

Glossary

Disadvantaged: there is no common definition across OECD countries of what is a disadvantaged school. Typically a disadvantaged school is a school with a high proportion of disadvantaged students. In PISA (Programme for International Student Assessment), disadvantaged schools are defined as schools where the average socio-economic background of students is below the national average. Students are considered disadvantaged on the basis of their personal and social circumstances, such as ethnic origin and family's socio-economic status.

Equity in education: refers to the degree of fairness and inclusion in education. Equity as inclusion means ensuring that all students reach at least a basic minimum level of skills. Equity as fairness implies that personal or socio-economic circumstances, such as gender, ethnic origin or family background are not obstacles to educational success. Equitable education systems are fair and inclusive and support their students in reaching their learning potential without either formally or informally pre-setting barriers or lowering expectations.

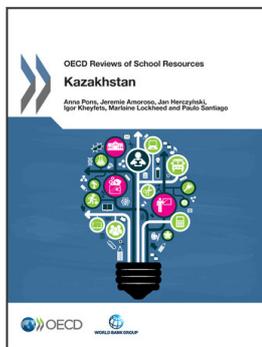
Low performing: refers to schools failing to achieve adequate levels of student performance, without taking into account external factors, such as the average student intake's socio-economic background. Students who obtain scores below Level 2 in PISA can be considered as low performing as they lack basic skills.

School: refers to an educational organisation that offers primary, lower secondary and upper secondary education. In Kazakhstan, school education (grade 1 to grade 11) is known as *secondary* education.

Small-class schools: are characterised by having a small number of students, low student-teacher ratios and small classes (*malokomplektnyye shkoly*, in Russian). They typically provide multi-grade teaching (and are sometimes referred to as “ungraded schools”).

Stavka system: refers to the concept of teacher employment in Kazakhstan, whereby teachers are employed under a weekly teaching load system with their basic compensation purely associated with their teaching load.

Subnational governments (“oblasts” and “rayons”): includes regional governments (also referred to as *oblasts*) and local/district governments (also referred to as *rayons*).



From:
**OECD Reviews of School Resources: Kazakhstan
2015**

Access the complete publication at:
<https://doi.org/10.1787/9789264245891-en>

Please cite this chapter as:

OECD/The World Bank (2015), "Glossary", in *OECD Reviews of School Resources: Kazakhstan 2015*, OECD Publishing, Paris.

DOI: <https://doi.org/10.1787/9789264245891-13-en>

This work is published under the responsibility of the Secretary-General of the OECD. The opinions expressed and arguments employed herein do not necessarily reflect the official views of OECD member countries.

This document and any map included herein are without prejudice to the status of or sovereignty over any territory, to the delimitation of international frontiers and boundaries and to the name of any territory, city or area.

You can copy, download or print OECD content for your own use, and you can include excerpts from OECD publications, databases and multimedia products in your own documents, presentations, blogs, websites and teaching materials, provided that suitable acknowledgment of OECD as source and copyright owner is given. All requests for public or commercial use and translation rights should be submitted to rights@oecd.org. Requests for permission to photocopy portions of this material for public or commercial use shall be addressed directly to the Copyright Clearance Center (CCC) at info@copyright.com or the Centre français d'exploitation du droit de copie (CFC) at contact@cfcopies.com.