

Advancing entrepreneurial education in Kazakhstan: case of Rodina province

Bella Gazdiyeva, PhD



Why rural schools are in the focus of the project?

Challenges and problems

- ◆ OECD PISA-2015 results – difference between urban and rural schools is more than half a year in the field of natural science (19 points), one year – in math and reading skills (25 and 26 points);
- ◆ Rural schools separate instead of lift;
- ◆ Poor Infrastructure;
- ◆ Lack of qualified teachers;
- ◆ Unemployment.

Current situation

Overall the country

Population 18,04 mln people

(7, 073 mln in rural area)

5 495 (76,7%) rural schools

1, 311 mln students (48,1% of overall students)

Tcelinograd district, Akmola region

Estimated population – 120 000 people

18 provinces, 45 rural schools

11 425 students

Research aim

To monitor and evaluate the entrepreneurial and innovative culture of students in rural schools in Kazakhstan.



Data collection stages

01

Survey for students and parents in rural areas (17 Q)

02

1680 students and parents from Akmola, North Kazakhstan and Kostanay region

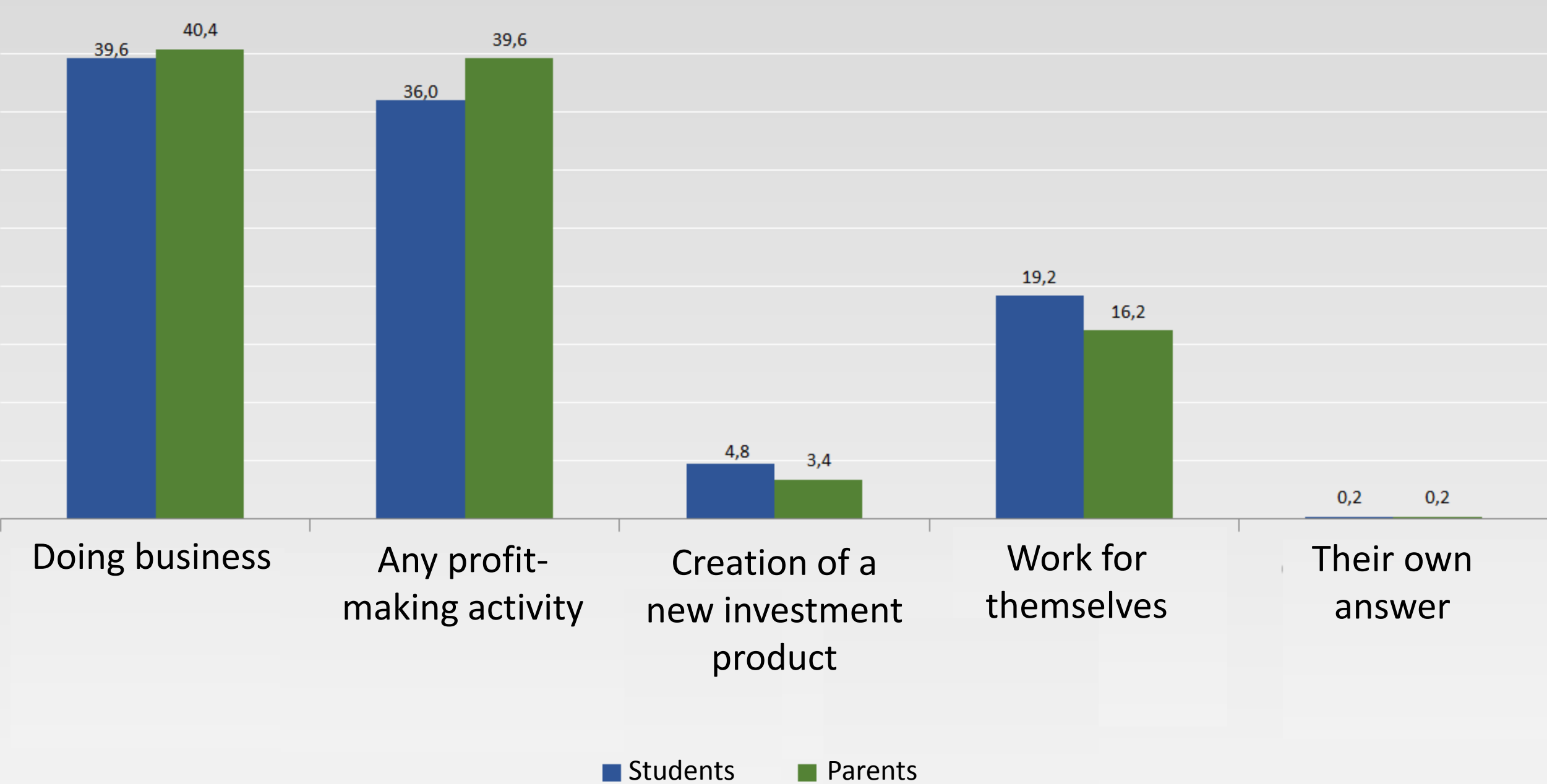
03

Data collection (August 2018-February 2019)

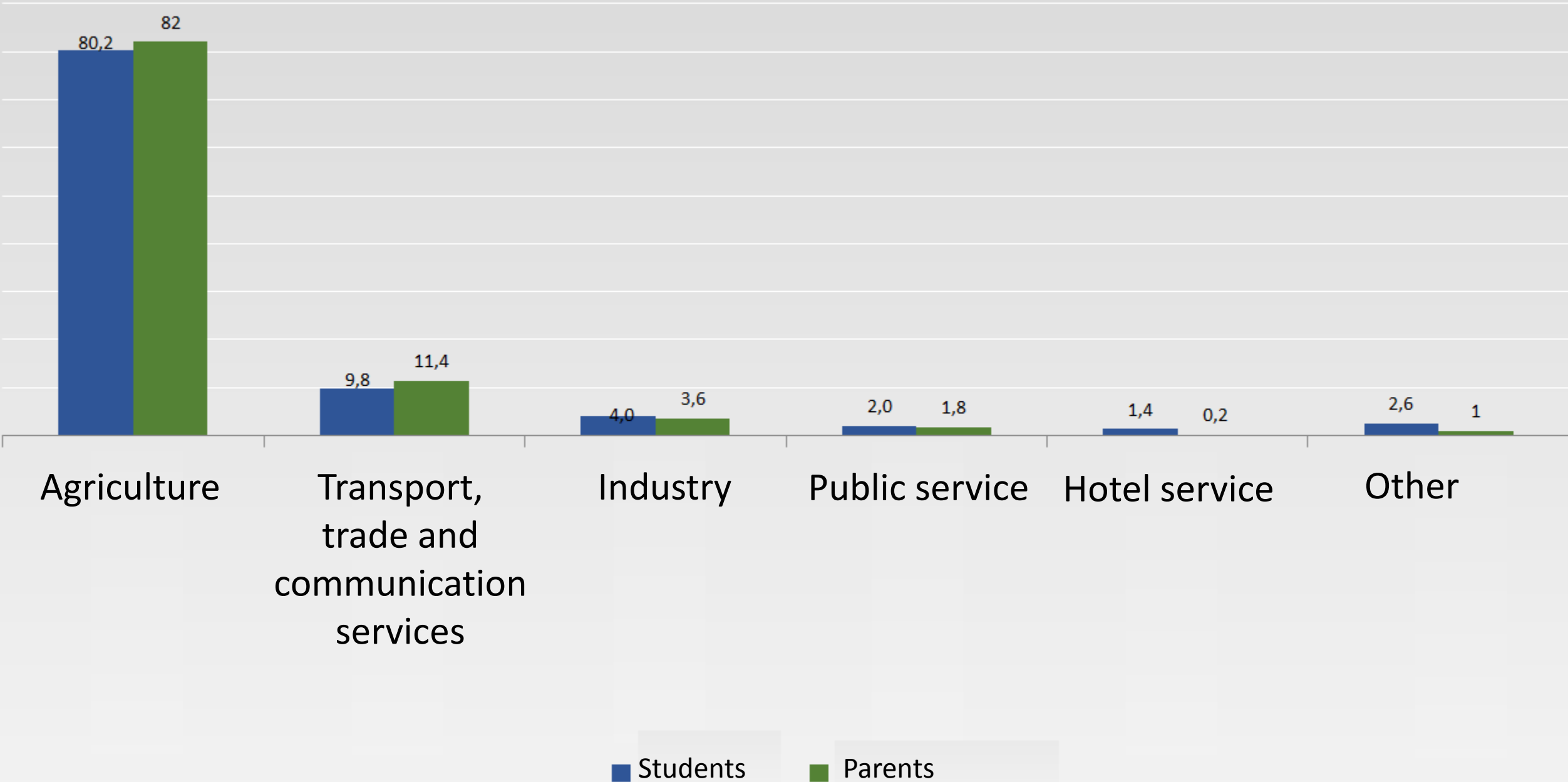
04

Data analysis (IBM SPSS Statistics 22.0)

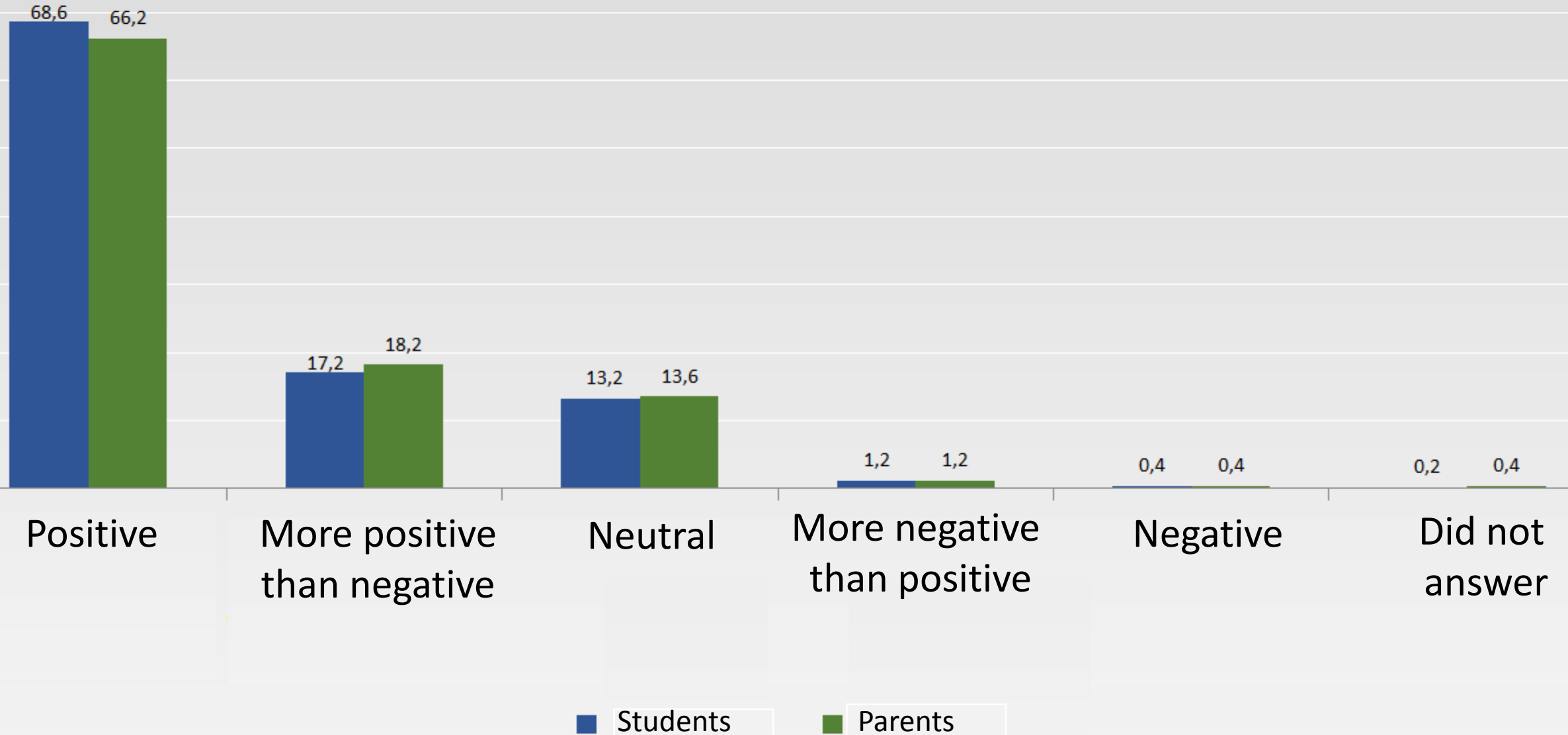
Interpretation of entrepreneurship by survey respondents, %



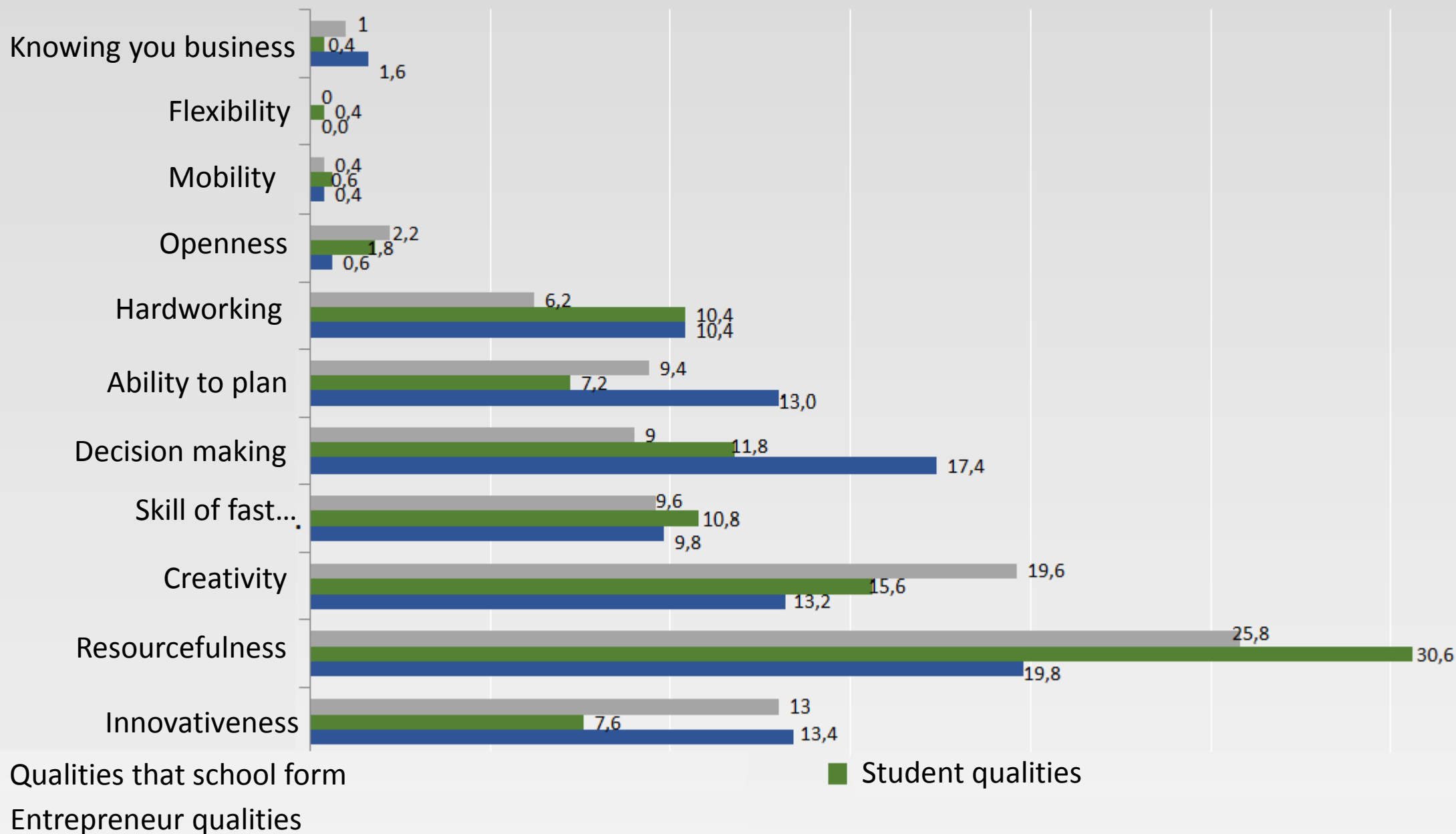
Respondent information on the most developed type of entrepreneurship at the place of residence %



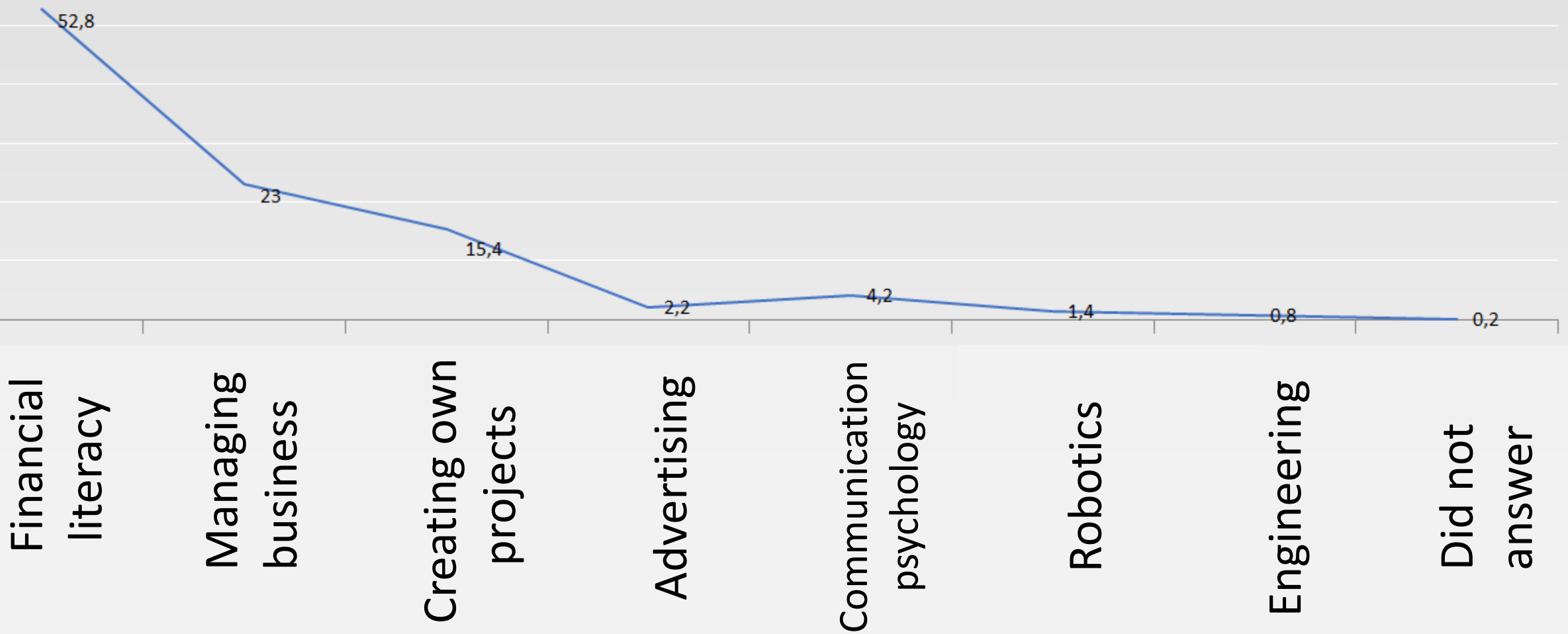
Information on respondents attitudes towards innovations and perspectives, %



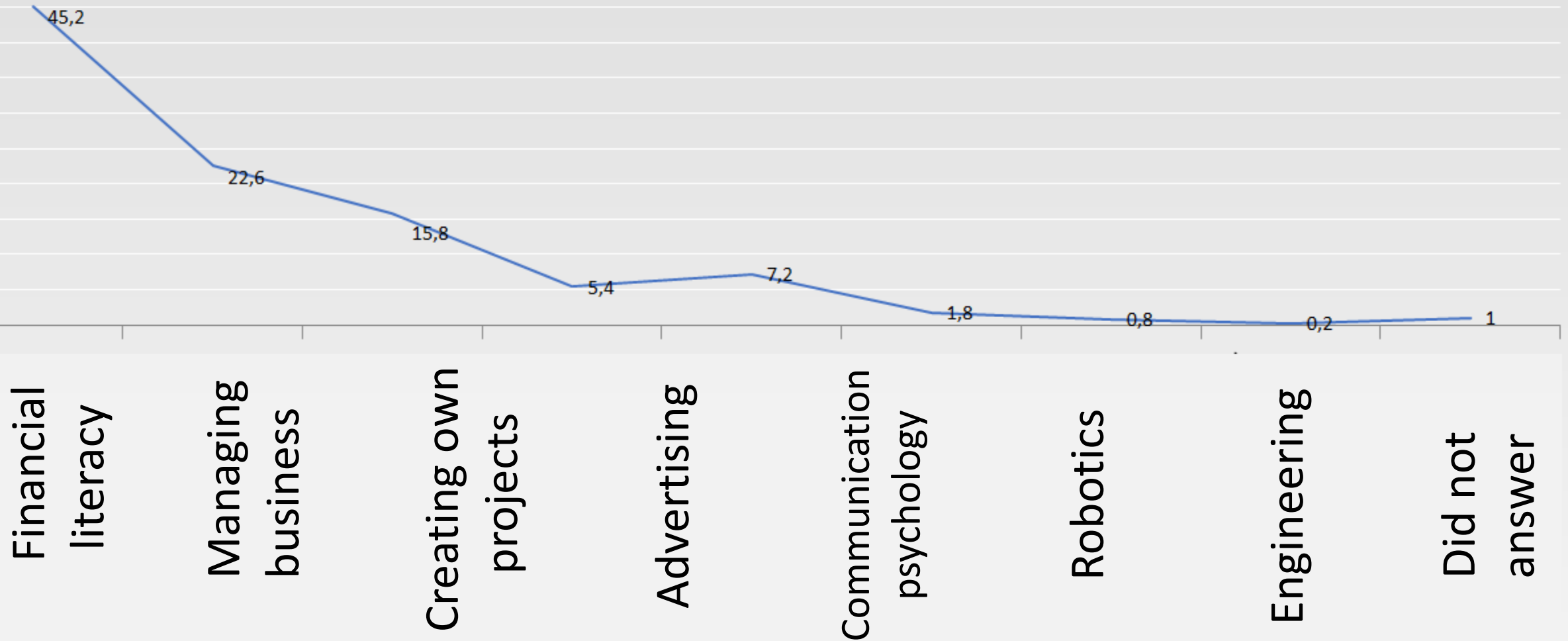
Comparative information on (1) the qualities characteristic of the entrepreneur, (2) the respondent qualities, (3) the qualities formed by the school, according to parents, %



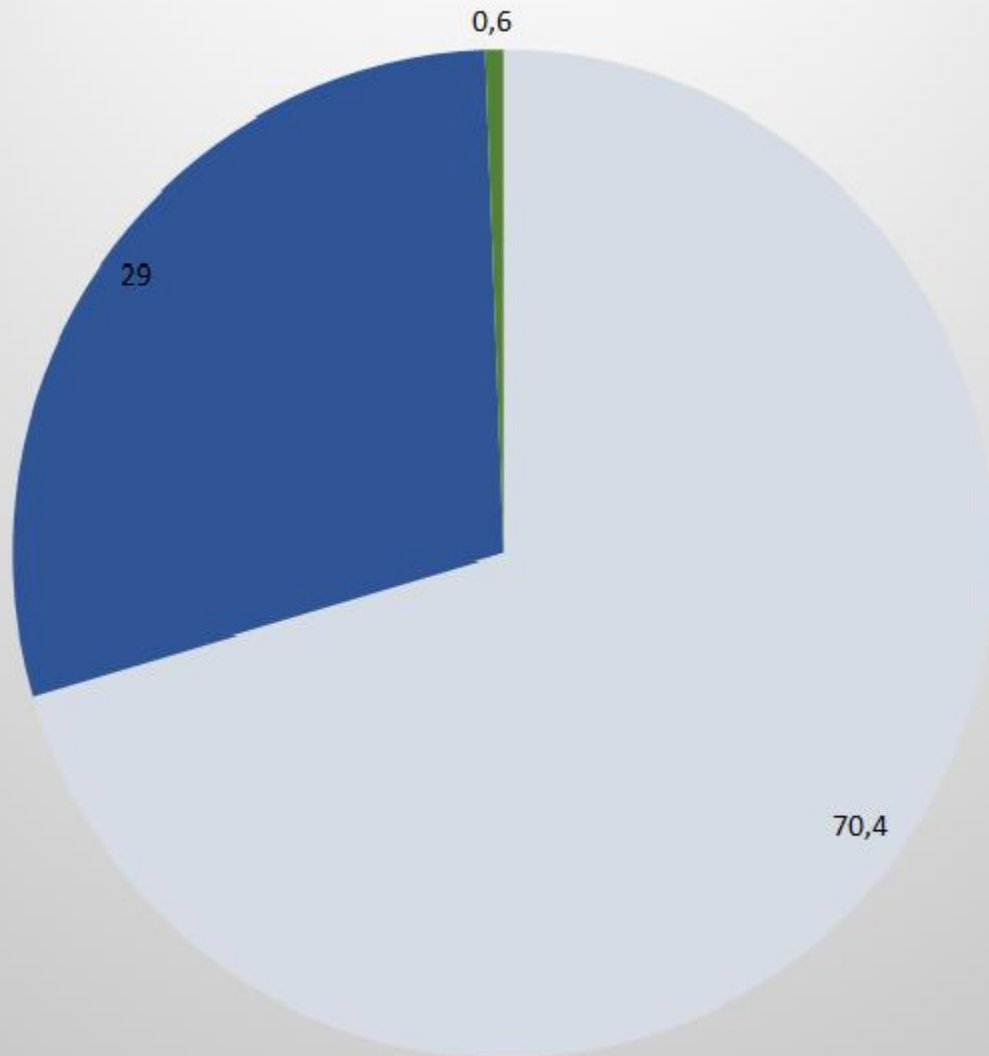
Information about the subjects that need to be studied at school to develop entrepreneurial skills, according to students, %



Information about the subjects that need to be studied at school to develop entrepreneurial skills, according to parents, %

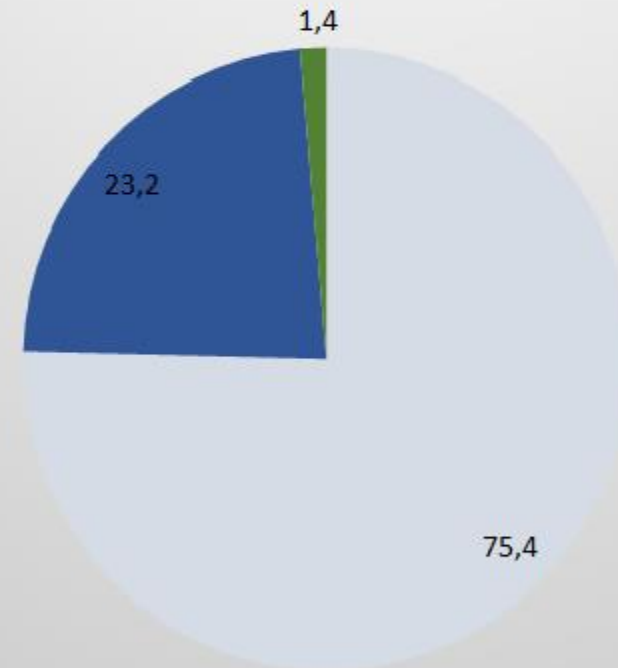


The attractiveness of the entrepreneurial career for students, %



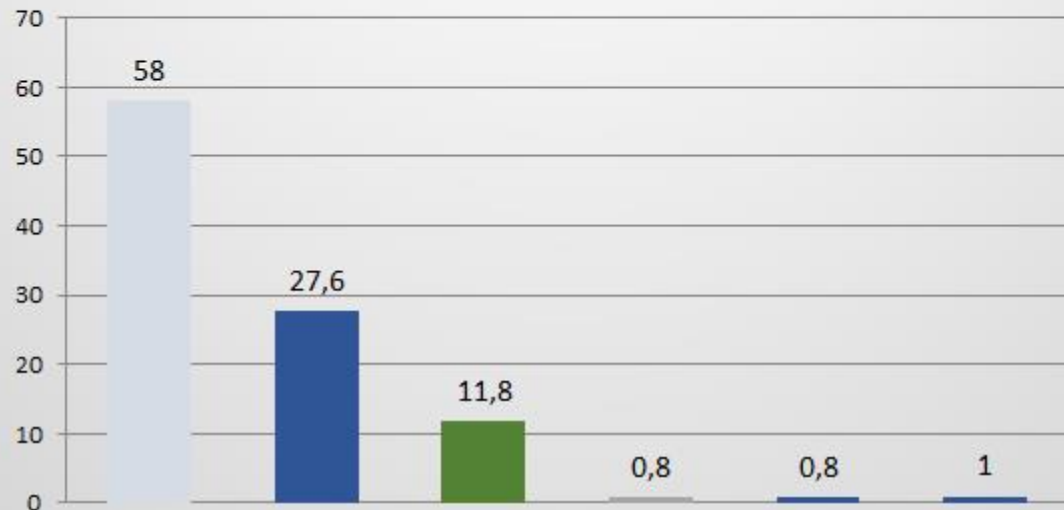
Yes No Did not answer

The attractiveness of the entrepreneurial career for parents, %



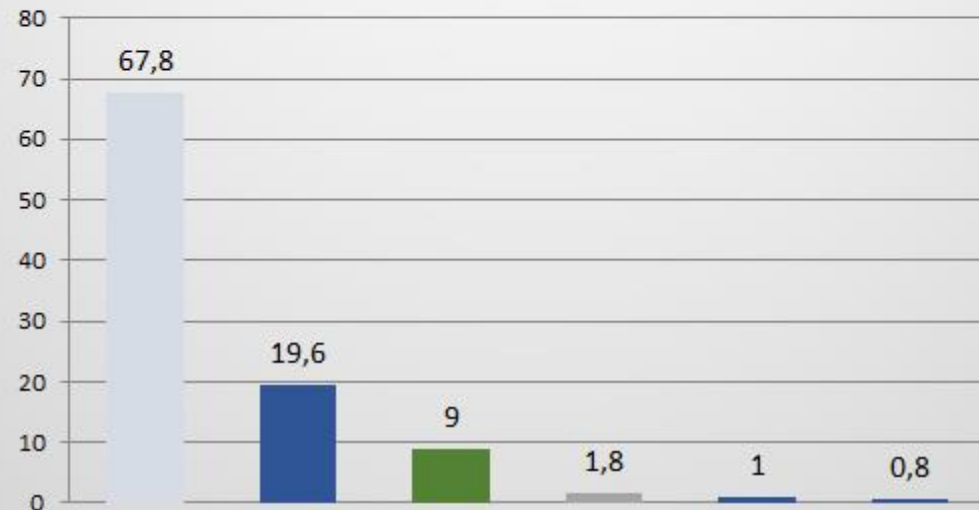
Yes No Did not answer

The attitude of the family to the choice of an entrepreneur's profession, according to students, %



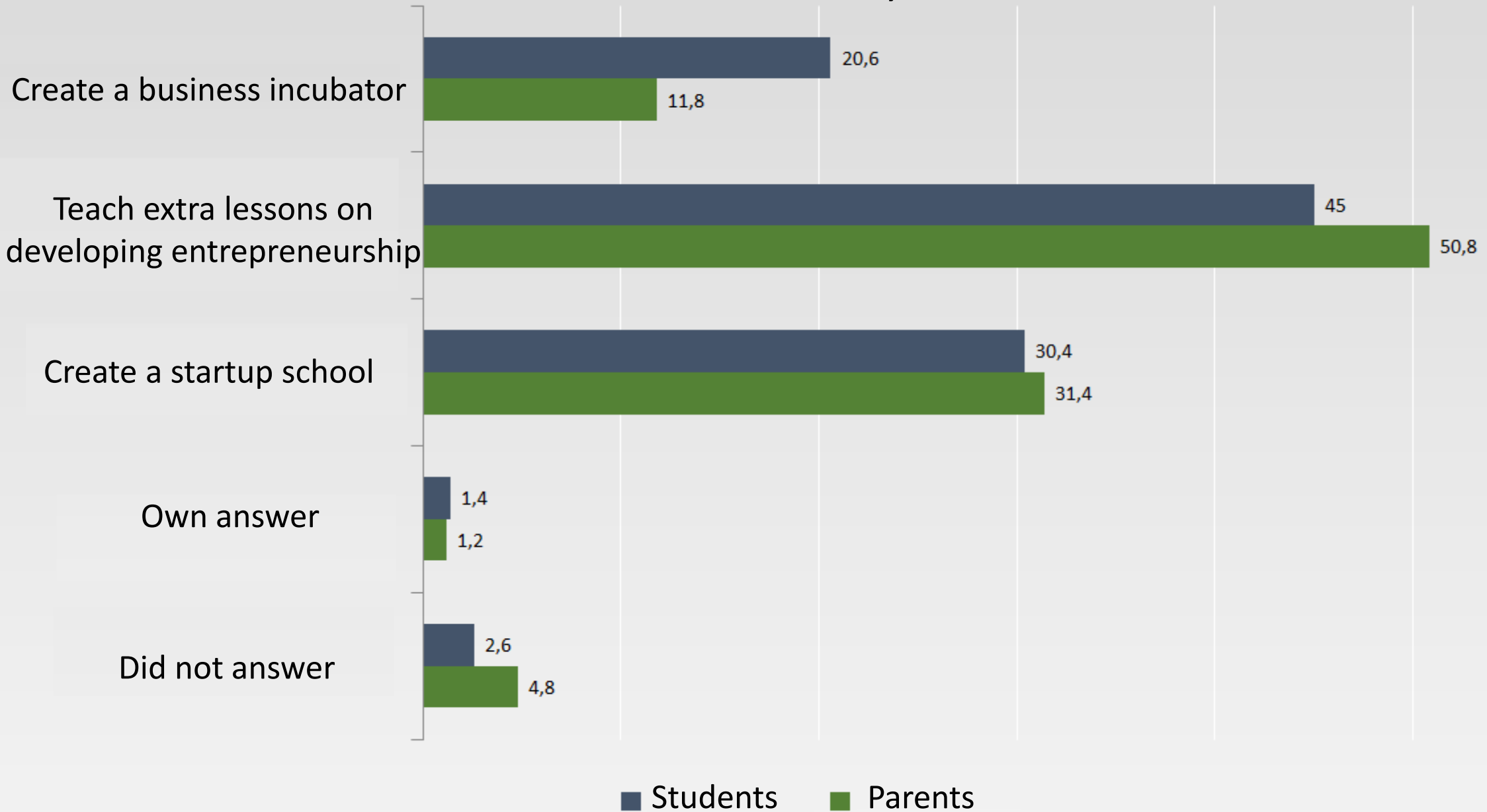
- Positive
- More positive than negative
- Neutral
- More negative than positive
- Negative
- Did not answer

The attitude of the family to the choice of an entrepreneur's profession, according to parents, %



- Positive
- More positive than negative
- Neutral
- More negative than positive
- Negative
- Did not answer

Necessary measures for the development of entrepreneurship in rural areas, %



FOR THE DEVELOPMENT OF STUDENT ENTREPRENEURIAL AND INNOVATIVE CULTURE AT RURAL SCHOOLS IT IS RECOMMENDED:

1

The school is a pilot in the subject "Fundamentals of entrepreneurship" (2 hours a week, 10th grade);

2

Office career guidance was opened (career Center), with the invitation of representatives from different professions;

3

Excursions for students and teachers to the production are organised on a regular basis;



Teaching and training are not only for teachers from school №33, but also for nearby schools (Invitation of domestic and foreign experts in the field of entrepreneurship);



School teachers are involved in the research project as members of the project team;



Student scientific projects basics of entrepreneurship are being planned;



Rodina school nowadays

Summer schools

Research Project AP05135242
Developing and inspiring entrepreneurial and
STEAM-education in Kazakhstan



“You can STE@M it” ENGLISH SUMMER SCHOOL
25-30th of June 2018, Rodina province, Akmola region, Kazakhstan

 Shokan Ualikhanov
Kokshetau
State University

 Brunel
University
London

 *Jas Otan*

№33
RODINA PROVINCE SCHOOL



MAKE IT smART
by APA&FRIENDS SUMMER SCHOOL
(Academy of Public Administration under the
President of the Republic of Kazakhstan)

24-29TH OF JUNE 2019, RODINA PROVINCE, AKMOLA REGION, KAZAKHSTAN

The aim of the Summer School is the development of soft skills and
the English language competences

Language “laboratory”



New chemistry class



New school hall



What we want at the end?

Direct impact

“Magnet” school model

Centre of Entrepreneurship and
Innovations

STEM and Art labs

Indirect impact

- ❖ Enhancement of student knowledge of math;
- ❖ Reduce the gap between urban and rural students;
- ❖ Raise the competitiveness of students;
- ❖ Reduce of unemployment rate in rural areas;
- ❖ Decrease outgoing mobility



Thanks!

Any questions?

You can find me at bella.gazdiyeva@gmail.com