

Foreword

This first OECD review of policies for secondary education in the Republic of Kazakhstan was requested by the Government of the Republic of Kazakhstan as part of the process of deepening co-operation with the OECD in key areas of development, such as education. The purpose of the review is to evaluate the education reform agenda – its feasibility and focus – by taking stock of present-day strengths and weaknesses of the secondary education system of Kazakhstan. The review also seeks to provide, where needed and possible, guidance on adjusting the reform implementation plans in line with international experiences and best practices regarding educational change.

An added value of this activity for both the authorities of Kazakhstan and the OECD is that during the preparation of this report, much of the previously dispersed (national) data on secondary schools in Kazakhstan has been consolidated into a common base of evidence, validated by the education authorities. Strengthening the reliability of evidence is a long process and this work can only be the first step. Nevertheless, it is already benefiting a number of follow-up activities with the Republic of Kazakhstan, such as the *OECD Review of Policies to Improve the Effectiveness of Resource Use in Schools* (carried out in co-operation with the World Bank), the *OECD Review of Policies for Vocational Education and Training (Skills Beyond School)*, and the *OECD Country Review of Early Childhood Education and Care*.

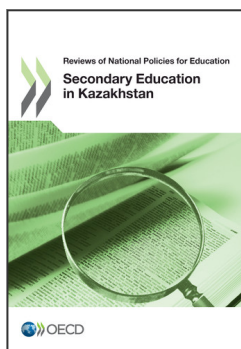
Chapter 1 of this report provides an overview of the country, its education system and reform plans. Subsequent chapters provide analysis of and recommendations on equity and effectiveness of schooling; assessment and evaluation practices; policies for teachers and principals; expenditure patterns and financing mechanisms; vocational education and training; and a summary of the recommendations.

The report was prepared in the Directorate for Education and Skills by Mihaylo Milovanovitch (rapporteur and review team leader), José-Luis Alvarez-Galván (OECD Secretariat), Julie Bélanger (OECD Secretariat), Simone Bloem (OECD Secretariat), and Caroline Macready (independent education expert). Cassandra Davis, Célia Braga-Schich and Anne-Lise Prigent from the OECD Secretariat, and Ian Whitman (United States)

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