Abstract

After the dissolution of the USSR the economic integration ruined and like other former Soviet Republics Kazakhstan also had deep economic crisis. In these hard 90s year’s a lot of people have migrated to the other states. Therefore between 1991-2003 years Kazakhstan had negative balance of migration. Negative balance of migration stopped after the millennium, when the economy has improved again. As well as in 90s years the level of fertility is dropped and urbanization increased. Consequently in some regions rural population has decreased. This article discusses the demographic changes’ impact on countryside education in Kazakhstan.

Demographic Change After Kazakhstane Independence

Population growth in rural Kazakhstan reflects a balancing act between natural increase (births minus deaths) and migration (urbanization). After the Kazakhstan’s sovereignty population dynamically diminished till early 2000s due to emigration. For example, if in 1989 Kazakhstan had 16 297 981 populations, in 1999 year it dropped to 14 955 106. After the mid of 2000’s population started growth and in 2011 there lived 16 675 392 people.

What is behind the demographic shift? There has been a large emigration of population from Kazakhstan, predominantly Slavs and Germans. (Kazakhs have also emigrated, but the balance of Kazakh migration has been positive.) Not surprisingly, much of the emigration has been from the areas of highest Slavic concentration, including the urban areas (Fierman: 110). In the 90s Germans, Slavs (Russians, Ukrainians, and Belarusians) and other small European ethnic groups leaved from Kazakhstan for better opportunities in their historical homeland, it was one of the main reasons. On the other hand The Kazakh nationalism in those years was another cause for these ethnics leave the country. After the independence there was big wave of national feelings arising against the vestiges of colonialism which for two hundred years suppressed nationalism. And this was particularly noticeable at the

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household level. That is how nationalism was one of the reason waves of emigration from Kazakhstan. The governments program which aimed returning ethnic Kazakhs into fatherland helped to stop negative balance of migration in 2004. Despite high level of emigration after the almost twenty years Kazakhstan was able to keep its 1989 population size; due to high level of fertility in south regions and immigration from Kazakhs by other countries. It helped a little bit to fill north regions empty places which emigrants left. Therefore external migrants’ places have been filled with internal migrants from south regions and immigrant Kazakhs from foreign countries. However, large level of these migrants had located in urban areas. So, the rural areas in north oblasts (administrative region) have continued lost its population.

In the first decade of the twenty-first century, patterns of population growth and decline varied widely across rural Kazakhstan. Population gains were in the Southwest and South oblasts, as well as rural areas in the Central and Southeast Kazakhstan. In contrast, population losses were common in the North, Northwest and Northeast Kazakhstan; North Kazakhstan, Akmola, Kostanai, Pavlodar, Aktobe, East Kazakhstan and Western Kazakhstan oblasts.

### Population change of Kazakhstan by oblasts

|             | 1999 Total | Urban | Rural | 2011 Total | Urban | Rural |
|-------------|------------|-------|-------|------------|-------|-------|
| Republic of Kazakhstan | 14981281   | 8455783 | 6525498 | 16441959   | 8961336 | 7480623 |
| Akmola       | 827254     | 386522  | 440732  | 733212     | 342321  | 390971  |
| Aktobe       | 852558     | 377603  | 474955  | 777471     | 478165  | 299306  |
| Almaty       | 1557269    | 464953  | 1092316 | 1873374    | 437406  | 1435968 |
| Atyrau       | 440286     | 242673  | 197613  | 532020     | 253746  | 278274  |
| West Kazakhstan | 616800    | 251670  | 365130  | 608318     | 290000  | 318318  |
| Jambyl       | 998840     | 452023  | 536817  | 1046497    | 411310  | 635187  |
| Karagandy    | 1410218    | 1138706 | 271512  | 1332302    | 1055902 | 276400  |
| Kostanai     | 1017108    | 554112  | 462996  | 881605     | 443244  | 438361  |
| Kyzylorda    | 624991     | 389781  | 235210  | 700578     | 295420  | 405158  |
| Mangystau    | 314669     | 246848  | 67821   | 524175     | 275842  | 248333  |
| South Kazakhstan | 1978339   | 793241  | 1185098 | 2567707    | 1007806 | 1559901 |
| Pavlodar     | 809893     | 511448  | 295535  | 746163     | 511817  | 234346  |
| North Kazakhstan | 725980    | 274744  | 451236  | 589308     | 238781  | 350527  |
| East kazakhstan | 1531024   | 894907  | 636078  | 1399083    | 808330  | 589753  |

Source: Agency of statistics of the Republic of Kazakhstan

The emigrants of North side of Kazakhstan generally were young and working age population. They were population which gives demographic growth and their departure has huge impact on rural population. The natural increase has slowed and school-age population declined and level of aged people growing. So, size of the school-age population has decreased across country. But as noted above, in south part of Kazakhstan the fertility is high, therefore in the north part of country level of school-age much below compare to state scale.

On the other hand the proportions of urban-rural population across country are same level which was in 1990. But, if we divide this level by region, then we see difference of urban-rural proportion by oblasts, because some rural areas population growing, while others continue to decline. Unfortunately, no reliable data are available concerning the scale of migration into the cities. Much of the population movement is illegal, semi legal, or unrecorded, and some of it tentative, by individuals or families who have not moved entirely or permanently to the city. (Fierman: 111).

### The Education Structure in Kazakhstan Schools

The structure of the school education system in Kazakhstan includes elementary, basic and upper secondary. The elementary school includes grades 1-4; the secondary stage or so called basic school consists of grades 5-9; high school includes grades 10-11. According to the education law all the structure of the school can function together or separately. Generally all three stages function under one administration and are located in the same building.

In countryside traditionally elementary schools exist mainly in very remote rural areas with very low density of population. The villages where lives small population (approximately 100 households) has basic schools and the upper secondary schools exist in bigger counties.

### Demographic Impact on Countryside Education

Since 1991, the number of schools slightly decreased due to the overall decline in population. There still lots of rural

† Oblasts of population loss
places where to keep schools are costly to state budget because of small population. However it is impossible completely to close schools in the small villages. Because the schools are historically have been the centers of culture and illumination in the rural places and an integral part of the village. So it would affect negatively to rural place. On the other hand it could arise a social problem among countryside population. Thus decrease in rural population in the North side of Kazakhstan’s region has affected to increase amount of so called “ungraded schools”. According to Kazakhstan’s “Education law” Ungraded school defined as “a school with a small number of students and combined classes and with specific form of the training sessions’ organization”.

Decrease of some areas school-age population to forced government to transform some villages’ school structure. Some upper secondary schools became basic schools and basic schools transformed into elementary one. Thus, it is common in some rural areas to see fewer than 50 students in the school building which was designed for 100-150 pupils in the past decades. Decrease school-age population and government’s school structure transforming policy since the late 90s led to increase the number of ungraded schools. And currently the growth their number was continuing in rural areas, due to the migration, urbanization and low fertility. Now it is observed that in south regions also lose rural population because of urbanization. This means that several years later rural areas of these regions also will lose population.

Oblasts with the highest proportion of ungraded school (70 to 86% of all schools) are North Kazakhstan, Akmola, Kostanai, Pavlodar, and Western Kazakhstan (Rural School: 17). As noted above, these regions are stands with high level of migration and low fertility.

Meanwhile, analysts say that due to remoteness of the location ungraded school costs to the state budget more expensive than a simple city school. As well as the small school in village cannot give the good education. As The Ministry of Education said, “Almost all three-shift schools without gyms are located in rural areas, the proportion of teachers with the highest category in the countryside is 2 times less than in the city” (Ministry of Education and Science of the Republic of Kazakhstan). So, it is obvious that government should solve this problem. Otherwise, it negatively affects whole system in the future.

**Conclusion**

So, due to decrease of population in some regions have increased ungraded schools number. It is obvious that much of the ungraded school growth in recent years is result of the demographic change of countryside population. But as we mentioned above the ungraded school is not solve the problem. We have two basic ways which can solve the problem: boarding schools and distance learning. Right now The Ministry of Education trying to use these ways. Although, the vast territory of Kazakhstan with a population density of 5-6 persons per square kilometer is not a something unique. Countries such Australia and Canada have the same low density too. It may be worth to consider some of the possible actions that the Kazakhstan government might take from them which could have a positive impact.

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