Impact Factors Of Education Policy In Kazakhstan: SWOT-Analysis

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Abstract

Education is a constantly changing sphere depending on environment and inherent processes. The aim of this study is to determine what external and internal factors impact the implementation of successful educational policy in Kazakhstan. The study covers 15 experts in an educational sphere. Experts consider that among internal factors there is weak development of inclusive education of children with disabilities and obligatory primary education. The study reveals that low status of teachers, low salary and abroad internships for teaching staff, distrust towards higher education influence implementation of education policy.

1. Introduction

According to article 28.1 Convention on the Rights of the Child, States Parties recognize the right of the child for education [1]. In order to provide every child with this right there is a need of effective education policy. Education policy are the principles and government policy-making in educational sphere [2], as well as the collection of laws and rules that govern the operation of education systems. Education is a constantly changing sphere depending on environment and inherent processes.

The processes of globalization caused Kazakhstan become a partner of a Bologna process in 2010 in order to join the European education space. As a result, the old education system and educational policy in Kazakhstan met new changes: academic mobility of tutors and students, three-level education at universities [3].

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Internal population migration from regions with not-developing socioeconomic situation to the capital of Kazakhstan led to school closing through shortage of school-aged children [4]. Consequently, children who could study at school nearby currently have to overpass a long distance to other locality school. Time spent on the way to school affects learning progress.

2. Purpose

The purpose of this study is to determine what external and internal factors impact the implementation of successful educational policy in Kazakhstan according to experts’ views. The study objectives are as follows:

- Does Kazakhstan have successful experience in education?
- What are the strengths and weaknesses of Kazakhstani educational policy?
- How can environment (social situation, other states) negatively influence Kazakhstani education?
- What sort of applications could be implemented to improve Kazakhstani educational policy?

3. Method

The research is a qualitative one based on an interview and SWOT-analysis. SWOT-analysis is a classic strategy planning tool. Using a framework of internal strengths and weaknesses and external opportunities and threats, it provides a simple way to assess how strategy can be implemented. The method helps planners be realistic about what they can achieve, and where they should focus [5]. Qualitative research facilitates in-depth view and the reason why definite processes take place. The questionnaire included 15 questions including personal information of the experts.

The study covers 15 experts in an educational sphere chosen from 4 districts of the Republic of Kazakhstan. List of experts was arranged from school teachers and university tutors practicing for more than 5 years in educational sphere. They were asked questions from the objectives of the study. The answers were transferred into a SWOT-analysis matrix and qualitatively analyzed.

4. Results

The average age of experts was 38. The average period of practice is 12 years. All respondents mentioned that Kazakhstan has big examples of successful educational policy but 5 respondents said that it is mostly caused by extremely hard-working students and their masters. They claimed that most efficient moment of Kazakhstani educational system is obligatory primary education at schools (100%). However, overloaded school timetable with constantly adding subjects leads to decline of schoolchildren’s health and as a result their progress (53%). 6 experts consider that out schoolchildren and students successfully take part in republican and world educational competitions.

Among weaknesses of education policy were as follows: bad development of inclusive education of children and teenagers with disabilities (60%); shortage of clubs for interests, sport sections, additional education (47%); often reforms after coming of a new minister of education and science (73%).

Experts’ answers on question How can environment (social situation, other states) negatively influence Kazakhstani education? were most variable. The respondents suppose that distrust towards higher education is one of the biggest threats for Kazakhstani higher education (47%). Low status of teachers from economical, social side and parental attitude to them became a reason why children do not respect their teachers (93%). Increase of suicide among students and children could affect successful education policy (20%).

The question What sort of applications could be implemented to improve Kazakhstani educational policy? nonplused the experts. They offered to develop an opportunity of abroad internships for teachers and tutors (40%); raise salary for teaching staff on the level of their European colleagues as a stimulus for self-development (100%); efficient control of finance from state budget on educational needs (60%).

5. Conclusion

According to the results of the study, the experts assess the education policy of Kazakhstan as successful enough.
There are definite achievements due to hard work of teaching staff and students. The problems that Kazakhstani education policy face can be divided into three groups: administrative, economic and social. The purpose of this research was to determine what external and internal factors impact the implementation of successful educational policy in Kazakhstan. Experts consider that among internal factors there is weak development of inclusive education of children with disabilities and obligatory primary education. The study reveals that low status of teachers, low salary and abroad internships for teaching staff, distrust towards higher education influence implementation of education policy. One of the most important finding of this study was the fact that increase of suicide among students and children could affect successful education policy.

6. Recommendations

On the assumption of the results the recommendations from this research are: in order to maintain teaching staff the Ministry of Education and Science need to increase their salary and develop the system of foreign internships; to decrease the level of suicide there is a necessity of psychological help for schoolchildren, students and as well as for teachers. Especially, taking into consideration, that the level of suicide in Kazakhstan among youth is higher than in other developing countries [6].

References