

Universal Journal of Educational Research

Universal Journal of Educational Research Vol. 4(5), pp. 1016 - 1023
DOI: 10.13189/ujer.2016.040511

The Peculiarities of Training in a Comprehensive School of Kazakhstan and Italy

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ABSTRACT

Increased interest in research in the field of international education, typical for the most of the world, is largely due to trends of interdependence and mutual influence of nation-states in a period of rapid development of the processes of globalization and integration, including in public life and in education. The current stage of the modernization and consolidation of the national educational systems in the world educational space, the impact of the global structures of the integration features that determine educational policies, employment, training, strengthening the role of international organizations in setting priorities for education in the world and regions, is an objective and dynamic phenomenon. The results are related to the further development of education, international project activities covering all stages of education, the availability of the results of international comparisons and the national reports on education (PISA, OESD, CEDEFOR, ETF etc.). Currently, the established cross-cultural communication is of particular importance; it allows scientists, teachers-practitioners to present comparative picture of education systems operating in different countries with different political, economic and social systems. The international contacts in the field of scientific and pedagogical research among public universities in the region of Basilicata (Italy) and Aktobe oblast (Kazakhstan) were concluded as a part of the summer school working on "The humanities and social sciences: current problems and research directions", held in Massafra (Italy) organized by the Research Center of Eastern Europe, the University of Warmia and Mazury in Olsztyn (Poland), Higher School of Foreign Languages (Poland / Italy). The purpose of research - to conduct a chronological study of the educational systems of Kazakhstan and Italy based on the study and analysis of the legal, educational, archival documents (on an example of the Aktobe region (Kazakhstan) and the Basilicata region (Italy)). Material and methods: methods of data collection - the study, the analysis of the legal, educational, archival documents; Expedition to Italy and Kazakhstan were used to obtain the necessary data. Pedagogical research criteria are: Main criteria: 1. Legal framework. 2. School types. 3. Profile of the school (link with the choice of profession), an individual trajectory of students in high educational institution. 4. Requirements for teachers teaching in high school. 5. The social situation of students. 6. Psychological support of high school students. Special criteria: 1. General information on education systems in the region of Basilicata (Italy) and Aktobe oblast (Kazakhstan). 2. The local coordination department of the educational process. 3. Total number of students – separately, number of secondary schools in the region - separately. 4. The dominance profile in the region and their causes. 5. Basic methods and learning strategies used by



teachers in the school. 6. Social and psychological aspects of the selected area. 7. Communication with universities. The results show the conceptual system of institutions of student socialization allowing to determine the level of acquired knowledge that forms the basis of their functional literacy.

KEYWORDS

Education System, High School, Student, Teacher, Profile, Functional Literacy, Assessment System

Cite this paper

Vincenzo Nunzio Scalcione , Almurzayeva Bibigul , Shynkeyeva Orynkyl (2016). The Peculiarities of Training in a Comprehensive School of Kazakhstan and Italy. *Universal Journal of Educational Research*, 4 , 1016 - 1023. doi: 10.13189/ujer.2016.040511.

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Abstract Increased interest in research in the field of international education, typical for the most of the world, is largely due to trends of interdependence and mutual influence of nation-states in a period of rapid development of the processes of globalization and integration, including in public life and in education. The current stage of the modernization and consolidation of the national educational systems in the world educational space, the impact of the global structures of the integration features that determine educational policies, employment, training, strengthening the role of international organizations in setting priorities for education in the world and regions, is an objective and dynamic phenomenon. The results are related to the further development of education, international project activities covering all stages of education, the availability of the results of international comparisons and the national reports on education (PISA, OESD, CEDEFOR, ETF etc.). Currently, the established cross-cultural communication is of particular importance; it allows scientists, teachers-practitioners to present comparative picture of education systems operating in different countries with different political, economic and social systems. The international contacts in the field of scientific and pedagogical research among public universities in the region of Basilicata (Italy) and Aktobe oblast (Kazakhstan) were concluded as a part of the summer school working on "The humanities and social sciences: current problems and research directions", held in Massafra (Italy) organized by the Research Center of Eastern Europe, the University of Warmia and Mazury in Olsztyn (Poland), Higher School of Foreign Languages (Poland / Italy). **The purpose of research** - to conduct a chronological study of the educational systems of Kazakhstan and Italy based on the study and analysis of the legal, educational, archival documents (on an example of the Aktobe region (Kazakhstan) and the Basilicata region (Italy)). **Material and methods:** methods of data collection - the study, the analysis of the legal, educational, archival documents; Expedition to Italy and Kazakhstan were used to obtain the necessary data. Pedagogical research criteria are: **Main criteria:** 1. Legal framework. 2. School types. 3. Profile of the school (link

with the choice of profession), an individual trajectory of students in high educational institution. 4. Requirements for teachers teaching in high school. 5. The social situation of students. 6. Psychological support of high school students. **Special criteria:** 1. General information on education systems in the region of Basilicata (Italy) and Aktobe oblast (Kazakhstan). 2. The local coordination department of the educational process. 3. Total number of students – separately, number of secondary schools in the region - separately. 4. The dominance profile in the region and their causes. 5. Basic methods and learning strategies used by teachers in the school. 6. Social and psychological aspects of the selected area. 7. Communication with universities. The results show the conceptual system of institutions of student socialization allowing to determine the level of acquired knowledge that forms the basis of their functional literacy.

Keywords Education System, High School, Student, Teacher, Profile, Functional Literacy, Assessment System

1. Introduction

Currently, the established cross-cultural communication is of particular importance; it allows scientists, teachers-practitioners to present comparative picture of education systems operating in different countries with different political, economic and social systems. Berlin Communiqué signed by the Kazakhstan government in 2003, not only expanded the purpose of the association links from the European Higher Education Area to the European Research Area but also contributes to quality education. This document allowed the countries of the European Union and CIS countries to establish academic and research contacts.

Thus, the international contacts in the field of scientific and pedagogical research among public universities in the region of Basilicata (Italy) and Aktobe oblast (Kazakhstan) were concluded as a part of the summer school working on "The humanities and social sciences: current problems and

research directions", held in Massafra (Italy) organized by the Research Center of Eastern Europe, the University of Warmia and Mazury in Olsztyn (Poland), Higher School of Foreign Languages (Poland / Italy). These universities teach students the pedagogical profession. The scientific community of both countries studied policy issues of general secondary education. Key position in this study was the fact that university teachers should possess professional knowledge of a wide scale, to be able to see the progressive and problematic side of education as a state, and the world.

2. Objectives

The purpose of research - to conduct a chronological study of the educational systems of Kazakhstan and Italy based on the study and analysis of the legal, educational, archival documents (on an example of the Aktobe region (Kazakhstan) and the Basilicata region (Italy)).

3. Methods

Methods of data collection - the study, the analysis of the legal, educational, archival documents; Expedition to Italy and Kazakhstan were used to obtain the necessary data.

The conducted pedagogical research allowed to define the criteria for the collection of information agreed by the working group of teachers. Thus, main and special criteria were highlighted:

Main criteria:

1. Legal framework.
2. School types.
3. Profile of the school (link with the choice of profession), an individual trajectory of students in high educational institution.
4. Requirements for teachers teaching in high school.
5. The social situation of students.
6. Psychological support of high school students.

Special criteria:

1. General information on education systems in the region of Basilicata (Italy) and Aktobe oblast (Kazakhstan).
2. The local coordination department of the educational process.
3. Total number of students – separately, number of secondary schools in the region - separately.
4. The dominance profile in the region and their causes.
5. Basic methods and learning strategies used by teachers in the school.
6. Social and psychological aspects of the selected area.
7. Communication with universities.

4. Results and Discussion

An analysis of the legal and educational documentation

made possible the identification of the general features of school system in Italy and Kazakhstan.

Legal Framework

The system regulatory base codes operate governing the activities of schools in both countries. This is the Constitution of both countries, allowing their citizens to get free basic education, and the laws governing the activities of educational organizations.

In Kazakhstan, the basic legislative acts are the Constitution of the Republic of Kazakhstan, the Law "On Education of Kazakhstan" [1], State Education Development Program for 2011 – 2020 in Kazakhstan [2], the annual orders of the Ministry of Education and Science, methodical letters, State educational standards, etc. [3]

In Italy, the education and training system is organized according to the principles of subsidiarity and the autonomy of educational institutions. The State has the exclusive legislative jurisdiction with regard to the "general rules on education", and the determination of the levels of performance that must be guaranteed throughout the national territory as well as the fundamental principles that should be respected in the exercise of their powers. Regions have concurrent legislative authority in the field of education, and exclusive in education and training. Schools have teaching autonomy, organizational and educational research, experimentation and development [4].

The Types of Schools, Specialized Education

The education system in the Republic of Kazakhstan on the basis of the continuity principle of general education and educational programs includes the following levels of education (article 12 of the law "On Education of the Republic of Kazakhstan"):

- 1) pre-school education and training;
- 2) primary education;
- 3) basic secondary education;
- 4) secondary education (secondary education, technical and vocational education);
- 5) The post-secondary education;
- 6) higher education;
- 7) post-graduate education.

In the Republic of Kazakhstan a student can receive secondary education, studying at the same school from 1 to 11 classes in the age period from 6-7 to 17-18 years. However, if desired, after completing his studies in the 9th grade, he may choose to continue education in high school or secondary vocational schools, followed by the qualification (college, high school). In parallel with the secondary schools the specialized schools for gifted children with a humanitarian or natural mathematics also function.

After completing each level the students go through an external national level certification, which is carried out specifically by the agencies. After passing the final qualification test in the form of a single national test depending on the score results the graduate can get a state

grant for study at a university. Different grant criteria are set for each specialty. Grants can also be given by the large industrial corporations with subsequent employment in their subsidiaries.

Standard educational programs are the basis for the educational institutions to create their own programs for the educational field, and the annual training plan.

The Republic of Kazakhstan has developed a system of special education, which covers the age range of children with special needs - from pre-school up to secondary education. These organizations are funded by the state, many of them introduced residential system aimed at social adaptation and especially the health of these people. Recently, Kazakhstan's educational policy is aimed at increasing the number of inclusive education, thus allowing students to be an active participant in the community of their peers. [1]

In Italy the education system is currently organized as follows:

1) preschool for children from 3 to 6 years

- first, education cycle lasting 8 years, divided into;
- primary school (5 years) for children from 6 to 11 years;

2) junior high school (3 years) for students from 11 to 14 years;

- second education cycle consists of two different paths:

3) High school under state jurisdiction, lasting 5 years, for students from 14 to 19 years. This path includes colleges, the technical and trade schools;

- three-year and four-year courses for education and training (VET) under regional competence, aimed at young people who have completed the first cycle of education.

4) Education and training post

- secondary non-tertiary offering two different paths:

-post paths

- qualification and post
- graduation; education and IFTS higher technical training.

5) Higher Education offered By Universities and Higher Education In Art And Music (Afam). Higher education is organized in first, second and third cycle, based on the structure of Processo di Bologna.

Compulsory education lasts 10 years, from 6 to 16 years of age, and includes the eight years of the first cycle of education and the first two years of the second cycle (DM 140/2007). After completing the first cycle of education, the last two compulsory years (from 14 to 16 years of age), can be performed in the High school, under state jurisdiction (high schools, technical and training institutes) or in the education and training paths of regional competence (Law 133/2008). Moreover, all young people should respect the right/duty to education and training for at least 12 years, or until the achievement of a professional qualification of three

years by their 18 years of age (Law 53/2003). Finally, young people of 15 years can fulfil the final year of compulsory education even through the apprenticeship contract, provided the necessary understanding between Regions, Ministry of labour, Ministry of education and the social partners (law 183/2010). Compulsory education refers both to the registration and the frequency of levels of education included in the obligation, which can be achieved in State schools or in charter schools, but also through family education or not charter schools, under certain conditions; in education and training paths of regional competence, the obligation (last two years) is fulfilled by special training agencies. Students' parents, or anyone in their stead, are responsible for the compliance with the obligation to their children's education, whereas municipalities of residence and school leaders of schools where pupils are registered have to supervise the fulfilment of the obligation. At the end of the compulsory education period, in case of interruption of schooling, the student is issued a declaration of compliance with the obligation of education and skills, which provide credit to the eventual attainment of vocational qualification. After passing the final State examination of Higher Education, it is possible to access to tertiary education (universities and Afam). Specific admission conditions fall within the competence of the Ministry of education, University and Research (MIUR) and/or of the individual institutions of university and Afam sector. The three-year professional qualification or four-year professional diploma, obtained through professional education and training courses of regional competence, provide access to the so called professional education courses of "second level" or post qualification/post diploma, which can also be accessed after having obtained the Higher Education diploma. With the same diploma it is also possible to access to higher technical education and training (IFTS) [5].

The Requirements for Secondary School Teachers

One of the most important advancements in enhancing the status of teachers in Kazakhstan is due to the initiated radical transformation of teacher training. The country has created fundamentally new basics of this system: the National Teacher Training Centre with integrated centers in the regions, Centers of pedagogical skills at "Nazarbayev Intellectual Schools". As a result of a three-month training of teachers, in addition to the existing categories the teachers will be assigned the new qualification levels, which will become the basis for further increase of their remuneration. Today, in Kazakhstan two parallel training programs for teaching staff are implemented:

- Training courses, developed by JSC "National Centre of Excellence" Orleu ";
- Level program (three-month), developed by the Center for pedagogical skills AEO "Nazarbayev Intellectual Schools" in collaboration with the Faculty of Education, University of Cambridge on Programs of the third (basic), the second (main) and the first (advanced) levels.

In general, teachers are trained at the courses in the amount of from 72 to 135 hours according to the Kazakhstan system of calculation.

Ministerial Decree of Italy n. 249 of September 10, 2010 established a new path for the initial training of teaching staff 1. To obtain a teaching qualification, the Decree provides for the activation at the Academic Institutions of a specific university TFA-Internship course (1500 hours, 60 ECTS). TFA is training university course and teacher qualification. To access the TFA is necessary to own the titles to access to higher education and to pass an admission test.

The Social Situation of Students

State Program for Development of the Republic of Kazakhstan for 2011-2020 is a new round to increase the competitiveness of education, human capital development by providing access to quality education for sustainable economic growth.

In order to introduce the modern form of governance in the field of education, the development of academic freedom and autonomy required for the implementation of innovative educational programs and research projects the Law of the Republic of Kazakhstan "On the status of "Nazarbayev University", "Nazarbayev Intellectual Schools" and "Nazarbayev Fund" was passed in January 19, 2011. The main priorities of the established organizations are creation of a learning environment conducive to the formation of, patriotic, responsible, polylingual, creative students with functional literacy and critical thinking, leading a healthy lifestyle, with the ability to learn throughout life, coming into the leading Kazakhstan and international universities.

In general, Kazakhstan's education has personal-oriented character, where students must master the three main competences: information, communication and problem-solving competence. These competences are seen as key because they have over-subject nature, and are the main activities in any subject area.

The social situation of Kazakhstan's education system is constructed in accordance with the State Program of Education Development of the Republic of Kazakhstan.

Organizational and coordinating body carrying out monitoring studies the impact of education at all levels is a National System of Education Quality Assessment (NSEQA). [6]

Within the framework of state certification of higher education the assessment of knowledge in the form of complex testing is carried out since 1999, in secondary education – since 2012-2013 school year. By 2013, at the secondary level the knowledge of students had been tested through control works. State certification in secondary schools is conducted in the last grade (elementary school: 4th, primary school 9 th, High School: 11th grades), and graduate students of higher educational institutions.

Unified national testing (further UNT) - the form of the final assessment of students in institutions of secondary education, combined with the entrance examinations in educational institutions, giving post-secondary or higher education.

UNT is held for graduates wanting in the current academic year to enroll in educational organizations that provide post-secondary and higher education, candidates for the General Certificate of Secondary Education "Altyn Belgi", General Certificate of Secondary Education with honors, winners of republican scientific competitions and school Olympiads in general subjects this year.

UNT is held in five subjects: Kazakh or Russian language (the language of teaching), mathematics, history of Kazakhstan, Kazakh language at schools with Russian as the language of teaching and Russian language at schools with the Kazakh language of teaching and one of the optional subjects, depending on the chosen specialty according to Model Admission Regulations.

A feature of the Unified National Testing is the very form of the final exam.

UNT is conducted on the basis of the test items. Time - 3.5 astronomical hours (210 minutes). Retake the UNT is not allowed: UNT results are estimated by 125-point system and evaluation on a five-point system for General Certificate of Secondary Education. According to the UNT results the appeal is possible.

Table 1. Instrumentation for measurement of learning results in the framework of state control

	State attestation of education institutions	external estimation of educational achievements of higher education	external estimation of educational achievements of secondary education	Unified National Test	Complex testing of applicants
Number of subjects (discipline)	4 (basic majors)	4 (basic majors)	4	5	4
Number of assignments in each subject (discipline)	30	25	20	25	25
Forms of testing	Assignments of closed form with a choice of one correct answer	Assignments of closed form with a choice of multiple correct answers	Assignments of closed form with a choice of one correct answer	Assignments of closed form with a choice of one correct answer	Assignments of closed form with a choice of one correct answer

It should be noted that the documents defining the strategy for the development of national education systems in Kazakhstan in recent years more and more rely on the results of independent measurements: PISA, TIMSS. Based on the analysis of the impact the target indicators were identified: the results of the students of Kazakh secondary school in international comparative studies PISA (50-55 rank), TIMSS (10-15 rank).

In Italy INVALSI 2015 surveys involved on nationally territory about 2,250,000 students of primary school (grades II and V) junior high school (class III) and high school (class II).

They cover two basic areas of competence: Italian (reading comprehension and grammar) and mathematics. Here are the most important aspects emerging from class sample data, treated extensively in national report: 1. Tests given to students in Italian schools meet the requirements of reliability and validity established at international level; 2. It has been further strengthened the link between each question of INVALSI 2015 tests and national directions and guidelines; 3. At national level the students who sat the tests were able to answer positively to the fundamental questions and some basic skills acquired in the primary cycle seem to remain solid even in the following years; 4. in the Italian test students show more difficulty in coping with argumentative, expository and discontinuous texts, i.e. less practised in everyday school activity; 5. The most difficult math questions for our students are those related to the argument and the representation of solving strategies; 6. At the beginning of primary school there are no big differences between the results in different areas of the country, but these tend to grow, even significantly, in the higher school levels; 7. North technical institutes achieve, especially in mathematics, good results and comparable to those of high schools; 8. in 2015 the trends already emerged in previous years are largely confirmed, in particular for Italian has positive trend of Northern and Marche region, the worsening of the results (without Marche) in the High school; as for mathematics, this year's results tend to reinforce the trend already emerged in past years, that is, the polarization of differences in outcomes for the benefit of the Northern regions and Marche and for disadvantage of southern ones; 9. In the South the variability of results between schools and classes is very high, even in the first cycle of education, with a worrying impact on equity of the education system of these areas of the country; 10. The results of students with immigrant origin are far from those of local students, but there is a considerable reduction of the predicted gap for the second-generation foreigners, that is to say born in our country and that, usually, have fully attended school in Italy [7].

The national INVALSI 2015 data report confirms the success of primary school and high school both in Italian and in Mathematics. Basilicata, according to data from the report, contributes - for these schools orders -significantly, to raise

the macro-area average of SOUTH and ISLANDS [8]

The Educational System of the Regions

Aktobe region, which at the time the Soviet Union was able to achieve great economic success, significant heights in science and spiritual life, keeps the bar high nowadays when Kazakhstan gets stronger and known for the whole world. It is a land with a great economic potential, very rich for subsoil and very high intellectual and cultural potential. Proper use of these features in accordance with the spirit of the times enables rapid development and continuous growth. In the bowels of Aktobe land there are 10% of the country's proven oil reserves, 30% of the predicted carbohydrate raw materials, and 100% of Kazakhstan chromium. Thus, the reserves of chrome ore region ranks second in the world (more than 400 mln. Tons), on stocks of copper ore (100 million. Tons) - third place in the country, gas reserves - the fourth place. 55% nickel, 40% titanium, 34% phosphate, 4.7% zinc, 3.6% copper, 2% aluminum, 1.4% of the country's coal is in the bowels of Aktobe region. There is gold, silver, asbestos, cobalt, potassium salt, kaolin, glass and colored stone raw materials, oil bituminous deposits, mineral water, raw materials required for construction materials and other natural resources. There are opportunities for the development of agriculture and animal husbandry in the region. Northern areas located in the fertile lands are engaged with crop and areas located in the desert area, mainly raise livestock. [9]

The education system in the region covers the economic and political situation in the region. This affects factors such as profile of high school with a big trend in the technical and natural-mathematical sciences; the system of higher and secondary special education teaches students professions mining, oil and gas, construction, livestock, humanities.

As of 2015 in the Aktobe region there are 429 secondary schools with an enrollment of 119,393 students. Coverage of rural schools is 342 organizations, with the number of students 51542 people. The total number of urban schools - 87 with 67841 students.

As mentioned above, the high school graduates of the region took part in the annual unified national testing.

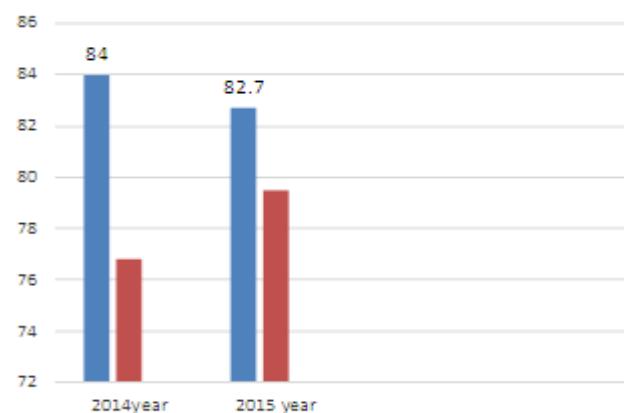


Figure 1. UNT Average score in Aktobe region

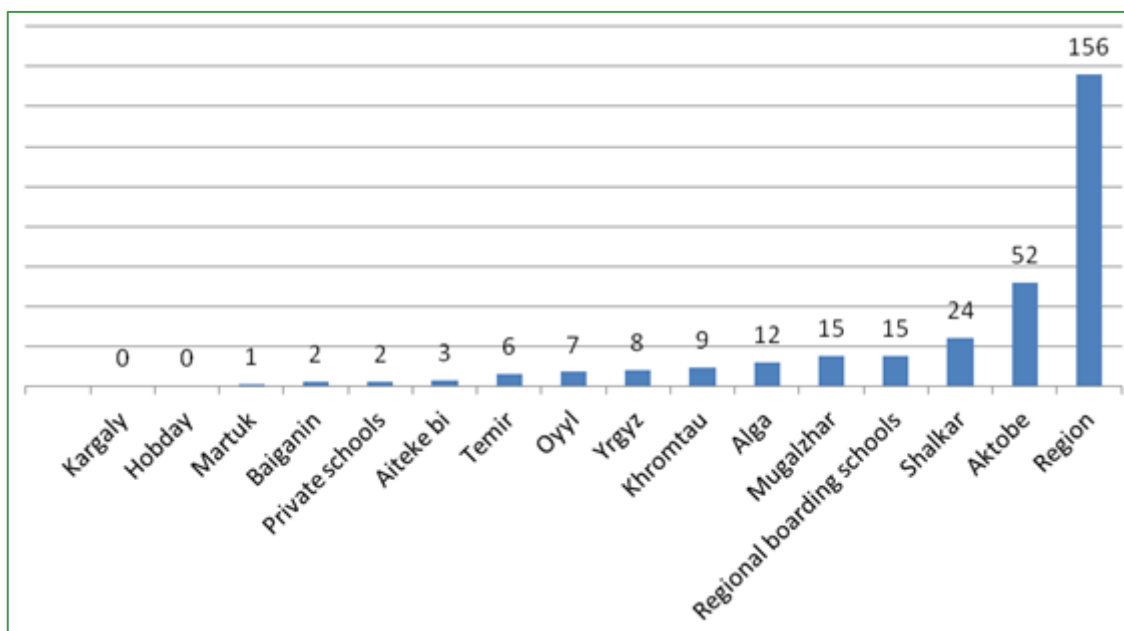


Figure 2. Number of graduates who have received an award "Altyn Belgi"

National characteristic for graduates of secondary schools is the issue of special certificates for excellent study in grades 1-11, also award "Altyn Belgi", which allows the student to get a state grant for admission to the Bachelor and the free choice of the university of the Republic of Kazakhstan.

Despite the fact according to the law of the Republic of Kazakhstan "On Education" the state should provide students with textbooks, they are not sufficient for all the students. Free textbooks are allocated primarily for children from large, low-income families and orphans, whose number is around 3-3.5 thousand children. There are also problems with overcrowding classes: there are 35 children at some of them while norm is 25 students.

Total in Aktobe region there are following educational organizations:

Table 2. Of the education of Aktobe region

Type of organization	Number
Pre-school education organizations	530
Secondary schools	429
Vocational education organizations (colleges, lyceums)	42
Higher educational institutions	4

Basilicata has a land area of 9.992,27 Km². (divided into two provinces Potenza and Matera), almost entirely occupied by agricultural and forestry areas, which make up 92% of the territory of Lucania. The intended use turns Basilicata in the first region of Italy, in percentage terms, to territory occupied by agricultural and wooded areas. The prevalence of mountainous territory has as a corollary the low population density (61 inhabitants per sq. km.). The population resides for the 90.4% in urban centers of medium-small size with an

average distribution of 1,011 inhabitants per town. The strengths of the regional economy are discoverable in a limited number of natural, social, and cultural elements to leverage in order to implement the transition process towards a new model of development based on the exploitation of endogenous resources. Namely Basilicata has a significant and widespread natural and environmental heritage, largely unspoiled and protected (parks, nature reserves, protected areas, lakes and spas). In addition, Basilicata is a strategically important water resource even at interregional scale, especially in reference to civil and productive needs. Together with the availability of natural resources there is the presence of a historical, archaeological and architectural heritage, also worldwide famous (Sassi di Matera) belonging to different historical periods, as well as a socio-cultural context still rich in tradition and evidence of the "rural culture". On the regional territory, there are also qualified research and innovation organizations, both public and private that constitute a liable factor to considerable potential able to provide adequate support to the development of innovation of the productive apparatus. Also the presence of young human capital and in education can be through appropriately targeted training, an attraction of external investment, as well as a development factor for local entrepreneurship. Particularly importance is the presence of the Università degli studi della Basilicata, State University serving the entire region as a research and educational center of university education.

Table 3. Schools in the provinces of Basilicata region

Province	Number of Schools
Province of Potenza	713
Province of Matera	283

Table 4. Basilicata schools by type

Preschools, primary and junior high schools	Number of Schools
Preschool	378
Primary school	234
Junior high school	139

High school Paths of new high schools and sectors of technical trade schools	Number of Schools
Art College	7
Classical gymnasium	11
High school for scientific studies	25
High school for linguistic studies	8
High school for human sciences	9
High school for music studies	2
Institute of Economic	39
High school for technological studies	27
Trade schools	23
Trade schools and craft	15

Other Institutes

Schools	Number of schools
Higher Institute	24
Permanent Territorial Centre	7

INVALSI 2015 Tests

The areas involved are *Italian and mathematics* and the school grades relate Classes II and V in the primary, III class in junior high school and II of High school.

Data in the report show- at national level a rather varied picture in which there are *evident territorial differences, which tend to increase with the increase in educational levels [10]*.

Unlike previous surveys, smaller territorial differences emerge for primary school, while they become more visible in the transition to junior high school and even more in the High school.

Among the southern and insular regions, ABRUZZO, MOLISE and BASILICATA registering scores in line with the national average for all students, as well as being regions where participation to the detection of 2 class of High school was- even if High school than that of Central North-greater than that of any other.

PRIMARY

BASILICATA II Class PRIMARY SCHOOL

ITALIAN: Basilicata places itself at 4 place in national ranking (202 points), gaining two seats compared with the previous school year. First among southern regions and Islands.

MATHEMATICS: Basilicata places itself at 3° place in

national ranking (206 points). First among southern regions and Islands.

BASILICATA V Class PRIMARY SCHOOL

ITALIAN: Basilicata places itself at 8° place in national ranking (199 points), gaining two seats compared with the previous school year. First among southern regions and Islands.

MATHEMATICS: Basilicata places itself at 5° place in national ranking (203 points) gaining four seats compared with the previous school year. First among southern regions and Islands.

*HIGH SCHOOL**BASILICATA III Class Junior high school*

ITALIAN: Basilicata places itself at 5° place in national ranking (205 points), gaining four seats compared with the previous school year. First among southern regions and Islands.

MATHEMATICS: Basilicata places itself at 8° place in national ranking (201 points), gaining three seats compared to the previous year. First among southern regions and Islands.

BASILICATA II Class High school

ITALIAN: Basilicata is in penultimate place in the national ranking (187 points). Third among the regions of the South and Islands.

MATHEMATICS: Basilicata places itself at 13° place in national ranking (192 points). Second among the regions of the South and Islands.

5. Conclusions

The main idea of this article is the collaboration result between scientists of Kazakhstan and Italy, the generalization of teamwork for the disclosure trends, ways of modernization, the development of education in countries with different mental consciousness. The authors focus on the nature of decentralization in the education system of both countries and display their intra value. It should be noted that regional peculiarities give a greater degree of geographic, industrial and economic components, ensuring further availability of jobs. Despite the remoteness of most countries, it should identify the main priorities that integrate education policy. These include:

- legal framework and coordinating government bodies, the basic principles that are availability, systematic, scientific, humanity and stuff;
- the results of student learning are becoming the mastery of critical thinking skills, self-search and in-depth analysis of information;
- level approach to education system: preschool, primary, basic, secondary, implemented in various forms. For example, in Italy each level is separated with segregated schools (primary, basic, senior), in Kazakhstan, the student can learn in one school going from one level to another (Grades 1-4 - primary level, Grades 5-9 - primary level and 10 -11

- grades- average grade of secondary school);
- students of both countries participate in international studies PISA, TIMSS and others.);
- a mechanism for assessing the quality of education is developed; students of senior classes pass knowledge control tests of different levels on 4-5 subjects defining their level of functional literacy;
- school graduates can learn professions, the most common in areas of research - Aktobe oblast of the Republic of Kazakhstan and the region of Basilicata in Italy.

The cooperation of teachers of both countries will allow the integration of effective forms of education organization in high schools that will not only increase the functional literacy of students, implementing an education model based on the results, but also will enable the implementation of academic mobility (at the college level or 9th-10th class) and improve the quality of all parts of the national education.

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