

SURVEY REPORT

«Problems of Non-Attendance and Dropping-out of School Among 5-9 Grade Students of Secondary Schools of General Education in the Republic of Kazakhstan»

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Terms & Abbreviations

RK – Republic of Kazakhstan
CIS – Commonwealth of Independent States
NLA – normative legal acts
MES – Ministry of Education and Science
MIA – Ministry of Internal Affairs
MLSP – Ministry of Labor and Social Protection of the Population
CJR – Commission on Juvenile Rights
IJA – Inspection for Juvenile Affairs
CTIARJ – Center for Temporary Isolation, Adaptation. and Rehabilitation of the Juvenile
NCDA – National Center for Difficult Adolescents
CDE – City Department of Education
RDE – Rayon Department of Education
MDD - mental development delay
IAO – Internal Affairs Office
ACPMPC – Advisory Center for Psychological, Medical and Pedagogical Consultations
NAP – National Action Plan
DFA – Dakar Framework Actions
EFA – Education for All
UNESCO – The United Nations Organization on Culture, Science and Education
ISCE – International Standard Classification of Education
WKO – West Kazakhstan Oblast
NKO – North Kazakhstan Oblast
II – individual interview
NGO – non-governmental organization

Content

Chapter 1. Literature Review. Policies and Actions Taken So Far	4
Chapter 2. The Survey Methodology and Sampling	9
2.1. Aims and Objectives of the Project	9
2.2. Description of the Survey Target Group	9
2.3. The Survey Instruments and Sampling.....	11
Chapter 3. Review of Existing Legal Framework	13
3.1. Availability and Compulsory Character of Secondary Education in the RK.....	13
3.1.1. <i>Basic Provisions of the System of Compulsory Education in the Republic of Kazakhstan</i>	13
3.1.2. <i>School as a Core Element of the System of Continuous Education</i>	13
Chapter 4. Organization of Activities for Compliance with the Requirements of Compulsory Education.	19
4.1. National Level Institutions	19
4.2 Local Management Bodies (Akimat)	20
4.3 School Self-Management Bodies	20
4.4 Parents' Involvement in the School Management Process.....	21
Chapter 5. Alternative Educational Opportunities	22
Chapter 6. Official Statistical Data on Missing and Quitting the School.....	24
Chapter 7. Competence and Authorities of RED and Educational Institutions on the Issues of Non-Attendance and Quitting the School	26
7.1 Activities of RED and School Administration in the Issues of Education Coverage, Non-Attendance and Quitting the School.....	26
7.2. The Registration Procedure of Students' Quitting the School	28
7.3. Prevention of Non-Attendance and School Quitting.....	30
Chapter 8. The Reasons Causing Non-Attendance of School by Students, Quitting and Frequent Change of School.....	32
8.1. Analysis of Factors Causing Non-Attendance	32
8.2. The Reasons Causing Frequent Change of School.....	35
8.3. A Student's Self- Estimation and Teacher's Estimation of the Student.....	35
8.4. State of Student's Health as Described by Teacher, Parents and Student.....	37
8.5. Conditions in the Family and the Role of Parents in Upbringing	38
8.6. Maintenance of Discipline and Student's Behavior	40
8.7. Communication with Friends and Classmates.....	41
8.8. Participation in Social Life of School and Class	43
Chapter 9. General Conclusions and the Survey Recommendations	44
Addendum I	46
Individual Interview with Specialist of the City and Rayon Department of Education ..	48
II with the Deputy Head Master on Educational Activity of the General Secondary School	49
Addendum II.....	54

Chapter 1. Literature Review. Policies and Actions Taken So Far

The issue of school dropout is not a new problem for the researchers, and a very detailed analysis of the issue is presented in the western literature. Although the problem has been sufficiently explored it is a blank spot in our country as according to the official statistics there are actually no children who dropped out the school and therefore there is no problem.

Problem of non-attendance/quitting the school by children exists in Kazakhstan although according to official data the rate of coverage of children by education system is sufficiently high: in 1996 the rate of coverage was 97,7%, and in 1997 г. – 98,2%. In August 1998 Resolution of the Government of RK No812 on ‘Measures on Further Reforms of Secondary Education System in RK’ was adopted according to which Akims of oblasts, Astana and Almaty cities were set a task “...jointly with the Ministry of Education and Science of the Republic of Kazakhstan to ensure total attendance of school by children.” Official statistics indicated that following this Resolution the attendance actually amounted 100%. In 2001 MES reported about 645 children who didn’t attend school that amounted to 0, 02% of more than three million students in Kazakhstan.

Along with this data there is statistics maintained by the Ministry of Internal Affairs. However information provided by MES and MIA considerably differs. This is attributed to different criteria of keeping the records of non-attending children. For MES these are children who miss school during 10 and more days. Whereas MIA regularly conduct spot-checks to detect children who regularly do not attend school. Thus during such actions children who miss school without any valid excuse fall into the record system.

In addition to discrepancies in the inter-departmental statistical data there is hidden non-attendance when children are “pressed out” from the system of education:

- Children who according to medical indication are considered as unfit for training
- Children who lag behind in progress and are gradually forced out from schools for elite to common general education schools. If they lag behind there they have to move to the evening schools or finally they fall out from the education system.

In addition the target group includes children who dropped out due to social factors, in particular:

- Children from unfavorable families (alcohol and drug addicted parents, had convictions)
- Children of oralman (repatriate Kazakhs who returned to Kazakhstan from Iran, Mongolia, China, Kara-Kalpak etc.)
- Refugees’ children
- “Street” children
- Children with deviated behavior.

The reasons of non-attendance of school are mainly of economic nature such as poor financial position of the family, lack of money to buy school supplies and clothes. Children have to help their parents around the house, work with their parents or with their consent. 75% of non-attendance of school by children registered by MIA was related to bad atmosphere in the family or poor financial position of the family. It should be noted that about 30% of population in Kazakhstan have income below the living wage. The inequality estimated as proportion of the income of 10 % of most prosperous to 10 % of less prosperous people differs ten times throughout the Republic. In some oblasts 12 -13 times (the threshold rate is 8 times.)

The other is a social reason: children from deteriorated families when parents are alcohol and drug addicted, children of oralmans and refugees. There are also a number of other reasons resulting from both factors: when parents don't consider education as a priority for their child, when a child is not allowed to go to school due to religious motive although infrequent but still taking place, and when child doesn't want to attend school because of conflicts with students or teachers.

A wide research related to the given problem has not been made in Kazakhstan as this situation has not been declared as problematic. The following chapter presents some efforts to provide a brief analysis of available literature and investigation on the problem of non-attendance/ dropping out of children from the educational system.

As is well known the problem of non-attendance / dropping out of children from the school education system is not a new one and has been sufficiently investigated on the international scale. The scope of the problem is very wide in the interstate context. The scale of non-attendance in our region certainly cannot be compared with the depressive rate in the Asian countries - according to UNESCO data in 22 Asian countries for 2000/2001 academic year, in India the rate of dropping out from the system of primary education amounted to 53%, in Laos – 47%, and in Burma – 45%. Situation in our country is more optimistic although there are reasons for concern. According to official data children are fully covered by education in our country, and the given problem becomes apparent in non-attendance of school by children due to different reasons. One of the reasons is child labor. The research conducted this year in Tajikistan on “Children in Cotton Fields” provides analysis of situation related to the use of the child labor in agricultural activities. The results of the research hasn't been published yet and it is possible to say briefly that the research covered three cotton growing regions; sampling included students of 9-11 grades. The tools of the survey included focus groups with the school head masters and heads of rayon departments of education as well as questionnaire of the students and parents.

Several surveys related to the given problem were conducted in Kyrgyzstan. Like our Tajik colleagues they investigated the problem of child labor in Kyrgyzstan with support by International Labor Organization and its international program on liquidation of the child labor in 2001. One chapter of the research is fully devoted to education and health of working children as well as education issues and non-attendance of school. According to the ministry of education the following table was made¹:

Reasons of Non-Attendance of School

Indicated by Students and Adolescents of School Age

	1997	1998	1999
Total children non-attending school	8.558	5.078	4.261
1. Children with special needs	1.401	1.299	1.777
2. Children with normal development	7.157	3.779	2.484
- financial difficulties	1.944	948	769
- family reasons	99	371	267
- unwillingness of parents	225	1.141	691
- unwillingness to study	507	370	240
- unfavorable family	124	236	226
- work	101	222	66
- due to disease and other reasons	4.157	491	225

According to the survey 42, 6% of working children do not attend school. The survey didn't make assessment of the number of non-attending children in relation to a total number of the

¹ Child Labor in Kyrgyzstan. Bishkek 2001. p. 21. http://www.ilo.ru/ecl/docs/CLKyrgyz_ru.pdf

trained children but on the basis of the data it is possible to estimate the percentage of the children that approximately amounts to 4%.

The other survey the preliminary analysis (Report 1) of which was published a day or two ago was devoted to study of child poverty in the Kyrgyz Republic. The report represents the first stage of the project of the Center on the Study of Child Poverty and Policy Making. It is part of a wider program on research and development of strategy against child poverty in the Kyrgyz Republic, Mongolia, China, India and UK. In this report the problem of non-attendance is considered in a direct relation to the poverty problem. It also represents a Table of the reasons causing non-attendance (based on the data of the Ministry of Education, Science and Culture of the Kyrgyz Republic) but with the updated information for 2000 and 2001².

It is significant that a new line such as lack of language knowledge was added to the list: in 2000 there were 7 children non-attending school because of this reason and in 2001 there were 58 children.

In 1999 UNICEF along with ADB conducted a research on the issues of non-attendance/quitting the education system in Kyrgyzstan. In June-July 1999 sixty one children aged 11-17 years were surveyed from 8 schools of Naryn, Chu and Osh oblasts, and 9 focus groups were conducted as well as interview with the school administration and 40 parents. Thus two main concepts were distinguished:

- Quitting children who were defined as those who according to official data have stopped attending school
- Constantly non-attending: children who according to records in the school register missed more than 40 days during academic year³.

Among the main conclusions made by the author of the report it might be noted that:

- The number of non-attending children is much more than indicated in the official statistics;
- Poverty of the family is the main reason of non-attending, many children feel uncomfortable to go to school because they are poorly dressed or feel humiliated because are not able to pay for textbooks, school repair etc.
- Availability of work and opportunity to work for children in the region cause non-attendance. For example, in Naryn where agricultural season is short and not much other work available the school attendance is better than in oblasts with wide economic opportunities for children and their families.
- Poor conditions in schools including insufficient heating in the winter and low motivation among teachers who get low and delayed salary also scare away some children.
- Low access to education for children with limited capabilities, internal migrants and children of refugees is also a factor causing non-attendance.

The given research seems the most interesting and substantial as it is devoted to the problem of school attendance by children and although not being aimed at comprehensive analysis and representativeness it shows the most typical and deep-laid reasons of school non-attendance by children from different social groups.

Center of Democratic education in Albania in February -March 2003 conducted research in five regions of Albania on the problem of dropping out the school by children. The research covered 3011 children at the age of 7-17 years who dropped out school during the period of 1996-2002 as

² Child Poverty In Kyrgyz Republic. Preliminary Analysis of Documents. Research Center on Child Poverty and Policy Making. 2004. p.34

³Eversmann E. School attendance in the Kyrgyz republic. Report for UNICEF Bishkek. UNICEF. – Bishkek, 1999. p.11

well as 100 children who refer to a group of risk and 50 children who do not refer to these categories. Also parents and teachers of these children have been interviewed. In the process of the research the reasons of quitting the school by children and factors influencing it have been analyzed. A number of factors were marked out:

- Influence of individual factors;
- Influence of a family;
- Influence of persons of the same age;
- Influence of school.

In the course of research it was determined that children who drop out school are characterized by such individual traits of character as unstable behavior, problems related to relations with children of the same age and teachers, smoking, lack of interest and motivation to studies, poor progress etc. Regarding the family factors it should be noted that usually the family of the child who dropped out school is a big family with economic and social problems stimulating the child to drop out school. Meanwhile school with organizational and administrative problems, inactive participation of parents and local community, inadequate infrastructure, unqualified teachers and traditional methods of teaching “generate” dropout from school.⁴ Also indirect factors influencing the dropout of children such as unstable mentality, feeling of uncertainty in the future were determined.

Under a comprehensive UNESCO project on “Education for All” (2000) monitoring of students’ achievements was conducted which involved the issue of school non-attendance by children and analysis of the reasons, and in 2001 UNESCO initiated pilot research “Street or School: What do children choose?” where the target group was represented by street children, children of repatriates and refugees. The goal of the research was to determine and analyze the reasons causing school non-attendance by children as well their attitude to the opportunity to return to school⁵. Pilot research was conducted in 9 cities of Kazakhstan which are oblast centers and cities of republican significance (except Leninogorsk city), and 181 children and 60 parents have been surveyed. Among 60 parents there were 22 refugees, 1 homeless, 37 parents from unfavorable families including 8 parents referred to ethnic minority. Analysis of non-attendance was carried out from the viewpoint of parents, children and experts. Parents think that the main reasons of non-attendance are financial difficulties and lack of wish to study among children. In addition such reasons were indicated as unavailability of documents, lack of language knowledge, religious motives. Children think that the main reasons are:

- Lack of interest to study
- Financial difficulties
- Need / wish to earn money
- Oppression at school

According to experts among local state employees the main reasons of non-attendance are related to family:

- Conflicts in a family due to drunkenness of parents
- Parents force children to get money, and attendance of school by children will deprive the family of relatively stable income
- Lack of continuous parents’ control
- Lack of mechanism of impact on parents
- Impact of juvenile subculture on children from needy families
- Autonomy of teenagers of 12-16 years from parents, striving for adult life
- Unorganized leisure of children
- Bureaucracy in the process of enrolling to school of the children without registration that makes it difficult for children from families of immigrants.

⁴ School Dropout Predictors and Consequences. Tirana, 2003. c.VIII

⁵ Street or School: What do children choose? (Pilot Research-Based Report). Almaty: UNESCO, 2001. c. 10

Thus a comprehensive and deep research on the problem of non-attendance/quitting/ giving up training by children has not been conducted in Kazakhstan so far although the problem really exists, and it is necessary to draw attention of the public and professional community and develop an official policy aimed at its solution.

For this purpose a deep analysis of the situation is required which is impossible without collection and analysis of data on the problem of non-attendance that could be done with the help of sociological research.

Chapter 2. The Survey Methodology and Sampling

2.1. Aims and Objectives of the Project

The main purpose of the survey was to find out the reasons causing school quitting and non-attendance among students of secondary schools of general education in the Republic of Kazakhstan and to identify the level of impact of different factors on this.

To implement the survey and to reach the aim there were used different methods: **quantitative methods** - questionnaires and **qualitative methods** - individual, in-depth interviews which allow getting comprehensive information about the spectrum of multiple factors affecting non-attendance and school quitting, to consider cause-and-effect relations and to identify problems. Within the survey there was made an assessment of the current systems allowing students' transfer from one school to another and the system of administrative registration of school attendance. Book-learning study and analysis was done re the relevant legislature of the Republic of Kazakhstan dealing with the regulatory documents ordering complete involvement of children of school age in education and those ones regulating the issues of non-attendance and school quitting by students of secondary schools of general education. Also the analysis of existing official and unofficial statistical data was made.

Objectives of the Project:

- To develop indicators that will allow to trace the situation concerning non-attendance and school quitting by students of secondary schools of general education;
- To identify most typical reasons of non-attendance by students of secondary schools of general education;
- To trace the genesis of the process that causes dropping out of students of secondary schools of general education;
- To assess the dimensions and seriousness of the impact of different factors on the problem of non-attendance;
- To formulate strategies, develop recommendations and suggestions to help solve the problems of non-attendance and dropping out of students of secondary schools of general education.

2.2. Description of the Survey Target Group

The survey target group comprises:

- ***The students who dropped out from school***, i.e. students who quit school for the reasons apart from their moving to another place of living or from their right of free selection of school.
- ***Non-attending students***, i.e. students who are registered in a particular school but do not attend school classes for more than 40 days during the academic year for the reasons not connected with illness.
- ***Sporadically non-attending students***, i.e. students who are registered in a particular school, but do not attend school classes from 10 to 20 days during the academic year for reasons not connected with illness.
- ***Risk group (the risk of quitting school is meant)***, i.e. students who sometimes do not attend school classes and also children from poor families and deteriorated families (children of alcohol and drug addicted parents, orphans, children of parents who serve their sentence in the penitentiary system).

Based on all the above mentioned categories the questionnaire was spread among 200 students of 5-9 grades of secondary schools of general education. In Almaty city there were asked 80

respondents, in Aktau and Pavlodar cities - 60 respondents in each city respectively. Among the target group studied the majority consisted of boys.

Table. The groups of respondents (students) who answered the questionnaire

Categories of respondents	Amount	%
Sporadically non-attending students	66	33,0
Non-attending students	66	33,0
Dropped out students	68	34,0
Total	200	100,0

By the type of the settlement (urban/rural) 78.5% of students represented urban secondary schools of general education, whereas 21.5% of students were from schools located in rural settlements. Out of overall number of respondents aged from 11 to 16 who took part in questionnaire responding 27.0% were girls and 71.0% were boys.

- *Students who move from school to school.*
- *Students in whose classes there was a dropped out or non-attending student.*
- *Form masters of dropped out and non-attending children.*
- *Parents of dropped out and non-attending children.*

Within the survey undertaken there were questioned 54 parents or relatives of dropped out or non-attending/sporadically non-attending students. 75.93% of them were urban inhabitants and 24.0% - lived in rural places.

Table. The number of inquired parents according to the type of residential location and categories of respondents

The type of residential location		Parents of non-attending/sporadically attending students	Parents of students who dropped out from school	Total
Urban place	Amount	27	14	41
	%	50,0	26,0	76,0
Rural place	Amount	11	2	13
	%	20,0	4,0	24,0
Total	Amount	38	16	54
	%	70,0	30,0	100,0

Out of the overall number of parents (relatives), the majority was comprised of mothers who made 59.3%, fathers made 14.8%, grandmothers and grandfathers made 11.1%, other relatives - 3.7%.

Educational qualification of parents (relatives) looks as follows: the majority of them have secondary education – 59.3%; 14.8% of parents/relatives have specialized secondary education; 5.6% of them have primary education; 5.6% - no education at all; holders of higher education comprise 9.3% and holders of incomplete higher education – 3.7%.

- *Deputy Head masters of secondary schools of general education responsible for upbringing.*
- *Specialists of city and rayon Departments of Education.*

2.3. The Survey Instruments and Sampling

During the survey there were used three types of questionnaires (*See Annex 1, please*). 307 respondents answered the questions offered by the questionnaires. The target group sampling is presented in the table below:

Table. Sampling according to the regions where the survey was done.

Target Group	Almaty		Aktau		Pavlodar		Overall number of respondents
	city	village	city	village	city	village	
Dropped out students	20	1	26	4	15	0	66
Sporadically non-attending / non-attending students	44	15	22	8	30	15	134
Parents of dropped out students	3	1	6	1	5	0	16
Parents of sporadically non-attending/non-attending students	14	6	7	1	6	4	38
Form masters of dropped out students	4	0	3	2	5	0	14
Form masters of sporadically non-attending/non-attending students	17	3	5	4	7	3	39
Total	102	26	69	20	68	22	307

Thus there were questioned 200 students of secondary schools of general education, 54 parents of students, 54 form masters of students.

There were provided 42 individual interviews (II) which can be grouped as follows:

- The Department of Secondary Education of the Ministry of Education and Science of the Republic of Kazakhstan (expert interview) - 1;
- Representatives of city (rayon) Departments of Education – 4;
- Deputy Head Masters of secondary schools on upbringing – 15;
- Students moving from one school to another (or from form to form) for the reasons not connected with changing the place of residence – 10.

The form masters provided characteristics for 53 students from the survey target groups; 77.4% of them were students from urban secondary schools and 22.6% - from rural secondary schools.

Table. Target group student - participants of the survey characterized by teachers through the questionnaire

Type of the student	The number of students			The percentage of characterized students per overall number of		
	City	Village	Total	City	Village	Total
Non-attending/ sporadically non-attending	29	10	39	54,7%	18,9%	73,6%
Dropped out	12	2	14	22,6%	3,8%	26,4%
Total	41	12	53	77,4%	22,6%	100%

Book-learning study was aimed at:

- Analyzing the legislative framework - *Please, see Annex 2.*
- Studying official statistics data
- Reviewing the following survey reports on involvement of children in education in the Republic of Kazakhstan:

the project implemented by the "NGO Conflict Research Center" with the assistance of the Committee of UN Education, Science and Culture Organization (UNESCO) - *The Involvement of Children in Secondary Education in the Republic of Kazakhstan, 2001*; the project implemented by the Agency for Social and Marketing Investigations "BRIF Central Asia" - *The Children Deprived of Parental Care and Street Children, 2001*; the World Bank Report - *Assessment of Availability of Education Services for Population, 2003-2004.*

Inquiries were addressed to the bodies of education authority and to the education facilities:

- Letters with inquiries were sent to the MES of RK, CDE, RDE;
- Letters with inquiries were sent to secondary schools of general education.

The sampling was made on the basis of quasi - random approach according to the following scheme:

1. The city maps were divided into squares using a special grid (according to the scale).
2. Three complete squares on the map of the city were chosen, one of which was supposed to be in the central part of the city, another one - a bit far away from the center, and the last one should be in the outskirts of the city.
3. In each square there were identified all secondary schools of general education, a list of them was made and their affiliation with certain RDE was determined.
4. If in the square selected there were no schools then another square was considered based on the criterion of remoteness from the center. If there were more than five schools in the square then every second school was selected according to the growing numeration until the necessary number of schools was selected (the total number of schools - 5).
5. Letters from the MES of RK were sent to respective RDEs and secondary schools requesting them to support the project and provide necessary information concerning the survey target groups. Finally the list of children who were later involved in questionnaire answering was made.

The Geography of the Project

The project was implemented in the cities of Almaty, Aktau and Pavlodar as well as in adjoining to these cities villages: Raimbek and Zhetygen villages (Almaty oblast); Kyzyl-Tobe village and Mangyshlak station (West Kazakhstan oblast); and Moildy, Kenzhekol and Leninski villages (Pavlodar oblast).

Chapter 3. Review of Existing Legal Framework

3.1. Availability and Compulsory Character of Secondary Education in the RK

3.1.1. Basic Provisions of the System of Compulsory Education in the Republic of Kazakhstan

The Law of the RK on Education defines **education** as a continuous process of upbringing and education which is aimed at achieving high level of moral, intellectual, cultural and physical development and professional competence of members of the society. The present Law alongside with the *Kazakhstan 2030 Strategy, the Strategic Plan for the RK Development up to the Year 2010, "The Education" State Program, the Conception of Education Development up to the Year 2015* distinguish education as a national priority and serve as a legal basis for developing government educational policy in the RK. Basic strategic documents that regulate social relations in the field of education have developed the main principles of educational policy defined by the Constitution of the RK. Point 1 of Article 30 of the RK Fundamental Law just as point 1 of Article 24 of *The Law of the RK on Education* reads that citizens of the country are guaranteed free secondary education in the state education facilities. Based on the principle of continuity and succession of educational programs the following levels of education are established by *The Law of the RK on Education*:

- Pre-school development and education;
- Secondary education,
- Higher(undergraduate) professional education,
- Postgraduate professional education.

Secondary education, apart from other levels of continuous education, **is viewed as compulsory and basic level** and comprises general secondary, initial professional and secondary professional types of training. General secondary education can be received stage by stage in secondary educational facilities which provide three levels of education: primary level (grades 1-4), basic level (grades 5-9) and senior level (grades 10-11/12). In compliance with the *Law of the RK on Education* children are enrolled to school at the age of six or seven. All levels of general secondary education can function together or separately. They constitute primary general, basic general and secondary general education. Compulsory secondary education as the core level in the system of continuous education is provided by appropriate educational facilities, which may include schools, gymnasiums, lyceums and others.

3.1.2. School as a Core Element of the System of Continuous Education

Point 1 of Article 15 of the *Law on Child Rights in RK* of 8 August 2002 No 345 secures the rights of Kazakhstani children to education and guarantees access to free secondary education at school. Having in view international standards developed in the field of child rights and guided by the provisions of the *Convention on Child Rights* this Law roots itself on the principles of prime necessity to prepare children for full-fledged life in the society, to develop them as socially significant and creatively active personalities and to form national identity that is based on common human values. The right to education guarantees for the child equal rights to education according to state standards, availability of education with the regard for intellectual level of development, psycho-physiological and individual characteristics of every child, the right to free choice of educational facility, the right of free access to information resources and additional educational services.

The Conception of Education Development in the RK up to the Year 2015 acknowledges that content of education in contemporary schools remains factual; the state standards that are based on subject approach have become morally outdated. There is stated lack of competent approach oriented to student's individuality. Training at school does not provide a student with clear and positive motivation that would help choosing the life path, form interests and future prospects. Only 30% of senior stage schoolchildren make informed and considered decisions about their

future professions in compliance with their capabilities and aspirations. It means that 70% of senior stage schoolchildren have little chances to succeed in life and to achieve self-actualization.⁶ To raise motivation of students for getting secondary education and being functionally literate is one of the main challenges found in the *Conception of Education Development in the RK up to the Year 2015*.

According to the RK Law on Education a **school of general education** is a secondary educational facility of general education that provides core and supplementary educational programs. "The Regulations to Stipulate the Organization and Activity of Schools of General Education in the RK" endorsed by the order # 708 issued by the RK MES of 10 July 2000 and the RK MES Order #1 "On Approval of Standard Rules for Educational Facilities of Respective Types" of 6 January 2000 contain statements recognizing that schools of general education are viewed **as the core element of the system of continuous education**.

The network of schools of general education is formed and developed by bodies of local authority and education administration in compliance with the normative documents regulating this activity to best meet the educational needs of the population. Local education administration while forming the school network in the rayon establishes the rules for enrollment to primary, basic and secondary schools of general education that ensure access to all citizens residing on the given territory and having the right to secondary education. A school of general education provides all citizens of the Republic of Kazakhstan with the state granted right and possibility to receive free secondary education within the framework of state mandatory standards.

The principal goals of schools of general education are:

- To provide general scientific and cultural education to schoolchildren that should be based on acquiring of compulsory minimum of knowledge from training programs of general education;
- To provide skills for social adaptation of schoolchildren for the life in the society;
- To form the basis for making an informed decision concerning the choice and mastering of future profession or vocation;
- To provide civic education to schoolchildren.

According to *The RK Law on Education* and *The Standard Regulations for Schools of General Education in the RK* on the territory of the Republic of Kazakhstan there can be established different forms of schools of general education. The educational programs are provided there with the regard for needs and abilities of the personality. The following forms to study school educational programs are envisaged by the current legislature:

- Internal;
- Correspondence (Evening School);
- Family Education;
- Self-education;
- External Studies.

For all these forms of education every individual basic program of general education is subject to meet the requirements outlined by the mandatory state standard of education. It is worth mentioning that while establishing schools of general education peculiar training conditions are taken into account. Thus, on the territory of the Republic of Kazakhstan it is possible to establish small-size schools, schools of boarding type, special schools providing conditions for upbringing, special (correction) schools for mentally and physically disabled children, schools affiliated hospitals, kindergarten-school complexes. Acquisition of basic general education at educational facility is limited by age restrictions (a student should be no more than 18 years old). The knowledge of students finishing the programs of basic general and secondary (complete) general education is attested through final examinations at each level. Those of them who succeed to go through the attestation are conferred upon the state document certifying that the

⁶ Report on "Assessment of People's Access to Education Services 2003-2004", World Bank.

holder has completed the respective level of education. School head masters and local school administration authorities are responsible that citizens enjoy their right to secondary general education.

In compliance with *The Law on Child Rights in RK* additional funds are allotted from the state budget for disabled children who need special pedagogical approach; this ensures that such children can receive the standardized education. *The Law of the RK on Education* in its Article 20 envisages establishment of the following special educational facilities:

- Rehabilitation centers and Advisory centers of psychological, medical and pedagogical consultations for mentally retarded children and those having different problems in development who would need treatment and psychological and pedagogical correction;
- Facilities providing care and development for the children who need long-term treatment and for the disabled children and adolescents,
- Special educational facilities and educational organizations of specific humanistic character that provide education, training and social rehabilitation for persons with deviation in behavior.

3.1.3. Law Statements on the Problem of Covering Children with Education, Non-Attendance and Quitting the School

Coverage of the School Age Children with Training. The Principal of the school systematically observes if school age children and teenagers are covered with education in the area his school is located and through local executive bodies takes necessary measures to draw into school all children not attending it, and also makes necessary changes in the lists due to their quitting or increasing.

The order of the Ministry of Health, Education and Sports №238 on “Implementation of the Tasks by the President of RK to the Government”, dated by May 6, 1999 admits fulfilling the decree of the RK Government “Measures on Further Reforms of the Secondary Education System in RK”, particularly the message on covering the school age children with education - as the priority direction in the activities of educational bodies. In this connection monthly spot-checks are carried out to detect children not covered with education, with the purpose to provide control and receive verified information.

By the joint order of the RK Ministry of Education and Science (MES) dated by August 11,2000 № 822, of the RK Ministry of Internal affairs (MIA) dated by August,2000 № 447, of the RK Ministry of Economics (ME) dated by August 4, 2000 № 67, of the RK Statistics Agency dated by August 9,2000 №74 «On Approval of Registration Criteria of School Age Children not Covered with Education», the form of coordinated data report about providing general secondary education was confirmed. This form takes into consideration the following criteria of registration of school age children:

- School age children, not covered with education (sick children, not liable to education, not recorded in the education bodies);
- Children not attending school for more than 10 days a month;
- Children not attending school due to migration, due to being in search, under investigation, not willing to study, diseases (liable to study).

By the joint order of the RK MES dated by March 15, 2000 № 222 and RK MIA dated by March 20, 2000 № 148 «On Approval of the Plan of Organizational and Practical Measures to Prevent Crimes, Law Infringements, Child Neglect and Traumatism, and Assurance of Complete Attendance of Schools by Children», the Plan for providing complete attendance of RK schools by children was adopted, also the structure of the working group on coordination and

implementation of the given document was approved. The staff of the working group included representatives of the Department of the general secondary education of the RK MES, of the Department of the administrative police of the RK MIA, of the Department for under-age group children of the RK MIA, of the Section for educational work in the Department of secondary education of the RK MES. Altogether, all the above mentioned normative law acts turned to be the legislative basis for the activities in covering with education of school age children and excluding any opportunity for children quitting out of the educational system of RK. In compliance with the criteria of registration of school age children to explain the problems of quitting the following terms are used:

- School age children, not covered with education;
- School age children, not attending school for more than 10 days a month;
- Children not attending school due to certain reasons.

It is necessary to note that the RK Law “On Education” does not contain the definition of the notions “a quitting student” or “not attending student”. In official statistics quitted (not attending) students are those that are registered in the system of education, but who did not complete a certain stage of education due to non-correspondence to education standards or who missed lessons at school for more than 10 days without any valid reason.

Attendance of Educational Institutions. In the main legislative acts regulating the process of reforming the system of secondary education, one of the chief tasks is to provide complete attendance of educational establishments by students. The basic legislative document stipulating to embrace all students with secondary education, is the Decree of the RK Government “On Measures for Further Reforms of the Secondary Education System in RK”, dated by August 28, 1996 № 812. This document obliges akims (governors) of all the regions and of the cities of Astana and Almaty together with the RK MES to provide complete attendance of the general education schools by students. Adoption of this document practically helped to provide covering of all children and teenagers with education, for earlier this process had been regulated only by «Instruction for Registration Children and Teenagers at the Age from 6 to 17 in RK», adopted by the governmental decree on December 4, 1997 №463.

Provision of complete attendance of general educational schools by children in RK is based on the registration of children and teenagers within the limits of villages, towns and other administrative regions. In towns and villages, having several schools the territory of the town is divided for convenience into several districts (micro-districts). Registration of children goes by making lists of their names in the adopted form. The authorized people visit every house and flat and check the registers of tenants. These books register children from the age of 5 to 17, living in the territory of the micro-districts. Children and teenagers with physical and mental retardness are registered in special lists that are used to cover such children with education in special schools. Making lists of children and teenagers and inserting later the following changes is entrusted to the local executive bodies. These lists are kept for providing control of the fulfillment of the RK Constitution provisions on the general secondary education and also as a material for making the reports. Local executive bodies check and systematize the lists of children and teenagers and group them within the limits of school micro-districts and not later than the 15th of August give the copies of these lists to the Principals of the schools. The Principals of corresponding schools are obliged to save the copies of the lists. During the study year the schools Principals inform the regional education departments about the children who seized studying so that necessary measures were taken to involve them again in the study process. The information is sent by the Principal not later than after 5 days that the student stopped attending school except cases when the schoolboy temporarily does not attend school due to illness (in case of prolonged illness individual teaching is organized at home or in the hospital free of charge) and for other valid reasons.

The valid reasons for not attending school by students are the following:

- If the child is not liable to study according to the conclusion of the psychological, medical and pedagogical consultation (PMPC);
- If there is a medical reference, confirming the disease of the child;
- If the schoolboy participated in certain events (sport competitions, contests, subject olympiada, etc.) by the Principal's order;
- Other reasons in case the corresponding permission is available.

Expulsion of Students from School. In spite of the fact that the RK law "On Education" does not contain interpretation of the notion "quitted students" it holds a statement consolidating the possibility of excluding children up to the age of 16 from the state day general educational establishments which is implemented in extraordinary cases by the decision of the bodies managing education. The following cases are tackled by the Law as extraordinary:

- Committing of illegal actions;
- Rude and repeated violation of the Education Organization Charter.

In case of excluding a schoolboy from the general education school he is given a reference of an established form as to a person who has not accomplished his education. Point 2 of article 15 of the RK Law "On the Rights of Child in RK" envisages that excluding a schoolboy from the state educational establishment before getting free general secondary education, besides following the general order of expulsion, may be carried out only after notifying the guardianship bodies. The standard regulation about the general educational school in RK allots to the pedagogical council of the school the right of expulsion the pupil from the given school on the same basis that is mentioned in the RK Law "On Education". In the given case the school must inform within the period of 3 days the local educational body that decides the problem of further job placement of the pupil within one month period. When excluding a pupil from school he is placed in another school or into the evening school for continuing his education and receiving general secondary education. Expulsion from school is an extreme measure of pedagogical influence. As a rule, in practice the representatives of the educational system bodies apply less severe methods of pedagogical and disciplinary influence that are envisaged by the RK Law "On Education" or by the Education Organization Charter.

For example, if the pupil of the general educational school does not fulfill the responsibilities to acquire knowledge and skills and practical habits in the volume of state general obligatory standards of education and, hence, violates the regulations of the general education Charter, he is left to repeat the course (for another year if he did not assimilate the program of three or more subjects). The Law also envisages an alternative to repeating the course by transferring to the class compensating study (according to the decision of the parents), continuing education in a form of home education. The students of primary schools having debts in 1-2 subjects by the end of the school year are transferred to the next grade after fulfilling summer tasks and passing exams ("left for autumn"). It is necessary to note that in case of lagging behind in assimilation of the general school program, the school administration has the right to put the question of applying special educational programs in relation to the given pupil, realized by special educational organizations. Similar right emerges in case of the systematic violation by the pupil of the discipline of the educational organization, committing illegal actions, rough and repeated violation of the educational organization Charter. In this case the pupil is removed to special educational organizations where he continues education. Sending children and teenagers to special organizations is carried out through "the commission for defending the teenagers' rights" attached to Akimats, and sending to organizations with special maintenance regime is fulfilled on the basis of the court decision.

RK Legislative acts in the sphere of the education besides other rights of the students envisage the right of the pupil after the 9th grade according to his wish to continue education in primary or secondary vocational school, guarantees him the right to enter or be transferred (according to his choice) to the institution of general secondary education, and also the right to be restored in the given institution that certainly testifies presence in RK of the “safety net”, that is, the system of t restoration, of the pupil returning to the general school.

Chapter 4. Organization of Activities for Compliance with the Requirements of Compulsory Education.

4.1. National Level Institutions

RK Law “On Education” in point 1, article 28 “Bodies of Education System Management” contains the provision that the realization of the state policy in the sphere of education is fulfilled by:

- RK Government;
- RK Central Executive Body in the sphere of education (RK MES);
- local representative and executive bodies (maslikhat and akimat);
- local educational management bodies (departments of education in the regions, capital and cities of the republican scale, rayon education departments).

RK Government works out and implements the state policy on developing education. One of the indicators of the efforts undertaken by the RK Government to meet the requirements of the compulsory education was participation of the RK authorized representatives in the World Forum on Education (Dakar, Senegal, April, 2000). The World Forum on Education adopted a document “The Limits of Actions” (DLA) in compliance with them the governments that participated in the Forum took responsibility to reach the aims and solve the tasks on the initiative of “Education for All” (EFA) for every citizen of their countries. Signing DLA by RK stipulated the necessity to elaborate a complex “National Plan of Action under EFA” up to the year of 2015. School aged children from the unfavorable families and ethnic minorities were separately marked by DLA as a most vulnerable group. RK National Plan of Actions (RK NPA) under EFA was worked out on the basis and with consideration of the demands of the main RK strategic documents in the field of Education and DLA solutions. One of the tasks of the RK NPA under EFA is to complete cover of the school age children with secondary general compulsory education. To implement the given task at a national level RK NPA envisages a number of measures directed to consolidation of the interacted activities of the educational bodies, of social sphere and civil society to provide universal cover with compulsory free secondary general education. For example: improvement of the system of detecting school aged children not attending school; improving the quality of education; improving the system of involving girls from poor and unfavorable families in education,; improving the study conditions for children with special needs. The number of middle term tasks of RK NPA includes:

- provision of complete cover of school aged children with compulsory general secondary education, availability and improvement of the quality of education;
- elaboration of the mechanism of verified registration of school aged children not attending educational establishments;
- provision of wide public involvement in detecting and bringing back to schools of the children not covered by education;
- provision of conditions for equal access to education for the children from refugee families and oralmans.

RK MES being the RK Central Executive Organ in the sphere of education carries out the branch coordination in the sphere of education, works out and confirms the normative legal acts regulating the activity of the educational organizations including the problems of providing civil rights for receiving compulsory secondary education established by the RK Constitution. In RK MES the problems of general education are coordinated by the Educational work Management. Twice a year in August, January RK MES carries out a monthly spot-check of general compulsory education. Within the limits of the given micro-region all households are checked, if there are school age children who do not study at the school in their place of residence. According to the results of vseobuch (general compulsory education), the Department of the Secondary General Education of RK MES provides monthly report and analysis of the

accumulated data on education cover and conduct monitoring of students attendance, then the RK MES results are compared with the data of the RK MIA concerning this problem. The problem of complete education cover of school aged children is under control of the RK President. Quarterly RK MES presents the report to the RK President's Administration and to the RK Government on the problems of the general education.

4.2 Local Management Bodies (Akimat)

In accordance with point 2, article 31 "Competence of the local representative and executive bodies in the sphere of education", the local executive bodies alongside with other functions provide the rights of the citizens to receive compulsory secondary education, conduct registration of the school aged children, provide their studying up to their receiving secondary education. In oblast departments, rayon educational departments the problems of general compulsory education are monitored by a separate specialist. According to the order of RK MES, RK MI "On confirming the forms of departmental reports on registration of school aged children not covered by education" dated by August 29, 2001, September, 3, 2001, N 701-2/645, oblast education management together with the management of Internal Affairs locally carry out monitoring and represent the reports about the work. Report according to the form N1 – "Information about the number of children aged from 6 to 17" – is presented annually and report according to the form N 2 - "Information about the condition of education cover of school aged children is presented monthly. On the basis of the orders of RK MES on conducting monthly monitoring of general education, heads of the oblast and city educational departments, in the Cities of Astana and Almaty, organize joint work of pedagogical teams, parental organizations and workers of legal bodies. They conduct spot-checking to detect children and teen-agers not covered with education, daily analyze school children's attendance in schools and visit each house in the school micro-district. The results of the monthly monitoring are considered at the board meetings of oblast, city educational departments and further on are reported to the Department of the secondary general education of RK MES.

4.3 School Self-Management Bodies

General education school management is carried out in accordance with the RK Law "On Education" and with the general education Charter on the principles of democracy, openness, priority of the common human values, life and health of a human being, free development of the personality. The direct school management is fulfilled by the principal. In accordance with the "Standard Provision on General Educational School in RK", the differentiation of authorities between the School Council (does not exist in all schools) and the Principal is determined by the general school Charter.

The School Council is an elective body of self-management, it fulfills general management of the school of general education, and its competence is defined by the Charter. The main goal of its activity is involvement of the students, parental community in the school management. The school Council is headed by the President of the School who is elected annually (in the beginning of the School Year) from among the senior school students, who are successful in study, active in school public life and enjoy respect among their school mates. In some schools there are attached to the School Council Ministries of Press, Education, Sports, Culture, There are examples when alongside with the School Council there is a Council for preventing legal violations which includes the Principal of the school, educational work manager and general education manager, social pedagogues, grade curators, and representatives of parental community. Such a Council includes a teacher of the principles of the State, Law and History because special legal knowledge is necessary for the work of the Council. The School Council works out and adopts laws of school self-management and students' collective. For example, in one of Almaty schools there are laws in action that all the children must follow: the laws if truth,

kindness, care, love, charity, memory, respect, freedom, courage, honor, property, health. One of the duties of the School Council is to acquaint children with the contents of the general educational establishment Charter because the Charter contains all the school rules and demands to follow school discipline.

In some schools there are senior school children Councils that are alternative to the School Council. These councils help school managers in the process of organizing of the educational work. Due to the efforts of the Council of senior school children preventive and explanatory work is carried out with the children who break school discipline and who do not attend lessons.

In one of the schools of the city of Pavlodar the club “Teenager” works and difficult teenagers gather there after their lessons. They have an opportunity to communicate with a psychologist, attend a sport club and work on the computers.

4.4 Parents’ Involvement in the School Management Process

The RK Law “On Education” in point 1 article 38 envisages the following rights of the parents and other lawful representatives of the under age children:

- to choose the educational organizations taking into consideration the wishes, individual inclinations and peculiar features of the student
- to participate in school management through parental committees
- to get information from the educational organizations about progress in study, behavior and study conditions of their children
- to get consultative aid on the problems of teaching and bringing up their children from PMPC.

So, at the legislative level the representatives of the parents’ community get an opportunity of equal participation in the process of school self-management in a way of establishing parents’ committees and other parents’ public organizations. The parents’ public organizations represent civil society and are an instrument of interaction of school and family. School discusses with family not only financial, but also educational and behavioral problems. The parents’ community renders aid in settling the problems of general compulsory education, complete cover of all school age children and teenagers with education. The representatives of the parents’ committees of general schools participate in spot-checks to detect children not covered with education as well as the rounds from house to house in the school micro-districts. On the request of the school administration the representatives of the parents’ committees attend unfavorable families, conduct friendly talks with parents, whose children do not attend school, warn them about their responsibility, that may come into power in case of not fulfilling by them their parental duties.

The RK Law “On Education” obliges parents to create healthy and safe conditions for children’s life and study, to provide their intellectual and physical development, for children to undergo preschool preparation at the age of five (six) years, and beginning with the age of six (seven) years to send them to school, to cooperate with the educational organizations, to provide children’s attendance of the educational establishments. In compliance with the RK law “On the Rights of Child in RK”, evasion from fulfilling their parental duties, improper fulfilling by the parents (people substituting them) their obligations in educating and maintaining children bring to depriving them of their parental duties or their limitation for people substituting them. The RK Code about administrative delinquencies in the article 111 “Neglect by the Parents or People Substituting Them Their Duties in Upbringing the Children” specifies that non-fulfilling by the parents or people substituting them their duties in educating and bringing up their under age children without any valid reason draw to warning or a penalty at the size of five monthly indices.

Chapter 5. Alternative Educational Opportunities

In compliance with the RK Law “On Education”, educational programs implemented in RK are divided into general educational (principal and additional) and professional (principal and additional) programs. The additional general educational programs are implemented for the purpose of meeting overall educational and cultural demands of the citizens, society and state. The additional educational programs include educational programs in various subjects implemented:

- in different educational organizations, conducting educational training beyond the limits of corresponding state general compulsory standards of education;
- in the organizations of additional education;
- by means of individual pedagogical training.

The RK Law “On Education” also envisages functioning of educational programs of additional development that are implemented by out-of-school organizations. Out-of-school organizations create conditions for personal development, professional self-determination, children’s creative activities, realization of their aptitudes, adaptation to life in society, formation of civil self-consciousness, general culture, healthy way of life, substantial and interesting leisure time. The activities of the out-of-school organizations are determined by the Decree of the RK Government ‘On Approval of the Standard Provision on Educational Establishments of Corresponding Types’ dated by December 2, 1999 №1839 and “Provision on the Activities of the Out-of-School Organizations, approved by the RK Government Decree dated by June 22, 2001 № 849. Out-of-school organizations include palaces for children, houses, centers, complexes, studios of children's and teenagers' creative work, Art schools, Sport camps, sanatoriums and other organizations. Educational activities of the out-of-school organizations are realized on the basis of state general compulsory standards of education. The participants of the educational process in out-of-school organizations are children, pedagogical workers, parents of the students (other lawful representatives of the under age children). The out-of-school organizations accept children from 6 to 18 years of age. When accepting children the administration of the out-of-school organizations must get them and their parents (people substituting them) acquainted with the Charter of the Organization and the license for the right to conduct educational activities. For systematic violence of the Charter of the organization, of the Rules of inner order, missing lessons without any valid reasons and poor progress the pupil may be subjected to some punishing measures up to exclusion from the club.

Out-of-school organizations independently, on agreement or together with the institutions, enterprises and organizations may conduct professional training of children in case the license for the given kind of activities is provided. The Law determines out-of-school organizations as methodical centers of out-of-school education of children. It is there that methodical work is carried out, it is directed to improving of the educational process, programs, forms and methods of activities, mastership of the pedagogical workers. For this purpose methodical councils are created in the out-of-school organizations.

It is necessary to note that at present in RK there are three times less out-of-school organizations than in 1991. Only 8, 1% of all children are covered by them, though it is known that absence of a well organized leisure time for children and teenagers is one of the factors of increasing under age criminality.⁷ Sharp reduction of these organizations and hence reduction of children involved in them happened because of transferring out-of-school organizations into the status of bureaucratic enterprises. .RK NAP in EFA as one of the events directed to restoring of out-of-

⁷ Data of MES RK, 2002, Publication: Basic Data of the General Secondary Education System

school activities envisages to provide the process of arranging educational work at the student's places of residence (clubs according to children's interests, complexes, studios, etc.)

Article 14 of the RK Law «On Education» holds a provision that in educational establishments training may go in alternative forms, for example in the form of a distant training and external studies. Distance education is one of the forms of training people who are far away from the educational establishments, it is a purposeful and methodically organized guidance in teaching and cognitive activities, carried out through electronic and tele-communicative means. This form of training is supposed to increase in future the quality of knowledge of children in the rural schools and in small-size schools of the RK. Now electronic variants of the textbooks created in the Republic are tested in the experimental schools.

External studies are one of the forms of training, when a student without regular attending lessons independently studies school subjects according to the school program. Such form of training is usually used by particularly gifted children.

Alternative educational opportunities are also provided through the network of private schools and schools with a more profound study of different subjects. Non-state schools conduct teaching when alongside with the state standard of education it is envisaged to apply the new methods, various development programs and teaching techniques. There were 170 operating private schools in Kazakhstan in 2002-2003 school year. There were also 2543 schools with a more profound study of some subjects, and also 108 gymnasiums and 63 lyceums.

According to the provisions of “The Regulation on the Procedure of Organizing Activities in Gymnasiums in RK”, approved by the Order of MES of RK as of July 10, 2000 N 708, **gymnasium** is a secondary general educational establishment implementing the main and additional general educational programs that stipulate a more profound, profile and differentiated teaching of students in accordance with their inclinations and capabilities. General education of the student in the gymnasium is completed after accomplishing three stages: the 1st stage is the primary stage (1-4 grades of a primary school), the 2nd stage is the main stage (5-9 grades of the secondary school), the 3^d stage is the senior stage (10-11 grades of a secondary school). In compliance with the provisions of “The Regulation on the Procedure of Organizing Activities in Gymnasiums in RK”, approved by the Order of MES of RK as of July 10, 2000 N 708, **lyceum** is a secondary general educational establishment, implementing the main and additional general educational programs and professionally oriented teaching of senior stage students. Lyceums are organized on the basis of the 10-11 grades independently or as part of general education school or they are attached to higher educational establishments of the relevant profile. It should be noted that through creating different types of secondary general educational establishments the variety of secondary education and a wide educational infrastructure can be achieved.

A network of UNESCO associated schools consisting of 24 schools operate in Kazakhstan. The purpose of the schools is adherence to the experimental and innovative work for improving the quality of education as well as exchange of experience and contribution to renovation and reformation of the educational system. These schools work in the world network of the UNESCO schools.

For separate categories of children special educational programs are being created, that take into consideration development peculiarities and potential possibilities of the children, determined by PMPC.

For approbation of new training technologies, for implementation of the new contents of education, in accordance with the legislation of RK the educational programs may function as being implemented in a mode of experiment in the educational organizations (experimental grounds).

Chapter 6. Official Statistical Data on Missing and Quitting the School

In accordance with the data of RK NPA on EFA in general education schools of all types, forms of teaching and forms of property there study about 3,100,000 children that is every 5th citizen of RK is a school aged child. In RK 103 corrective educational organizations are functioning where about 22, 8 thousand children with limited development abilities study. The available net of special correction educational organizations satisfy the need of the population only for 30%. Individually at home according to special programs about 4000 children study, they cannot study in the ordinary general school due to their state of health

Gradual restoration and extension of the network of secondary general education has been recently observed in Kazakhstan. For example, only during the year 2001 107 general schools were opened, 4 orphanages, 10 houses for young people, 41 boarding schools attached to village schools, and the number of secondary schools with the state language teaching is growing.

Some problems emerge in the process of reforming the secondary general education. As a result of optimization of educational establishments and insufficient budget funding of the school education schools were closed in some settlements at the beginning of 90s. For example, by the year of 2002 in 492 settlements of RK there were no schools, though there lived about 13, 7 thousand school age children.

There are difficulties in ensuring general compulsory education. According to the RK MES data during the years 2003-2004 study year 2,943 students were detected who didn't attend school for valid reasons for more than 10 days, i.e. according to the official data the rate of non-attendance and quitting the school in Kazakhstan is 0,095%= 0,1%. 2,341 children out of this number were returned to school. The main reasons of non-attendance are:

- not willing to study,
- being under investigation or in search,
- migration,
- lack of clothes and shoes.

While conducting the monthly spot check of general compulsory education from August 15 to September 15, 2004, in RK 796 children were detected who did not attend school for valid reasons for more than ten days. Out of this number 256 children were returned to school. By September 15, 2004, 540 school children did not attend school. Mainly these children are from unfavorable families – 383 school children. The reasons due to which children do not go to school are:

- do not want to study – 279 persons,
- migrated – 101 person,
- in search in MIA – 91 person,
- under investigation – 69 persons.

For the purpose of providing complete cover of the school age children with education within the monthly spot check a charity action “Care” took place. Children from families with low income received help while preparing for school: clothes, shoes, school accessories were provided for them. Within the frames of the last action about 208'000 school children received financial aid in the amount of 338, 1 million tenge.

The RK Government decree “On Measures for Further Reforms in the Educational System in RK” dated by August 28, 1998 N 812, in each general educational state school Funds of general compulsory education have been restored that are called to render financial aid to the indigent

children to get secondary education. The funds are used to purchase school uniforms, to organize free meals for students in need, for arranging transportation of children to school. Every year Fund financing of the compulsory education is increasing. Say, if in 2001 470, 5 mln tenge were transferred then in 2002 – 608, 6 mln tenge, in 2003 – 828, 1 mln tenge, and in 2004 more than 1 bln tenge is supposed to be transferred. For children from the low income families in some schools free meals are arranged. More than 200'000 school children get free meals in school canteens and school buffet. But this makes only 39% of the number of children from low income families. For school children living in remote settlements with no schools, transportation has been arranged. In RK 33, 8 thousand children are transported to 760 schools. However, about 15'000 children need transportation but they are not provided with any.

Chapter 7. Competence and Authorities of RED and Educational Institutions on the Issues of Non-Attendance and Quitting the School

7.1 Activities of RED and School Administration in the Issues of Education Coverage, Non-Attendance and Quitting the School

To clarify actual authorities of RED and schools concerning non-attendance and quitting and the work conducted by them 5 individual interviews were taken from RED specialists and 15 individual interviews were conducted with the educational work managers (EWM) in the cities of Almaty, Pavlodar, Aktau. Interview participants admit the problem of children's non-attendance and quitting from school. They make a note that the task of RED and educational organizations is by joint efforts to decrease the indices of not attending and quitting children in conditions of objective reality. The school activities as of educational establishments are subordinated to RED.

Applied Laws. RED, schools know and employ in their work decrees and normative documents regulating their activities in covering children with education, attendance and quitting from school. The interview participants pointed out the following decrees and orders that they follow:

- RK Law "On Education";
- RK Government decree "On Measures for Further Reforms in Educational System in RK" dated by August 28, 1998, N 812 in the part of providing complete attendance of schools by children and teen-agers from 6-18 years of age.
- Instruction on Registration of Children and Teenagers at the Age from 6-17 years in RK Approved by the RK Government Decree dated by December 4, 1997, N 463.

"There is an instruction for registering children and teen-agers at the age from 6-17 years. We all work according to this instruction. We also follow the orders of RK MIA concerning the problems of crime among the under age children, prevention of legal violations and traumatism. RK MES issues orders on conducting monthly spot checks in general compulsory education. These laws mention that if children do not attend school for more than ten days, we must take them under control. On the basis of these orders we make an order for schools and they issue their own order."

Work Scheme and Reporting. RED specialists inform the school administrations about the contents NPA, conduct explanatory work, provide these organizations with legal documents regulating their activities in questions of non-attendance and students' quitting from school. The main function of RED concerning quitting and non-attendance in secondary schools in RK is to control educational organizations' activities in part of the complete cover of school age children with education.

The regional schools are controlled in questions of non-attendance, education cover and quitting by educational and organizational-pedagogical departments of RED usually composed of two specialists. RED of examined cities suffers from lack of specialists who are authorized to control these questions and they are overloaded with other work.

"We have a small staff, only 2 people; we have no specialists in methods of teaching. We want to have a live work, we want to go to schools and not be engaged only with writing reports."

In the investigated regions the period of school principals' reporting to RED is different. In Pavlodar and Aktau it takes place monthly, and in Almaty it goes on weekly. According to the results of school reports RED conducts registration of quitting and non-attending students and it makes reports to the higher instances of MES.

Deputy Directors who monitor the questions of general education present monthly (weekly) the information about children not attending school for more than 10 days for various reasons. They point out the reason of non-attendance, measures taken by school to return children to schools. Education body similarly reports to education departments about these children. The given list is coordinated with the city department of Interior Affairs.”

Control of Quitting the School. RED, schools control students’ coverage, non-attendance and quitting by means of obligatory monthly spot checks. Twice a year (in August and January) on the basis of RK MES orders monthly spot checks are conducted. During these monthly spot checks data concerning education cover of children from 6-17 years of age is collected, also registration of quitted and not attending children. RED is obliged to organize and control this process. RED specialists indicated that actually the monthly spot checks are conducted three times a year: in September, January and March and not two times as it is written in the order of RK MES as of 03.09.2001 N 701-2/645.

The functions of RED and schools include identification of the place where the children who quitted the school continue their training and whose documents are kept at school but children are not available in the registered place of residence; they simply didn’t come to school at the beginning of the school year and suddenly stopped attending school. In this case RED closely cooperates with the regional departments of migration police which keep records of the people coming and leaving the country. However it should be noted that due to the increased migration of population within the country schools have difficulties in registration of children particularly from such families. The matter is that after “perestroika” on the territory of the former USSR and particularly in Kazakhstan registration of place residence and its fixation in the passport was cancelled. Therefore it is impossible to keep the track of the people migrating within the country, region or city. Children from such families don’t fall out from registration only due to the registration coupons from school. The system of such coupons is effective only if the parents are conscientious and take care of the further training of their child in the case of moving. In case when parents with absolute carelessness leave the children without the registration coupons from school it takes the educational body months and sometimes years to identify the new place of training and residence of their former student.

”By the end of 2003-2004 academic years we detected 50 students not attending school. Now 6 of them change their place of residence, 2 are in search by police. 40 students out of 50 returned to school and now continue their training. Every year we accumulate a great number of documents during the monthly spot checks as if a student moved with his family to another city and didn’t take off the register, we learn from the neighbors what city they have moved to and send inquiries there and wait for a reply. We can search for our students during months and years until we find him.”

Schools and RED spend much time before they identify the place of their quitted pupil, the time spent is not taken into account when paying their salary, also there are often cases when school is not able to find out the place of pupil’s residence but is it fully responsible for such students. The interview participants expressed their opinion about the necessity to concretize at the legislative level the duties and responsibilities between organizations and departments involved in this process. To their opinion, representatives of the passport bureaus and police must together with Collective flat owners (CFO), with local executive bodies follow arrival and leaving of people in the concrete territories.

“Duties of schools and teachers should be specified, and also obligations of the parents and local executive bodies, especially in the Law of RK “On Education”. At present teachers are forced to make household rounds. This is illegal. Teachers have no authorities to do this. They

are not paid for this kind of work. Many children are not registered in the place of residence. Who must control this? Who is responsible for this?"

Attendance Control. For all schools the Charter is the main internal document specifying the rights and obligations of the students and teachers on the basis of which all activities within the educational organization is built. It is Charter containing all regulations of behavior and rules of discipline adopted at school that the principal and the class curator introduce to the newcomers.

One of the main demands of Charter is compulsory attendance of lessons by students at school. On its basis the school administration has the right to demand justifying documents from the student if he was absent from the classes. The documents that confirm an excusable absence include the reference from polyclinic with the doctor's stamp and explanation paper from the student's parents with a personal signature. In such cases the student must warn beforehand his class curator giving the explanation letter from his parents. If the student quits because of transfer to another educational organization his parents must provide corresponding documents? and only in this case the school gives the documents of their students. Inexcusable absence of the student is missing the classes without any valid reason. At schools non-attending students include those who regularly miss classes even if it happens only once a week. If the number of missed lessons amounts 10 school principal should present information to RED and also provide information about preventive measures taken by the school administration.

According to the results of the individual interviews all the managers expressed the opinion that every school has a task to create a system of keeping the records of the students' presence at the lessons. Only in such case every pupil will be sure that his absence will not be unnoticed. The scheme of control of students' attendance at school in all the surveyed educational organizations is similar. Every class has its class journal - an official document in which in addition to the marks there are notes about students' presence at the lesson and also a notebook: "attendance notebook", "reporting notebook" in which the teacher or the monitor of the class make notes all of those present at the lesson. Weekly reports get to the school principal and further, to RED. In these reports preventive measures are indicated that where undertaken by the class curator towards the student missing the lessons. If preventive measures undertaken by school were not effective the school has the right to decide the issue of the student's transfer to the other educational institution.

In some schools for more purposeful control there are special notebooks of attendance for the students who regularly miss the lessons. The class curator is responsible for presence of such students at the lessons.

"We had a case when the class curator took the pupil to school by his hand. Early in the morning he would come, wake him up and bring him to school and at every lesson check his presence".

7.2. The Registration Procedure of Students' Quitting the School

RED and educational organization representatives refer to quitting students those students who left the educational organization on their own will in a way of implementing their right for free choice of the school and also those who left the school according to the decision of specially authorized bodies. The standardized procedure of registration of the students who dropped out is used at schools.

Quitting within the Country. If the student decided to transfer to another school within the city his parents are obliged to present written application about transferring their child. Further on, the parents are obliged to present a registration coupon (arrival coupon) confirming the fact that the pupil has been accepted to another educational establishment. Only in this case the documents of the students and the registration coupon (leaving coupon) confirming the fact of leaving from the given educational establishment are passed over to the parents. While conducting monthly spot checks of compulsory education school administration must verify that the pupil studies exactly at that educational establishment from which registration coupon was presented until another place of study of the quitted pupil is cleared out RED and educational organization bear responsibility for receiving secondary education by this pupil.

Low income families often change their place of residence – those are people who migrated from village to city in search of income – they are oralmans. They mostly present difficulties in covering children with school education for they don't have as a rule constant place of residence, often change it, and this is not registered anywhere.

“If a person is not registered he may anytime move from place to place and here problems emerge – parents leave not informing about a new place of residence taking their child with them, therefore we have problems. It takes a month and even a year to search for such a child till we find him. There are cases when we have to apply for search through departments of internal affairs.”

“Many families rent flats without making contracts for rent, live on incidental incomes. A month or two later they leave in unknown direction hiding from the creditors and children leave with them. Without migration police we cannot settle such cases.”

RED and educational organization workers declared that they themselves sometimes happen to be in contradictory situations. On the one hand schools have no right to register a child without residence registration but on the other hand these children live on the territory of their region and should have an opportunity to realize their right for receiving free secondary education. Schools have to accept them but in cases of their quitting without warning the educational organization have problems connected with finding out the place of their new residence.

Leaving for Another Country. In case the students leaves RK for CIS countries or abroad the parents must present a reference from migration police that this pupil really leaves the territory of RK. EWMs of some schools said that a copy of air or train ticket is also required to submit.

Quitting for Special Educational Institution. According to the results of the research made it was clarified that to a special group of quitted students RED specialists and EWMs refer students who were transferred to special educational establishments in forced order. To such kind of students refer children who regularly broke discipline, who committed legal violations or children that had medical evidence that entailed transference to special educational organizations (for example students with diagnosis of ZPR).

In Kazakhstan there are total 5 boarding schools for children with deviated behavior where 510 students were trained in 2002-2003 school year. In Almaty in 2002 NCDA (National Center for Difficult Adolescents) was organized where children who were excluded from the general education school due to different kinds of violations as well as children from orphanages aged 16-18 were supposed to be trained. This organization was created by the Almaty City Akimat.

CPARJ (Center for Temporary Isolation, Adaptation and Rehabilitation of the Juvenile) is also functioning in Almaty where vagrant children are kept (aged 12-18 years) for a certain period of time and children who committed crime (aged to 14). Unfortunately we didn't manage to conduct an interview within the project with the children from these institutions as the authorities refused saying that these interviews may hurt the mentality of the adolescents. Such refusals are typical for this kind of institutions, and they say that the researches in no way or not influence the situation although they are frequently conducted. The reason is rather in the fact that the given investigation was supported by the Ministry of Education and Science but there was no a support letter from the Ministry of Internal Affairs under whose management C TIARJ works.

Although it is indicated in the Law on Education that it is possible to expel the student from school as an extreme measure of pedagogical impact all participants of the interview stated that expulsion of a student from school is impossible. At present the exclusive measure of impact on the student is his transfer to RCDJ where the child will continue education or he may be transferred to the evening form of training.

“No, we don't have a right to exclude a child from school. We are obliged to fulfill the provision about the general compulsory education. An exception is if the parents are not able to feed their child, and he must work, say, if his mother is an invalid or she is alone, we may transfer a pupil to the evening form of training. Moreover, this question may be settled only by CDRJ.”

“If the pupil committed a crime we send him through commission dealing with under age children to RCDJ.”

7.3.Prevention of Non-Attendance and School Quitting

For the purpose of preventing students' expulsion from the educational organization the school administration undertakes preventive measures, among them:

- systematic talks with the pupil and his parents;
- organizing the work with local councils for preventing legal violations;
- calling the pupil and his parents to CDRJ

Educational organizations apply much effort to settle the problem of non-attendance, using different methods of educational impact on the students who miss lessons and break the rules of school discipline. Say, EWM noted that one of the effective preventive measures is individual talk:

“Often it is enough to find an individual approach to the pupil. May be, he will not study better because of his individual features, but he will stop missing the lessons.”

In many schools there function Councils for prevention of violations, Council of elders, council of fathers that involve representatives of the pedagogical staff and parents' community. The chief method of these councils is to conduct jointly a preventive talk trying to make a psychological impact on the pupil: *“your irresponsible behavior is not indifferent to the society”* with his parents invited.

In extreme cases when preventive measures on the part of the school are not effective, it is within the competence of the school to collect all the documents for passing them over to the KZPN:

“In CDRJ we try to psychologically influence on the pupil. It happens that the pupil comes to the commission and sees that so many people gathered, among them people with shoulder straps. He starts crying and promises to attend lessons, he understands that the matter is very serious, the first warning, then another one, and then the parents are fined. We explain to the pupil that his mother will pay the penalty, though she could have bought a coat or something else for him. The pupil sees that the matter is serious, he does not leave it without attention”.

Sometimes the school has to defend their pupil from the negative influence of his parents with marginal behavior (alcoholics, drug addicts), in such a case the school solicits the CDRJ for depriving them of the parental responsibilities and further transferring the pupil to RCDJ.

Some educational workers regretfully noticed that the conducted preventive work very often is not effective: *“we conducted some measures but he would not listen to us”, “they still do not follow us we discuss their missing the lessons but with no result”, “well, I talked to him, all the time explained to him that he must not miss the lessons, and he promised not to miss any, and later he would still miss the lessons”,* because to settle this problem, on their opinion, it is necessary first of all the pupil himself wished to change and the parents undertook some educational measures.

Chapter 8. The Reasons Causing Non-Attendance of School by Students, Quitting and Frequent Change of School

Note: The results of the survey could be applied to all children who don't attend or quitted the school in Kazakhstan with accuracy to within $\pm 4, 8$ at the level of reliability 95%.

8.1. Analysis of Factors Causing Non-Attendance

According to the official survey the lack of wish to study among the students has been indicated as the main reason for non-attending and dropping out the school. The other reason was change of the place of residence.

The survey among the representatives of education showed that change of the place of residence could affect the child's wish for study as frequent change of the school keeps him/her adapting to the new collective and new requirements, and this might affect the student's progress and mastering of the knowledge.

The survey among the parents whose children dropped out or don't attend the school showed that most of the surveyed families (83%) haven't changed the place of residence over the last 15 years. However 9 of 53 families (17%) have changed the place of residence, and this is quite a considerable rate if take into account that namely these families would not notify the school about their move thus causing big problems related to the coverage of these children by training and keeping records of their school attendance.

The teachers think that regular non-attendance of school and missing of the lessons are caused by the following factors:

1. Lack of control and consideration by the parents; (12)⁸;
2. Problems in the family: parents used to drinking, no proper conditions at home for study, lack of understanding from the parents (10);
3. Lack of wish for study (9);
4. Keen on computer games (6);
5. Influence of other unmanageable teenagers (5).

Case-study No 1.

Problem. One of the most frequent reasons why children do not attend school is unfavorable situation in family, absolute indifference and irresponsible behavior of the parents in relation to their child. Last year we had a problem with a schoolgirl from the seventh grade. The girl regularly missed lessons, did not prepare home tasks. She had no wish to study, to learn something new. She often came to school untidy, sometimes hungry.

The reason for non-attendance. The reason of such behavior of the girl was a very difficult situation at home. The family was unfavorable: she had no father, and mother was alcoholic.

Undertaken measures. I and the class curator several times visited her at home. We talked with her mother and suggested that she should change her behavior and to review the priorities. But it is difficult to change such people. Mother continued drinking and the girl continued to miss the lessons. The school authorities interceded for the girl to be transferred to the orphanage. By the decision of KPDN the girl was transferred to the orphanage.

The results of the undertaken measures. After a short staying in the orphanage the girl left it and now she is in search. There are often cases when children from families prefer to live with their parents than to stay in the orphanage or in the boarding school.

Among other factors that might cause non-attendance of the school and unwillingness to go to school the representatives of the Rayon Educational Department indicated a conflict between

⁸ The number of responses is given in brackets.

mainly the subject training teachers and the students. In most cases the conflicts arise because of the teacher's discontent with the student's behavior at the lesson. Such cases are normally of an individual character and are solved by the efforts of the form-master and the school administration. Both representatives of the RED and educational institutions didn't want to describe any specific situation.

According to the teachers' responses 41, 2% of children from the surveyed groups had conflicts and disagreements with the teachers. The reasons were as follows:

- Unquiet character of a child (11);
- Desire to become the leader (10);
- Influence of the elder friends (6).

About 50% of the teachers (26 people) found it difficult to answer the question "Did the student like the school?" This indicates that the teachers either were not interested in the answer or they didn't want to tell that the students didn't like the school. Fourteen teachers said with confidence that the children from their class who didn't attend school and those who dropped out of school didn't like the school at all. Only 13 of 53 teachers knew that however the children liked the school.

The teachers' comments to a negative response to the question: "Did the student like the school?" were as follows:

- They don't have wish for study, they are lazy (16);
- They have bad conditions and problems at home (11).

The teachers think that some students like to go to school because they could communicate with their classmates there (8) and take part in the school affairs (5).

The duties of a form-master include the explanatory work with the parents of the student who doesn't attend school. The following methods are used:

- ❖ Individual talk with the parents (28),
- ❖ Call the parents for the council on prevention of violation of law (18),
- ❖ Attending of the Juvenile Inspection with the student (5).

81, 1% of the surveyed teachers apply these measures for influencing the student but 28, 3% and 50, 9% respectively consider them ineffective or effective sometimes.

Classmates of the student who doesn't attend or has dropped out think that the students miss classes for the following reasons:

- Lack of wish for study;
- Negative impact of friends from "unmanageable teenagers";
- Financial problems;
- Family problems including alcoholism of parents;

The classmates think that the students who miss classes without any reason would spend the time by walking aimlessly walk around the city or attend computer clubs, and they may drink alcoholic drinks and smoke. Only 1 of 12 respondents said that he missed classes because he needed to earn money.

The results of the students' survey on the reasons of non-attendance of school are presented below:

1. lack of wish for study (54);
2. family reasons (26);
3. poor progress at school (22);
4. illness (19);

5. negative impact of friends (16);
6. need to work (15);
7. financial problems (11);
8. conflicts with teachers (9);
9. being late for classes (9).

Case-study N2.

Problem. The most frequent reason of non-attendance and quitting the school by children is lack of wish and motivation to study.

The reason of non-attendance. Two native brothers study at our school. The elder brother has no interest to study at all and uses any opportunity to escape from the lessons. The younger brother is quite opposite – accurate, regularly attends classes and he is interested in the process of obtaining knowledge. The reason of elder brother’s behavior is complete absence of any desire to study. Children who do not progress in natural sciences very often like humanitarian sciences, physical culture or drawing. The elder brother doesn’t like any and he absolutely is not interested in the study.

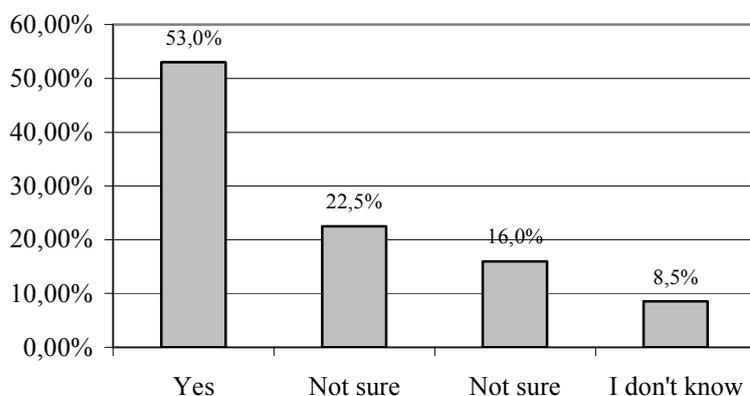
Undertaken measures. All kinds of conversations are conducted with the elder brother at different levels – the principal, the educational manager, a teacher. To the question: “Why?” he answers:” I’m not interested; I do not want to study.” The class curator checks his presence after each lesson. But he still finds an opportunity to miss school. Their family is not bad. It is just not interesting for him to study.

The results of the undertaken measures. The desire to study depends on the individual capabilities of the schoolboy and his attitude to education. It is necessary to note that most schools undertake measures of controlling character. But they cannot influence motivation of some of the schoolchildren. It is possible that in such cases cooperation of schools with youth public organizations or NGO will be useful as they use interactive methods increasing motivation.

Some respondents indicated that the students missed school because of conflicts with the classmates or they were busy at sports training or sports club.

Fifty percent of students of the target group who participated in the survey indicated that they would always like to attend school (53%), and 16% of the respondents don’t always want to go to school, and the rest 31% were not able to give an exact answer to the question or they are not confident that they always wish to go to school.

Graph 8.1. Would you always like to attend the school?



In their responses the students agree that the wish for study first of all depends on them. In their responses to the question “What needs to be changed at school so that you could come back to

school” the children provided very “correct” answers such as to observe school discipline, to improve the progress and a responsible attitude to the class and home assignment.

Some students suggested that certain aspects related to their stay at school should be improved, in particular, to reduce students’ training load as perhaps it’s difficult for them to assimilate the proposed amount of knowledge. The students also suggested that the conditions of life at school need to be improved: to repair the school and solve heating problems. The students also indicated that duration of interval and requirement to wear a school uniform influence their wish to attend the school as well.

It is evident from the responses that a considerable part of children have problems at school. 16, 2% and 26, 4% respectively usually or sometimes feel uncomfortable, 9, 1% of respondents were not able to answer the question, i.e. they also couldn’t say with confidence that they feel well at school. 42, 5% of children doubt or do not believe that school training will ensure the best future in the life. Probably it is necessary to use for children a different incentive to training as many students especially from poor families know that it is possible to earn one’s living without any training by working at the market and car washing etc.

In the context of regional survey it was indicated that children in Aktau are more pessimistic regarding the assessment of usefulness of education and most of them feel uncomfortable at school. (In Aktau sampling was based on the children who quitted the school and those who often don’t attend school.)

Do you feel comfortable at school?

	Response : Yes
Almaty	61,5%
Aktau	32,2%
Pavlodar	46,7%

Do you believe that training will ensure the best future?

	Response : yes
Almaty	71,3%
Aktau	31,0%
Pavlodar	65,0%

8.2. The Reasons Causing Frequent Change of School

According to the results of the interviews with students passing from school to school (10 people) it was found out that most of them (7 of 10) have changed the school 2-3 times. Two of ten respondents have changed the school because of the conflicts with the school administration due to violation of discipline, and by the decision of the School Council they were expelled from the school. One student has changed the school because of the conflict with the classmates. The other reasons for change of school were related to the move of the family, desire to study with their relatives and special requirements (language training, change of training).

40% of the students who changed the school made the decision on the change of school together with their parents and persons who replace them. 20% of respondents said that they made the decision independently and 40% changed the school because their parents made such a decision.

8.3. A Student’s Self- Estimation and Teacher’s Estimation of the Student

The survey assumed obtaining of information about whether a student’s personal perception of himself in the society, in the school collective and attitude to himself influence the problem of dropping out and non-attendance of school.

The results of the questionnaire showed that most of the students (60, 5%) are pleased with themselves and they also recognize that they have good traits of character (51, 5%). They noted such features of character as kindness (41), willingness to help (14), responsive character (14), diligence (13), cheerful nature, humor (9). 24% of respondents are not sure that they have good features of character.

In the context of regional survey it was indicated that students from Aktau are less confident.

Do you have good qualities of character?

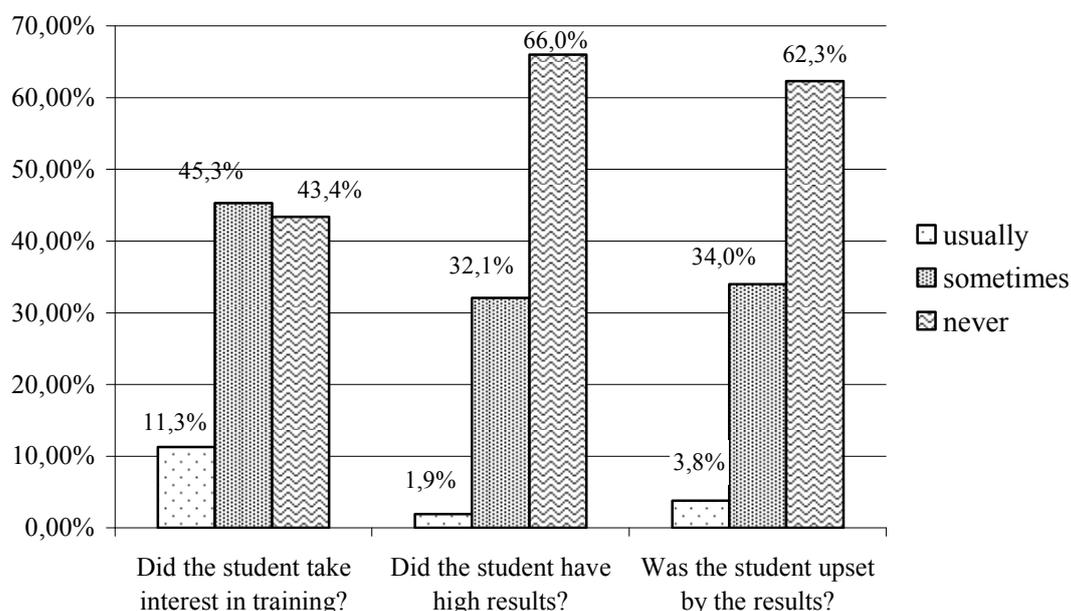
	Yes
Almaty	50,0%
Aktau	41,7%
Pavlodar	64,4%

In respect to the achievements 36, 5% of the students indicated that they were partly satisfied and 20, 0% was not satisfied with the school progress. In the future most of them intend to pay more attention to the studies or to take additional studies to improve the situation. One third of the students who were not satisfied with their marks were not going to undertake any measures for improving their progress at school.

Half of the students (56, 5%) know what they want to become in the future, what profession they will choose. Among the most popular professions preferred by the respondents a doctor (15), driver (10), lawyer (8), cook (6). Some children choose romantic professions such as a soldier of special purpose, cosmonaut etc. Others dream to become just happy and wealthy when they have grown up.

Teachers think that the surveyed groups of students usually are not interested either in the process of study or the results of training. According to the teachers' responses only 11, 3% of them are inclined to get new knowledge and do their home assignment. 45, 3% only sometimes are interested in the studies and according to the form-masters only 1, 9% showed high results in the studies. 37, 7% of the students from the surveyed groups never participate in the class work at the lessons, i.e. this indicates once again that the children don't have interest to studies.

Graph 8.2. Description of Student's Interest to Training



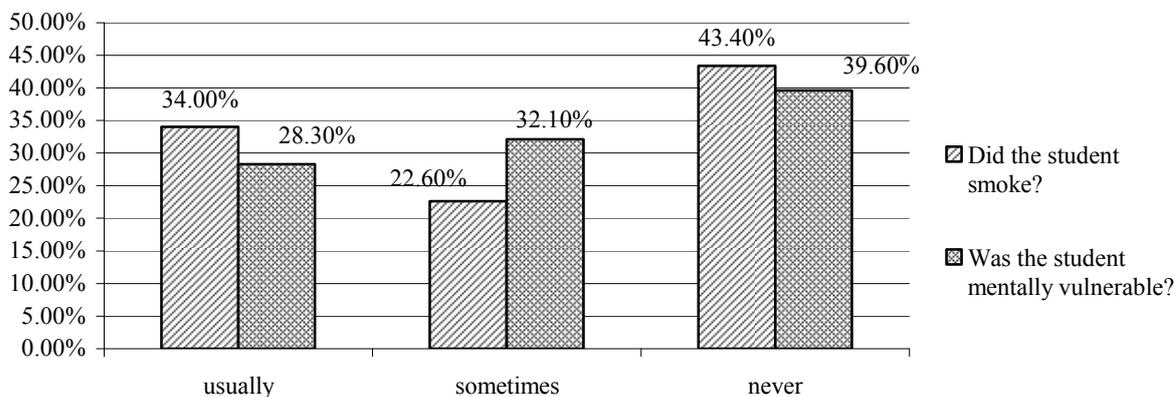
According to questionnaire 10 students of those characterized by teachers are students remaining in the same form for second year. Nine of them are students from the city school and 1 from the village. The analysis of attendance of school by the students remaining in the same form for second year and other students from the target groups didn't show any considerable difference, i.e. it can hardly be said that attendance of the those who remaining in the same form for second year is worse than that of other students from the surveyed group.

8.4. State of Student's Health as Described by Teacher, Parents and Student.

The state of health of adolescent may influence the effective assimilation of the training material. Bad habits in the juvenile age could affect assimilation of knowledge. .

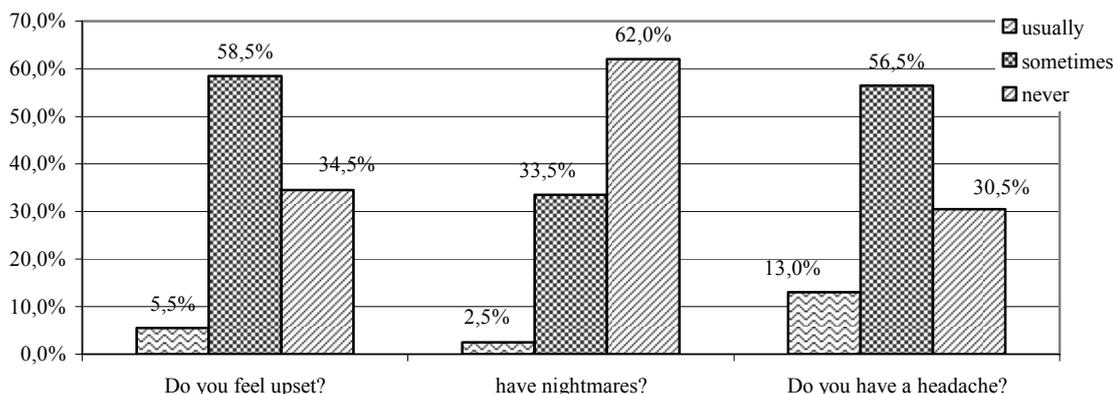
According to the teachers' questionnaire 34% of such students regularly smoke, 22, 6% - sometimes with girls among them making 16, 7% and 25, 0% respectively. According to the students' responses 25, 0% of students sometimes smoke that approximately coincide with percentage indicated by the teachers, and 11, 5% usually smoke that is much lower than the percentage indicated by the teachers. One teacher said that his student takes drugs. 60, 4% of children by teacher's responses usually or sometimes were mentally sensitive, i.e. they think that these students lack care and consideration, and their mentality was disturbed.

Graph 8.3. Description of State of Student's Health



According to the students from the target groups over half of them (58, 5%) sometimes feel upset, and among the urban children 73% usually or sometimes feel upset, and only 37% among rural children. 33, 5% and 2, 5% responded respectively that sometimes and usually they have nightmare when sleeping. 56, 5% and 13, 0% respectively have headaches sometimes and usually. Namely headache was indicated as the reason of non-attendance of school. Students from Aktau assess their health as good as only 1, 7% often feel upset or have headache.

Graph 8.4. State of Students' Health



Most parents (72, 2%) think that their children are healthy. Of 22, 8% of the parents who said that their children have a weak health indicated that the most frequent reasons of feeling unwell were a cold and intracranial pressure which may cause headache.

8.5. Conditions in the Family and the Role of Parents in Upbringing

According to the results of the survey 50% of the surveyed families have three and more children.

Table 8.1. The Number of Children in the Surveyed Families

The number of children	The number of responses	%
1	6	11,1
2	20	37,0
3	12	22,2
4	6	11,1
More than 4	9	16,7
Total	53	98,1
Missed responses	1	1,9
Total	54	100,0

According to total income the families were distributed in the following way:

- 23,40% (3000 – 9000 tenge)
- 40,40% (10000 – 25000 tenge)
- 29,70% (29000 – 40000 tenge)
- 6,5 % (50000 – 80000 tenge)

Regarding additional sources of income such as public assistance the survey stated that most of the families (74, 1 %) do not get any assistance and therefore the income per man in these families is not below the official poverty line. 51, 9 % of the respondents indicated their housing conditions as satisfactory.

The questionnaire showed that 51, 9 % of the students have both parents. In 46, 4 % of families both mother and father work. 40, 7 % of children are brought up only by mother, and 59, 1 % from all mothers do not work. In this case one might say that such families are vulnerable.

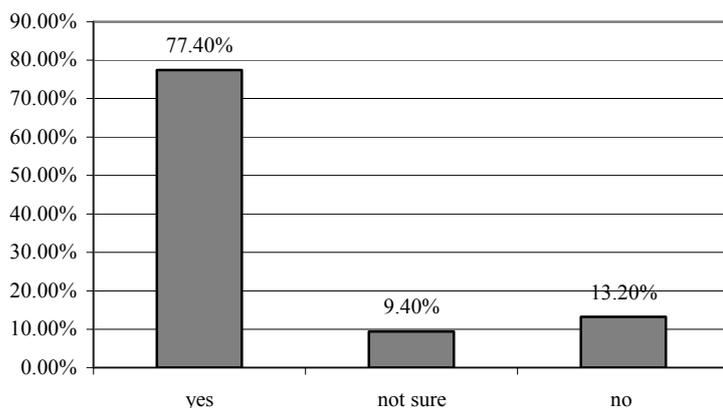
Table 8.2. Does the child have both parents?

	The number of responses	%
Yes, both parents	28	51,9%
Only mother	22	40,7%
Only father	3	5,6%
None	1	1,9%
Total	54	100,0%

The most common occupation among the parents is: for father - a driver, a metalworker, a plumber; for mother – saleswoman, house painter, street cleaner.

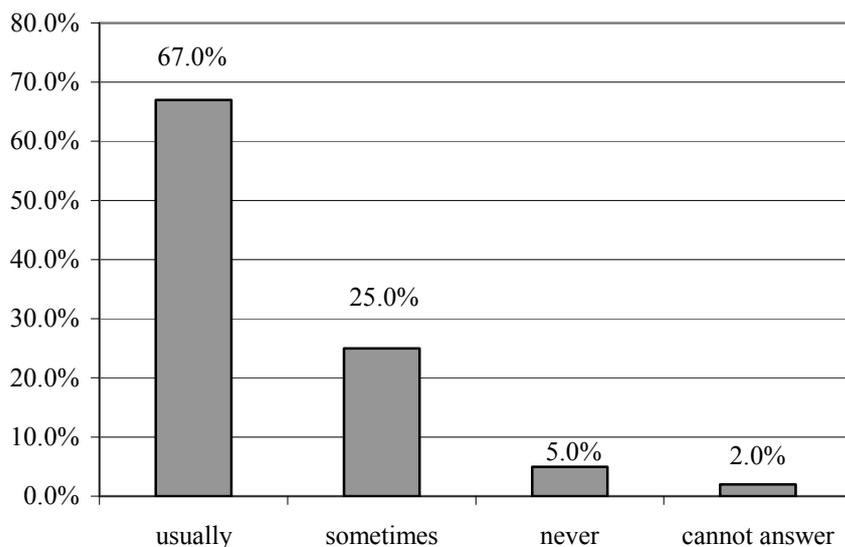
Most of the parents (79, 6 %) don't want their child to drop out the school but 5, 6 % of the parents are indifferent to this and 14, 8% agree with missing of the classes. According to students this rate is higher (36, 5 %), i.e. so many children said that they wouldn't have problems at home if they miss classes without any reason. In 18, 6 % of cases the parents once dropped out of the school or did not attend the classes. 63 % of the parents agree with the statement that the school training guarantees the best future but 35, 2 % are not sure. According to parents 24, 1 % of them regularly and 11, 1 % sometimes take strong drinks. On the whole these answers confirm teachers' confidence that such children do not have due concern about the studies by the parents, and there are problems in the family (77, 4 %).

Graph 8.5. Problems in the Family of Non-Attending Student



Within the framework of the survey it was supposed to obtain information about interaction of the students with the parents on the issues of school training and solving school problems related to behavior and progress.

Graph 8.6. Do your parents take interest in your studies?



According to the above Table the parents of the surveyed group of students from Aktau and Pavlodar are less strict than those in Almaty as more than 50% of the surveyed children responded that they don't have any problems with parents if they miss school. Responses of rural children showed better picture regarding all questions of the survey, maybe because rural children are more obedient and their parents' are stricter.

Do you have problems in the family because of non-attendance of school?

	Yes	No	Cannot answer
Almaty	47,5%	30,0%	22,5%
Aktau	23,3%	53,3%	23,3%
Pavlodar	35,0%	53,3%	11,7%

15 % of the students never get any help from the parents in doing the home tasks. Most of the parents (54, 5 %) meet with the form-master of their child at school meetings or the meetings are organized on the initiative of the teachers and the school administration. In some cases there was an agreement between the teacher and the parents on mutual informing and control of attendance of their child.

32, 5 % of children never talk with the parents about their problems. This indicated the insufficient mutual understanding and trust. It is possible to say with confidence that such children experience lack of parents' care.

Case-study N 3.

Problem. In certain regions of Kazakhstan the reasons of non-attendance and quitting of school by schoolchildren are peculiarities of national attitude to the education of the girls.

The reason of non-attendance. In our settlement there live many families of Turkish, Azerbaijan, Chechen nationalities. The problem of non-attendance and quitting school concerns the girls of the given Diaspora. The girls of the senior grade beginning with the age of 15 stop attending school due to the wish of their parents. The matter is that the parents are afraid that their girl may be stolen and they prefer to keep the girls of senior grades at home. Also they used to think that the incomplete secondary education is quite enough for the girl.

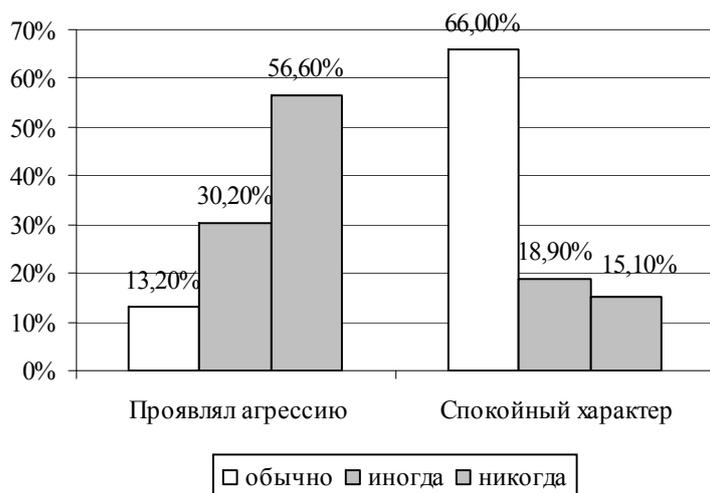
Undertaken measures. In order to bring the girls back to school we (representatives of the district educational organizations, school managers) address the elders of the settlements. They usually treat this problem with understanding and do their best to help us in returning the girls to school.

The results of the undertaken measures. Some parents listen to the opinion of the elders and their girls again start to attend school. But there are also parents whose beliefs in national traditions are much stronger than common sense. In the result the girls from these families in spite of the undertaken efforts remain with incomplete secondary education.

8.6. Maintenance of Discipline and Student's Behavior

Teachers say that almost half of such students (43, 4 %) sometimes or usually show aggressive behavior. Thirty four percent of teachers say that the students never or sometimes have a quiet character. Thus it could be concluded that the students from the target group cause problems to the teachers and the classmates by their behavior and character. Among the students 35,5% and 14 % respectively are sometimes or never pleased with the teacher's attitude and 41,2 % and 6,5 % are sometimes or never kind to them. Analysis of the responses of the surveyed group of students and teachers' responses regarding attitude to the teacher indicates the conflict. It should be noted that only 6 % and 2 % of the students used an alternative option of the response "I cannot answer" in both questions correspondingly.

Graph 8.7. Student's Behavior and Character



Showed aggression Quiet temper

Usually, sometimes, never

The most typical manifestation of aggression indicated by the teachers is as follows:

- Demonstrative behavior (9)
- Rude attitude to the teacher and classmates (7)
- Provocation of fights (6)

The teachers indicated that most of the children from the surveyed

group (67, 9 %) usually or sometimes broke the discipline. According to the students this rate is lower - 58, 5 % usually or sometimes break the discipline at school. This showed that the answers were not enough sincere. The Table below represents responses to the above question in the context of the type of settlement. Although students from the villages more often break the discipline they are more polite towards the teachers, and among them there are more students who are satisfied with the teachers' behaviour.

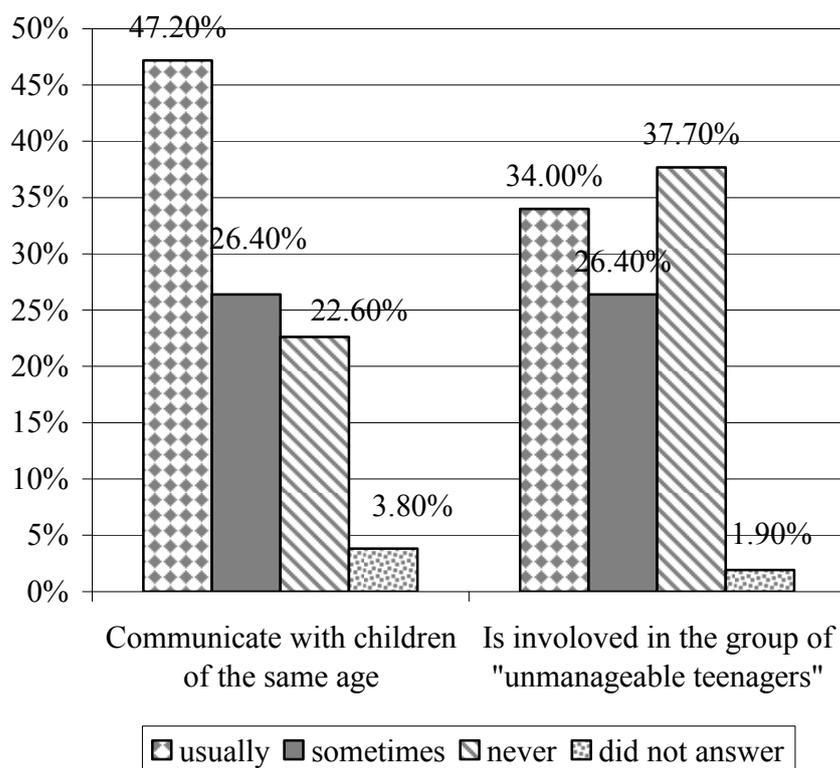
Response: Usually		
	City	Village
Do you break discipline?	11,0	18,6
Are you satisfied with teachers' behavior?	42,2	65,9
Are you polite to teachers?	46,4	69,0

8.7. Communication with Friends and Classmates

During the survey it was supposed to obtain information about the environment of the students who don't attend and drop out the school, whether they have close friends, to what extent the friends could influence their behavior and acts. It was determined that actually all students (197) had friends. The respondents do not make a distinction in the concepts "a close "friend" and "acquaintance", and they consider as close friends all those they communicate at school or in the yard.

In most cases (75, 0 %) friends of the students are of the same age or nearly the same. In rural area most children have friends of the same age (54, 8%) rather than in the city (26, 5%). However 25 % of the respondents have friends who are elder, the answer of the students has been confirmed by the form-masters (24 %). Some friends of 32, 5 % of students and all friends of 2, 5 % of students do not attend school, among them there also those who have graduated from school. Some friends of 31, 1 % of students and all friends of 4, 6 % students work. Both children and their friends started earning additionally from the 7 - 9 forms.

Graph 8.8. Communication of students with children of their age and “unmanageable teenagers”



In the regional context Aktau again stands out among the other regions as half of the friends of the surveyed group of children don't always attend school. Among three surveyed regions Aktau has the highest rate of children having friends who work. It should be noted that the region has the highest prices and salaries as it is specialized in the oil field. According to the survey teenagers in the city more often earn additionally and work somewhere (16,2%) than those in the village(4,8%).

	Do your friends attend school? Response: Yes, all	Do your friends work? Response: Yes, all
Almaty	70,5%	5,1%
Aktau	45,8%	6,9%
Pavlodar	76,7%	1,7%

29, 5 % of the students usually listen to the friends' opinion and follow their advice, for rural students this figure is much higher - 42, 9%. Only 4, 6 % of children never listen to the advice and opinion of their friends, and others more (30, 1 %) or less (65, 3 %) are subject to the friends' influence and it quite normal in view of psychology for their age. However in teachers' opinion it is disturbing that many of the surveyed children are involved in communication with unmanageable adolescents (34 %) and might be subject to their negative impact.

Students (22, 1 %) communicate with the classmates only sometimes, 14, 1 % never and 2, 5 % found it difficult to answer, and most likely they also have communication problems. The teachers stated that 13, 2 % and 47, 2 % of the students respectively usually or sometimes have problems in communication with the classmates. Namely 7, 5 % the children usually fight with the classmates (for rural respondents – 16, 3%) and 31, 7 % sometimes fight with them. Children who communicate with the classmates usually go for a walk or play together after school (98). Children also indicated such forms of joint way of spending time as going to the computer clubs, chattering on the phone, communication during the intervals and on the way to school. Some

students communicate with the classmates only on the issues of home tasks or unperformed class work.

Teachers say that the students who miss classes spend the time on entertainments with the friends- usually (34, 6 %) and sometimes (40, 4 %). According to teachers the most common ways of entertainment are:

- ❖ walking around the streets with friends (15)
- ❖ visiting computer clubs (10)

8.8. Participation in Social Life of School and Class

According to the teachers and the head of the teaching a social activity may be one of the ways of involving such children into collective and increasing their interest to school. Besides teachers didn't indicate that participation in the social life of the school and the class gives any bonus to such students - thus they are not motivated to such activity. Usually such students are from families with a small income, and any paid activity at the school during their free time might awake their interest which also would be useful to school. 48, 2 % of the respondents never take part in the school events. Most frequently the teachers indicated such events as school subbotnik (43), preparation of the classroom for holidays (27), school concerts (17). Normally all children participate in the school subbotnik by the order of the school director. The preparation for the concerts and holidays and participation in the events assume certain abilities and desire, and all students from the class cannot participate in these events.

Table 8.3. Participation of the students in the out-of-school activity

Alternative response	Participated in some out-of-school activity
Usually	20,8%
Sometimes	30,5%
Never	48,2%
Difficult to answer	0,5%

Chapter 9. General Conclusions and the Survey Recommendations

- ❖ It is necessary to undertake measures at institutional level on differentiation of authorities and duties of educational bodies, akim's offices and police in the activity aimed at achieving the purposes of general education. Actually all work on revealing the students who don't attend and drop out of the school is carried out by the teachers and the work is not paid as it is part of their official duties.
- ❖ There are serious difficulties in recording the children of the school age when the family changes the place of residence within the country or city. In the context of increasing migration of population from village to city and absence of registration it is practically impossible to trace the movement of the people. The families which migrated from village or family of oralman normally live in the rented houses and are not fixed by the Cooperatives of Apartment Owners. According to the school law the children from such families cannot be refused in training in the place of their residence but they frequently change the school and do not leave any information at school about their moving. The school needs permanently updated information on recording the population in their micro-district but unfortunately the state bodies including akim's office or police don't collect such information. Therefore teachers have to carry out activity on general education and visit each house to ensure 100% coverage of children of the school age with training.
- ❖ The migration police don't keep accurate records of the citizens with children staying in RK or leaving the republic. The computer-based information exchange between MES and the migration police on these issues has not been established either.
- ❖ According to the survey results one of the main reasons of non-attendance and dropping out of the school is lack of wish and motivation to study. One third of students does not intend to improve their progress, feel uncomfortable at school (42, 6 %) and is not sure that school training will guarantee the best future (42, 5 %). The surveyed group of children has self-estimation problems, 24 % haven't found any good qualities in themselves. In 60, 4 % of cases the teachers estimated their mental state as vulnerable. According to the students' and teachers' responses it is possible to make a conclusion that for some of them it is difficult to study by the existing school program.
- ❖ According to the official statistics and the given survey conflicts with teachers at school is one of the most widespread reasons of non-attendance and dropping out of the school. However the form-masters at schools didn't want to describe even one such case saying that such problems the administration of school solves through conversation with the subject teacher and the child. By the results of the analysis of the answers of ordinary children and teachers the surveyed group of children very frequently breaks discipline and shows aggressive behavior towards those around them. In 58, 5 % of cases the children who don't attend the school and those who have dropped out recognized that.

Lack of control and consideration to a child's studies from the parents as well as trust between them, might be also considered as one of the main reasons of the surveyed phenomenon. From total number of the surveyed parents 5, 6 % are indifferent to the studies of their child and 14, 8 % agree with the non-attendance of school. 32, 5 % of children never discuss their problems with the parents. Teachers think that the role of the family in the given question is of a prime importance and the reasons of children's attitude to studies are related to the problems in the family. The problems of such families are: a bad financial situation, taking alcoholic drinks by parents. In general the children who don't attend school and drop out of the school might be divided into two categories: first – those who have more or less good conditions in the family but don't want to study because of laziness, lack of interest etc., and second – those who have socially problematic parents or serious financial difficulties. Thus it is necessary to develop and

apply various measures of influence and motivation to these categories of children who don't attend and drop out of the school.

Addendum1

Individual Interview (II):

Individual Interview with a Student whose Classmate either Quitted or Didn't Attend School

1. Do you like going to school?
2. What exactly do you like at school?
3. Tell me about your school friends (names, common hobbies)?
4. Have you favorite school subjects? If so, what exactly?
5. Tell me, please, what you know about the rules of school discipline?
6. Who at school explained to you the rules of school discipline?
7. Do you know what may happen in case you break the rules of school discipline?
8. Do you know what an excusable absence (inexcusable absence) is?
9. In what cases you can allow yourself not to attend school (illness, a family holiday, unprepared school task, etc.? How do you justify yourself before the class curator (CC) (reference paper, a note from your parents, oral explanation, etc.?)
10. Do you know what punishment awaits a student who does not attend school without any valid reason?
11. Are there any students in your class who often do not attend school, miss the lessons?
12. Tell me, what you know about them, describe, please, what their character is like, how they study, what interests they have, what kind of family they are from?
13. What do you think why they miss the lessons (conflicts at school, lack of normal clothes, school accessories, family problems, etc.?)
14. Do you know what they are engaged in out of school (merely walk about the town, stay at home, work, etc.?)
15. Are there children from a group of risk in your class? Do they follow the rules of school discipline, do they regularly attend classes?
16. How do your classmates, and you too, treat the students not attending the classes?
17. Did your classmates and you personally have conflicts with such students? If you had, what were the reasons of the conflicts?
18. Do you (your classmates) spend your free time with such students; do you organize any common events? Describe in detail, please.
19. Did you (your classmates) try to speak to such students, find out why they miss classes? If you didn't, then why?
20. How do teachers, curators, managing stuff treat such students? Describe, please, their mutual relations.
21. Do the curators, the managers conduct any individual work with such students? What could you tell about this?
22. Do you discuss at the class meetings together with the curator, the reasons of not attending school by your classmates? What are the results of such discussions?
23. Was there in your class a student who quitted school?
24. Tell us what you know about this student, describe his character, please, how he studied, what interests he had, what family he was from.
25. Do you know the reasons why he quitted school?
26. Did the managers, CC, schoolmates undertake any measures to prevent the student's quitting?
27. Do you (your classmates) communicate with this student? If you do, will you describe, please, how this communication is going on?
28. What do you think can be done so that students did not miss classes and regularly attended school?
29. What do you think can be changed in the school regulations?

Individual Interview with a Student who Moves from School to School

1. Do you like going to school?
2. What exactly do you like at school?
3. Tell us about your school friends (names, common interests)?
4. Tell us about yourself: what character you have (good and bad features), what you are doing when you have free time, who lives with you at home, what is your parents profession?
5. Do you have favorite school subjects? If so what are they?
6. How many times did you change schools?
7. Say the reasons, please, why you change schools?
8. Why did you leave the former school?
9. Do you take the decision about changing schools independently? If not, then who discusses with you the question of quitting (parents, close relatives, senior friends, and schoolmates)?
10. Did your classmates try to speak to you and find out why you decided to quit the school? How did it take place?
11. Did CC, school managers have with you and your parents individual talks when they learnt about your decision to quit the school, were they interested in the reasons of your quitting?
12. Were there students in your class who quitted school the same year?
13. If so do you know the reasons why quitted the school?
14. Tell us, please, what you know about these students, describe their characters, please, how they studied, what interests they had, what families they were from?
15. Tell us, please, how your relations with the schoolmates in the last school developed?
16. Did you have conflicts? If you had, then what were the reasons of these conflicts?
17. Do you support any relations with former schoolmates/ How do you spend time together with them?
18. Tell us, please, how your relations with CC, teachers and school managers developed/
19. Did you have conflicts with them? If so, then what were the reasons of these conflicts?
20. What was your progress in the last school? How do you study in the new school?
21. Did you take part in the out-of-school activities, when you studied in the former school? If not, then why?
22. Tell us, please, what you know about the rules of school discipline?
23. Who at school explained to you the rules? How were such lessons conducted (in what form, were any manuals available, who else participated in the lesson)?
24. Do you know what may happen if you break the rules of school discipline?
25. Is it known to you what pardonable absence (unpardonable absence) is?
26. Do you know how the student who doesn't attend school without any valid reason is punished?
27. Did you miss classes when you studied in the former school? If so, what were the reasons of your absence?
28. What were you doing outside the school when you missed classes (was walking around the town with your friends, stayed at home, worked, etc.)?
29. In what cases did you let yourself not attend classes in the last school year (illness, a family holiday, unprepared home task, etc.)? How did you justify yourself before the CC (available reference paper, a note from your parents, oral explanation, etc.)?
30. Will you stay in this school in the new school year? If not, then why?
31. What do you think could be done so that students do not pass from one school to another one and so that they regularly attend classes?
32. What do you think could be changed in the school regulations?

Individual Interview with Specialist of the City and Rayon Department of Education

1. What body (department) in the RK system of educational organs is authorized to settle problems connected with non-attendance and students' quitting the school?
2. Is there a problem in RK, to your mind, of quitting and not attending school by students and at what level? What do you think are the reasons of this problem?
3. What section of the RED coordinates the work of schools on attendance problems (quitting), of following school discipline, school regulations? What kind of work is conducted in this direction? Please describe in detail.
4. Do you differentiate quitted students and not attending students (terminology, practice)?
5. In what way RED conducts control over attendance and quitting of the 5-9th grade students? Please describe in detail.
6. What normative legislative acts (orders, instructions, etc.) do you follow in the process of coordination and control over attendance and quitting?
7. Point out the main demands to the students of the 5-9th grades concerning the problem of attendance?
8. Due to what circumstances and during what period of time students have the right not to attend school (excusable absence)? What justification document should he produce?
9. In what cases is the student's absence considered to be unpardonable?
10. What sanctions can the school authorities apply in case if a student was absent from school for a long time without any excusable reasons?
11. In what cases a student can be quitted from school?
12. What is the procedure of registering student's quitting from school? (preliminary sanctions, the stage of adopting a decision, taking into consideration the student's opinion, meeting with the classmates, etc.?)
13. What educational and disciplinary measures does the RED take together with the school administration, before taking a decision about removing the student from school?
14. What precautionary measures does the RED take together with the school administration in order to prevent cases of students' inexcusable absence or quitting from school?
15. Is the "security network" envisaged in RK, a certain system of restoration, a determined procedure of student's returning to school? If so, describe it in detail. Does the quitted student have an opportunity to study besides the school in any alternative educational establishment?
16. Does the RED gather together and analyze the data of all schools concerning the problems of attendance (quitting)? If this is not the case, how are the tendencies of the problem development traced (increase/decline)?
17. In case the RED gathers together and analyzes the data of all schools of the given district concerning the problems of attendance (quitting), then what are the main reasons of the students' not attending (quitting) school during the previous school year?
18. Indicate the most typical cases of not attending school.
19. Does the RED carry out individual work with the students who don't attend the school? Please describe in detail.
20. What work is conducted with DGR in order to prevent systematic non-attendance (quitting) school? Please describe in detail.
21. Were there cases in your practice when a student quitted school because of the conflicts with the class curator, school administration, schoolmates, and senior students? Please describe in detail.
22. Are you satisfied with the level of school attendance in your district?
23. What measures do you think should be undertaken in order to improve school attendance and decrease the number of quitting students?

24. Are any events (seminars, round tables) conducted in the regional (local) level devoted to the problems of students' non-attendance or quitting schools? Please describe in detail. What similar actions did you participate?
25. What would you like to be changed in the RED competence concerning the problems of coordination and control over the level of school attendance?
26. What do you think can be made to improve the situation concerning the problem of students' quitting and non attendance of school?

II with the Deputy Head Master on Educational Activity of the General Secondary School

1. What organ (department) in the RK system of education is authorized to decide the problems connected with students' non-attendance and quitting school?
2. Do you think that the problem of quitted students and non-attendance of school exists in RK, or this problem exists only at the local level? What are the main reasons of the problem?
3. What RED department coordinates the work of your school on the questions of attendance (quitting), following school discipline, school regulations? What kind of work is conducted in this direction? Please describe in detail.
4. Do you make difference between quitted and not attending students (terminology, practice)?
5. In what way do you execute control over 5-9th grade students' non-attendance and quitting from school? Please describe in detail.
6. What normative legislative acts (orders, instructions, etc.) do you follow in the process of coordination and control over attendance at school?
7. Please indicate the main demands to the 5-9th grade students of your school concerning the school discipline.
8. Who explains at school the rules of school discipline? Tell us, how these lessons are conducted (in what form, manuals availability, who else participates in these lessons)?
9. Do you explain to the students what can happen in case they break the rules of school discipline?
10. Due to what circumstances and during what period of time has the student the right not to attend school (pardonable absence)? What justifying documents should he produce and to whom?
11. In what cases is the student's absence considered to be pardonable?
12. What sanctions does the school administration have the right to use in case the student was absent from school without any excusable reason?
13. In what cases can the student be quitted from school?
14. What is the procedure of registering the student's quitting from school (preliminary sanctions, stages of adopting a decision, taking into consideration the student's opinion, meeting with the classmates, etc.)?
15. What educational and disciplinary measures does the EWM undertake together with the school administration before adopting the decision about removing the student from school?
16. What measures do you take to prevent cases of unpardonable absence and students' quitting from school?
17. Is the "safety network" envisaged in the Republic of Kazakhstan or particularly in your school; a certain system of restoration, specific procedure of the quitted student returning to school? If so, please describe in detail. Has the quitted student an opportunity to come back to your school?
18. Do you collect and analyze in your school the data of non-attendance (quitting). If not, then in what way do you follow the tendencies of the problem development (increasing –decreasing) in your school?

19. If you collect and analyze the data from all schools in your district regarding the problem of attendance (quitting), what are the main reasons of non-attendance (quitting) school during the school year?
20. Please indicate the most typical cases of non-attendance by your students.
21. Do you carry out individual work with the students not attending school? Please, give a detailed description.
22. What kind of work is carried out with DGR students for the purpose of preventing systematic non-attendance and quitting school? Please, give a detailed description.
23. Were there cases in your practice when a student quitted school due to conflicts with CC, school administration, senior students? Please describe in detail.
24. Are you satisfied with the level of students' attendance at your school?
25. What measures do you think is necessary to undertake in order to increase the level of students' attendance and reduce the number of quitted students?
26. Are any events (seminars, round tables) conducted at the regional (local) level devoted to the problems of quitting and non-attendance by students and reducing the number of quitting students? Please describe in detail.
27. What would you like to change in the EWM work concerning the problems of coordination and control of the level of attendance at schools?
28. What do you think could be done to improve the situation regarding the problem of students' quitting and non-attendance of school?

INTERVIEW WITH THE DROPOUT CHILD

ID NO of the student: _____

1. How many close friends do you hang out with? _____ friends
 2. Are your close friends of your same age?
 - a) yes
 - b) almost
 - c) no
 3. Do your close friends attend school?
 - a) all of them
 - b) some of them
 - c) none of them
 4. Are your close friends employed?
 - a) all of them
 - b) some of them
 - c) none of them
 5. Do you work?
 - a) yes
 - b) no
 - c) no response
 6. How long have you hung out with these friends? _____ months
 7. Do you always listen to your friends opinion?
 - a) usually
 - b) sometimes
 - c) never
 - d) no response
 8. Do you sometimes feel upset?
 - a) usually
 - b) sometimes
 - c) never
 - d) no response
 9. Do you have nightmares?
 - a) usually
 - b) sometimes
 - c) never
 - d) no response
 10. Do you have headaches?
 - a) usually
 - b) sometimes
 - c) never
 - d) no response
 11. Do you think you have good qualities?*
 12. If yes, what kind of good qualities you have, please name them
-
13. Are you satisfies with yourself?*
 14. Do you smoke?
 - a) usually
 - b) sometimes
 - c) never
 - d) no response
 15. Did you participate in extracurricular activities?
 - a) usually
 - b) sometimes
 - c) never
 - d) no response
 16. If yes, what kind of extracurricular activity did you participate in? Please, describe
-
17. Do you have contacts with your school peers?
 - a) usually
 - b) sometimes
 - c) never
 - d) no response
 18. If yes, what kind of contacts do you have? Please, describe
-
- 19.
 20. Were you satisfied with your school grades?
 - a) yes
 - b) somewhat
 - c) no
 - d) no response
 21. Have you violated school rules?
 - a) usually
 - b) sometimes
 - c) never
 - d) no response
 22. Did you fight with your school peers?
 - a) usually
 - b) sometimes
 - c) never
 - d) no response
 23. Were you satisfied with teacher.s behavior?
 - a) usually
 - b) sometimes
 - c) never
 - d) no response
 24. Were you nice at teachers?
 - a) usually
 - b) sometimes
 - c) never
 - d) no response
 25. Did your parents care about your study?
 - a) usually
 - b) sometimes
 - c) never
 - d) no response
 26. Did your parents help you out with studies?

- a) usually b) sometimes c) never d) no response
27. Did your parents meet your teacher?
a) usually b) sometimes c) never d) no response
28. Did your parents agree with your dropout?
a) yes b) no c) no response
29. Who in the family did not agree with your leaving? _____
30. Did you have problems in the family during your school leaving?
a) yes b) no c) no response
31. Do you talk with your parents for your problems?
a) usually b) sometimes c) never d) no response
32. Do you believe school guarantees a better future?
a) yes b) don't know c) not at all d) no response
33. Why did you leave school? (describe) _____
34. Would you prefer to again attend school?
a) yes b) not sure c) no d) no response
35. If yes, what could be done about this according to you? (describe)
-
36. Do you know what would you like to become in the future?
a) yes b) not sure c) no d) no response
- 33a. If yes, what? _____
37. Interviewers code: _____
38. Interview date: ___/___/___
39. Interview duration: _____ min
40. Did the child resist answering?
a) usually b) sometimes c) never
41. According to you the physical health of the child was:
a) good b) somewhat good c) not good at all

INTERVIEW WITH THE PARENT

- ID no of the student: _____
1. Person interviewed:
a) mother b) father c) grandparent d) other: _____
2. Child birthplace: _____
3. Family location: _____
4. Family has migrated after the 90s: a. yes b. no
5. Number of children in the family: 1 ___ 2 ___ 3 ___ 4 ___ 4+ _____
6. How many persons work in your family? _____ persons
7. What is your monthly family income (in lek):
a) up to 10 000 lek b) 11000-20000 lek
c) 21000-30000 lek c) 31 000 - ... lek
8. Your family receives social assistance: a. yes b. no
9. Is your housing appropriate? a. yes b. no
10. Does the child have both parents?
a) both b) only mother c) only father d) none
11. Do you live with your parents?
a. yes b. no
12. Are the parents divorced?
a. yes b. no
13. Has one of the parents emigrated?
a. yes b. no
14. The fathers years of education:
0 ___ 8 ___ 12 ___ 16 ___ 16+ _____
15. The mothers years of education:

- 0 _____ 8 _____ 12 _____ 16 _____ 16+ _____
16. The father is employed:
 - a. yes
 - b. no
 - 16 a. If yes, what is his profession: _____
 17. Mother is employed:
 - a. yes
 - b. no
 - 17 a. If yes, what is his profession: _____
 18. Have the parents dropped out from school?
 - a) both
 - b) father
 - c) mother
 - d) none
 - e) no response
 19. What were the reasons that he/she left school?
 20. Did you agree with his/her dropout?
 - a) yes
 - b) no
 - c) no response
 21. Does any member of the family use alcohol?
 - a) yes
 - b) no
 - c) no response
 22. Has the child been in good health?
 - a) yes
 - b) no
 - c) no response
 - 22 a. If not, please explain why: _____
 23. Do you believe that school guarantees a better future?
 - a) yes
 - b) not sure
 - c) no
 24. Interviewers code: _____
 25. Interview date: _____ / _____ / _____
 26. Interview duration: _____ min

Addendum II

List of Normative Legal Acts Referred to in the Report:

- The Constitution of RK, 1995.
- The Order of the President of RK on State Education Program, of September 30, 2000 N 448.
- The Order of the President of RK on Further Measures for Implementation of the Strategy of Development of Kazakhstan to year 2030, of December 4, 2001 N 735.
- The Concept of Education Development in RK to year 2015
- National Plan of Actions of RK (RK NPA) in Education for All (EFA).
- The Law of RK “On Education” of June 7, 1999 N 389-1 (with amendments).
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