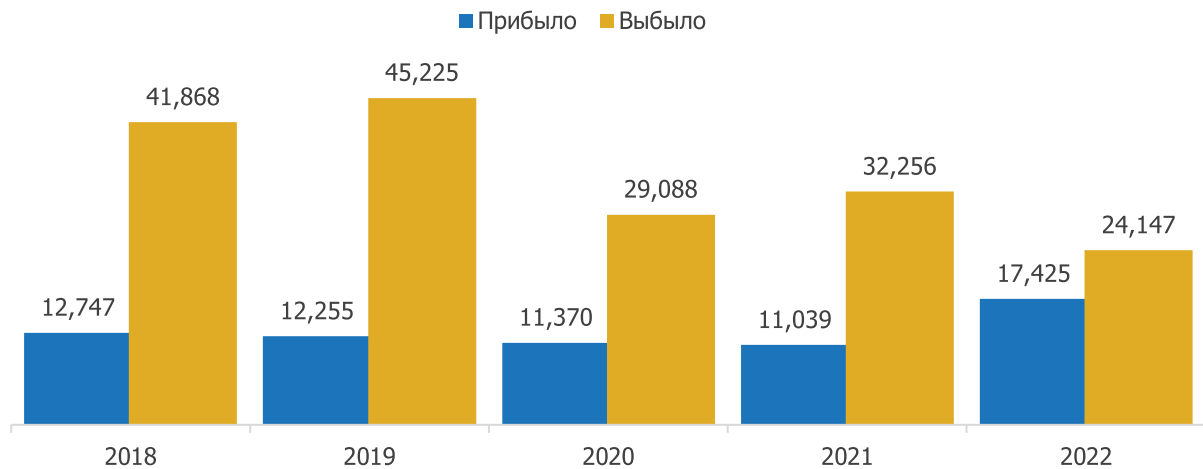
The lowest overall divorce rate is traditionally recorded in the southwest of the country. Rates range from 0.98 cases per 1,000 people in the Turkestan region to 1.95 in Atyrau. In turn, the capital of the republic has the highest rates of both marriage and divorce rates (8.05% and 3.24%, respectively). A high level of divorces was also noted in Karaganda (3.21%), East Kazakhstan (3.09%) and North Kazakhstan (3.02%) regions. The minimum marriage rate was recorded in Akmola region and Abay region (6.1% each).

Population migration

The demographic situation in the country is characterized by a decrease in the rate of population outflow from the country. According to the Bureau of National Statistics ASPIR , the balance of external migration continues to remain negative, while over 4 years the gap between the number of arrivals and departures has decreased by almost 5 times - from 32.9 thousand people in 2019 to 6.7 thousand in 2022 d. In total,

17.4 thousand people arrived in the country in 2022, and 24.1 thousand people left (Figure 1.1.7).

Figure Error! No text of specified style in document.. 2. External migration of the population, 2018–2022, people.



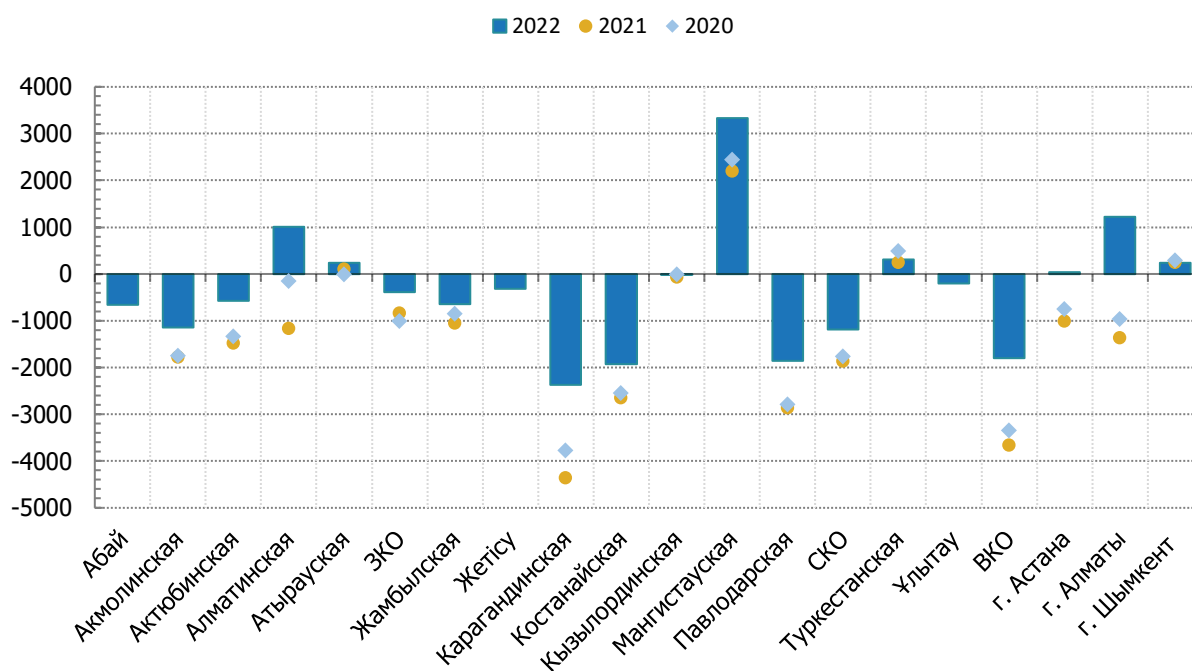
Source: Bureau of National Statistics ASPIR

The largest number of specialists who left the country have technical, economic and pedagogical education. Against the backdrop of a general decrease in population outflow, the number of qualified personnel with higher education who left the country decreased by 2.3 thousand people compared to the previous year (2021 - 8.5 thousand, 2022 - 6.2 thousand people).

By specialty, 4.1 thousand technical professionals, 1.9 thousand economists and 1.2 thousand teachers left the country. These specialties are among the most in demand in the country: thus, the greatest need for personnel is observed in the manufacturing industry, construction, education, trade and agriculture.

The Mangistau region remains the most attractive region for external migrants. In 2022, the balance of external migration in this region amounted to +3.3 thousand people: a total of 3.5 thousand people arrived in the region, only 168 left. Most of them come to the region from Uzbekistan. In turn, in the central and northeastern parts of the country – Karaganda, Kostanay, Pavlodar and East Kazakhstan regions – the migration decline is the most noticeable and is systemic. In these areas, the values of the negative balance of external migration in 2022 ranged from -1.8 thousand to -2.4 thousand people, that is, the outflow of population from the country is significantly higher than the migration growth (Figure 1.1.8).

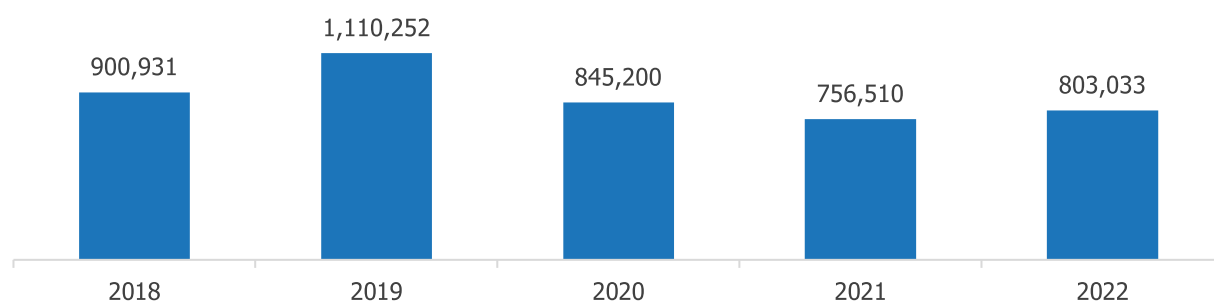
Figure 1.1.8. Balance of external migration of the population by region, 2020–2022, people.



Source: Bureau of National Statistics ASPIR

The lifting of quarantine restrictions led to a revival of internal migration. If before the pandemic, over a million people were covered by migration within the country (2019 – 1.1 million people), then during the lockdown period the figure decreased significantly (2020 – 845.2 thousand people, 2021 – 756.5 thousand . Human). In 2022, the pace of internal migration intensified: 803 thousand people became participants (Figure 1.1.9). The centers of attraction for the country's residents are the cities. Astana and Almaty, where a third of all internal migrants (34%) settle.

Figure Error! No text of specified style in document.. 3. Internal migration of the population, 2018–2022, people.



Source: Bureau of National Statistics ASPIR

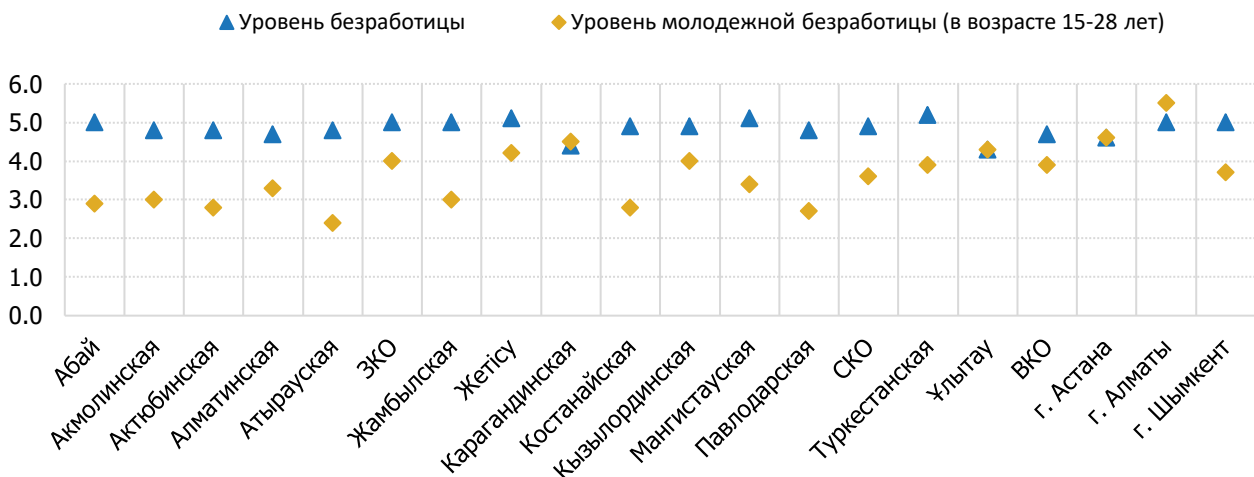
In 15 regions, except for cities of republican significance, Mangistau and Almaty regions, a negative balance of internal migration was noted. In 2022, the indicator is more pronounced in Turkestan (-17.7 thousand), Zhambyl (-10.9 thousand) regions and Zhetisu region (-9.1 thousand). The largest influx of population continues in the cities. Astana and Almaty: the balance of internal migration here exceeds 33 thousand people.

These migration trends are caused by various factors, including employment, income, and the quality of government services. The President of the country has repeatedly emphasized the importance of ensuring balanced territorial development. In this regard, in 2022, the Head of State initiated administrative and territorial changes through the creation of three new regions - Abay, Zhetisu , Ulytau . This measure is aimed at ensuring more effective regulation of migration processes and increasing the level of socio-economic development of the regions.

Labor market

The unemployment rate has remained stable over the past three years, with regional disparities remaining. In 2022, the number of unemployed people in Kazakhstan amounted to 458.3 thousand people. The unemployment rate, as in previous years, is 4.9%. By region, the figures vary between 4.3% and 5.2%. The highest unemployment rates are typical for labor surplus regions: Turkestan (5.2%), Mangistau (5.1%) regions and Zhetisu (5.1%). In addition, a large proportion of the unemployed population is registered in the cities. Almaty and Shymkent, as well as Zhambyl, West Kazakhstan regions and Abay region (5% each). Residents of Ulytau (4.3%), Karaganda region (4.4%), where the labor market is relatively balanced, face the least problem of unemployment. At the same time, Almaty is far ahead of other regions in terms of the share of unemployed youth aged 15 to 28 years (5.5%). For comparison, in Atyrau and Pavlodar regions the share of unemployed youth is more than two times lower (2.4% and 2.7%, respectively). In total, the youth unemployment rate in the republic was 3.8% (71.9 thousand out of 1.8 million people (Figure 1.1.11).

Figure 1.1.11. Unemployment rate by region, 2022, %



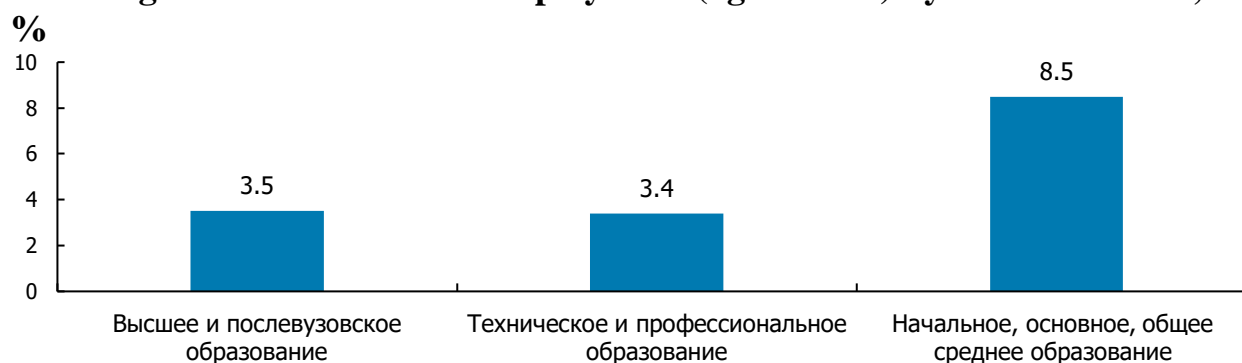
Source: Bureau of National Statistics ASPIR

Despite the fact that the youth unemployment rate remains at the same level, there is a growing gender gap in the labor market. Thus, the share of the unemployed male population aged 15–28 years has decreased by 0.6% over the past six years, while among the female population, on the contrary, it has increased by 0.5%. Thus, for the period from 2017 to 2022. the gap doubled: from 0.9% to 2%. Gender differences in

youth unemployment rates are due to various factors, including family factors (*increased household workload, child care, etc.*).

The level of education of Kazakhstani youth affects unemployment rates. Thus, the share of the unemployed population aged 15–28 years with only primary, basic secondary or general secondary education was 8.5%. This figure is more than twice as high as among unemployed youth with higher and postgraduate education (3.5%). These results confirm the importance of having a higher or technical and vocational education as a factor influencing the likelihood of employment (Figure 1.1.13).

Figure 1.1.13. Youth unemployment (ages 15–28) by education level, 2022,



Source: Bureau of National Statistics ASPIR

The proportion of NEET youth is decreasing every year; in general, Kazakhstan’s indicator is significantly lower than in EU countries. If in 2015 the share of Kazakhstani youth who do not study, do not work and do not improve their skills was 9.5%, then by 2022 it gradually decreased by 3%. This is due to the implementation in the region of various projects for youth employment and the development of youth entrepreneurship, such as “Youth Practice”, “First Job”, “Generation Contract”, etc.

The average monthly nominal salary of teachers in the Republic of Kazakhstan has increased significantly compared to last year. This is the result of government policy measures taken in the field of education aimed at increasing the professional capital of teachers, increasing their social status and wages. In 2022, the salaries of teachers in the secondary and primary education system increased over the year by an average of 23.5% and amounted to 332.4 thousand tenge (+63.3 thousand tenge). Among university teachers, salaries reached 285.3 thousand tenge (+33.5 thousand tenge per year), teachers in the special education system - 237.3 thousand tenge (+50 thousand tenge per year), educators - 165, 6 thousand tenge (+29 thousand tenge per year).

In general, stabilizing teachers’ salaries, taking into account levels of education and regions of residence, can help resolve problematic issues related to internal pedagogical migration and personnel shortages in the education system.

Chapter 2. Adaptation and implementation of SDG 4

Education of Kazakhstan in the global world

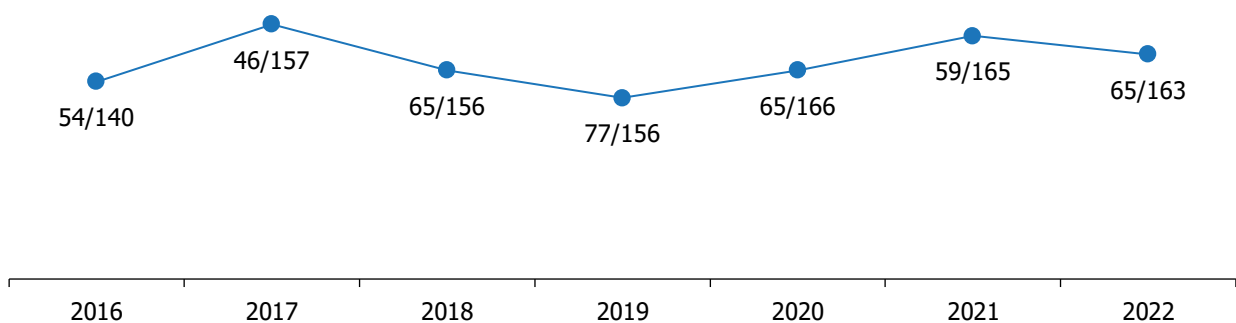
Global Sustainable Development Goals/UN Ranking

Globally, progress towards achieving the 17 Sustainable Development Goals (SDGs) has slowed. As the UN 2022 report notes, the cumulative combination of a number of crises, such as the COVID-19 pandemic, climate change and conflict, is having an impact across all objectives, triggering spillover crises in food, health, education, environment and security. The 2022 ranking compares the performance of 163 countries. Just like in previous years, the ranking is headed by three Scandinavian countries - Finland, Sweden and Denmark.

Compared to 2019 data, Kazakhstan improved its position by 12 points: from 77th to 65th place. The overall score was 71.1 out of a maximum of 100 (Figure 1.2.1). In a cross-country comparison, Kazakhstan's results are higher than in Turkey, Uzbekistan, Tajikistan and Turkmenistan, but lower than in Belarus, Russia and Kyrgyzstan. Of the 17 goals, Kazakhstan's most positive dynamics are observed in achieving the goals of eliminating poverty and reducing inequality. However, the following six goals pose challenges: ending hunger, ensuring energy availability, combating climate change, preserving terrestrial ecosystems, ensuring access to justice and partnerships for sustainable development.

The goal of providing quality education remains stagnant. In 2022, it included four indicators - "Participation of children aged 4-6 years in preschool education" (77.7 points, 2020), "Enrollment in primary education" (90.4 points, 2020), "High school completion rate" (104.0 points, 2020) and "Literacy rate among the population 15-24 years old" (99.9 points, 2018). Kazakhstan shows comparatively lower positions in the first two indicators, which actualizes the issue of increasing the enrollment of children in preschool and primary education.

Figure 1.2.1. Rating of Kazakhstan in achieving sustainable development goals, 2016–2022, place



Source: Sustainable Development Report 2022

The Ministry of Education of the Republic of Kazakhstan on an ongoing basis approves regulations to consolidate measures to achieve the 4th Goal "Quality Education" at the legislative level.

The Concept for the development of preschool, secondary, technical and vocational education of the Republic of Kazakhstan for 2023–2029 was adopted (*GD RK No. 249 dated March 28, 2023*).

The pilot national project “Comfortable School” for 2023–2025 was approved (*GD of the Republic of Kazakhstan dated November 30, 2022 No. 963*).

The Rules for placing state orders for special psychological and pedagogical support for children with disabilities have been approved (*Order of the MP of the Republic of Kazakhstan dated December 29, 2022 No. 532*).

Work is underway to develop and adopt the Law of the Republic of Kazakhstan “On introducing amendments and additions to certain legislative acts of the Republic of Kazakhstan on issues of education and protection of children’s rights.”

Today, SDG indicators are integrated into all strategic and program documents in the education sector (*Concept for the development of preschool, secondary, technical and vocational education in the Republic of Kazakhstan for 2023–2029, the National Project “Quality Education “Educated Nation”, Pilot national project in the field of education “Comfortable School”, MP Development Plan of the Republic of Kazakhstan*).

Chapter 3: Assessment against SDG 4 Targets/Indicators

As part of the implementation of the SDGs and achieving a balance of economic, social, environmental and political aspects of the development of the Republic of Kazakhstan as the basis for improving the quality of life and ensuring the country's competitiveness in the long term, on March 12, 2021, at a meeting of the SDG Coordination Council, a list of national SDG indicators of 262 indicators was approved, 87 of which are determined to be relevant for Kazakhstan. At the country level, a common vision, goals and long-term and short-term objectives of Kazakhstan for sustainable development until 2030 have been developed.

INSTITUTIONAL FRAMEWORK FOR SDG IMPLEMENTATION



87

актуальных
индикаторов

определенные для дальнейшей имплементации приоритетов устойчивого развития в СГП

116

индикаторов
для мониторинга

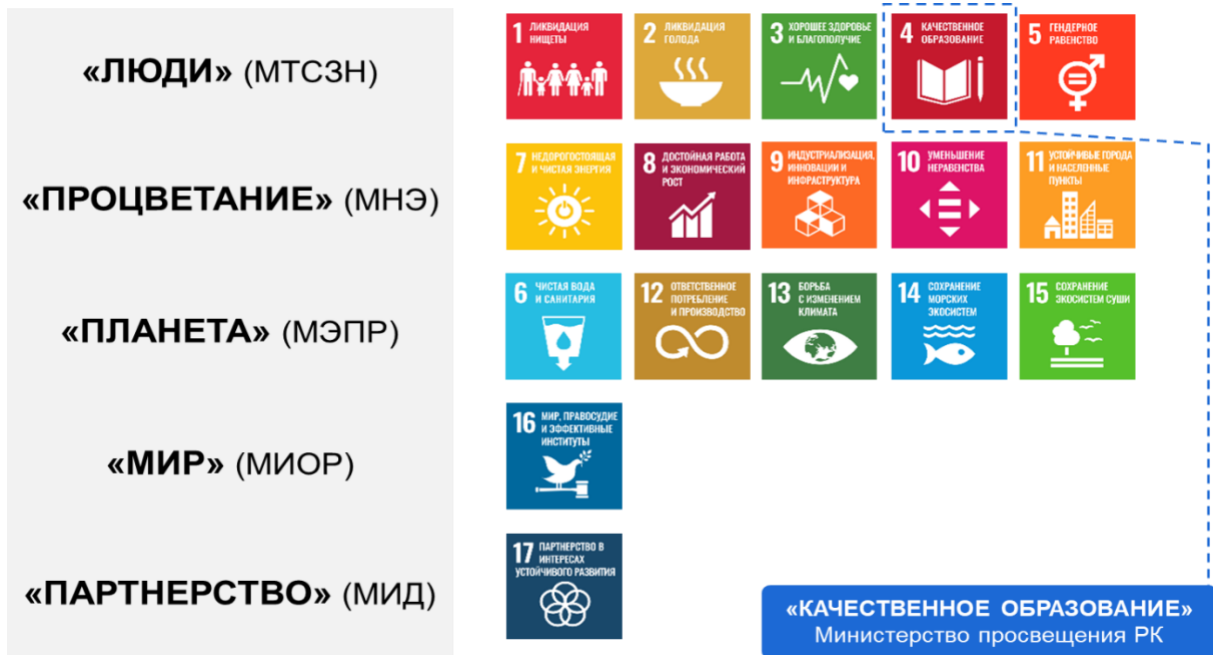
необходимо отслеживать с учетом реализуемой политики

59

отложенных
индикаторов

отсутствуют методология расчета и исходные значения

INTERDEPARTMENTAL WORKING GROUPS



One of the significant goals of sustainable development is SDG 4 “Ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all”, as it is of paramount importance for the development of human capital and large-scale in nature, covering all segments of the population (children, their *parents*, *teachers*, *education system specialists*, etc.).

The Ministry of Education of the Republic of Kazakhstan is a member of the interdepartmental working group “People” and works on the 4th goal “Quality education” on an ongoing basis.

MAIN TASKS TO ACHIEVE SDG 4.

10 tasks (7 main, 3 minor)

1. Target 4.1 “By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education that achieves relevant and effective learning outcomes”

2. Target 4.2 “By 2030, ensure that all girls and boys have access to quality early childhood development, care and education so that they are ready for primary education”

3. Target 4.3 “By 2030, ensure equal access for all women and men to affordable and high-quality vocational and higher education, including university education”

4. Target 4.4 “By 2030, significantly increase the number of young people and adults with in-demand skills, including vocational skills, for employment, decent work and occupations”

5. Target 4.5 “By 2030, eliminate gender inequality in education and ensure equal access to education and vocational training at all levels for vulnerable groups, including people with disabilities, indigenous peoples and children in vulnerable situations”

6. Target 4.6 “By 2030, ensure that all young people and a significant proportion of adults, both men and women, can read, write and do math”

7. Target 4.7 “By 2030, ensure that all students acquire the knowledge and skills needed to promote sustainable development, including through education on sustainable development and sustainable lifestyles, human rights, gender equality, promoting a culture of peace and non-violence, global citizenship and awareness of the value of cultural diversity and the contribution of culture to sustainable development

8. Target 4.a “Create and improve educational institutions that are child-, disability- and gender-sensitive, and provide safe, non-violent, inclusive and effective learning environments for all.”

9. Target 4.b “By 2020, significantly increase the number of scholarships available worldwide to developing countries, in particular least developed countries, small island developing States and African countries, for higher education, including vocational education and information technology education.” -communication technologies, technical, engineering and scientific programs, in developed countries and other developing countries”

10. Target 4.c “By 2030, significantly increase the number of qualified teachers, including through international cooperation in teacher training in developing countries, especially least developed countries and small island developing States”

In general, the Ministry of Education of the Republic of Kazakhstan is assigned 27 national indicators, of which 8 are current, 18 are for monitoring, 1 is deferred.

12 global indicators

1. GLOBAL INDICATOR 4.1.1. “The share of children and youth accounted for by a) students in grades 2 and 3; b) primary school graduates; and c) lower secondary school graduates who have achieved at least a minimum level of proficiency in i) reading and ii) mathematics, disaggregated by gender.”

2. GLOBAL INDICATOR 4.1.2. “Completion rate (primary education, junior and senior secondary education)”

3. GLOBAL INDICATOR 4.2.1. “Proportion of children under five years of age who develop without disabilities in health, learning and psychosocial well-being, by sex”

4. GLOBAL INDICATOR 4.2.2. “Participation rate in organized learning (one year before the official school entry age) by gender”

5. GLOBAL INDICATOR 4.3.1. “Participation rate of young people and adults in formal and non-formal education and training in the past 12 months, by gender”

6. GLOBAL INDICATOR 4.4.1. “Proportion of youth/adults with information and communication technology skills, by type of skill”

7. GLOBAL INDICATOR 4.5.1. “Equality indices (of women and men, urban and rural, bottom and top wealth quintiles and other groups, such as persons with disabilities, indigenous peoples and conflict-affected people, depending on data availability) for all education-related indicators in this list, which can be disaggregated”

8. GLOBAL INDICATOR 4.6.1. “The proportion of the population in a given age group that has achieved at least a specified level of functional ability to a) write and read and b) do math, by sex.”

9. GLOBAL INDICATOR 4.7.1. “The extent to which i) global citizenship education and ii) education for sustainable development are comprehensively taken into account in a) national education policies; b) curriculum; c) teacher training; and d) student assessment”

10. GLOBAL INDICATOR 4.a.1. “Proportion of schools offering essential services, by type of service”

11. GLOBAL INDICATOR 4.b.1. “Amount of official development assistance allocated to scholarships, by sector and type of study”

12. GLOBAL INDICATOR 4.p.1. “Proportion of teachers with minimum required teaching qualifications, by educational level of institution”

8 current national indicators *(assigned to the Ministry of Education of the Republic of Kazakhstan):*

- Proportion of children and youth who have completed primary school/achieved at least a minimum level of i), ii) reading and numeracy literacy, by gender (PIRLS, TIMSS, PISA results)
- Readiness level of preschool children for learning
- Share of preschool organizations that have created conditions for the upbringing and education of children with special educational needs
- Share of schools that have created conditions for inclusive education
- Share of TVE organizations that have created equal conditions and barrier-free access for students with special educational needs
- The share of classrooms modified with modern equipment in secondary education organizations, out of their total number
- Share of 3-shift schools
- Proportion of emergency schools

18 national indicators for monitoring *(assigned to the Ministry of Education of the Republic of Kazakhstan):*

1. “Indicator “Early Childhood Development Index” (ECDI)”
2. “Indicator “Proportion of children enrolled in pre-school preparation”
3. “Participation of adults 16-65 years old in non-formal types of education and vocational training in the last 12 months before the study”
4. “Level of digital literacy of the population aged 6-74 years by region”
5. “Gender Equality Index by Level of Education”
6. “Proportion of the population in a given age group who have achieved at least a specified level of functional ability to a) write and read and b) do numeracy, by sex” (no national indicator)
7. “The share of students in TVE organizations involved in socially beneficial activities”
8. “Proportion of children covered by the updated content of education”
9. “The percentage of students who demonstrated a high level of citizenship and patriotism”

10. “The share of schools provided with Internet access at a speed of 4 Mbit/s and higher”
 11. “Proportion of schools provided with basic sources of drinking water”
 12. “Proportion of schools provided with separate, minimally equipped toilets, by location (outside and inside the school)”
 13. “Amount of official development assistance allocated to scholarships, by sector and type of study” (no national indicator)
 14. “The share of teachers in preschool institutions with pedagogical education”
 15. “The share of teachers in primary schools (grades 1-4) who have a pedagogical education”
 16. “The share of teachers in basic secondary schools (grades 5-11) who have a pedagogical education”
 17. “The share of teaching staff of secondary education organizations who have undergone advanced training in updated content from their total number”
 18. “The share of teachers with the qualification level of master-researcher, teacher-expert and teacher-moderator from the total number of secondary education teachers”
- 1 indicator delayed
1. “Completion rate (primary education, junior and senior secondary education)” (no national indicator)

Information on SDG 4 indicators :
“Ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all”

Target 4.1 “By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education that achieves relevant and effective learning outcomes”

The Constitution of the Republic of Kazakhstan and the Law of the Republic of Kazakhstan “On Education” guarantee citizens of Kazakhstan to receive free primary, basic secondary and general secondary education.

In the republic, according to statistics from the National Educational Database (NEDB), access to free, equal and high-quality primary and secondary education is provided by **7.8 thousand** secondary education organizations with a population of **3.9 million** (2022 - 3.6 million) students.

For reference : network 2020 - 7,440, contingent - 3.48 million, 2021 - 7,551, contingent - 3.6 million.

All schools operate on the basis of updated educational content using a new criteria-based assessment system.

Since the last school year, students of Kazakh classes from the 1st grade study only the state language, from the second grade - everyone learns Kazakh and Russian, from the third grade - English.

The requirements for teaching science and mathematics subjects in high schools have been strengthened; a “Global Competencies” course on mastering vital areas has been introduced for students in grades 5-11.

From 2023-2024 school year. year of the academic year, at the end of the academic year at the level of basic secondary (grades 5-8), general secondary (grade 10), an exam in the Kazakh language will be held for students in order to assess students’ mastery of the content of programs in the subject “Kazakh language” in schools with the Kazakh language training in the subject “Kazakh language and literature” in schools with non-Kazakh language of instruction.

In high school, English language learning will increase by 1 hour.

In order to stimulate and increase motivation for participation in Olympiads at the republican and international levels for students in rural schools, separate subject Olympiads will be held for them.

Kazakhstan is actively working to improve the quality and accessibility of education at all levels, including primary, secondary and higher education. This includes modernizing curricula, improving the qualifications of teaching staff and creating modern learning conditions.

Since 2022, the Ministry has been conducting **Monitoring of Students’ Educational Achievements (MSEA)** to determine the level of functional literacy of students in grades 4 and 9. Within the framework of MODO, methodological assistance is provided with the development of recommendations to ensure the quality of education.

To improve the quality of **reading literacy**, the stock of fiction in school libraries has increased by 3.7 million books. Digital textbooks (*80% converted to digital format*), digital educational platforms “Kundelik”, “Online.Mektep” (Bilimland), “BilimAI” and “EDUS.Mektep” are used. The computer park of schools is more than 1 million units. computer equipment.

At the legislative level, a norm has been introduced for the payment of material remuneration to the winners of international Olympiads and the teachers who trained them. 421 children from socially vulnerable families received the opportunity to study at “Bilim -Innovation Lyceums”, “Daryn”, RFMS.

The country continues to participate in the international **PISA** (Programme for International Student Assessment) study to assess literacy levels and skills in reading, writing and mathematics and apply the results to improve the educational system.

GLOBAL INDICATOR 4.1.1. “The share of children and youth accounted for by a) students in grades 2 and 3; b) primary school graduates; and c) lower secondary school graduates who have achieved at least a minimum level of proficiency in i) reading and ii) mathematics, disaggregated by gender.”

NATIONAL INDICATOR (current)

“Proportion of children and youth who have completed primary school/achieved at least a minimum level of i) reading literacy, by gender (PIRLS Results)”



Based on the results of **PIRLS-2021** The share of primary school graduates who achieved the minimum level of reading literacy (400 points) was 91%.

According to **PIRLS-2021**, the share of primary school graduates who achieved the minimum level of reading literacy decreased by 7% compared to 2016 (98%). The most significant decline is observed among boys (by 10%) than among girls (by 4%).

Challenges and issues

PIRLS 2021 data shows that 9% of primary school graduates are unable to read and comprehend text at the primary level. By comparison, in the 2016 study, the proportion of students who did not achieve the minimum level of reading literacy was 2%. This indicates the need for targeted work to develop the reading skills of younger schoolchildren and their positive attitude towards reading.

To solve this problem, the “Reading School” project is being implemented, aimed at instilling a high culture of reading. Reading literacy is recognized as a “human value” that promotes progress, awareness and development, especially now that there

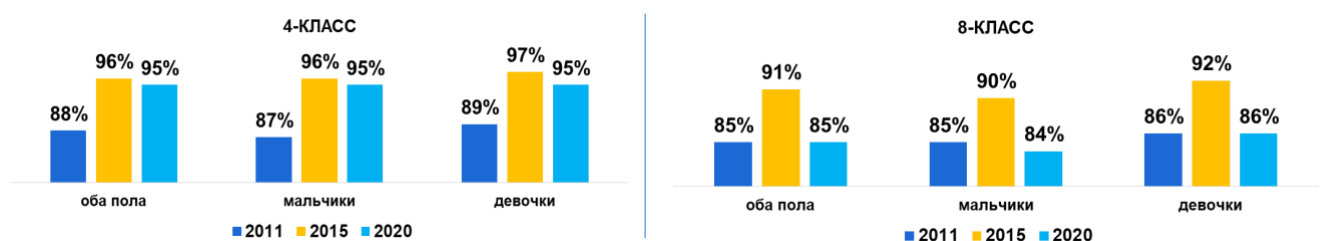
are a growing number of jobs that require advanced analytical and interpersonal skills. The “Reading School – Reading Nation” project, designed for 2020–2023, started in Kazakhstan in 2020. Over the course of two years, educational organizations have been developing plans and implementing activities to create a productive environment for the creative development of children and increasing interest in reading.

Based on the analysis of data obtained during the PIRLS study, factors were identified that influence the formation of a literate reader in primary school: a home environment conducive to reading (availability of *accessible resources, a home library, reading parents, and digital devices*); pre-school preparation (*including early development of children, early conscious preparation for school*); academically oriented schools (*including material and technical equipment*); safe school environment (*no bullying*); reading instructions in elementary school (*regular activities for the formation and development of reading literacy*); regular attendance at school (*well-being, sleep, nutrition of the youngest*); a positive attitude towards reading and reading instructions (*interest, developed reading skills*) and no difficulties with online reading (*free access to digital resources*).

School library functioning is the best predictor of academic performance. The school library operates in accordance with the main directions of school development. Implementation of the “Reading School”, “Bookcrossing” projects, as well as the implementation of measures to increase the level of reading literacy to achieve strategic indicators (*average reading score: 2023 - 392, 2024 - 392, 2025 - 450*) within the framework of the national The project modified the format of work of school libraries, significantly enriching its content.

In modern libraries, media centers operate to collect information, and full access to national and international resources and book collections is provided. Research shows that today's school library resources have enormous potential to support educational trends such as the growth of partnerships through library collection sharing and the dissemination of open educational resources.

“Proportion of children and young people leaving primary school achieving at least a minimum level of ii) numeracy (mathematics) (TIMSS Results) ”



In terms of mathematical literacy, there are no significant differences in the level of proficiency in minimal numeracy skills between girls and boys. According to the results of **TIMSS-2019**, the proportion of girls and boys in grade 4 who achieved the minimum level of mathematical literacy was the same - 95%, which is similar to the national average (95%).

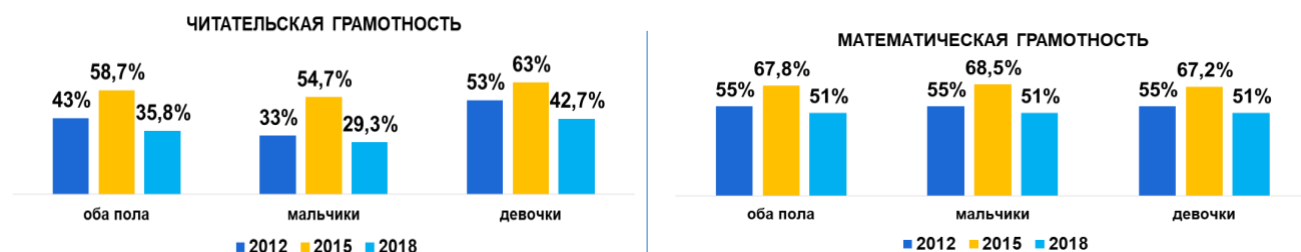
Challenges and issues

The gap in the share of 4th grade students who have achieved the minimum level of numeracy skills in mathematical literacy between the last two **TIMSS cycles** is small (in the Republic of Kazakhstan and among boys - 1%, among girls - 2%). Among eighth-graders, this gap reaches 6% for all groups of students.

According to the results of **TIMSS-2019**, 15% of eighth-graders cannot cope with low-level tasks in mathematics, while the average for participating countries is 13%.

"Proportion of children and youth leaving secondary school achieving at least a minimum level of ii) numeracy (mathematical literacy), by sex (PISA results) "

"Proportion of children and youth graduating from secondary school achieving at least a minimum level of i) reading literacy, by gender (PISA results) "



Girls do better in reading than boys and in **PISA**. Thus, in PISA 2018, the proportion of girls who achieved the minimum level of reading literacy (43%) significantly exceeded boys (29%). Overall, 36% of Kazakhstan's junior high school graduates (15-year-old school and college students) achieved at least a minimum level of reading proficiency.

According to the results of **PISA 2018**, girls and boys also showed the same level of proficiency in minimum numeracy skills as the national average (51%).

In PISA 2018, the share of 15-year-old students who achieved the minimum second level of mathematical literacy (51%) decreased by 17.8% compared to 2015 (67.8%). Among boys, this decline was 17.5%, among girls – 16.2%.

At the same time, there is a decrease in the proportion of students who have achieved the minimum level of reading literacy among high school graduates. Recession between **PISA 2015 cycles** and **PISA-2018** was 23% (among boys - 25.4%, among girls - 20.3%).

Challenges and issues

According to the results of **PISA-2018**, more than half (64.2%) of students in Kazakhstan do not reach the minimum level 2 in reading literacy, which is almost three times more than the average for OECD countries (23%). In practice, this means that they encounter difficulties when working with material that is unfamiliar to them.

These indicators are decomposed into:

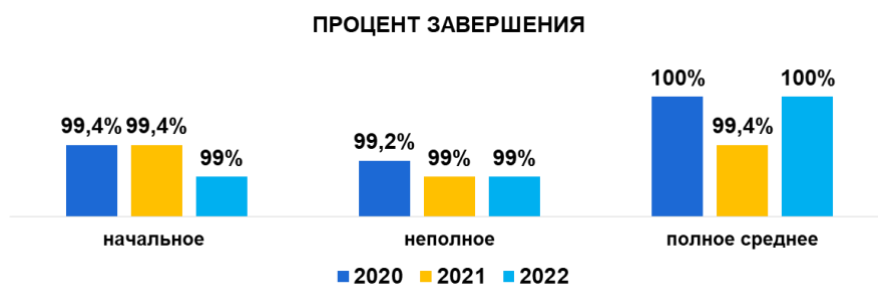
- Concept for the development of preschool, secondary, technical and vocational education of the Republic of Kazakhstan for 2023 – 2029

Event. Participation of Kazakh schoolchildren in international comparative studies PISA, TIMSS, PIRLS, ICILS

- Development Plan of the Ministry of Education of the Republic of Kazakhstan

Indicator. Assessment of the quality of school education based on PISA test results

GLOBAL INDICATOR 4.1.2. “Completion rate (primary education, junior and senior secondary education)” (national indicator unchanged) (deferred)



According to NOBD, the completion rate for primary education in 2021 is 99.4%, in 2022 - 99%.

primary education completion rate from 99.4% in 2021 to 99% in 2022 does not represent a significant change. This may be due to natural fluctuations in statistics.

According to NOBD, the completion rate of *incomplete education* in 2021 and 2022 is 99% each, which indicates the stability of progress on this indicator.

According to the NOBD, the completion rate of *complete secondary education* in 2021 is 99.4%, in 2022 - 100%, which indicates an improvement in the quality of education and its wider accessibility to the population.

steady progress on this indicator .

Target 4.2 “By 2030, ensure that all girls and boys have access to quality early childhood development, care and education so that they are ready for primary education”

In 2016, the historically record figure for the network of preschool organizations in 1991 (8,881) was achieved and exceeded. Since the critical point in 2000 (1,089), the network has increased by 8,321 units (National Report, 2016)

Current situation

To ensure access to preschool education services, there are 11.3 thousand preschool educational institutions in the republic (2022 – 11 thousand units) with a contingent of 937 thousand children (2022 – 965.2 thousand) .

Since the beginning of this year . 348 preschool institutions were opened for 36.2 thousand places (2022 – 458 units for 39 thousand places).

To solve the problem of priority, a step-by-step plan for opening new places for 2023–2025 has been drawn up. due to the placement of government orders in private subsidiaries and the expansion of places in existing ones, where in this year . about 81 thousand places will be created. In 3,554 kindergartens there are consultation points for parents of children not covered by preschool education and education.

The queuing and admission of children to kindergartens is 100% automated. 100% of public gardens are equipped with video surveillance. From September 1 of this year, all preschool children from socially vulnerable families are provided with free meals.

Challenges and issues

Despite the high coverage of children, the order is maintained - 132.5 thousand children 2–6 years old, of which 21.5 thousand children are 3–6 years old.

The demand for places in preschool organizations exceeds the pace of commissioning of new facilities in the Far Eastern Educational Institutions.

GLOBAL INDICATOR 4.2.1. “Proportion of children under five years of age who develop without disabilities in health, learning and psychosocial well-being, by sex”

NATIONAL INDICATOR “Early Child Development Index (ECDI)” (for monitoring)

The MICS study has not been conducted since 2015. New data will be available in 2025.

GLOBAL INDICATOR 4.2.2. “Participation rate in organized learning (one year before the official school entry age) by gender”

NATIONAL INDICATOR “Indicator “Proportion of children enrolled in pre-school preparation” (for monitoring)



Dynamics of development:

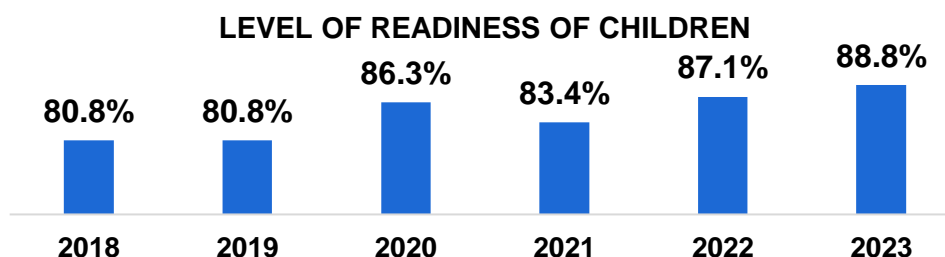
According to paragraph 2 of Article 30 of the Law of the Republic of Kazakhstan “On Education”, preschool education in the Republic of Kazakhstan is carried out from

the age of five in the form of pre-school preparation of children for school. Pre-school preparation in state educational organizations is free and compulsory.

The overall dynamics show a fairly high level of pre-school coverage in Kazakhstan. At the same time, it is necessary to take into account the desire of some parents to give their children a family upbringing. In addition, some children attend private pre-school courses. This fact also affects the indicator, since when calculating this indicator, only children attending pre-school education in organizations working under government orders are taken into account.

Currently, the coverage of children with pre-school preparation is increasing. Thus, at the end of 2022, there were 3,680 kindergartens operating, with 6,864 pre-school groups with a contingent of 214.2 thousand children. In addition, 174.4 thousand children were enrolled in pre-school education in 5,743 schools in the country. The number of mini-centers with pre-school groups was 739 units with a contingent of 15 thousand children. Thus, pre-school preparation in kindergartens, mini-centers and pre-school groups of schools is organized for 403.7 thousand children (95.8%), which is 68.4 thousand more children than in 2020.

NATIONAL INDICATOR “Indicator “Level of readiness of preschool children for learning” (current)

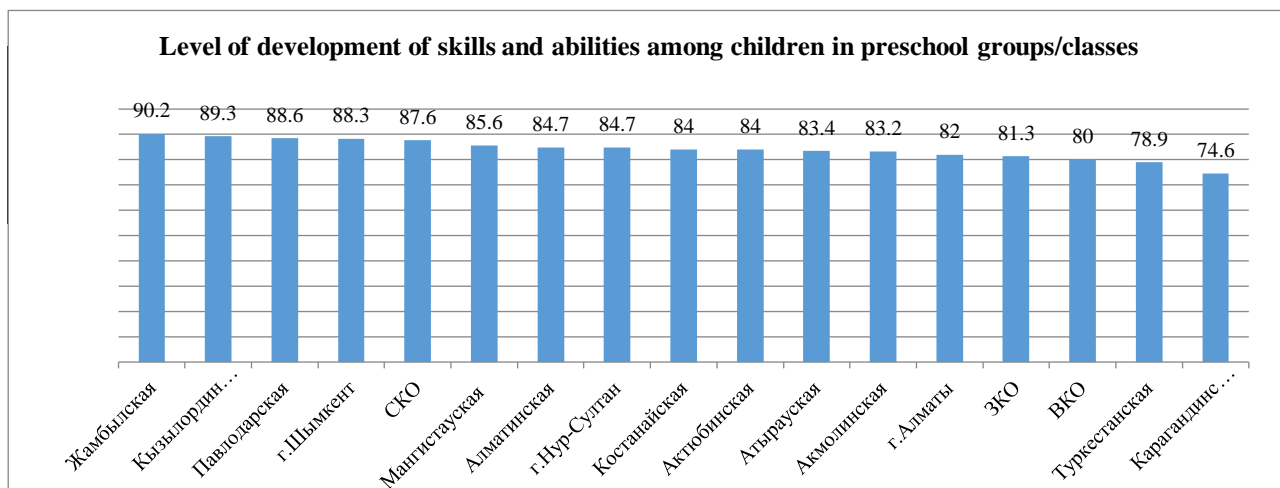


To obtain information about the effectiveness of the educational process, as well as about the dynamics of children’s development during the school year, monitoring of children’s mastery of the content of the Model Curriculum is carried out. The purpose of monitoring is to indirectly determine the level of development of skills in preschool children.

Monitoring of the development of skills of children in preschool groups (classes) is carried out at the beginning (*starting*), middle (*intermediate*) and end (*final*) of the school year.

Monitoring is carried out by the teacher in close cooperation with other teaching staff, on the basis of which tasks are determined to improve children’s skills necessary for learning at school and determine the quality of the content of the educational system.

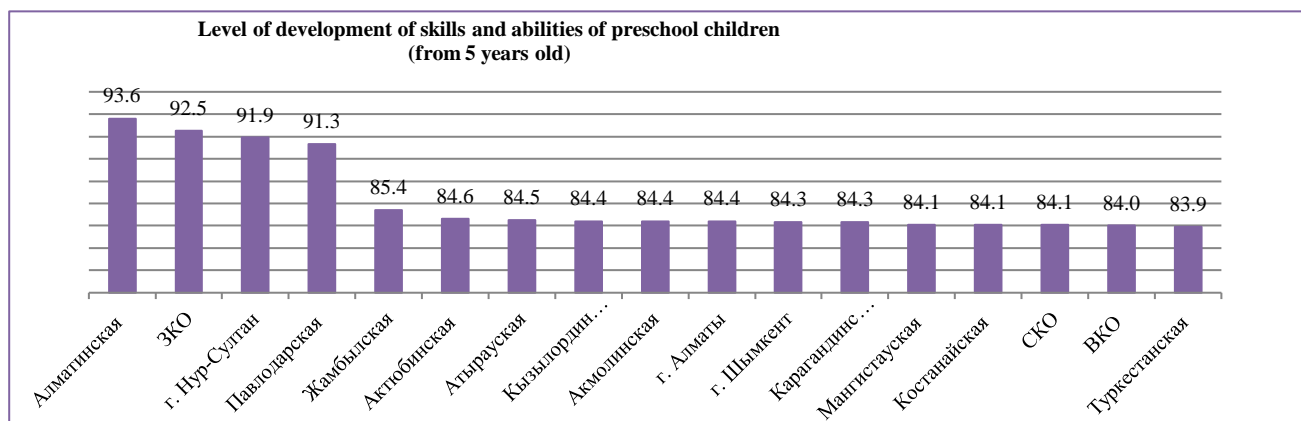
For example, the results of monitoring based on the results of the 2020-2021 academic year showed that 12 out of 17 regions exceeded the planned value of the indicator of the level of readiness of preschool children to study at school, enshrined in the State Program for the Development of Education and Science of the Republic of Kazakhstan for 2020 - 2025 (2021) . - 82.5%).



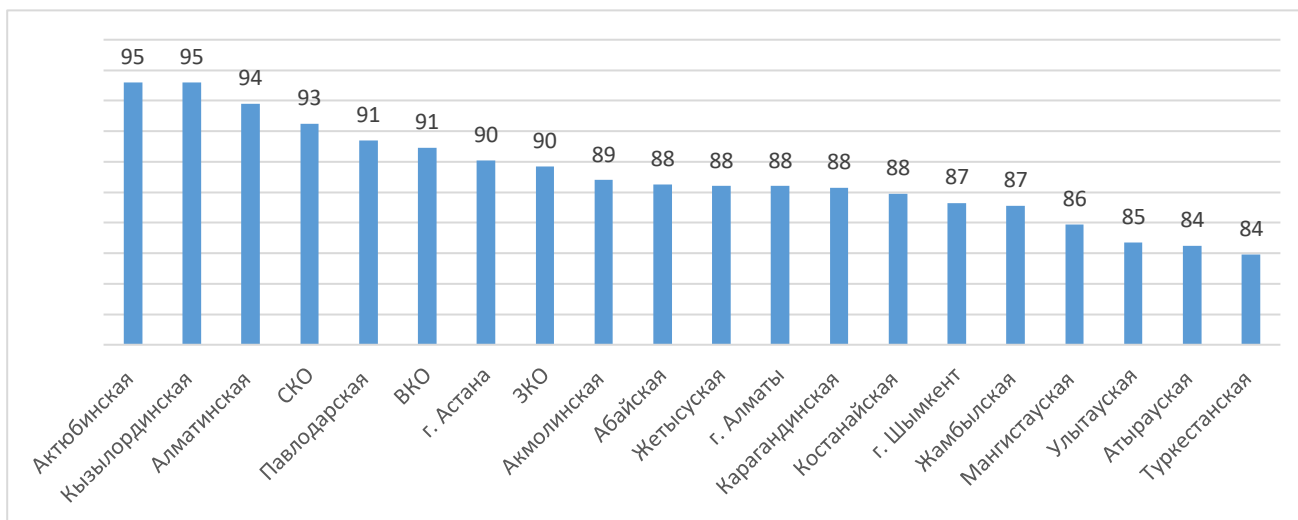
Despite the restrictions associated with the COVID -2019 pandemic, a slight decrease in the final indicator compared to the intermediate indicator showed a positive trend in children's knowledge acquisition.

In the 2021-2022 academic year, out of 365 thousand five-year-old children, 317.9 thousand children mastered a high and average level of skills, which is 87.1%.

The level of assimilation of the content of the Program by preschool children by region is as follows:



In the 2022-2023 academic year, monitoring covered 348 thousand children of preschool groups and classes. The results of three-stage monitoring showed, respectively, 77.5% – 85.1% – 88.8%, i.e. 309 thousand children have high and average levels of skills.

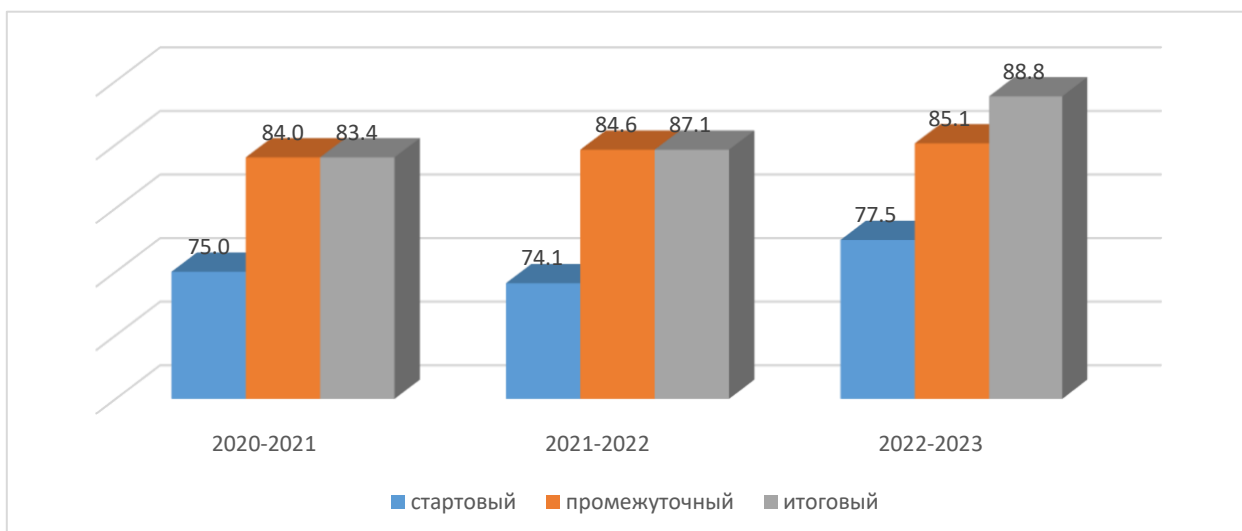


In the regions, high and average levels of program absorption were shown by Aktobe (95.2%), Kyzylorda (95.2%), Almaty (93.8%), North Kazakhstan (92.5%), Pavlodar (91.4%), East Kazakhstan (90.9%), West Kazakhstan (89.7%), Akmla (88.8%) regions, Astana city (90.1%).

Results lower than the republican ones were shown by Atyrau (84.5%) and Turkestan (83.9%) regions.

A comparative analysis of the monitoring results showed positive dynamics in the development of children.

Drawing. Comparative analysis of mastering the content of TUPR by year.



According to this indicator, growth dynamics are observed. Positive results are being achieved by the introduction of a new model of preschool education and training, focused on unlocking the potential of children based on the principle of “learning through play.” Curricula, plans and teaching methods have been revised. Standards for equipping subsidiaries have been approved.

In order to develop the professional competencies of teachers, the procedure for taking advanced training courses has been changed at intervals of once every 3 years (*previously once every five years*).

25 educational programs have been developed to improve the professional level of preschool teachers.

In order to improve the quality of the staff of the Far Eastern Branches, Competence Centers will be created on the basis of existing subsidiary companies, which will become points of growth. The creation of preschool alliances around Competence Centers with a single management center is necessary for the translation and implementation of the best practices of leader-managers into the practice of kindergartens and mini-centers, as well as the optimization of human and financial resources.

Target 4.3 “By 2030, ensure equal access for all women and men to affordable and high-quality vocational and higher education, including university education”

In 2017, the “Free TVET for All” project was launched, within the framework of which everyone is given the opportunity to obtain their first working specialty free of charge. The project is being implemented due to an increase in the volume of government orders/

The project allowed more than 300 thousand young people to obtain their first working specialty for free. Within the framework of this project, conditions have been created for the involvement of socially vulnerable categories of youth. Project participants are provided with hot meals, stipends, and free travel. The project has a broad socio-economic effect in the form of reducing the number of unskilled personnel in the Kazakh labor market, reducing the level of youth unemployment, as well as the number of NEET youth and self-employed youth.

Funding is provided from the republican budget to increase the state educational order for training by 225 thousand places, including 45 thousand places in 2022, 50 thousand places in 2023, 60 thousand places in 2024. places, in 2025 – 70 thousand places.

In general, due to the increase in funds from the Ministry of Finance and the Republic of Belarus, it is planned to increase the coverage of young people, primarily 9th grade graduates, with free TVE to 100% by 2025. In the current year, it was possible to achieve the target, ensuring the coverage of youth from among 9th grade graduates free TVET at 80%.

GLOBAL INDICATOR 4.3 .1. “Participation rate of young people and adults in formal and non-formal education and training in the past 12 months, by gender”

NATIONAL INDICATOR “Participation of adults 16-65 years old in non-formal types of education and vocational training in the last 12 months before the survey” - 17.1 % (for monitoring) (OECD PI A AC data - carried out only once in 2018).

Background : According to the OECD, PIAAC is the most comprehensive international benchmarking study assessing reading, math and problem-solving skills in high-tech environments.

The Republic of Kazakhstan has built a system for collecting data on formal education. However, there are no statistical data on the involvement of youth and adults in **non-formal education** (trainings, courses, etc.).

According to the Law of the Republic of Kazakhstan dated July 4, 2023 No. 14-VIII ZRK “On professional qualifications”, learning results obtained through non-formal and (or) informal education are recognized by recognition centers when passing the procedure for recognition of professional qualifications in the event that the requirements for recognizing the results of non-formal and (or) informal education are established by relevant professional standards, and in their absence, by qualification requirements.

To make a decision on the recognition of non-formal education as part of the recognition of professional qualifications, the candidate submits to the recognition center a certificate or certificate of completion of training issued by an organization providing educational services.

Recognition of non-formal, informal learning may further correspond to the collection of statistical data.

Target 4.4 “By 2030, significantly increase the number of young people and adults with in-demand skills, including vocational skills, for employment, decent work and occupations”

Ensuring the availability of TVET and the quality of personnel training is one of the tasks. Personnel training will be carried out on the basis of the national qualifications framework and professional standards.

The Constitution of the country (Article 30, paragraph 6), the Law “On Education” provides for the compliance of educational programs with the National Qualifications Framework and the labor market; within the framework of social partnership, the participation of employers in the development of state compulsory education standards, standard curricula and programs (Article 45-1, clause 2); mandatory integration of TVET educational programs and 1-2 courses of higher education (Article 20, paragraph 2.); compulsory professional practice at enterprises at the expense of employers and other funds (Article 32-1, Article 38); the possibility of integrating education and science on the basis of innovative educational consortia (Article 20, paragraph 2, Article 25).

The Labor Code includes Article 119 “Dual training”. The Law “On Education” establishes forms of professional training (in-company training, retraining in another specialty, cooperative training based on corporate responsibility and apprenticeship). Dual training was introduced in 558 colleges (in 2013 - 176 colleges) with the participation of more than 8 thousand enterprises, contracts were concluded covering more than 75 thousand students (in 2013 - 10,560 students).

The analysis shows that over the past ten years, the number of colleges participating in dual education (in 2013 - 176 colleges) increased by 382 units, enterprises by 5892 units, and the number of students by 64,440 people.

Mentoring Schools have been created and a mentor training program has been developed. NPP conducts training of mentors in pedagogical skills. To encourage employers to participate in dual training, a new method of per capita financing of TVE has been developed. Within the framework of the per capita standard, the costs of practical training are taken into account, in particular for providing students with the necessary educational equipment, as well as wages for mentors.

As part of ensuring the quality and recognition of qualifications, a model for transferring credits according to the ECTS type has been introduced in Kazakhstan. There is an internationally recognized external quality assurance system in place. The quality assurance function is assigned to the MP of the Republic of Kazakhstan in accordance with Art. 5. clause 5 of the Law “On Education”.

There is a legally approved practice for passing certification and accreditation by colleges (Article 9-1, Article 59 of the Law of the Republic of Kazakhstan “On Education”). In 2022, 625 (80%) organizations passed the institutional accreditation procedure (assessment of the college itself), of which 369 were public, or 59%, and private colleges were 256, or 41%. As of 2022, the specialized accreditation procedure (evaluation of educational programs) was completed by 308 (39%) TVE organizations, of which 60% were state colleges (185 units) and 40% were private colleges (123 units).

Components of the national qualifications system are being introduced - qualifications framework, industry frameworks and professional standards. The National Qualifications Framework was approved in March 2016 and is comparable to the European Qualifications Framework. Work is underway to prepare for NQF self-certification.

In TVET, students are given the opportunity to develop entrepreneurial skills through the introduction of “Fundamentals of Entrepreneurship” courses.

GLOBAL INDICATOR 4.4.1. “Proportion of youth/adults with information and communication technology skills, by type of skill”

NATIONAL INDICATOR “Level of digital literacy of the population aged 6-74 years by region” (for monitoring) (BNS data, ICRIAP code)



In the field of ICT, by type of skill among young people aged 15-24, the following dynamics are observed:

- Sending email with attached files (document, photo, video): 2016 - 56.1%, 2017 - 67.1%, 2018 - 74.2%, 2019 - 61.9%, 2020 – 63.2%, 2021 – 59.5%.
- Connecting and installing new devices (printer, modem and others): 2016 - 19.1%, 2017 - 19.2%, 2018 - 22.1%, 2019 - 18.6%, 2020 2021 – 21.7%, 2021 – 21.6%.
- Work in a graphic editor (including presentations, text, images, sound, video or diagrams): 2016 - 28.5%, 2017 - 28%, 2018 - 29.7%, 2019 - 27, 1%, 2020 – 30.5%, 2021 – 32.8%.

These data indicate that ICT skills among young people in Kazakhstan are trending upward. However, some skills may be variable and subject to year-to-year fluctuations. It is important to continue to develop and improve educational programs to prepare young people for modern requirements in the field of information technology.

Thus, for the teaching community in 2021, JSC NCPC Orleu launched a **free 80-hour online course “Development of digital competencies of teachers .”** Major companies such as the European Education Foundation, Microsoft Kazakhstan, Bilim Media Group and Kundelik took part in the development of this course .

This practice-oriented course is devoted to the use of information and communication technologies and is intended for teachers of secondary education organizations and university students training teaching staff. During the course, teachers were trained to apply lesson design techniques using digital educational technologies, select forms, methods of teaching content and assess students’ educational achievements using information technologies. In addition, teachers were shown the resource capabilities of the National Educational Database, and were also introduced to the best practices of Finland and South Korea in integrating innovative technologies into the educational process.

In total in 2021 **the course “Development of digital competencies of teachers ” was successfully completed by more than 312 thousand teachers** , which is currently the largest initiative of a free professional development course in Kazakhstan.

In addition, in 2023, a pilot project was launched in six regions of Kazakhstan aimed at improving the skills of teachers and heads of small schools using modern digital technologies. Two courses - **“Using digital resources in teaching subjects”** and **“Digital solutions in managing small schools”** are provided in areas with the largest number of small schools.

More than 1,000 heads of small-scale schools are developing skills in digitalizing the education system and adapting the educational environment to a new approach to learning. More than 4,000 educators are improving their skills in delivering lessons using digital technologies, online communications, differentiation and individualization, as well as improving their knowledge of using online resources. In 2024, this project will be continued in other regions of the country.

Target 4.5 “By 2030, eliminate gender inequality in education and ensure equal access to education and vocational training at all levels for vulnerable groups, including people with disabilities, indigenous peoples and children in vulnerable situations”

Kazakhstan has taken steps to develop policies aimed at countering gender inequality. Kazakhstan has taken a number of measures to improve gender equality, and there are already some successes. In addition, at the time of the adoption of the SDGs, the national **Gender Equality Strategy** for 2006-2016 was in force, accompanied by specific action plans for its implementation.

Subsequently, the government introduced **the Concept of Family and Gender Policy until 2030**. The goals of the Concept regarding gender policy include: building public sector capacity, strengthening international cooperation, combating stereotypes in education and employment, and combating violence against women.

At the international level, the government has committed to upholding the Beijing Platform for Action at the UN World Leaders' Meeting on Gender Equality and Women's Empowerment, as well as the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW). To support the implementation of the Sustainable Development Goals, Kazakhstan has committed to adequately fund gender equality initiatives, create a strong and transparent accountability mechanism within government, and use aggregated, comparable gender data on all issues related to gender equality.

There is no discrimination based on gender in Kazakhstan; both boys and girls have equal access to education (*Article 4 of the Law of the Republic of Kazakhstan “On the Rights of the Child in the Republic of Kazakhstan”*).

In addition, ensuring equal access to quality preschool, primary and secondary, technical and vocational, and higher education is one of the priority goals of the Concept for the development of preschool, secondary, technical and vocational education of the Republic of Kazakhstan for 2023 - 2029 and the Development Plan of the MP of the Republic of Kazakhstan.

In the country, issues of gender equality have also been resolved in the field of technical and vocational education. This is demonstrated by the indicators of the contingent by gender (47% of the total number of students are girls).

At the same time, since 2017, the “Free TVET for All” project has been implemented with free acquisition of the first working profession for everyone, while providing food, stipends, travel and accommodation in a hostel.

In Kazakhstan, measures to help students in case of emergencies and disasters are legislatively established. As part of the initiative to support refugees, in 1998 the Law of the Republic of Kazakhstan “On the accession of the Republic of Kazakhstan to the Convention relating to the Status of Refugees and the Protocol relating to the

Status of Refugees” was adopted. According to Art. 22 of the Convention, with regard to primary education, the state provides refugees with the same legal status as citizens.

The policy of inclusive education in the country is implemented in accordance with international and national legal acts. The Law of the Republic of Kazakhstan “On Ratification of the Convention on the Rights of Persons with Disabilities” was adopted (02/20/2015). Kazakhstan is the only country in Central Asia that has ratified this Convention. High-quality education, social protection and ensuring access for all categories of the population to social infrastructure and information, free choice of activity and other rights are guaranteed by the Laws of the Republic of Kazakhstan “On the rights of the child in the Republic of Kazakhstan”, “On social protection of disabled people in the Republic of Kazakhstan”, “On social and medical-pedagogical correctional support for children with disabilities”, “On architectural, urban planning and construction activities in the Republic of Kazakhstan”.

A number of departmental documents regulating issues of inclusive education have been adopted.

GLOBAL INDICATOR 4.5 .1. “Equality indices (of women and men, urban and rural, bottom and top wealth quintiles and other groups, such as persons with disabilities, indigenous peoples and conflict-affected people, depending on data availability) for all education-related indicators in this list, which can be disaggregated”

NATIONAL INDICATOR “Gender Equality Index by Level of Education” (for monitoring)

There is no problem of gender inequality in the education system of the Republic of Kazakhstan.

For reference :

Contingent of preschool education – 946,864, of which boys – 488,445, girls – 458,419;

The contingent of CBOs is 3,811,111 children, of which 1,944,101 are boys, 1,867,010 are girls;

Contingent TVET - 517,441, of which boys - 268,751, girls - 247,690.

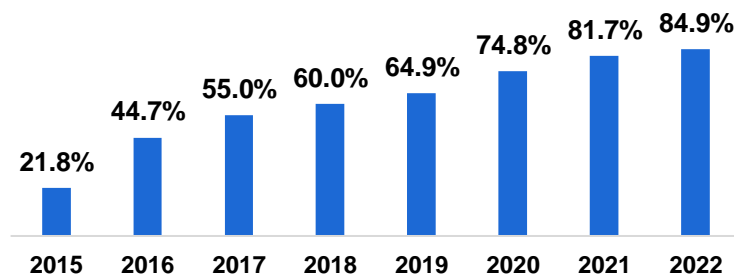
NATIONAL INDICATOR “Share of preschool organizations that have created conditions for the upbringing and education of children with special educational needs” (current)

Network of preschool educational institutions - **11.3 thousand**, of which **7.7 thousand** have created conditions for children with special education needs in

accordance with the Model Rules (*Order of the MP of the Republic of Kazakhstan dated January 12, 2022 No. 6 “On approval of the Rules for psychological and pedagogical support in educational organizations*).

55 thousand children with special needs of preschool age (*3-6 years old*) were identified, of which **40 thousand** are covered by psychological and pedagogical correctional support in preschool education (*2021 - 32 thousand, 2022 - 35 thousand*).

NATIONAL INDICATOR “Proportion of schools that have created conditions for inclusive education” (current)



Today, out of **6.9 thousand** public schools, **5.8 thousand** (*84%*) General education schools have created conditions for inclusive education.

For reference: A total of 132,699 school-age children with special educational needs.

From **132.6 thousand** children with special needs aged 6-18 years are subject to education, **129.5 thousand** (*not subject to 3.1 thousand*). More than **111 thousand children** are enrolled in inclusive education in OSO, 15 thousand are studying at home, **3.5 thousand children** are studying in colleges.

646 rooms to support inclusion have been created in secondary schools, and it is planned to open another **200 rooms** by 2027.

For advisory assistance and exchange of pedagogical experience, **22** regional resource centers have been created on the basis of secondary schools. It is also planned to expand the network of resource centers for rural schools.

As part of the charity program “Equipping special school educational organizations,” the Kazakhstan Khalkyna Foundation is equipping the material and technical base of **99** special schools.

For reference: at this stage, out of 99 organizations, 33 are fully equipped. These are the offices of a speech therapist, psychologist, social guidance, gyms, metalworking, carpentry, pottery, sewing workshops, primary school classrooms, geography, biology, music, Kazakh and Russian languages, computer science. Planned

For psychological and pedagogical support of children with disabilities, there are **95** psychological, medical and pedagogical consultations (PMPC), **210** psychological and pedagogical correction rooms (PPC) covering **30.9 thousand** children. There are also **13** rehabilitation centers for **5.6 thousand** children, **10** autism centers for **2.2 thousand** children.

24 thousand children with disabilities are in line to receive this service in special educational organizations.

To solve this problem, it is planned to open 31 PMPK and 24 KPPK by 2025. To ensure the rapid exchange of statistical data between educational organizations, the data from the PMPC and CPPC are integrated into the NOBD.

NATIONAL INDICATOR “Share of TVE organizations that have created equal conditions and barrier-free access for students with special educational needs” (current)

To date, **520** colleges **out of 772** colleges (64%) have created conditions for **3.5 thousand people** with special educational needs (*total contingent - 517.3 thousand*), by 2026 it is planned to create **100%** conditions in all colleges.

Colleges employ 1,668 special educators for students with special educational needs (*teachers - defectologists (23 people), teachers of the deaf (37 people), social teachers (179 people) and educational psychologists (421 people), psychologists (84 people)*).

To improve the quality of education for children with special needs, every year since 2019, **4.9 thousand teachers** undergo advanced training courses, including: on inclusive education. In 2023, the number of teachers who have undergone advanced training will be **12.9 thousand**

For reference:

In order to ensure accessibility of the TVE system for persons with special needs, in accordance with the Convention on the Rights of Persons with Disabilities, adopted by the General Assembly of the United Nations, equal access to education and learning throughout life is provided.

Admission to TVE organizations for persons with special education needs is carried out for specialties and qualifications, taking into account the recommendations and contraindications of medical and social examination (*medical certificate*) (*Model rules for admission to training Order of the Ministry of Education and Science of the Republic of Kazakhstan dated October 18, 2018 No. 578*).

When receiving disabled children and disabled children (*with visual, hearing, and musculoskeletal impairments*) a separate audience, an assistant, and an interview are provided. With a diagnosis of “Mild and moderate mental retardation”, the appointment is carried out taking into account the conclusion of a psychological, medical and pedagogical consultation.

TVE organizations, a quota has been determined for citizens from among disabled people of groups I, II, disabled since childhood, disabled children - 1% of the total state order.

And visually and hearing impaired students studying in colleges have the right to receive an increased state scholarship (*by 75% of its established amount*).

A per capita funding standard for children with special education needs has been introduced, under which the rate of educational expenses per student per year is doubled.

As part of academic independence, colleges develop special educational programs in the context of inclusive education.

Despite fluctuations in some years, there is a **positive trend** in these indicators.

These indicators are decomposed into the Concept for the development of preschool, secondary, technical and vocational education of the Republic of Kazakhstan for 2023 – 2029

Target indicator. Share of educational organizations that have created conditions for inclusive education

(in preschool organizations: 2023 - 40%, 2024 - 60%, 2025 - 80%, 2026 - 100%, 2027 - 100%, 2028 - 100%, 2029 - 100%,

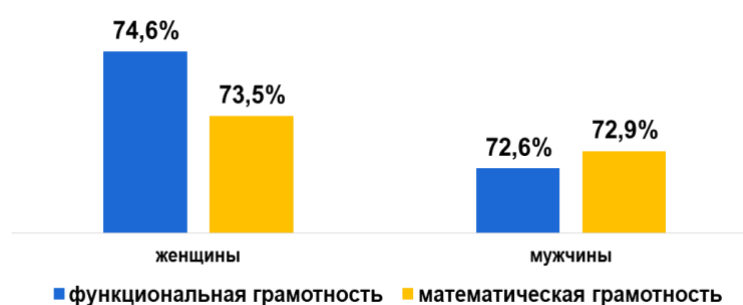
in secondary education organizations - 2023 - 80%, 2024 - 90%, 2025 - 95%, 2026 - 100%, 2027 - 100%, 2028 - 100%, 2029 - 100%,

in TVE organizations : 2023 - 70%, 2024 - 80%, 2025 - 90%, 2026 - 100%, 2027 - 100%, 2028. – 100%, 2029 – 100%)

Target 4.6 “By 2030, ensure that all young people and a significant proportion of adults, both men and women, can read, write and do math”

GLOBAL INDICATOR 4.6.1. “Proportion of the population in a given age group achieving at least a specified level of functional ability to a) write and read and b) do numeracy, by sex” (national indicator unchanged) (for monitoring)

Current situation and problems



Kazakhstan took part in PIAAC only in 2018

The task of teaching young people and adults basic numeracy and writing skills has been solved for Kazakhstan. According to Art. 30 of the Constitution of the Republic of Kazakhstan, secondary education is necessarily guaranteed. At the expense of the Universal Education Fund, children from low-income families are provided with clothing, shoes, textbooks, school supplies and meals at school. In Kazakhstan, all school-age children are enrolled in secondary education.

Kazakhstan has high rates of adult literacy in the IRO index (UNESCO).

The country actively participates in the international **PIAAC** (Program for International Assessment of Adult Skills) study to assess literacy levels and skills in reading, writing and mathematics and apply the results to improve the educational system.

RIAA Adult Literacy Survey also confirms that Kazakhstan scores below the OECD average.

According to this study, the adult population of Kazakhstan scored on average 249 points in *reading literacy* and 247 points in *mathematical literacy* (OECD average - 266 points and 262 points, respectively). Again, the majority of the population of Kazakhstan coped only with tasks of the 2nd level of difficulty in reading and mathematics (49% and 52%, respectively).

By gender of the adult population, on average three-quarters of women (75%) and men (73%) have a basic level of functional literacy. They can at least read and interpret written materials (instructions, letters, contracts, etc.). Approximately the same proportion of women (74%) and men (73%) passed the 1st basic level of

mathematical literacy according to the results of RIAAS-2018. This means that they can at least do basic math (counting, classifying, basic arithmetic, simple percentages, etc.).

It is also important to note that 10% of participants aged 25 to 34 years and 40% of participants aged 55 to 65 years were unable to complete basic information and communications technology (ICT) tasks due to computer inability. Only 16% of participants were able to complete tasks of 2–3 levels of complexity related to ICT literacy.

These results indicate the need for increased work on adult literacy in Kazakhstan, including the development of ICT literacy. In addition, they also highlight the importance of comparative analysis with other post-Soviet countries such as Estonia, Lithuania and Russia in order to identify areas for improvement and development of the educational system and literacy programs.

Target 4.7 “By 2030, ensure that all students acquire the knowledge and skills needed to promote sustainable development, including through education on sustainable development and sustainable lifestyles, human rights, gender equality, promoting a culture of peace and non-violence, and global citizenship and awareness of the value of cultural diversity and the contribution of culture to sustainable development

GLOBAL INDICATOR 4.7.1. “The extent to which i) global citizenship education and ii) education for sustainable development are comprehensively taken into account in a) national education policies; b) curriculum; c) teacher training; and d) student assessment”

“Indicator 4.7.1 in relation to the double is tracked in SDG 13”

At the present stage, the interaction of the country's educational organizations with international organizations, including UNESCO, with international Federations and Associations of UNESCO Clubs to exchange experience in the field of education for sustainable development for training the younger generation and integrating the sustainable development component into the Kazakhstan education system is expanding.

The main goal of the process of integrating the ESD component into the content of education is to increase the awareness of students and teachers about education for sustainable development, expand the capacity of teachers and exchange experience within the framework of best practices in order to achieve sustainable development and “green” education.

National Academy of Education named after. In 2021, Y. Altynsarina supported the initiative of the UNESCO Office in Almaty to integrate the Education for Sustainable Development (ESD) component into the content of secondary education in the country.

An analysis of the Kazakhstan standard of education (*content, competencies, expected results*), standard curricula for academic subjects of grades 1-11 was carried out.

As the analysis showed, the ESD component is reflected in many regulatory legal acts of the Republic of Kazakhstan: “Environmental Code of the Republic of

Kazakhstan”, Law of the Republic of Kazakhstan “On Education”, Strategic Plan of the Republic of Kazakhstan until 2025, Concept for the transition of the Republic of Kazakhstan to a “green economy”, Decree President of the Republic of Kazakhstan “On the Concept of the Republic of Kazakhstan’s transition to sustainable development for 2006-2024”, National project “Quality Education” Bilimdi Últ”, State Compulsory Standard of General Secondary Education and others.

National Academy of Education named after. I. Altynsarina, together with the Institute of Sustainable Development of Narxoz University, worked to integrate the component “Education for Sustainable Development” (*hereinafter referred to as ESD*) and global citizenship into the content of Kazakhstani secondary education.

During 2020-2022, the following joint events were organized:

1. An analysis was carried out of the integration of the ESD component in the regulatory legal acts of secondary education (State Educational Standards, Standard Curricula, etc.).

2. Training was conducted for curriculum developers to include a sustainable development component in the content of standard curricula in academic subjects for students in grades 2-11 (2 seminars).

3. 4 training seminars were held for teachers in the country on including a sustainable development component in the content of programs of various academic subjects for students in grades 5-11.

The company “TeachersLab” LLP, with the support of the UNESCO Cluster Office in Almaty, is holding a competition “Teacher Leaders in the Fields of ESD and New Technologies” to select the best pedagogical development with integrated elements of Education for Sustainable Development and new technologies.

Starting from the 2021-2022 academic year, the country’s educational organizations introduced the “Global Competencies” course for students in grades 5-11, which is aimed at developing functional literacy, values, communication skills, ethical standards and behavioral attitudes of students.

Within the framework of the course, the formation of such key competencies in students as civic (*civic position, Kazakhstani self-awareness and cultural identity*), managerial (*ability to solve problems*), information (*independent cognitive activity or the ability to learn throughout life*), communicative (*ability to oral, written, productive communication*), social (*social interaction*), personal (*self-organization, self-improvement, life and professional self-determination, self-realization*), technological (*use of technologies, including scientific, digital*), which also demonstrate education for sustainable development.

The formation of students' understanding of local, global problems and issues of intercultural interaction, understanding and appreciation of different points of view and worldviews, as well as respectful interaction with others is updated through the integration of the sustainable development component into education.

The Kazakhstan standard of secondary education provides the opportunity to directly integrate the sustainable development component into the content of educational programs.

Direct integration of the sustainable development component into the content of academic subjects is aimed at:

- on the formation of functional literacy of students;
- ensuring their understanding of the essence of the phenomena, processes and events occurring around them (political, historical, social, environmental, demographic, etc.);
- motivating students to lead a healthy lifestyle, to choose quality products and means, to improve the quality of everyday life, including their own, family, class, team, locality, region, country, and all humanity.

As part of monitoring the integration of the ESD component into the content of the compulsory standard of all levels of secondary education and Model curricula in subjects of grades 1-11, recommendations have been developed for making changes and additions aimed at strengthening ESD in regulatory legal acts relating to the content of secondary education and regulating the activities of secondary education organizations education.

Increasing the global competitiveness of Kazakhstan's education and science, education and training of individuals based on universal human values is of strategic importance.

The long-term expected result until 2030, updated and aimed at increasing the contribution of science to the socio-economic development of the country, ensuring the accessibility and quality of preschool education and training, improving the quality of education, a comfortable, safe and modern educational school environment is reflected in the state educational policy of Kazakhstan .

Kazakhstan has identified the following as short-term expected results until 2025:

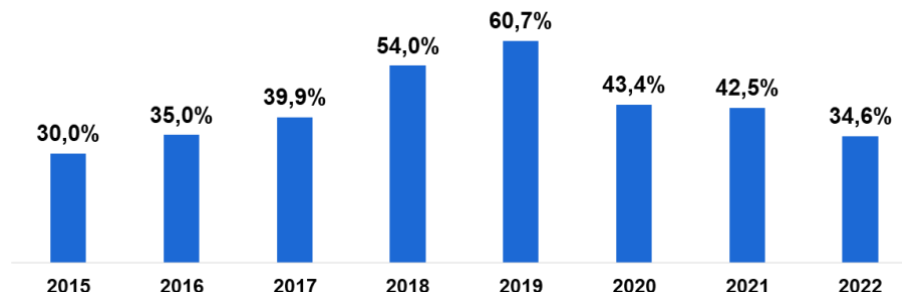
- reducing the gap in the quality of education between regions, urban and rural schools in Kazakhstan;
- coverage of young people with free education in colleges in in-demand specialties;
- increasing the competitiveness of Kazakhstani universities;
- creation of competence centers that meet international industry requirements (standards).

Of particular importance are the country's initiatives to further integrate the sustainable development component into educational policies and practices.

The content of the educational standard of Kazakhstan clearly traces the ideas of preserving health , creating a safe educational environment, ensuring good health and well-being, including the tasks of creating favorable conditions to meet the special educational needs of students, instilling a positive attitude towards the environment and ideas of maintaining ecological balance aimed at developing spiritual and moral potential of a person, to develop in students the desire for self-knowledge and self-improvement on the basis of universal human values; awareness of one's role in the family, team, society, the need to develop high moral qualities, skills of serving society; understanding the relationship between physical and spiritual health, one's involvement in the life of the country, city, village, school, family and responsibility for thoughts, words and actions. All these values and objectives are directly related to the content of the sustainable development goals and allow for maximum integration

of the sustainable development component into the content of secondary education in Kazakhstan.

NATIONAL INDICATOR “Share of students in TVE organizations involved in socially beneficial activities” (for monitoring)



NATIONAL INDICATOR “Proportion of children covered by updated content of education” (for monitoring)

Content is 100% updated.

NATIONAL INDICATOR “Proportion of students who demonstrated a high level of citizenship and patriotism” (for monitoring) (from 2021)

The formation of a harmoniously developed generation of modern schoolchildren with an active life position is the most important criterion for effectively solving the educational problems of the secondary education system. A prerequisite for the educational environment are value guidelines, which are formed through joint activities not only in the trinity “school-child-parent”, but also together with public organizations. Accordingly, appeal to values is a special feature of modern globalized society and the most valuable principle of state policy in the field of education. On the agenda for the effective organization of educational work that meets the needs of students and society, the issues of the value of the institution of family, healthy lifestyle, environmental education, volunteering, environmentally friendly cyberculture, media literacy, as well as support for interdepartmental cooperation to provide assistance to families and individuals at risk are relevant.

Patriotic education of students is carried out through involvement in organized social activities. According to NOBD data, 1,394,707 members of the republican movement “Zhas” Ulan participate in the implementation of 13,153 community projects; 1,158,034 members of the Zhas community Kyran » 8,898 projects are involved in the work; the scout movement numbers 501 people in 27 educational projects; the number of schoolchildren involved in republican children's and youth sports tournaments is 919 people. Also in 2022, in achieving medium-term target indicators within the framework of the Tarbiye subprogram zhene bilem of the program “Ruhani zhangyru » key projects were implemented with the participation of 3,099,011 students in the Republic of Kazakhstan.

In order to introduce public culture, traditions and learning in a fun way, spectacular large-scale challenges are organized once a month to unite 3.7 million students. As part of “9 events – nine months”, 9 challenges were held over 9 months of the academic year. As a result, about 1 million students took part in the “Dombyrashylar” challenge throughout the country, 1 million 600 students took part in “Chess Oinau”. These events glorify the formation of national values among the younger generation, teach children and adolescents to be peaceful, responsible, kind, and careful about the historical heritage of the country.

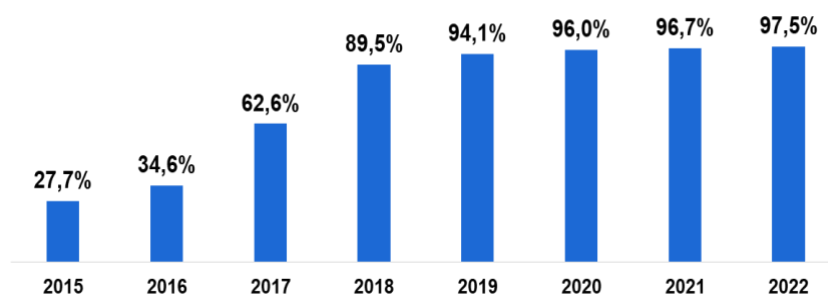
The above indicators are decomposed into the Concept for the development of preschool, secondary, technical and vocational education of the Republic of Kazakhstan for 2023 – 2029

Target indicator 22 . “ The share of students involved in organized social activities, including through student self-government and the debate movement in order to increase the level of citizenship and patriotism (2023 - 35%, 2024 - 40%, 2025 - 45%, 2026 - 50% , 2027 – 55%, 2028 – 60%, 2029 – 65%) .”

Objective 4.a “ Create and improve educational institutions that are child-, disability- and gender-sensitive, and provide safe, non-violent, inclusive and effective learning environments for all. ”

GLOBAL INDICATOR 4.a.1. “Proportion of schools offering essential services, by type of service”

NATIONAL INDICATOR “Proportion of schools provided with Internet access at a speed of 4 Mbit /s and higher” (for monitoring)



The digitalization process began with an inventory of available information resources and the launch of the process of transforming the information system “National Educational Database” (NEDB) into a single data repository for the education system. Thus, the NOBD contains information about 20 thousand educational organizations with more than 3 thousand indicators.

According to NOBD data, at the end of September 2023, **7,719** secondary schools in the country are connected to the Internet **at a speed of 4 Mb/s** or more (or 99.4% of the total number of secondary schools). The majority of urban schools in Kazakhstan, or 94.4%, are connected to a speed of over 10 Mbit/s; in rural

areas, 73.2% of secondary schools are connected to a speed of over 10 Mbit/s. (*connected to speeds over 4 Mbps and over 99.1%*)

Challenges and problematic issues:

The problem of the “digital divide” between urban and rural areas. The development of digital infrastructure does not keep pace with modern educational requirements, since the country’s geographical features create the need for significant investments to ensure equal access to digital technologies for all students in the country.

Taking into account that before the pandemic, the quality of education in rural areas lagged significantly behind urban ones, the transition to online learning in the context of the aforementioned digital divide has led to a significant increase in the lag of rural areas.

In this regard, the country faces social challenges when already existing inequalities between urban and rural areas are exacerbated by the difficulties associated with providing schools with the quality education necessary to develop the skills to successfully compete in the modern labor market.

a significant increase in this indicator .

NATIONAL INDICATOR “Proportion of schools provided with basic sources of drinking water” - 100 % (for monitoring)

NATIONAL INDICATOR “Proportion of schools provided with separate, minimally equipped toilets, by location (outside and inside the school)” - 100 % (for monitoring)

According to local executive authorities, today 5,692 secondary education organizations (82% of schools) have a Sanitary and Epidemiological Conclusion in accordance with the Sanitary Rules “Sanitary and Epidemiological Requirements for Educational Facilities” (Order of the Minister of Health of the Republic of Kazakhstan dated August 5, 2021 No. KR DSM -76).

Thus, all schools in the country have created comfortable conditions for students, including the provision of drinking water, sanitation and hygiene.

In addition, the Ministry submitted an application to the Kazakhstan Institute of Standardization and Metrology to develop a National Standard regulating the functioning of sanitary facilities in secondary schools (the application was approved and work on the standard has begun). The development of the National Standard has been approved (*completion date December 2023*).

of classrooms equipped with modern equipment in secondary education organizations ” (current)

Solutions:

As part of the modernization of **5,000 schools** in small towns, regional centers and villages for 2021-2023. **3,012** schools were modernized :

For reference :

Modernization is carried out in 6 areas:

1. *Carrying out major and current repairs;*
2. *Providing subject rooms;*
3. *Updating school furniture;*
4. *Updating the school library;*
5. *Modernization of the school canteen;*
6. *Measures to improve safety.*

At the same time, in 2021-2022 and in 8 months. By 2023, 2,404 schools are equipped with 3,637 subject rooms for chemistry, biology, and physics.

On behalf of the Head of State, until 2029 in the country's schools (*urban and rural*) **7 thousand** classrooms of **robotics, chemistry, biology, physics, STEM** will be opened , of which in t.g. _ **1,000** modern school classrooms are purchased (*chemistry - 228, physics - 226, biology - 246, STEM - 166, robotics - 134*).

In addition, in 13 regions, through additional funding from the World Bank, an additional 749 classrooms for schools are being purchased.

This indicator is decomposed into the Concept for the development of preschool, secondary, technical and vocational education of the Republic of Kazakhstan for 2023 – 2029

Target indicator. The share of primary and secondary schools equipped with subject rooms for physics, chemistry, biology, robotics, STEM (*2023 - 75%, 2024 - 80%, 2025 - 90%, 2026 - 93%, 2027 - 95%, 2028 year – 97%, 2029 – 100%*).

Event. Opening of at least 7,000 modern school classrooms in robotics, chemistry, biology, physics, STEM (*at least 1,000 classrooms annually*)

of 3-shift schools ” (current)

NATIONAL INDICATOR “Share of emergency schools ” (current)

Current situation and challenges

626 schools with **380 thousand** student places have been put into operation in the last **3 years alone**

2020 – 102 schools with 81 thousand places

2021 – 277 schools for 163 thousand places

2022 – 247 schools with 136 thousand places

As of the beginning of the school year, there are **63** emergency, **126** three-shift schools with a deficit of **258 thousand** students. places

Until the end of this year . It is planned to commission another **165** schools for **137 thousand** students. places, within the framework of which the problem of **12** emergency and **29** three-shift schools will be resolved.

In 2021, the problem of **9** emergency and **31** three-shift schools was solved, in 2022 - **6** emergency, **19** three-shift schools.

In order to reduce the shortage of student places and develop school infrastructure, the pilot National Project “Comfortable School” is being implemented; in 2024-2025, an additional **369 schools** will be built for **740 thousand** students. places

These indicators are decomposed into:

- Concept for the development of preschool, secondary, technical and vocational education of the Republic of Kazakhstan for 2023 – 2029

Target indicator. The share of primary and secondary schools equipped with subject rooms for physics, chemistry, biology, robotics, STEM (2023 - 75%, 2024 - 80%, 2025 - 90%, 2026 - 93%, 2027 - 95%, 2028 year – 97%, 2029 – 100%).

Event. Opening of at least 7,000 modern school classrooms in robotics, chemistry, biology, physics, STEM (at least 1,000 classrooms annually)

- Pilot national project in the field of education “Comfortable School”

Target indicator. Share of emergency schools with a design capacity of more than 300 places

Target indicator. The share of schools with three shifts of education in secondary education organizations with a design capacity of more than 300 places

Target 4.b “ By 2020, significantly increase worldwide the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for higher education, including vocational education and information and communications technology technology, technical, engineering and scientific programs, in developed countries and other developing countries ”

GLOBAL INDICATOR 4. b .1. “Amount of official development assistance allocated to scholarships, by sector and type of study” (national indicator unchanged) (for monitoring) (OECD and MoNE data)

Data on Kazakhstan as a recipient:

- 2010 – USD 3.17 million
- 2017 – USD 3.72 million
- 2018 – USD 3.06 million
- 2016 – USD 3.58 million
- 2017 – USD 2.55 million
- 2018 – USD 3.2 million
- 2016 – USD 3.91 million
- 2017 – USD 5.14 million
- 2018 – 4.39 million US dollars.

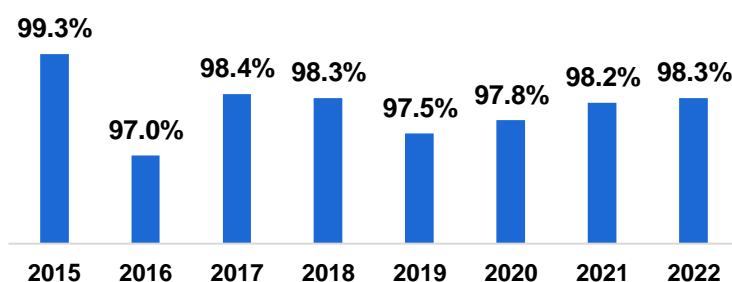
Data on Kazakhstan as a donor:

- 2016 – USD 2.03 million
- 2017 – USD 0.05 million
- 2018 – USD 4.69 million.

Target 4. c “By 2030, significantly increase the number of qualified teachers, including through international cooperation in teacher training in developing countries, especially least developed countries and small island developing states ”

GLOBAL INDICATOR 4. p.1 . “Proportion of teachers with minimum required teaching qualifications, by educational level of institution”

NATIONAL INDICATOR “Proportion of teachers in preschool institutions with pedagogical education” (for monitoring)



Current situation

Since 2019, the proportion of preschool teachers with pedagogical education has been growing: from 97% in 2019 to 98.3% in 2022, of which in 2022 over 77% had specialized education in the specialty “Pedagogy of Preschool Education” and training” At the same time, the share of teaching staff in preschool education with higher education is growing: in 2022, this figure was 67%.

Problematic issues

However, the distribution of qualification categories of preschool teachers indicates a low level of qualification of the teaching staff. According to the latest data, almost 55% of all preschool teachers have either the initial level of qualification “teacher” or do not have a category. This fact calls into question the level of quality of education that children receive at a very early stage of their development.

Another alarming trend is the high staff turnover among preschool teachers. Over 51% of all teachers have work experience of 5 years or less. These statistics not only indicate a lack of experience among a large number of teachers, but also a possible decline in the quality of education due to instability in the teaching staff. This type of staff turnover has been occurring over the past few years, making it a systemic problem that requires immediate attention.

NATIONAL INDICATOR “Proportion of teachers in primary schools (grades 1-4) who have a pedagogical education” - 100% (for monitoring)

NATIONAL INDICATOR “Proportion of teachers in basic secondary schools (grades 5-11) who have a pedagogical education” - 100% (for monitoring)

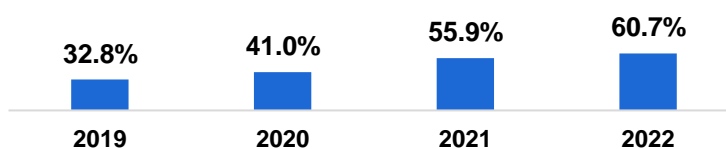
At the level of general and secondary education, the share of teachers with pedagogical education over the past 7 years has been 100%. At the same time, the level of qualifications of teachers is growing.

NATIONAL INDICATOR “The share of teaching staff of secondary education organizations who have undergone advanced training in updated content out of their total number” (for monitoring)

Teachers undergo advanced training **every 3 years**.

In 2022, **12,450** teachers of the preschool education and training system, **105,600** school teachers and **10,577** teachers of TVE organizations completed advanced training courses.

NATIONAL INDICATOR “The share of teachers with the qualification level of master-researcher, teacher -expert and teacher-moderator from the total number of secondary education teachers” (for monitoring)



The indicator has positive dynamics.

Chapter 4: Impact of the COVID-19 pandemic on progress towards SDG 4

The COVID-19 pandemic has made adjustments to the educational process. Due to the epidemiological situation regarding COVID-19, for the first time in Kazakhstan, the education system was faced with the need for distance learning. The poor technical equipment of schools and uneven access to high-speed Internet have significantly affected the quality of educational services provided.

in law, which provides flexibility in learning.

Together with UNICEF and with technical support from the Faculty of Education at the University of Cambridge, a quantitative assessment of knowledge loss was carried out using an integrated approach to measuring this indicator.

Based on the results of the study, short-term, medium-term and long-term measures to replenish knowledge were proposed. The proposed measures have been implemented by teaching staff of the republic, and are also used in further work (conducting advanced training courses for teachers on new programs, revising educational programs, etc.).

During the lockdown, most educational organizations in Kazakhstan switched to a distance learning format, which provided access to continuous learning. To date, requirements for educational organizations and rules for organizing the educational process for distance learning have been developed. Educational institutions have the opportunity to transfer schoolchildren and students to distance learning, regardless of their forms and courses of study. Students have the opportunity to study remotely, not exceeding 20% of the time for the entire period of study in accordance with the working curriculum. In this case, the list and volume of hours of disciplines or modules allowed for distance learning are determined by the educational organization independently. In addition, persons with special educational needs, including those with time restrictions, students participating in competitions or championships have the opportunity to study remotely. All necessary conditions have been created for this, i.e. Most educational organizations have access to information systems.

Appendix: Relevant normative documents, links and stakeholders and their responsibilities for SDG 4 targets and indicators

REGULATORY LEGAL SUPPORT BY EDUCATION LEVEL

PRE-SCHOOL EDUCATION AND TRAINING

Preschool organizations and preschool classes in their activities are guided by the following regulatory legal acts:

1. Law of the Republic of Kazakhstan “On Education”
https://adilet.zan.kz/kaz/docs/Z070000319_
2. Law of the Republic of Kazakhstan “On the status of a teacher”
<https://adilet.zan.kz/kaz/docs/Z1900000293>
3. Law of the Republic of Kazakhstan “On the rights of the child in the Republic of Kazakhstan” https://adilet.zan.kz/kaz/docs/Z020000345_
4. Law of the Republic of Kazakhstan “On the safety of toys”
https://adilet.zan.kz/kaz/docs/Z070000306_
5. Law of the Republic of Kazakhstan “On social and medical-pedagogical correctional support for children with disabilities”
https://adilet.zan.kz/kaz/docs/Z020000343_
6. Model of development of preschool education and training
<https://adilet.zan.kz/kaz/docs/P2100000137>
7. Sanitary rules “Sanitary and epidemiological requirements for preschool organizations and children's homes” <https://adilet.zan.kz/kaz/docs/V2100023469>
8. State compulsory standard of preschool education and training
<https://adilet.zan.kz/rus/docs/V2200029031>
9. Model curricula for preschool education and training of the Republic of Kazakhstan <https://adilet.zan.kz/kaz/docs/V1200008275>
10. Model curricula for preschool education and training
<https://adilet.zan.kz/kaz/docs/V1600014235>
11. Model rules for the activities of preschool organizations
<https://adilet.zan.kz/kaz/docs/V2200029329>
12. Forms of a standard agreement for the provision of educational services for preschool organizations <https://adilet.zan.kz/kaz/docs/V1600013227>
13. Typical staff of employees of state educational organizations
<https://adilet.zan.kz/rus/docs/V2300033166>
14. Standard qualification characteristics of positions of teaching staff and persons equivalent to them https://adilet.zan.kz/kaz/docs/V090005750_
15. Standards for equipping preschool and secondary education organizations with equipment and furniture, as well as special educational organizations
<https://adilet.zan.kz/kaz/docs/V1600013272>
16. Model rules for organizing the work of the Board of Trustees and the procedure for its election in educational organizations
<https://adilet.zan.kz/kaz/docs/V1700015584>

17. Standards and requirements for equipping preschool and secondary education organizations with video surveillance systems <https://adilet.zan.kz/kaz/docs/V1900018239>

18. Rules for the provision of public services in the field of preschool education <https://adilet.zan.kz/kaz/docs/V2000020883>

19. List of textbooks for secondary education organizations, educational and methodological complexes for preschool organizations, secondary education organizations, including in electronic form <https://adilet.zan.kz/kaz/docs/V2000020708>

20. List of documents required for maintenance by teachers of preschool education and training organizations <https://adilet.zan.kz/rus/docs/V2000020317>

21. Rules of pedagogical ethics <https://adilet.zan.kz/rus/docs/V2000020619>

SECONDARY EDUCATION

1. “On approval of state mandatory standards for preschool education and training, primary, basic secondary and general secondary, technical and vocational, post-secondary education” (*order of the MP of the Republic of Kazakhstan dated 08/03/2022 No. 348, as amended from 09/23/2022 No. 406*) <https://adilet.zan.kz/rus/docs/V2200029836#z8>

2. “On approval of standard curricula for primary, basic secondary, general secondary education of the Republic of Kazakhstan” (*order of the Ministry of Education and Science of the Republic of Kazakhstan dated 08.11.2012 No. 500, as amended from 12.08.2022 No. 365; dated 30.09.2022 No. 412*) <https://adilet.zan.kz/rus/docs/V2200029136#z18>, <https://adilet.zan.kz/rus/docs/V2200029916#z6>

3. “On approval of standard curricula in general education subjects, elective courses and electives for general education organizations” (*order of the MP of the Republic of Kazakhstan dated September 16, 2022 No. 399; as amended from November 21, 2022 No. 467, as amended from July 5. 2023 No. 199*) <https://adilet.zan.kz/rus/docs/V2200029767>, <https://adilet.zan.kz/rus/docs/V2200030654>

4. “On approval of the national project “Quality Education. An educated nation” (*Decree of the Government of the Republic of Kazakhstan dated October 12, 2021 No. 726*) <https://adilet.zan.kz/rus/docs/P2100000726>

5. “On approval of the Standard Rules for conducting ongoing monitoring of academic performance, intermediate and final certification of students” (*order of the Ministry of Education and Science of the Republic of Kazakhstan dated 03/18/2008 No. 125; as amended by order of the MP of the Republic of Kazakhstan dated 04/13/2023 No. 96*) , <https://adilet.zan.kz/rus/docs/V2300032306#z6>

6. “On approval of the list of textbooks for secondary education organizations, educational and methodological complexes for preschool organizations, secondary education organizations, including in electronic form” (*order of the Ministry of Education and Science of the Republic of Kazakhstan dated May 22, 2020 No. 216, as*

amended by order and .o. MP RK dated May 22, 2023 No. 140, as amended by order of the MP RK dated July 3, 2023 No. 194) <https://adilet.zan.kz/rus/docs/V2000020708>

7. “On approval of the Standard Rules for the activities of organizations of pre-school, primary, basic secondary, general secondary, technical and vocational, post-secondary education , specialized, specialized, educational organizations for orphans and children without parental care, organizations of additional education for children and adults" (*order of the MP of the Republic of Kazakhstan dated August 31, 2022 No. 385*) , <https://adilet.zan.kz/rus/docs/V2200029329>

8. “On approval of the Rules of per capita regulatory financing of preschool education and training, secondary, technical and vocational, post- secondary, higher and postgraduate education” (*order of the Ministry of Education and Science of the Republic of Kazakhstan dated November 27, 2017 No. 596, as amended, dated July 5, 2023 No. 197*) , <https://adilet.zan.kz/rus/docs/V1700016138>

9. “On approval of standards for equipping pre-school, secondary education organizations, as well as special educational organizations with equipment and furniture ” (*order of the Ministry of Education and Science of the Republic of Kazakhstan dated January 22, 2016 No. 70, as amended by order of the IPDC dated July 3, 2023 No. 193*) , <https://adilet.zan.kz/rus/docs/V1600013272>

10. “On approval of the Rules and conditions for certification of teaching staff and persons equivalent to them holding positions in educational organizations implementing general educational programs of preschool, primary, basic secondary, general secondary, educational programs of technical and vocational, post-secondary education, and other civil employees in the field of education and science" (*order of the Ministry of Education and Science of the Republic of Kazakhstan dated January 27, 2016 No. 83, as amended by order of the IPDC dated December 30, 2022 No. 533*) , <https://adilet.zan.kz/rus/docs/V1600013317>

11. “On approval of qualification requirements for educational activities and the list of documents confirming compliance with them” (*Order of the Ministry of Education and Science of the Republic of Kazakhstan dated June 17, 2015 No. 391*) , <https://adilet.zan.kz/rus/docs/V1500011716>

12. “On approval of the Rules for the rotation of first heads of state educational organizations” (*order of the Ministry of Education and Science of the Republic of Kazakhstan dated November 11, 2021 No. 559, as amended by order of the MP of the Republic of Kazakhstan dated December 12, 2022 No. 492*), <https://adilet.zan.kz/rus/docs/V2100025128>

13. “On approval of the rules for appointment to positions, dismissal from positions of first managers and teachers of state educational organizations” (*order of the Ministry of Education and Science of the Republic of Kazakhstan dated 02/21/2012 No. 57, as amended by order of the MP of the Republic of Kazakhstan dated 12/22/2022 No. 513*) , <https://adilet.zan.kz/rus/docs/V1200007495>

14. “On approval of a network of specialized educational organizations and regulations on the educational and methodological council for working with gifted children” (*order of the Ministry of Education and Science of the Republic of Kazakhstan dated 07/01/2015 No. 428, as amended by order of the Ministry of*

Education and Science of the Republic of Kazakhstan dated 02/02/2022 No. 34 , https://online.zakon.kz/Document/?doc_id=38061009

15. “On approval of the List of documents required for maintenance by teachers of organizations of secondary, technical and vocational, post-secondary education, and their forms” (*order of the Ministry of Education and Science of the Republic of Kazakhstan dated 04/06/2020 No. 130, as amended by order of the MP of the Republic of Kazakhstan dated 03/17/2023 No. 68*) , <https://adilet.zan.kz/rus/docs/V2000020317>

16. “On amendments to the order of the Ministry of Education and Science of the Republic of Kazakhstan dated March 20, 2015 No. 137 “On approval of the Rules for organizing the educational process in distance educational technologies” (as amended by the order of the Ministry of Education and Science of the Republic of Kazakhstan dated November 3, 2021 No. 547), <https://adilet.zan.kz/rus/docs/V1500010768>

17. “On amendments to the order of the Ministry of Education and Science of the Republic of Kazakhstan dated May 16, 2008 No. 272 “On approval of the Standard Rules for organizing the activities of the pedagogical council and the procedure for its election in organizations of preschool education and training, primary, basic secondary, secondary education” (order of the Ministry of Education and Science of the Republic of Kazakhstan No. 125 of 04/02/2020)

<https://adilet.zan.kz/rus/docs/V2000020292>

18. Sanitary rules “Sanitary and epidemiological requirements for educational facilities” (*order of the Ministry of Health of the Republic of Kazakhstan No. KR DSM-76 dated 05.08.2021*)

<https://adilet.zan.kz/rus/docs/V2100023890>

19. “On approval of the Rules for placing a state educational order for training personnel with technical and professional, post-secondary ,

higher and postgraduate education, taking into account the needs of the labor market, for preparatory departments of organizations of higher and (or) postgraduate education, as well as for preschool education and training, secondary education and additional education of children” (order of the Ministry of Education and Science of the Republic of Kazakhstan dated January 29, 2016 No. 122)

<https://adilet.zan.kz/rus/docs/V1600013418>

20. “On approval of the Rules for the development, coordination and approval of educational programs for advanced training courses for teachers” (*order of the Ministry of Education and Science of the Republic of Kazakhstan dated 04.05.2020 No. 175, as amended by order of the Minister of Education of the Republic of Kazakhstan dated 27.08.2022 No. 384*)

<https://adilet.zan.kz/rus/docs/V2000020567>

21. “On approval of the Rules for awarding the title “Best Teacher” (order of the Ministry of Education and Science of the Republic of Kazakhstan dated January 16, 2015 No. 12, as amended by order of the Minister

Education of the Republic of Kazakhstan dated 08/09/2022 No. 355)

<https://adilet.zan.kz/rus/docs/V15H0010279>

22. “On approval of the rules for organizing and conducting advanced training courses for teaching staff” (*order of the Ministry of Education and Science of the Republic of Kazakhstan dated January 28, 2016 No. 95, amendment introduced by order of the MP of the Republic of Kazakhstan dated October 3, 2022 No. 415*)

<https://adilet.zan.kz/rus/docs/V1600013420>

23. “On approval of the Requirements for compulsory school uniforms for secondary education organizations” (order of the Ministry of Education and Science of the Republic of Kazakhstan dated January 14, 2016 No. 26, as amended by order of the MP of the Republic of Kazakhstan dated December 30, 2022 No. 534)

<https://adilet.zan.kz/rus/docs/V1600013085>

24. “On approval of the Standard Rules for admission to training in educational organizations implementing general educational programs of primary, basic secondary and general secondary education”

(order of the Ministry of Education and Science of the Republic of Kazakhstan dated October 12, 2018 No. 564, as amended by order of the Ministry of Education and Science of the Republic of Kazakhstan dated August 5, 2022 No. 350)

<https://adilet.zan.kz/rus/docs/V1800017553>

25. “On approval of the Regulations on class management in secondary education organizations” (*order of the Ministry of Education and Science of the Republic of Kazakhstan dated January 12, 2016 No. 18, as amended by order of the Ministry of Education and Science of the Republic of Kazakhstan dated May 31, 2022 No. 251*)

<https://adilet.zan.kz/rus/docs/V1600013067>

26. “On approval of the List of international Olympiads in general education subjects, in which the winners, prize-winners and teachers who prepared them are encouraged with a one-time reward from budgetary funds” (*Order of the MP of the Republic of Kazakhstan dated July 20, 2022 No. 333*)

<https://adilet.zan.kz/rus/docs/V2200028915>

27. “On approval of the List of republican and international olympiads and competitions of scientific projects (scientific competitions) in general educational subjects, performing competitions, competitions of professional skills and sports competitions and the criteria for their selection” (order of the Ministry of Education and Science of the Republic of Kazakhstan dated December 7, 2011 No. 514, as amended order of the acting MP of the Republic of Kazakhstan dated August 17, 2022 No. 371)

<https://adilet.zan.kz/rus/docs/V1100007355>

28. “On approval of the Quality Assurance Guidelines by education level” (*order of the Ministry of Education and Science of the Republic of Kazakhstan dated June 23, 2022 No. 292*)

https://online.zakon.kz/Document/?doc_id=37431780

29. “On approval of the instructions for organizing anti-terrorist protection of terrorist-vulnerable objects of the Ministry of Education and Science of the Republic of Kazakhstan and terrorist-vulnerable objects operating in the field of education and

science” (Order of the Ministry of Education and Science of the Republic of Kazakhstan dated March 30, 2022 No. 117)

<https://adilet.zan.kz/rus/docs/V2200027414>

30. “On approval of the Rules for assessing special educational needs” (*order of the Ministry of Education and Science of the Republic of Kazakhstan dated January 12, 2022 No. 4*)

<https://adilet.zan.kz/rus/docs/V2200026618/compare>

31. “On approval of the Rules of psychological and pedagogical support in educational organizations” (*Order of the Minister of Education and Science of the Republic of Kazakhstan dated January 12, 2022 No. 6*)

<https://adilet.zan.kz/rus/docs/V2200026513/compare>

32. State educational standards, educational standards , standard educational programs are posted on the website of the National Academy of Education named after. I. Altynsarina (www.uba.edu.kz)

TECHNICAL AND VOCATIONAL EDUCATION

1. Educational programs that have passed the examination and are placed in the register of educational programs for 2022 according to the State Standard of Education (*Order of the Minister of Education of the Republic of Kazakhstan dated August 3, 2022 No. 348 with amendments and additions dated September 23, 2022*) without taking into account new amendments to the State Standard of Education dated June 6, 2023.

2. Educational programs for inclusion in the Register undergo examination (*order of the acting MP of the Republic of Kazakhstan No. 417 dated October 7, 2022*)

3. Order of the Minister of Education of the Republic of Kazakhstan dated June 6, 2023 No. 161 “On amendments to the order of the Minister of Education of the Republic of Kazakhstan dated August 3, 2022 No. 348 “On approval of state mandatory standards for preschool education and training, primary, basic secondary and general secondary, technical and vocational, post-secondary education” (*hereinafter referred to as the new amendments to the State Educational Standard*)

4. In educational programs for the 2023-2024 academic year, the list and scope of general education disciplines is determined in accordance with the State Educational Standards (*IPRC order No. 348 dated August 3, 2022, with amendments and additions dated September 23, 2022*)

5. Order of the Minister of Education of the Republic of Kazakhstan dated January 6, 2023 No. 1 “On approval of standard curricula of a cycle or module of general education disciplines for organizations of technical and vocational, post-secondary education ” along with Order of the Minister of Education of the Republic of Kazakhstan dated June 6, 2023 No. 161

6. When developing working curricula and programs, it is necessary to be guided by the State Educational Standards (*Order of the MP of the Republic of Kazakhstan dated August 3, 2022 No. 348 with amendments and additions dated September 23, 2022*).

7. Order of the MP of the Republic of Kazakhstan dated March 28, 2023 No. 75 “On approval of the Rules for organizing the educational process on credit technology of education in TIPO organizations, along with Order of the MP of the Republic of Kazakhstan dated June 6, 2023 No. 161 will be applied from January 1, 2024 when developing educational programs for the 2024-2025 academic year

8. The organization of the educational process for distance learning is carried out in accordance with the order of the Minister of Education and Science of the Republic of Kazakhstan dated March 20, 2015 No. 137 “On approval of the requirements for educational organizations to provide distance learning and the rules for organizing the educational process for distance learning.”

9. Organization of distance learning in TVET organizations (*Appendix 1 to the order of the Ministry of Education and Science of the Republic of Kazakhstan dated March 20, 2015 No. 137*)

10. When conducting a demonstration exam, TVET organizations must be guided by the order of the Ministry of Education and Science of the Republic of Kazakhstan dated March 18, 2008 No. 125 “On approval of the Standard Rules for conducting ongoing monitoring of progress, intermediate and final certification of students for organizations of secondary, technical and vocational, post-secondary education” and “Methodological recommendations for conducting a demonstration exam as part of the qualification exam according to WorldSkills requirements”, approved by the Republican Educational and Methodological Council on May 27, 2022 (*materials posted on the website of NJSC “Talap”*)

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The rules regarding dual training are regulated by the following regulatory legal acts:

- 1) Labor Code of the Republic of Kazakhstan (Article 35,116,119);
- 2) Civil Code of the Republic of Kazakhstan (Chapter 33, Article 683-687);
- 3) Law of the Republic of Kazakhstan “On Education” (Articles 1,5,6,17,45-1);
- 4) Order of the Ministry of Education and Science of the Republic of Kazakhstan “On approval of the Rules for the organization of dual education” dated January 21, 2016 No. 50;

5) Order of the Ministry of Education and Science of the Republic of Kazakhstan “On approval of the forms of a standard agreement for the provision of educational services for preschool organizations, organizations of secondary, technical and vocational, post-secondary education, a standard agreement for professional practice and a standard agreement on dual training for organizations of technical and vocational, post-secondary education” dated 01/28/16 No. 93 (*order of the Ministry of Education and Science of the Republic of Kazakhstan No. 93*).

6) Order of the Ministry of Education and Science of the Republic of Kazakhstan “On approval of the methodology for per capita regulatory financing of preschool education and training, secondary, technical and vocational, post-secondary education, as well as higher and postgraduate education, taking into account credit technology of education” dated November 27, 2017 No. 597 (*order of the Ministry of Education and Science of the Republic of Kazakhstan No. 597*).

WorldSkills movement in Kazakhstan is regulated by the following legal acts:

1. Order of the Ministry of Education and Science of the Republic of Kazakhstan dated January 20, 2015 No. 22 “On determining the non-profit joint-stock company “Talap” as the National Operator of the WorldSkills Kazakhstan project in the Republic of Kazakhstan”;

2. Order of the Ministry of Education and Science of the Republic of Kazakhstan dated April 2, 2018 No. 126 “On some issues of implementing the WorldSkills movement in Kazakhstan”;

3. Rules of the WorldSkills Kazakhstan championships in the Republic of Kazakhstan (approved by the General Assembly of WorldSkills Kazakhstan on April 20, 2020).

4. Order of the Ministry of Education and Science of the Republic of Kazakhstan dated March 13, 2012 No. 99 “On approval of the Rules for organizing and holding the Presidential Olympiad in subjects of the natural and mathematical cycle, republican Olympiads and competitions of scientific projects in general education subjects, republican competitions of performers and competitions of professional skills.”

The main regulatory legal documents for organizing educational work are:

1. Constitution of the Republic of Kazakhstan;

2. Code of the Republic of Kazakhstan “On marriage (matrimony) and family” dated December 26, 2011;

3. Law of the Republic of Kazakhstan “On Education” dated July 27, 2007;

4. Law of the Republic of Kazakhstan “On the rights of the child in the Republic of Kazakhstan” dated August 8, 2002;

5. Law of the Republic of Kazakhstan “On the Prevention of Domestic Violence” dated December 4, 2009 No. 214-IV;

6. Law of the Republic of Kazakhstan “On the protection of children from information that is harmful to their health and development” dated July 2, 2018 No. 169-UI;

7. Decree of the Government of the Republic of Kazakhstan dated October 12, 2021 No. 726 “On approval of the national project “Quality Education” “Educated Nation”;

8. Order of the Ministry of Education and Science of the Republic of Kazakhstan dated April 6, 2020 No. 130 “On approval of the List of documents required for maintenance by teachers of organizations of secondary, technical and vocational, post-secondary education, and their forms;

9. National holidays, state holidays, professional and other holidays are regulated by the Law of the Republic of Kazakhstan dated December 13, 2001 No. 267 “On holidays of the Republic of Kazakhstan”;

10. Order of the Ministry of Education and Science of the Republic of Kazakhstan dated December 7, 2011 No. 514 “On approval of the List of republican and international olympiads and scientific project competitions (scientific competitions) in general education subjects, performing competitions, professional skill competitions and sports competitions”;

11. Order of the Ministry of Education and Science of the Republic of Kazakhstan dated January 18, 2021 No. 24 “On approval of methodological recommendations for organizing the work of the Committee on Youth Affairs, the Military Patriotic Club “ Zhas ” Sarbaz ”, Clubs of interests in organizations of technical and vocational, post-secondary education.”

Regarding **the professional development** of teaching staff

1. Advanced training courses are carried out in accordance with the Rules for organizing and conducting advanced training courses for teachers, as well as post-course support for the activities of a teacher (*Order of the Ministry of Education and Science of the Republic of Kazakhstan dated January 28, 2016 No. 95*).

TVET organizations fill out the data of teachers who have completed advanced training courses, according to the administrative reporting form of the information system “National Educational Database” in accordance with the order of the Ministry of Education and Science of the Republic of Kazakhstan dated December 27, 2012 No. 570 “On approval of administrative data forms within the framework of educational monitoring.”

3. Rules for the rotation of first heads of state educational organizations (order of the Ministry of Education and Science of the Republic of Kazakhstan dated November 11, 2021 No. 559).