

**Exploring Reading Literacy Policies and Practices: A Case Study of one Remote
Area of Kazakhstan**

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Ethical Approval



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Date: 30th of October, 2024

Dear **Kyrmyzy Sharipova**,

This letter now confirms that your research project titled: “*Exploring reading literacy policies and practices in remote schools in Kazakhstan: a case study*”.

(b) has been approved by the Graduate School of Education, pending the minor changes as specified by the reviewer with final official approval to be given by the advisor.

Please make the following adjustments to your Ethics application to begin your data collection:

You may proceed with contacting your preferred research site and commencing your participant recruitment strategy.

Yours sincerely,

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This is not the end, but the beginning of a new chapter. Thanks to all of you, I am entering the next stage with confidence and inspiration, knowing that I have such incredible support behind me.

Thank you all from the bottom of my heart.

Abstract

Exploring Reading Literacy Policies and Practices: A Case Study of one Remote Area of Kazakhstan

This case-based study examines policies and practices related to reading literacy in one remote area of Kazakhstan. In recent years, Kazakhstan has actively implemented various initiatives to enhance schoolchildren's reading literacy. Nationwide projects such as *Reading School* and *Children's Library*, part of the broader *Birtutas Tarbie* national initiative, reflect these efforts. By drawing on existing literature, this study explored: (1) policies and practices currently employed to develop and implement reading literacy in remote schools in Kazakhstan; (2) stakeholder engagement in developing these policies and practices; and (3) key opportunities and challenges in promoting reading literacy in remote schools.

The data collection involved three methods: (1) face-to-face semi-structured interviews, (2) observations, and (3) document analysis. Findings reveal that while existing policies and practices encourage stakeholder involvement—including teachers, learners, parents, and librarians—a lack of coherence and alignment undermines their effectiveness. Many stakeholders perceive these initiatives as performative, aimed at fostering a favorable impression rather than achieving substantial improvements. This performativity affects motivation and trust among stakeholders, leading to disengagement. Digital media emerged as both an opportunity and a challenge in the context of reading literacy development.

Based on these findings, the study recommends the following measures: (1) formulating a clear, long-term strategic plan with specific, actionable goals tailored to local conditions, (2) actively incorporating stakeholder feedback to ensure policies and practices are relevant and practical, and (3) addressing the influence of digital media on learners by integrating technology in meaningful ways to support reading initiatives.

Keywords: Reading literacy, remote schools, education policy

Аңдатпа

Бұл кейс негізінде Қазақстанның бір шалғай өңіріндегі оқу сауаттылығына қатысты саясаттар мен тәжірибелерді зерттеуге арналған. Соңғы жылдары Қазақстан мектеп оқушыларының оқу сауаттылығын арттыруға бағытталған әртүрлі бастамаларды белсенді түрде жүзеге асырып келеді. «Оқуға құштар мектеп» және «Біртұтас тәрбие» ұлттық жобасының бір бөлігі ретінде «Балалар кітапханасы» жобалары орын алуда. Осы зерттеу шеңберінде қолданыстағы әдебиеттерге сүйене отырып, келесі мәселелер зерттелді: (1) Қазақстанның шалғай мектептерінде оқу сауаттылығын дамыту мен енгізуге бағытталған қолданыстағы саясаттар мен тәжірибелер; (2) осы саясаттар мен тәжірибелерді әзірлеудегі мүдделі тараптардың қатысуы; және (3) Қазақстанның шалғай мектептерінде оқу сауаттылығын ілгерілетудегі негізгі мүмкіндіктер мен қиындықтар.

Деректерді жинау үш әдісті қамтыды: (1) бетпе-бет жартылай құрылымдалған сұхбаттар, (2) бақылаулар және (3) құжаттарды талдау. Зерттеу нәтижелері көрсеткендей, қолданыстағы саясаттар мен тәжірибелер мұғалімдер, оқушылар, ата-аналар және кітапханашылар сияқты мүдделі тараптардың қатысуын ынталандырғанымен, олардың тиімділігін төмендететін үйлесімділік пен жүйеліліктің жоқтығы байқалады. Көптеген мүдделі тараптар бұл бастамаларды шынайы жақсартулардан гөрі жағымды әсер қалдыруға бағытталған формальды әрекеттер ретінде қабылдайды. Мұндай формализм мүдделі тараптардың мотивациясы мен сеніміне теріс әсер етіп, оларды шеттетуге әкеледі. Цифрлық медианың оқу сауаттылығын дамытуда мүмкіндік әрі қиындық ретінде көрініс тапқаны байқалды.

Осы нәтижелер негізінде зерттеу келесі шараларды ұсынады: (1) жергілікті жағдайларға бейімделген нақты, ұзақ мерзімді стратегиялық жоспарды әзірлеу; (2) саясаттар мен тәжірибелердің өзектілігі мен практикалық тиімділігін қамтамасыз ету

үшін барлық мүдделі тараптардың кері байланысын белсенді түрде енгізу; және (3) цифрлық медианың оқушыларға әсерін ескере отырып, технологияны оқу бастамаларын қолдау үшін мағыналы түрде біріктіру.

Кілт сөздер: оқу сауаттылығы, шалғай мектептер, білім беру бағдарламалары

Аннотация

Данное кейс-исследование посвящено анализу политики и практик, связанных с развитием читательской грамотности в одном из отдаленных районов Казахстана. В последние годы Казахстан активно реализует различные инициативы, направленные на повышение читательской грамотности школьников. Общенациональные проекты, такие как «Читающая школа» и «Детская библиотека», являющиеся частью более широкой национальной программы «Біртұтас тәрбие», отражают эти усилия. Опираясь на существующую литературу, данное исследование изучило: (1) существующие политики и практики, направленные на развитие и реализацию читательской грамотности в отдаленных школах Казахстана; (2) вовлеченность заинтересованных сторон в разработку данных политик и практик; (3) ключевые возможности и вызовы, связанные с продвижением читательской грамотности в отдаленных школах.

Сбор данных осуществлялся тремя методами: (1) полуструктурированные интервью, (2) наблюдения и (3) анализ документов. Результаты показывают, что, несмотря на то, что существующие политики и практики стимулируют вовлечение заинтересованных сторон, включая учителей, учащихся, родителей и библиотекарей, недостаток согласованности и последовательности в их реализации снижает их эффективность. Многие заинтересованные стороны воспринимают эти инициативы как формальные меры, направленные скорее на создание благоприятного впечатления, чем на достижение значительных улучшений. Это влияет на мотивацию и активность заинтересованных сторон, многие из которых выражают недоверие. Цифровые медиа были определены как одновременно возможность и вызов в контексте развития читательской грамотности.

На основе этих выводов в исследовании предлагаются следующие меры: (1) разработка четкого, долгосрочного стратегического плана с конкретными,

практическими целями, адаптированными к местным условиям; (2) активное включение обратной связи от заинтересованных сторон, чтобы гарантировать, что политика и практики будут актуальными и реализуемыми; (3) учет влияния цифровых медиа на учащихся через интеграцию технологий для поддержки инициатив по развитию читательской грамотности.

Ключевые слова: читательская грамотность, отдаленные школы, образовательная политика.

Table of Contents

Author Agreement.....	ii
Declaration.....	iii
Ethical Approval.....	iv
CITI Training Certificate.....	v
Acknowledgments.....	vi
Abstract	vii
Аңдатпа.....	viii
АННОТАЦИЯ	x
Chapter 1: Introduction	1
1.2 Education Context in Kazakhstan	1
1.2.1 <i>Global and Local Drivers for Promoting RL</i>	3
1.3 The Problem Statement.....	6
1.4 The Purpose of Research	7
1.5 Significance of the Study.....	7
1.6 Outline of the Thesis	8
Chapter 2: Literature Review.....	9
2.1 Definition of RL.....	9
2.2 Importance of RL	11
2.2.1 <i>Importance of RL in the Digital Age</i>	12
2.3 Analysis of RL Policies and Practices.....	13
2.3.1 <i>International Organizations and their Impact on Promoting RL</i>	13
2.3.2 <i>The Cases of Successful Implementaion of RL</i>	14
2.4 Stakeholders’ Engagement in Policy Implementation	17
2.4.1 <i>Teachers’ Enagement and Classroom Practices</i>	17
2.4.2 <i>Parental Engagement</i>	19
2.4.3 <i>Local Educational Department’s Role</i>	19
2.4.4 <i>Promoting RL in Remote and Rural Schools (RaRS)</i>	20
2.4.5 <i>School Infrastructure</i>	22
Chapter Summary.....	24
Chapter 3: Methodology.....	25
3.1. Ontological Underpinnings	25
3.2 Research Design.....	25
3.3. Research Participants.....	26
3.4. Data Collection Methods	28

3.4.1. <i>Interviews</i>	28
3.4.2. <i>Document Analysis</i>	28
3.4.3. <i>Observations</i>	29
3.5 Data Analysis	29
3.6. Research Validity and Reliability.....	30
3.7 Ethical Considerations	31
3.7 Chapter Summary.....	32
Chapter 4: Findings	33
4.1. Policies and Practices Related to Promoting RL.....	33
4.2. Stakeholders' Engagement.....	39
4.2.1. <i>Stakeholder Involvement in Program Development</i>	40
4.2.2. <i>Stakeholder Involvement in Program Implementation</i>	41
4.3. Key Barriers to Promoting RL in Remote Schools in Kazakhstan	45
4.3.1. <i>Effectiveness of Policies and Practices</i>	45
4.3.2. <i>Challenges and Opportunities</i>	48
4.3.3. <i>Resource Constraints</i>	52
4.4 Chapter Summary.....	55
Chapter 5: Discussion	57
5.1 Implementing RL Policy	57
5.2 Stakeholders' Engagement in Policy Development and Implementation	59
5.2.1 <i>Stakeholders' Agency</i>	60
5.2.2 <i>Performative Nature</i>	62
5.2.3 <i>Stakeholders' Motivation</i>	62
5.3. Opportunities and Challenges in Promoting RL in Remote Areas	64
5.3.1. <i>Resource Limitation</i>	65
5.4. Chapter Summary.....	66
Chapter 6: Conclusion.....	68
6.1 Research Questions	68
6.1.1. <i>What kind of policies and practices are in place to promote RL in schools in Kazakhstan?</i>	68
6.1.2 <i>To what extent are stakeholders engaged in developing these policies and practices in remote schools in Kazakhstan?</i>	69
6.1.3 <i>What are the key challenges and opportunities in promoting reading literacy in remote schools in Kazakhstan?</i>	69
6.3 Recommendations	71
<i>Teachers</i>	71

<i>School Leaders</i>	71
<i>Parents</i>	71
<i>Local Authorities</i>	71
<i>Ministry Level</i>	72
6.4 Limitations of the Study	72
6.5 Reflection on Research and Personal Growth.....	73
References	74
Appendix A: AI Declaration Form	90
Appendix B: Informed Consent Form.....	91
Appendix C: Recruitment Emails	97
Appendix D: Data Collection Instruments	102
Appendix E: Data Analysis – Transcripts, Coding Sample	114

List of Tables

Table 1 <i>Methodological Guidance Letters on Reading and Literacy (2016-2025)</i>	38
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Chapter 1: Introduction

Reading has always been an important part of my life since childhood. However, I often heard from my friends and classmates that reading was boring. Now, as a teacher, I notice similar sentiments among my own students.

Over the past few years of working as a teacher in a state school in a remote area, I observed how disengaged and reluctant students are in reading. Moreover, I also started noticing that reading is difficult for students. Students find it hard to concentrate on the text, understand it, analyse and evaluate texts, and express their thoughts. Initially, I doubted my teaching methods and looked for more innovative approaches to make reading more engaging, but these attempts proved ineffective. Then I began consulting with other language teachers and discovered that they faced the same problem: students' reading levels were declining. These observations prompted me to explore policies and practices in relation to promoting Reading Literacy (RL) in schools in Kazakhstan. Particularly, I was interested in how reading literacy policies and practices are implemented in remote areas of Kazakhstan, as a significant number of schools are located in these areas.

By exploring this topic, I aimed to gain a (1) deeper understanding of RL policies; (2) learn about how stakeholders are engaged in developing and promoting RL in remote areas of Kazakhstan and; (3) identify possible opportunities and challenges in the context of improving RL.

1.2 Education Context in Kazakhstan

Kazakhstan is a vast country, ranking ninth in the world by land area, with a population of 20 million people, 7 million of whom live in rural and remote areas (Committee on Statistics of the Ministry of National Economy of the Republic of Kazakhstan, 2024). In 2022, there were 5,260 state schools in rural areas, serving 1,542,871 students (Committee on Statistics of the Ministry of National Economy of the Republic of

Kazakhstan, 2024). However, some regions lag behind others by as much as one and a half academic years, highlighting significant educational disparities across the country (Kopeyeva, 2020). These schools often face geographical isolation, resource limitations, and outdated facilities despite renovations, resulting in challenges such as poor infrastructure, overcrowded classrooms, and a lack of essential amenities like libraries, computer labs, and clean drinking water (Center for Analysis and Strategy “Beles,” 2020; OECD, 2015; Tajik et al., 2022).

The shortage of qualified teachers is major issue for remote and rural in integrating new reforms into practice (Tajik et.al., 2022). Retaining well-qualified teachers in remote areas is difficult, as they often leave for better jobs in big cities. Additionally, professional development courses do not always consider the specific context of rural and remote schools (Tajik et al., 2022). For example, the lack of well-equipped classrooms make it difficult to promote teachers’ ICT (Information and Communication Technology) in rural and remote areas of Kazakhstan. As a result, the lack of infrastructure and teacher retention poses a significant barrier to the successful implementation of school reforms in rural and remote schools of Kazakhstan (Center for Analysis and Strategy "Beles," 2020). In order to address these issues, the per capita school funding system is currently being introduced in remote areas of Kazakhstan. The purpose of per capita funding is to eliminate differences in funding levels between schools and regions, ensuring a fair distribution of funds for all (Mhamed & Kaša, 2023). The new funding system enables annual allocation of funds per pupil. Schools submit applications for a three-year period, detailing all anticipated expenditures (On Approval of the Methodology for Per Capita Normative Financing, 2017; OECD 2015). There is a special coefficient for schools, which helps to maintain a balance of funding both between schools with different numbers of pupils and between regions. In turn, the per capita school funding helps meet school needs for facilities improvement (On Approval of the

Methodology for Per Capita Normative Financing, 2017). As a result, gradual improvements in school facilities and infrastructure are expected to contribute to more equitable educational outcomes.

1.2.1 Global and Local Drivers for Promoting RL

Since 2011 Kazakhstan's school system has undergone numerous reforms to develop and enhance functional literacy, thereby cultivating highly competitive human resources and supporting sustainable economic growth (Abylkassymova, 2020; Toybazarova & Nazarova, 2018). The most significant change towards fostering functional literacy in Kazakhstan was the introduction of an updated curriculum in 2016. The updated curriculum prioritizes the advancement of students' functional literacy, encouraging skills in independent inquiry, critical analysis and evaluation, enabling students to apply theoretical concepts in real-world contexts. It improved the quality of secondary school education, bringing it closer to contemporary global educational standards (Abylkassymova, 2020). The updated curriculum has had a direct impact on the content of textbooks, potentially influencing learners' reading literacy in schools in Kazakhstan. It introduces "cross-cutting themes" that integrate different subjects, fostering interconnectedness and utilizing a "spiral" approach to build upon concepts over time (Yakavets et al., 2023, p.729). The key features of new textbooks, which were introduced as a part of the updated curriculum focus on analysis and interpretation tables, and diagrams. These textbooks integrate texts from different subjects such as: chemistry, biology, and physics, which has resulted in enriching its content with subject-specific terminology to enhance functional literacy and facilitate interdisciplinary connections. Despite these efforts, textbooks are criticised for prioritising theoretical content and neglecting opportunities for practical creative activities and collaborative learning (Akhmetova, 2022). Another significant change was the update of the content of the Unified

National Test (UNT) in 2017, wherein its focus shifted from Kazakh language proficiency to RL as well as maths to maths literacy (OECD, 2018).

Functional literacy in Kazakhstan is defined in the State Program for the Development of Education of the Republic of Kazakhstan for 2011–2020. The primary goal of this programme is to develop intellectually, physically, and spiritually well-rounded citizens while addressing their educational needs for social adaptation in a rapidly changing world. Building on this, the National Action Plan for the Development of Functional Literacy of School Students (2012–2016) outlined measures to support functional literacy through content, educational methodologies, and material-technical resources. In accordance with the State Program for the Development of Education and Science of the Republic of Kazakhstan for 2016-2019, one of the main directions for improving the quality of education includes the development of functional literacy within the educational process. As a result, in 2016, the Ministry of Education and Science of the Republic of Kazakhstan issued an order titled “On the Approval of the Rules for the Formation, Use, and Preservation of the Collections of State Educational Institution Libraries.”

The government’s latest Strategic Development Plan – 2029 highlights the need to develop functional literacy (Draft Decree of the President of the Republic of Kazakhstan “On Approval of the National Development Plan of the Republic of Kazakhstan until 2029”). It also acknowledges significant disparities in PISA results between rural and urban schools. Recognizing that substantial improvements in infrastructure, resource allocation, and targeted teacher support are essential, the plan emphasizes that without these enhancements, the potential benefits of the reforms may not be fully realized in remote areas. Notably, the government has set an ambitious target of achieving a minimum score of 480 in RL on PISA by 2029 (Draft Decree of the President of the Republic of Kazakhstan “On Approval of the National Development Plan of the Republic of Kazakhstan until 2029”).

President Tokayev also notes the problem of declining RL among students. The head of state notes that it is necessary to raise students' interest in reading, as well as to improve libraries (Tokayev, 2020). As a result, improving RL has thus become one of the top priorities in Kazakhstan.

Kazakhstan presented the long-term development plan for educational institution libraries for 2021–2025, approved by the Vice Minister of Science and Higher Education on April 2, 2021, and the comprehensive plan for implementing the “Reading School” project. The project is divided into three directions, emphasizing the development of connections between the library, teachers, students, and parents. Based on the “Reading School” project government has initiated several measures to improve educational resources and infrastructure. For instance, more than 40 million books from educational institutions and libraries were deemed unsuitable for further use (Sarmurzin et al., 2022). Consequently, Kazakhstan has begun replacing old books with new ones and expanding its book collections. A comprehensive plan has also been developed for the long-term development of libraries, focusing on modernizing school libraries (Sarmurzin et.al., 2022). This initiative is particularly significant for remote schools, which often face unique challenges in providing quality education.

The next order, titled “Unified Education Programme” (*Birtutas Tarbie*), was adopted by the Ministry of Education of the Republic of Kazakhstan on September 19, 2023. Under this order, The Scientific Centre of the National Academy of Education named after Ybytai Altynsarin introduced methodological guidelines to support its implementation. *Birtutas Tarbie* further promoted literacy through initiatives such as book donation drives and reading challenges, emphasizing the importance of collaboration between schools, families, and libraries.

Despite the aforementioned efforts to enhance RL in Kazakhstan, the PISA 2022 results highlight persistent challenges. Only 36 percent of learners achieved Level 2 and higher in reading proficiency, which is below the OECD average of 74 percent. Level 2 indicates that the learner can identify the main idea in a moderate-sized text, locate information based on clear, though sometimes complex, criteria, and can reflect on the purpose and form of texts when explicitly directed to do so. Moreover, a very small percentage (1 per cent) of students performed highly in reading, compared to the OECD average of 7 per cent (OECD, 2023).

These aspects prompted me to examine the barriers to successful reading instruction within existing policies and practices. As a state school teacher in a remote area, I am particularly interested in analysing the internal processes in policy implementation. By examining the unique characteristics of remote schools, I aim to identify key areas of concern and potential opportunities that can be leveraged to improve policy and practice improvement in future.

1.3 The Problem Statement

The reading literacy (RL) level in Kazakhstan remains consistently low, raising serious concerns (Sarmurzin et al., 2022). The PISA 2018 results reported a decline in students' RL results for the first time in ten years in Kazakhstan (OECD, 2018). Prior PISA results also consistently indicated low performance, with 15-year-old students scoring 390 in 2009, 393 in 2012, and 387 in 2018. This reflects a systemic issue that involves a complex set of internal and external factors affecting learning outcomes (Akhmetova, 2022; Sarmurzin et al., 2021). Notably, there is a significant gap in RL between urban and rural students, equivalent to approximately one school year, underscoring persistent inequalities (OECD 2018; OECD 2023; Nurbayev, 2021). Although school resources can have a positive effect on reading, the geographical location of the school has a greater effect on reading

performance (Smanova, 2021). Geographical location, income, financial capability need to be taken into account when integrating policies and practices in schools in Kazakhstan (Kopeyeva, 2020; Sermagambet et.al., 2022). In this regard, this study aims to provide a detailed examination of policies and practices related to RL in remote schools to better understand the current situation and support the further development of RL in Kazakhstan.

1.4 The Purpose of Research

This study aims to explore and build an understanding about the RL practices and policy implementation in remote schools in Kazakhstan. The study seeks to explore policies and practices in relation to RL, identify the role of stakeholders in policy development, and offer insights for improving RL outcomes in remote regions. Thus, this study seeks to address the following research questions:

1. What kind of policies and practices are in place in relation to promoting reading literacy in remote schools in Kazakhstan?
2. To what extent stakeholders are engaged in developing those policies and practices in remote schools in Kazakhstan?
3. What are the key challenges and opportunities in promoting reading literacy in remote schools in Kazakhstan?

1.5 Significance of the Study

The study aims to examine the current state of RL policies and practices and to identify potential challenges from the perspectives of various stakeholders. By addressing the significant disparities in learning outcomes between rural and urban areas, this study seeks to contribute to narrowing the educational equity gap. Furthermore, it aims to offer valuable insights for enhancing future policies tailored to the specific needs of remote and rural schools.

1.6 Outline of the Thesis

In Chapter 2 I analyse key literature in relation to RL policy and practice. In Chapter 3 I introduce my research design. In Chapter 4 I lay out key findings. In Chapter 5 I explain those findings in relation to previous studies. In Chapter 6 I provide key recommendations and reflect on my masters' degree journey.

Chapter 2: Literature Review

In this chapter, I review a range of literature in relation to RL. First, I examine the notion of RL in relation to other types of literacies. Second, I explain the importance of promoting RL in the digital age. Third, I examine the implementation of RL policies in different countries, which includes the analysis of strategies and factors that prove to be most effective in the implementation of different RL policies and practices. Fourth, I explain the challenges related to promoting new policies in remote schools. Fifth, I explain the importance of stakeholders engagement in policy implementation.

Finally, I discuss the importance of roles and engagement of stakeholders in those policy initiatives.

2.1 Definition of RL

Reading is fundamentally a complex cognitive process, as it involves verbal and non-verbal cognitive functions of the human brain (Kweldju, 2015) such as attention, use of strategies, problem solving, the use of grammatical knowledge etc. Reading activates the Broca's and Wernicke's regions areas of the brain, as well as six other areas that also activate neural pathways that provide working and long-term memory (Kweldju, 2015).

Reading can be described as the dynamic interaction between reader and text, wherein readers engage with text based on their own experiences and preconceptions (Iser, 2022). This is reinforced by Grabe and Stoller (2019), who define reading as a combination of various skills, processes, and knowledge that culminate in reading comprehension. Consequently, reading is a complex activity that involves not only *extracting meaning* from the written text and *interpreting information* coherently, but also engaging in critical thinking, evaluation, and reflection. Second, reading comprehension is the ability to understand and interpret the meaning of a text (Pourhosein et al., 2016). It necessitates the sequencing of various lower and higher-level processes and skills (Keenan et.al., 2008 as

cited in Gilakjani & Sabouri, 2016). According to the situation model, reading comprehension consists of both macro and micro-levels of comprehension (Kintsch & Rawson, 2005). *Micro-level comprehension* involves word recognition and phonological processing, which are critically supported by working memory. The ability to recognize words and generate their phonological form involves holding and manipulating information in working memory (Peng et al., 2018). Working memory enables readers to analyse the structure of the text, assemble it into logical clause-level meaning units, and build a main-idea model for text comprehension (Grabe & Stoller, 2019). Thus, working memory is fundamental to the quality of reading comprehension as it underpins word recognition, phonological processing, and vocabulary (Peng et al., 2018). *Macro-level comprehension* relates to the reader's background information, which includes knowledge from their own experiences (Grabe & Stoller, 2019) and the ability to draw inferences (Kendeou, 2016). Reading involves creating meaning through interaction with the text, drawing on background knowledge and contextual understanding (Gilakjani & Sabouri, 2016).

RL can also be defined as both a public and social act as well as an individual and private act (Wallace, 2003). It involves social interaction, cultural activity, and social-cognitive process. Through reading, readers acquire information, values, ways of thinking and ways of solving problems (Bloome, 1985). Different texts may be interpreted differently by people, which is directly or indirectly influenced by their experiences and preconceptions (Iser, 2022). These differences do not mean that one interpretation is wrong, rather they reflect how readers' personal and social histories shape their reading experience (Wallace, 2003). As result, the act of reading involves a number of constituent elements that need to be developed in order to achieve RL. Below I explain the rationale for developing RL.

2.2 Importance of RL

The quality of education and economic growth are strongly correlated (Hanushek & Woessmann, 2010). Consequently, investing in education is essentially an investment in country's future success. Education begins with reading, a fundamental skill that allow learners access to understand different types of texts. Thereby, reading is a gateway to learning in every area and is highly correlated with adapting and learning new skills (World Bank, 2019). By developing RL, the state can strengthen the overall economy of the society (World Bank, 2019). Reading is a core component of education and a crucial step towards independent learning (Mulcahy et.al., 2016). Reading develops cognitive skills that play an important role in future academic and professional success (Sullivan & Brown, 2013). It has wider implications for life, including employment opportunities, health, well-being and even life expectancy, which is influenced by socioeconomic status (Gilbert et al., 2018; Mulcahy et al., 2016). Reading is a multifaceted process that is indispensable for societal participation (OECD, 2018). The skill level in a society predicts economic growth better than the level of schooling (Hanushek & Woessmann, 2012). The literacy level of a society can thus be considered an indicator of its overall level of knowledge of society. Therefore, improving RL is essential for individual growth and the socio-economic development of nations.

The study by Whitten et.al., (2019) showed that the students who engaged in reading have higher grades in subjects than their counterparts. Another study indicated a significant correlation between RL and subject proficiency, whereby the level of a learner's reading ability can predict their success in mathematics (Caponera et.al., 2016). Moreover, the students who are proficient in reading are more likely to succeed in other subjects too (World Bank, 2019). Overall, reading proficiency influences academic achievements of students (Oyewole, 2017). The studies indicate that students with low reading levels tend to struggle in other subjects as well (Rintaningrum, 2019).

Human beings are believed to be inherently social beings, who need society and communication, which has led to the development of both oral and written forms of communication (Goodman et.al., 2016, p.2). Thereby, reading serves as a crucial bridge that connects people, facilitating the exchange of diverse information, perspectives, and interpretations, which in turn expands individual knowledge (Katz et al., 2019). Therefore, improving reading skills and RL is necessary for effective communication and understanding. Reading is closely related to empathy, fostering deeper connections, and understanding between individuals (Johnson, 2013).

2.2.1 Importance of RL in the Digital Age

In the digital age, the ways in which we read, perceive, and access information have changed significantly (Baron, 2018). Today, we are surrounded by a variety of forms of information consumption, including audio and visual representations. Moreover, reading is increasingly moving to digital platforms where digital versions of books, articles, and publications are readily available. Students often multitask while reading on screens (Baron, 2018). This trend of multitasking can lead to reading and normal interaction with texts being perceived as boring or unappealing activities (Rahmat et al., 2018). The concept of reading, has evolved into a process centred on finding specific keywords or information. Such trends can undermine essential cognitive skills, including inductive reasoning, critical thinking and imagination, which are developed through the process of deep reading (Greenfield, 2009 as cited in Baron, 2018). RL is a critical skill that serves as the foundation for 21st century literacy (Niculescu & Dragomir, 2023). These skills enable individuals to navigate and thrive in an ever-changing, technology-driven world. RL is critical not only for academic and personal growth, but also for professional success. It equips individuals with the ability to critically assess information, adapt to continuous advancements, and thrive in an era

characterized by an overwhelming abundance of information (Niculescu & Dragomir, 2023).

2.3 Analysis of RL Policies and Practices

In this section, I (1) explain key international agencies that promote RL across the globe and (2) explore policies that aim at improving RL in different countries.

2.3.1 International Organizations and their Impact on Promoting RL

International organizations such as UNESCO, IEA, and OECD play crucial roles in developing and implementing policies. International organisations influence the understanding of the quality of education, define ways of educational practices and assessment of academic performance. The international organizations provide a rich data and strategies and ways for policy improvement (Martens et.al., 2016).

The recommendations from these organizations often serve as a framework for integrating new initiatives in countries. In particular, the policy recommendations from PISA are highly recognized and increasingly valued in the policy arena, acting as a catalyst for future educational reforms (Volante et.al., 2016; Martens et.al., 2016). However, these recommendations have been criticized for being too narrow (Benavot, 2013). The criticism is that such recommendations often embody universalistic principles that can perpetuate existing inequalities between different regions of the world (Zurn, 2014).

On the other hand, policy borrowing from leading countries may be disregarded if the experience conflicts with the country's domestic policies. In such cases, policy borrowing emphasises the cultural specificities of the lead countries, insisting on the importance of the local context (Steiner-Khamsi, 2014). Nevertheless, the local context of a country cannot be ignored. Local problems require local solutions, as they are often more relevant and practical for countries with limited resources (Niyosov et.al., 2020). Thus, there is a growing importance of considering cultural context and national educational objectives

in literacy education. For instance, countries like the Netherlands, Finland, and Poland, which perform well according to PISA, have relatively small populations. Promoting their educational settings as models for the entire world can be problematic due to significant contextual differences (Volante et.al., 2017).

Having said that, Taga (2023) describes common misconceptions related to RL and criticizes the use of international assessments like PISA for guiding language lessons. The study raises questions about the adequacy of existing curricula and teaching methods, highlighting that language lesson textbooks often emphasize functional aspects of reading to meet PISA standards. These textbooks tend to focus on the analysis and interpretation of tables and diagrams, which may not align with cultural contexts and national educational goals (Taga, 2023). Another criticism of the use of international tests to measure the quality of countries' education is that they contribute to the standardisation of education systems globally by setting norms (Steiner-Khamsi, 2016). As a result, international organisations often develop their own tests and then produce accompanying textbooks, lessons and supplementary materials designed to help students succeed on these tests. This becomes a lucrative business offering expensive educational packages that low-income families cannot afford, exacerbating inequality (Steiner-Khamsi, 2016).

2.3.2 The Cases of Successful Implementaion of RL

In the developing world, there are countries that have introduced nationwide reading programmes and although these programmes are similar, the results are different. One of the prominent examples of RL improvement is Singapore. This country is known for its exemplary reading culture. It has introduced the National Library Board (hereinafter, NBL) programme for children aged 7 to 12 to promote reading (Rusydiyah & Rahman, 2023). This national initiative includes comprehensive training for early childhood educators to enhance the effectiveness of NBL. The government has supported the initiative by enhancing the

curriculum, creating a cadre of school librarians and developing a vibrant online platform with a variety of reading materials (Rusydiyah & Rahman, 2023). A study by Loh et.al (2017), highlighted the emphasis of libraries in Singaporean schools. In one school, the principal's goal was to create a supportive space where students could engage in independent reading. The study found that creating special spaces for students is important in creating a reading culture among students (Loh et.al., 2017). Another interesting point here is that the school has its own autonomy. The school itself decides what needs to be improved and sets its own goals. In addition, a team of teachers is responsible for the selection of books in the library, which is very important to ensure that reading materials are varied and meet the interests and needs of the pupils (Rusydiyah & Rahman, 2023). This may be the reason for success in international testing, such as PISA. Moreover, Singapore introduced six key programmes to instil interest in reading in the population, demonstrating the effectiveness of its reading policy (Rusydiyah & Rahman, 2023).

Finland's high reading scores are linked to a learner-centred approach that emphasises independent learning. Remarkably, Finnish first graders are able to read fluently after as little as eight months of schooling, despite having received no formal reading instruction, such as kindergarten. This indicates a highly effective instruction that supports not only reading skills but also improved listening skills (Soodla, 2019). In addition, the Finnish education system provides strong support for students with reading difficulties (Ning et al., 2016). It is also worth noting that Finland places great importance on reading, a priority rooted in the historical *Fennomanian* ideology. This cultural emphasis fosters a love of reading and positions it as a core component of national education policy (Mäkinen, 2015). However, the interesting thing to notice here is the gap between boys' and girls' reading achievement levels (Ning et al., 2015).

Estonia has also achieved strong results in recent years in international rankings (Tire, 2021). Estonia's achievements are particularly interesting given its history as part of the Soviet Union, which had a teacher-centred approach to education. One of the most significant programmes was Tiger Leap, which aimed to provide schools and libraries with internet access and computers (Tire, 2021). Thanks to this initiative, students were able to access online magazines, books and other digital resources. In 2014 the Estonian government introduced a strategy to focus on lifelong learning (Tire, 2021). It can be assumed that these initiatives have played an important role in Estonia's educational success.

Australia established a new curriculum focusing on Whole-School Literacy Policies, aiming to integrate literacy across all subject areas in 2014 (Merga & Gardiner, 2018). However, it was criticised for the lack of detailed guidance on incorporating reading engagement into these policies (Merga & Gardiner, 2018). Consequently, there is a gap between the intended goals of the Australian Curriculum and the actual implementation strategies in schools (Merga & Gardiner, 2018).

In the United States, policies such as the No Child Left Behind Act (NCLB) and Every Student Succeeds Act (ESSA) have faced criticism for their emphasis on high stakes testing rather than motivational practices (Barber & Kluda, 2019; Elleman & Oslund, 2019). Critics argue that this focus on testing has neglected knowledge building, resulting in stagnant RL scores. Furthermore, these policies often fail to consider students' background knowledge and exposure to complex texts, and the strategies are not always supported by effective assessments and practices (Barber & Kluda, 2019; Elleman & Oslund, 2019).

Following the PISA results, the Indonesian government has taken active steps to promote a reading culture. The Ministry of Education and Culture, with support from various agencies, continues to increase access to books in schools and communities. This includes

establishing libraries across various regions and fostering volunteer and community involvement. Educational institutions, such as universities, are also competing for government funds to support literacy initiatives (Rintaningrum, 2019; Rusydiyah & Rahman, 2023). The study by Baye et.al. (2019) examines various programmes for middle and high school students to develop reading skills. Tutoring and cooperative learning programmes have shown positive effects on increasing students' engagement in reading. The whole-school approaches and programmes focusing on writing were also effective. However, programmes that added extra time for reading and incorporated technology programmes did not show an improvement in reading outcomes. There may be several reasons for this result, but the main reason may be largely due to insufficient attention to student motivation or effective implementation issues (Baye et.al., 2019).

From the given examples, it can be inferred that developing RL is a complex process that requires improving various abilities and skills both in and out of school. While policies and strategies are crucial, their successful implementation depends on practical support, comprehensive planning, and the active involvement of the entire educational ecosystem. Recognizing and addressing the gaps between intended policies and actual practices is essential for making meaningful progress in RL.

2.4 Stakeholders' Engagement in Policy Implementation

In this section I explain the roles of different stakeholders, including teachers, parents and regional departments, in the programme implementation process. I also analyse how the resources and condition of the school contribute to the success of the programme.

2.4.1 Teachers' Engagement and Classroom Practices

The self-determination theory is relevant here, as it suggests that when people fulfill three basic needs—autonomy, competence, and relatedness—they can become self-determining (Deci & Ryan, 2008). Teachers who experience pressure or restrictions at work

are more likely to use controlling, maladaptive, and less effective teaching methods compared to teachers who are not pressured (Marshik et al., 2017). Control methods are associated with negative consequences for students, such as lower grades, a preference for easy work, and a high dependence on the evaluation of their work by others (Marshik et al., 2017). Mostly, authoritarian leadership styles are inversely correlated with trust among teachers, leading to reluctance to engage in open communication and collaborative efforts (Parlar et.al., 2022). Therefore, teacher autonomy and their input into policy implementation should be prioritized, as teachers are directly involved in the educational process and, are key to the effectiveness and success of any educational reforms (Alsubaie, 2016). Strict controls from central policy in turn increase the non-pedagogical workload of teacher (Lau et.al., 2024). All these factors point to the need for decentralisation as it provides teachers with time, space and stability in their work. These conditions can contribute to future improvements in the educational process by allowing teachers to analyse their teaching more deeply, develop relationships with students and engage them in creative tasks (Lau et.al., 2024). Also, implementing new innovations or policies should be tailored to fit the resources and conditions of individual schools, which necessitates providing schools with adequate material, technical, and financial support (Viennet & Pont, 2017). Additionally, garnering support from local politicians is essential for the success of such initiatives (Niyozov et al., 2020).

In summary, teachers', administrators', and local educational department's voices and engagement should be considered in the development and implementation of any reform initiatives, as they deeply understand the local context and, hence success of those reform initiatives depend on stakeholders' practices (Viennet & Pont, 2017). Thereby, this collaborative approach would enhance the effectiveness and success of educational initiatives.

2.4.2 Parental Engagement

Parental engagement plays a vital role in the implementation of RL policies and reforms, as parents' participation in school events significantly impacts students' academic achievement. (Bunijevac, 2017; Jeynes, 2011). There are studies that indicate the importance of number of books in a household, which is a significant indicator of a child's literacy development and, hence may reflect the value of family in improving literacy. However, merely providing books is not sufficient, it is more beneficial if family members share different reading strategies with each other (van Bergen et al., 2017). Interestingly, parents' own engagement in reading is a strong predictor of their children's reading performance (Ho & Lau, 2018). The family environment significantly influences children's learning potential through various resources such as: reading materials, parental support, and educational expectations (Mudrak et al., 2020). Active parental engagement and support are critical for enhancing children's literacy development and overall academic success (Castro et.al., 2015). Both the school environment and family involvement are essential for fostering a positive and effective learning experience.

2.4.3 Local Educational Department's Role

Local educational departments play a crucial role in the implementation of education reforms, as they interpret policies and shape how these policies are received and enacted in schools (Castagno & Hausman, 2017). They can influence various resources, including school leadership, instructional quality, policies, and budgets (Hitt et al., 2018). However, they often face pressures from different directions: from the government's ambitious goals and demands of community. In addition, political priorities can overshadow the goals of local education departments, leading to an exaggeration of symbolic indicators of success (Wei et al., 2023). Therefore, local education departments should have a greater degree of autonomy. The local educational departments can effectively monitor and support key

stakeholders while creating a positive and productive working environment (Hitt et al., 2018). By setting expectations, providing the necessary resources, supporting stakeholders and organising professional development programmes, local education departments can successfully implement policies and practices (Hitt et al., 2018).

2.4.4 Promoting RL in Remote and Rural Schools (RaRS)

The effectiveness of educational policies is influenced by geographical location, especially in remote and rural areas. Also, the economic conditions of a region significantly affect the academic performance of students (Gimenez et.al., 2018). What is interesting is that this works in the opposite direction: regional education is a crucial determinant of regional development (Gennaioli et al., 2013). Therefore, specific approaches that take into account the socio-economic and infrastructural conditions of rural and remote communities are needed to ensure the effectiveness and sustainability of programmes (Gimenez et.al., 2018). For instance, in low- and middle-income countries, the main challenges include limited resources, insufficient data, and a shortage of well-trained teachers (Kim et.al., 2020). Factors such as large class sizes and inadequate facilities further exacerbate these challenges, impacting not only RL programmes but other educational strategies as well (Kim et al., 2020).

The study by Gao et.al. (2018) has examined the effectiveness of RL policies and they examined three different reading programmes and integrated them into rural schools. The first programme provided book corners and did not show significant improvements on students' reading levels. The second programme combined book corners with education bureau training. This programme also did not show significant improvements (Gao et.al., 2018). The third programme included book corners and training for teachers from an NGO. The NGO training focused on how to make learners read independently and encourage positive reading behaviours. The results showed positive outcomes from the third

programme, indicating that teachers' methods and instructions towards teaching reading positively affected students' attitudes. This suggests that reading programmes should include proper teacher training to be successful (Gao et.al., 2018).

In the USA, Gutierrez de Blume et al., (2021) explored how reading comprehension could be improved by implementing literacy instructions across content areas in rural schools. They randomly chose six groups, with three assigned as treatment groups and three as control groups. Their Lexile levels were tested using the Georgia Milestones Assessment System (GMAS) and Reading Inventory (RI). The findings showed that literacy instructions across content areas positively influenced reading comprehension. Implementing reading activities in math, science, and social sciences helped deepen students' understanding of content and improve their reading skills. The researchers concluded that teachers and administrators should work collaboratively, maintain open communication, and provide constant feedback for effective implementation in rural educational environments (Gutierrez de Blume et al., 2021).

The study by Stockard (2011) examined the level reading skills of elementary schools of learners in three rural areas in Midwestern United States. The study used a control group to see reading achievements after implementing "Reading Mastery" reading curriculum. Findings showed that the learners who started the programme from kindergarten showed higher reading achievement. The greatest gains were observed when the school demonstrated high levels of compliance with the programme and where the programme was fully stabilised within the school (Stockard, 2011). Another study which was done in a rural area in the Upper Midwest of the United States showed that using commercial reading programmes was challenging due to the fact that these reading programmes constated text-to world. Teachers struggled to make connections between text-to-world and text-to-self

and text-to-place, as the learners did not know how to relate their own experiences (Waller & Barrentine, 2015).

Based on these studies, several conclusions can be drawn regarding the effectiveness of reading policies and practices. First, the success of reading programmes largely depends on the quality and clarity of the texts and textbooks used, as students must be able to thoroughly comprehend the material. Second, it is crucial for stakeholders to support these programmes and create a positive environment that facilitates the achievement of policy goals. However, it is important to consider the process of change is always accompanied by resistance (Fullan, 2007; Reeves, 2009). Therefore, to ensure the success of these programmes, authorities must provide adequate support to stakeholders. For example, teachers should undergo training courses and receive additional resources to improve their work. This is because implementing and integrating policies and practices should be viewed as a learning process rather than a rigid plan that must be strictly followed (Fullan & Miles, 1992). With adherence and support, high results can be achieved in the implementation of policies and practices. Third, everyone should be provided with resources, such as new books, classrooms, and a convenient library, to further develop reading. Providing a variety of materials, creating a supportive environment for literacy, and having discussions about reading can help motivate students to read (Adkins & Brendler, 2015). Resource, the competence of teachers and an environment play a crucial role in success of policies and practices in remote and rural areas.

2.4.5 School Infrastructure

The physical environment of a school includes the school building, classrooms, library, laboratories and learning materials which have a significant impact on learning outcomes and academic achievement of students (Akomolafe & Adesua, 2016). Classroom design plays an important role in the educational process, which includes parameters such

as lighting, air quality, sense of belonging, flexibility, complexity, temperature and colour. These factors have the greatest impact on learning outcomes (Barrett et al., 2015). Accordingly, effective utilisation of school facilities and optimal classroom design can significantly increase students' interest in learning, thereby enhancing their academic performance (Akomolafe & Adesua, 2016).

School libraries also play a key role in the development of reading skills and reading culture. They provide opportunities for students to choose books according to their own interests, thereby creating a social space for reading (Adkins & Brendler, 2015). It is therefore important to modernise library resources, including book collections and reading space, to stimulate students' interest. For example, libraries can provide varied and comfortable reading areas that allow students to choose comfortable seats and reading postures (Loh et al., 2017). It is also important to consider students' preferences when selecting book collections. For example, many students are interested in comic books, and their inclusion in library collections can increase interest in reading (Adkins & Brendler, 2015; Loh et al., 2017). Thus, thoughtful use of school library resources contributes to a sustainable reading culture.

Along with the physical environment, the social environment of the school has an even more significant impact on the educational process (Toropova et al., 2021). Social aspects of the school environment, such as student discipline, co-operation between teachers and workload management, have a significant impact on teachers' job satisfaction (Toropova et al., 2021). A favorable working environment contributes to a positive school climate where teachers support each other and interact effectively, which has a positive impact on student achievement (Dicke et al., 2020). Thus, in addition to the availability of teaching materials and resources, the social dynamics of the school - discipline, co-operation

and manageable workload - play a crucial role in teachers' job satisfaction and successful implementation of educational policies.

Chapter Summary

Having reviewed the extensive literature, several key aspects can be highlighted. Firstly, it is necessary to emphasise the importance of the reading process itself, which plays a significant role in the educational process, fostering both cognitive and personal development of students. Secondly, the implementation of policies and practices is a complex process that requires considerable effort, time and the active involvement of key stakeholders. Involvement of all key stakeholders is vital, as each one contributes uniquely to the overall success and maintains the positive momentum. Additionally, the country context must be considered, as it influences many aspects in the implementation of policies and practices, such as geographic location, finances, resources etc. Thirdly, and perhaps most importantly, regular reflection and evaluation of the progress of these initiatives allows for timely adjustments in approaches and strategies, ensuring their sustainability and effectiveness in the long term. It is also becoming clear that in order to successfully improve and strengthen the reading culture, it is important not only to develop effective programmes, but also to ensure their continuity and consistent implementation.

Chapter 3: Methodology

In the first chapter, I introduced to the educational context of Kazakhstan. In the second chapter, I discussed the importance of RL and policies and practices in remote and rural areas. Now, in order to effectively answer the research questions, I turn to the next section of the methodology. In this section, I provide information about the chosen research method and design and explain the reasons for their selection. The information about the data collection methods and the process of data analysis are presented.

3.1. Ontological Underpinnings

I adopted a relativist ontological position, which was central to the interpretivist paradigm. From this perspective, interpretivism relies on the development of different social realities and contexts, focusing on the variables and factors related to the specific context (Alharahsheh & Pius, 2020). I argued that this stance is particularly relevant to my research, as I explored the policies and practices related to RL in a remote area. I acknowledged that stakeholders' views could be shaped by diverse experiences and local contexts; therefore, I aimed to co-construct meaning through interactions with participants and to understand how individuals made sense of their specific environments (Merriam & Tisdell, 2016)

3.2 Research Design

I chose a qualitative research design using the case study method to understand how stakeholders interpreted their experiences and the processes towards the policy and practices of RL (Creswell & Poth, 2018). The main feature of qualitative research was that it allowed me to study the problem within the natural setting of the people involved, which, in turn, helped to gain a deeper understanding of the case (Creswell, 2013, as cited in Creswell & Poth, 2018). Additionally, it utilized an inductive method, which meant building theory based on the data collected (Merriam & Tisdell, 2016). Therefore, this approach was most suitable for my research, as it aimed to comprehend the experiences of stakeholders and how

the process impacted their perceptions regarding the practical implementation of literacy practices in remote areas.

Among the various qualitative methods, the case study was particularly suited to this study for several reasons. Firstly, a case study involved studying a person, a group of people, or a unit, with the aim of generalizing findings across several units (Gustafsson, 2017). I conducted the research on the city, which was located in the remote area of the Abai region. This place presented unique characteristics and features for exploration and evaluation. Thus, the case study allowed for an in-depth understanding of the complex features of remote and rural schools in integrating policies and practices regarding RL (Heale & Twycross, 2018).

Secondly, I explored the circumstances and challenges that remote and rural schools faced with RL policies and practices. In turn, the case study allowed me to gather rich data, which enabled a better understanding and description of the phenomenon. Therefore, the case study was chosen as it enabled me to delve into the in-depth, real-life, bounded system of the remote region (Creswell & Poth, 2018, p. 153; Merriam & Tisdell, 2016). It allowed me to gain a comprehensive understanding of the specific context and uncover detailed insights about remote schools. This approach provided valuable information that could inform policy and practice improvements in RL.

3.3. Research Participants

The study focused on a remote city in Kazakhstan. According to data collected in 2016, the city has a population of 38,126. It is home to 12 educational institutions, including 10 schools, a Children's and Youth Sports School, and a School of Arts. Each school has its own library. Additionally, the city has a regional library that serves the entire population. The city was chosen as a case for two main reasons: first, I worked there, making data collection more feasible; second, as a remote area, it provided a valuable context for

examining the implementation of RL policies and practices, allowing for a deeper understanding of the unique circumstances and challenges faced.

The research participants came from diverse backgrounds but shared a common connection to the policies and practices of integrating RL. They included language teachers, school vice-principals, principals, librarians, and parents. I believed that gathering data from these varied perspectives was instrumental in addressing real-life challenges and making informed improvements to enhance the RL of students.

Purposeful sampling was used to gather rich and varied data from participants with diverse backgrounds, positions, and experiences who were best suited to address the research problem (Creswell & Poth, 2018, p. 213). A typical type of purposeful sampling was applied to “highlight what is typical, normal, and average” (Patton, 2015, p. 268) to obtain data about the common challenges and experiences among stakeholders regarding RL policies and practices. This approach provided a comprehensive understanding of stakeholders’ views on RL.

To ensure valuable insights, participants were required to have at least 15 years of experience. Overall, four different school stakeholders were involved in data collection: a mainstream school, a rural school, and a gymnasium. The reason for choosing different school types was that external factors, such as funding, the number of students, and school facilities, could vary significantly. These factors, in turn, might have impacted the success of integrating RL policies and practices. Considering these differences was beneficial for obtaining rich data regarding policies and practices.

Additionally, librarians and parents were selected to participate in the research. Obtaining data from individuals with various backgrounds provided a broader perspective on the current situation, which policymakers could consider in the future (Creswell, 2014).

3.4. Data Collection Methods

Data were collected using semi-structured interviews, document analysis and observation (see Appendix D). I believed, I achieved triangulation of data by using three different methods to increase the credibility and validity of the study (Noble & Heale, 2019)

3.4.1. Interviews

Interview provided me with an opportunity to probe and explore hidden meanings and understandings (Ryan et al., 2009). It also allowed to gather a rich source of data by observing the interviewee's non-verbal cues such as body language, facial expressions (Ryan et al., 2009). Semi-structured interviews allowed me to design questions flexibly to get specific data from respondents (Merriam & Tisdell, 2016). Furthermore, the use of a semi-structured structure enabled me to explore spontaneous issues raised by the interviewee. In other words, it allowed interviewees to control the interview process by sharing their own experiences and opinions while the interviewer guides the interview. This helped to elicit more data than a formally structured interview. (Merriam & Tisdell, 2015, p. 111; Ryan et al., 2009). The semi-structured interviews lasted between 15 and 60 minutes.

3.4.2. Document Analysis

I sought to find out “what was behind and within it” by analysing policy documents related to RL (Cardno, 2018). Analysing policy documents involved examining the context, content and implications of the policy (Taylor et.al., 1997). By examining policy documents, I aimed to further compare what the policy documents say and how they are perceived by stakeholders in order to gain feedback and evaluation. In addition, document analysis provides an opportunity to assess how well they are aligned with the national goals and needs of organisations (Cardno, 2018).

3.4.3. Observations

I also participated in lessons to observe how RL improvement is implemented in practice. I was a non-participant observer and analyzed the lessons to explore in depth what I observed. One potential challenge was that teachers might assume I was there to judge their performance. However, none of the teachers felt this way during the observations. To address this concern, I explained beforehand that my role was solely as an observer, aiming to understand how RL practices are integrated into classroom activities rather than assessing their teaching. The time and date of the observations were agreed upon in advance, and teachers received a reminder two days prior to the scheduled observation. During the sessions, I took notes for subsequent analysis.

This method also allowed me to uncover unexpected insights that proved valuable and relevant to the study (Busetto et al., 2020). Additionally, I visited the school libraries of these four different schools. For each visit, I first contacted the school principals, explained my role, and clarified that my purpose was to observe and learn about the libraries rather than to evaluate them.

3.5 Data Analysis

To analyze the available information, I reduced the data, which involved simplifying and transcribing it (Ryan et al., 2009). By transcribing all the interviews, I ensured their validity and the accuracy of their interpretation. During this stage, I also began the coding process. Identifying initial patterns was instrumental in finding connections across various categories, which allowed me to identify main themes and sub-themes.

I used thematic analysis to compare, group, and refine categories to identify patterns and interpret the data (Castleberry & Nolen, 2018). This method enabled me to identify and analyze themes related to stakeholders' perceptions of the changes in literacy policies and practices. Document analysis and observations were also reviewed to collect additional data.

3.6. Research Validity and Reliability

In order to obtain trustworthy results, I aimed to increase the validity of the research findings. Trustworthiness of the data is a set of quality criteria for evaluating an interpretive study (Lincoln & Guba, 1985). Therefore, I took the following steps to make the findings of the research credible and free from biases.

First, I employed member-checking to increase validity and accuracy. This process involved ensuring that my assumptions about the results were correct by asking for feedback from the respondents (Stahl & King, 2020). It helped to ensure that my own perceptions did not influence the interpretation of the data.

Second, I used peer debriefing, where I asked for feedback from colleagues and peers on the raw data to ensure that I interpreted the data correctly (Stahl & King, 2020). I believe this approach broadened my perspectives and allowed me to view the problem from a different angle. Therefore, peer debriefing proved useful in achieving validity of the data.

Lastly, I employed bracketing to interpret the data and avoid my pre-conceived assumptions. This was especially important to prevent any purposeful bias in data analysis and helped disprove my assumptions where necessary (Merriam & Tisdell, 2015). It enabled me to ensure that all perspectives were explored and increased the reliability of my research findings.

All these steps were taken to ensure the validity and trustworthiness of the research. I took each step to minimize bias and improve the accuracy of interpretations, ensuring that the findings truly reflected the views of the participants. I was fully aware of the importance of maintaining the integrity of the research findings. I therefore believe that these strategies provided a clear picture of stakeholders' views on RL policies and practices in remote schools in Kazakhstan.

3.7 Ethical Considerations

Conducting research presents unique challenges, especially those related to ethical considerations. To address these, I have strictly adhered to the ethical standards set by NUGSE, ensuring that all norms and guidelines are adhered to throughout the research process.

Before starting the interviews, each interviewee was given full information about the research. I provided participants with a consent form, which included an introduction to the research purpose, my contact details, and those of NUGSE. Additionally, I explained that their anonymity and confidentiality were guaranteed, and their names and school details would be removed from the data. They were also informed that they could withdraw from the study at any time and could skip any questions they felt uncomfortable answering. With the participants' permission, I audio-recorded the interviews. To ensure anonymity, I used pseudonyms and codes instead of real names. Furthermore, participants were given access to the analysis of their interviews and the study results for their review.

As a researcher, I fully understood the importance of reporting information accurately. Therefore, I aimed to remain as neutral as possible throughout the study. During the interviews, I ensured that I did not influence the participants' opinions, and I maintained this objectivity while analysing the data.

Since the case study was based in one of the regions of Kazakhstan, I first contacted the head of the regional educational department. I introduced the research and provided an overview of the study, along with an official consent form to demonstrate the legitimacy of the information. After receiving permission, I contacted the principals of the selected schools to arrange interviews. I sent invitation letters to the stakeholders, explaining the research topic and providing an overview of the areas to be discussed in the interviews. Upon their agreement, I sent them the informed consent forms to sign. The interviews were scheduled

at times most convenient for the participants to ensure they were comfortable and not rushed. With the participants' permission, the interviews were audiotaped for accuracy and thoroughness.

3.7 Chapter Summary

I presented my choice of research methodology and introduced my philosophical stance at the beginning of the research chapter. The research methodology reflected features of a qualitative research design using the case study method to comprehend the experiences of stakeholders and how the process impacted their perceptions regarding the practical implementation of literacy practices in remote areas. The research involved multiple data collection methods, including semi-structured interviews, observations of lessons and librarians, and document analysis. To ensure trustworthiness, I used member checking, peer debriefing, and bracketing during data interpretation. I also maintained ethical standards by respecting the norms of NUGSE.

Chapter 4: Findings

In Chapter 3, I explained my research design and explained that the data were gathered using three primary data collection tools: (1) interviews, (2) document analysis, and (3) observations. In this chapter, I lay out key research findings based on the key themes that emerged from data analysis, which consists of (1) key policies and practices in relation to RL; (2) stakeholders engagement; (3) key barriers to promoting RL in remote schools in Kazakhstan. I now explain each of these themes in detail.

4.1. Policies and Practices Related to Promoting RL

The first research question focused on identifying the policies and practices in place. This section examines past, current, and future initiatives in the educational field, highlighting similarities and differences across programmes.

At the national level, projects such as “Bookcrossing” (since 2005), “Reading School” (2021–2023), and “Children's Library” within the framework of “Unified Education” have been launched to promote reading. Participants in these interviews shared the methods and practices they implemented, as well as the activities their schools carried out as part of these national projects. Participants highlighted various activities conducted in schools. While these activities differ in name, their goals remain aligned. Examples include events such as “5 Books – 5 Films,” “1 Book – 1 School,” reading books during school breaks, and reading sessions involving teachers. During observations, it was also noted that all schools had book-crossing initiatives and displayed quotes from famous figures about the importance of reading.(Observ.1, 22.11.24, Observ.2, 27.11.24, Observ.3, 04.12.24, Observ.4, 06.12.24).

Schools operate based on specific programmes, and it is up to them to decide how to implement activities within the framework of these projects. For instance, one of the

participants of School B mentioned noticing a significant difference between the school they currently work at and the one they worked at previously in terms of efforts to improve RL.

The foundation of RL in this school is actively supported by the school principal. Speaking about this school specifically, the regional department is only focused on requesting reports. I believe it is directly related to leadership. Reading, not reading, monitoring—based on a comparison with the previous school, I have come to this conclusion. (Participant 3, librarian, 27.11.2024)

Another school C tried to organize a meeting with a writer, and students prepared for this event (04.12.24).

We told the learners that writer would come to the meeting. However, that person did not show up. After that, we decided to set up a prize fund, but it wasn't established because no sponsor was found. Then came the tasks of organization and providing ideas. Later, we went to the designated place, where there was a mentor, a librarian, and all the theses were prepared. They were distributed to the children, along with various materials. I think it was a good event. As for the learners, it left a positive impression on me. Since the idea was my own and I understood it well, it might have influenced me more. However, I believe it also had an impact on the students. (Participant 6, teacher, 04.12.24)

School B has been holding an annual large-scale reading event for three consecutive years. Throughout the year, students engage in reading activities, and at the end of the academic year, typically in March or April, several competitions are held in stages. According to participants, students are genuinely interested in reading, and their engagement is reflected in the competition results. In previous years, winners received valuable prizes such as bicycles or monetary rewards. This year, the entire school staff is also involved in the initiative

This year, we have chosen Abai as our focus for the academic year. Students are tasked with memorizing Abai's poems and prose. Students in grades 9 and 10, along

with the entire teaching staff, are required to read all four volumes of *The Path of Abai*.

Everyone—teachers and students alike—has begun actively participating in this initiative. Prior to this, similar activities were organized with both students and staff, where significant rewards were given for their efforts. First and second place winners were determined collaboratively by the staff and teachers, with meaningful prizes awarded. These initiatives have been highly effective in encouraging students to engage with reading. (Participant 3, librarian, 27.11.2024)

The participant from School D noted that certain practices aimed at enhancing RL, such as the regular recitation of Abai's poems, had ceased in the current academic year and were not being actively organized.

This year, for example, the practice of reciting Abai's poems has settled down compared to last year. Previously, every week on specific days, usually Thursdays, students would recite poems during the first big break. Elementary school students would come to the library first, followed by high school students, with the schedule divided accordingly. The librarian would take notes and document everything with photos. (Participant 7, teacher, 06.12.24)

It is worth noting that the funding for these prizes is the responsibility of the school itself. Schools must find sponsors to support these rewards. Participant 4 explained, “We wondered where we would get the money. Where did we get the money? We each contributed 2,000 ourselves. It's just the amount we'd typically spend on tea. So, we collected it” (Vice-Principal, 27.11.2024). Participant 6 remarked, “After that, we decided to set up a prize fund, but it wasn't established because no sponsor was found” (Teacher, 04.12.2024).

Teachers can also develop their own practices within their classrooms. Participant 1 shared some methods implemented in their classroom.

In our class, we generally implement role model methods as part of our teaching approach. For example, we have a group of students designated as librarians. These

are students who excel at reading and are responsible for organizing book exhibitions and presenting books they have read. When more in-depth material needs to be prepared, these students receive assignments to work on it. In the 6th and 7th grades, this group is dynamic, with some students joining while others leave, keeping the rotation ongoing. Additionally, we have a small children's library within the classroom (Teacher, 25.11.24).

It is important to note several aspects. Firstly, these projects often mention objectives without detailing the steps to achieve them. The inclusion of RL in strategic plans for different school years appears formal at best, without significant commitment. There appears to be a lack of both a clearly defined focus and a detailed long-term plan. Consequently, educational institutions do not have a full understanding of the expectations placed on them. This can be compared to one participant's comment that the situation is like "aimless wandering with no clear direction." (Principal, 04.12.24)

The Altynsarin Academy, beginning in 2014, played a pivotal role by publishing teaching aids. In documents from 2014 to 2017, the term "reading literacy" is presented as the part of "functional literacy." These documents provided a comprehensive framework, specifying expected outcomes for different age groups. For instance, they detailed the types of texts to be taught in different grades and the focus areas, such as scientific texts and publications. Additionally, these methodological recommendations emphasized the importance of libraries, the roles of librarians, and the connection between librarians, teachers, and students in fostering academic growth and personal development. This might be related to the document introduced in 2016 titled "On the Approval of the Rules for the Formation, Use, and Preservation of the Collections of State Educational Institution Libraries," as little is mentioned about the importance and role of libraries in subsequent years.

From 2018 onwards, the Ybyrai Altynsarin Academy has been updating methodological guidelines each year within the framework of developing RL with various content.

Additionally, by searching for documents related to RL policies and practices, I found an interesting document regarding conceptual approaches to reducing the gap between urban and rural schools. This document, published in 2021, provided extensive data comparing the policies of other countries and potential ways to bridge the gap between urban and rural schools.

In 2022, the Altynsarin Academy introduced a collection of educational tasks aimed at developing learners' functional literacy. In 2023, the Academy provided a detailed methodology for assessing the level of learners' literacy development, breaking down the process into clearly defined steps and explaining each in detail. Additionally, in 2023, methodological recommendations were issued for enhancing RL in primary school students, as well as for students in grades 5-9. These resources offered practical guidance tailored to the needs of different age groups. In 2024, the Academy expanded its focus by providing methodological recommendations for developing functional literacy in English lessons and improving reading skills in primary school students. Furthermore, they released guidelines for creating an educational environment for children with specific learning difficulties (such as challenges in reading, writing, or arithmetic). This document also included strategies for identifying such difficulties and actionable steps teachers can take to address them effectively.

In 2024, an analytical report on the results of a study examining the factors influencing students' academic achievement in RL was published by the Ybyrai Altynsarin Academy. The research utilized a sample drawn from all regions of Kazakhstan. The findings highlighted that the location of the school significantly impacts RL outcomes.

Additionally, socio-economic status, access to resources both at home and at school, were identified as crucial factors influencing students' performance in RL.

The following information in Table 1 (see below) is derived from methodological guidance letters issued over several academic years, highlighting the evolving role of reading, libraries, and literacy in education.

Table 1

The Methodological Guidance Letters on Reading and Literacy (2016-2025). Ybyrai Altynsarin Academy

Academic year	Initiatives and Focus Areas
2016-2017	Focused on the significance of reading and the role of libraries in education. It highlighted how libraries should evolve to support literacy development.
2017-2018	Introduced the concept of functional literacy and stressed its importance in education.
2018-2019	Emphasized the role of books and encouraged schools to organize reading campaigns, meetings between students and librarians, family reading sessions, and multimedia projects like albums, booklets, and videos.
2019-2020	Reaffirmed the previous year's initiatives and introduced text analysis, different reading styles, and working with visual data like graphs.
2020-2021	Recommended maintaining dedicated reading hours, promoting book benefits, and organizing programmes such as "Summer Reading" and "Book Contests." Schools were advised to establish a "Culture of Reading and Writing Day."
2021-2022	Introduced the "Reading School" programme, emphasizing digital resources on school websites, parental involvement, daily 20-minute reading sessions, book-crossing initiatives, and showcasing quotes from famous authors.
2022-2023	Continued reinforcing the "Reading School" programme with similar initiatives.
2023-2024	Highlighted functional literacy and RL, recommending a variety of text formats (diagrams, pictures, maps, tables) and the integration of RL across different subjects. Libraries were encouraged to become modern educational hubs, digitize resources, and promote inclusivity.
2024-2025	Stressed the practical application of language learning, distinguishing between academic knowledge and functional skills. Schools were encouraged to implement short reading sessions during breaks and enhance library collections through the "Children's Library" programme.

Numerous initiatives and directives have been implemented to improve and enhance RL programmes in Kazakhstan. The Ybyrai Altynsarin Academy has consistently provided teachers and other stakeholders with updated methodological guidance, tailoring resources to meet the evolving needs of students and educators. Over the past three years, the Academy has expanded its focus to include creating supportive educational environments for children with specific learning difficulties, alongside resources for both primary and secondary school students. However, the issue with methodological guidelines is their excessive length, often spanning around 300 pages. It would be more practical if they were divided into sections and condensed for easier reading. Additionally, it is important to note that these documents contain a significant amount of repetitive theory that is carried over from year to year. Moreover, these programmes related to RL are mentioned alongside various other projects, which affects their perception and diminishes their significance as one among many initiatives.

Strategic development plans for each academic year have prioritized RL as a critical component of educational advancement. These plans have facilitated the organization of diverse meetings, events, and activities aimed at fostering a culture of reading. Crucially, these efforts have emphasized the active involvement of learners, teachers, parents, and other stakeholders.

4.2. Stakeholders' Engagement

The second research question aimed to explore stakeholders' engagement in the development of RL policies and practices. To address this, interviews were conducted with participants from various fields. The interviewees were asked a series of questions to examine their perceptions regarding stakeholders' involvement in RL initiatives. The questions focused on understanding the policies and practices currently in place within their schools, the extent of stakeholder participation in developing these policies, their role

in implementing them. The stakeholder involvement can be divided into two sections: (1) involvement in programme development, and (2) involvement in the implementation of programmes and practices related to RL.

4.2.1. Stakeholder Involvement in Program Development

Stakeholders indicated that they are not involved in the development of RL programmes. They noted that they usually see only the final product and are expected to carry out the assigned tasks.

No one participates. Who would participate in that? No one does. None of the teachers from our school have gone to develop an educational programme. In the past, we were invited to analyze books. What kind of analysis was done there? None at all. Are they going to change the book for us? A book that's already been published? It's all formalism. Bureaucracy. They invited us, and we all just sat there. (Participant 6, teacher, 04.12.2024)

Participants mentioned that they are merely implementers who carry out these programmes and practices by following directives. As Participant 5 stated, "To be honest, we are just executors of the instructions that come from above" (Principal, 04.12.2024). Similarly, Participant 6 shared, "In general, the programme is developed from above. We only see it once it's ready. We are just informed that it has been sent" (teacher, 04.12.2024). Furthermore, Participant 7 elaborated, "When those programmes are prepared, they come from the top, don't they? From the government, they are sent to the regions, then to the districts, and then to the cities, and so on" (teacher, 06.12. 2024).

However, Participant 1 mentioned that it is possible to create an authorial programme, which can then be reviewed and potentially approved for implementation at the national level

This includes, of course, the creation of authorial programmes. They participate in the process, and competitions for authorial programmes are held, where programmes are presented, including those focused on reading awareness. A commission reviews

these programmes, assessing their relevance, future potential, and demand. Yes, they participate in the development process. Ultimately, it is the Altynsarin Academy that plays a key role. A license from the academy will enable the wider dissemination of the programme. (Teacher, 25.11.2024)

Despite Participant 6 mentioning that they are not involved in programme development, they developed own authorial programmes, which they implement not only in their own classrooms but also in other schools within the region (Teacher, 04.12.24).

4.2.2. Stakeholder Involvement in Program Implementation

Participants reported some level of involvement in the implementation of programmes and practices. As participant 1 stated, “Well, my role is significant... The teacher’s role here is crucial. How the teacher teaches a child to listen, to speak, and to express their thoughts will determine how the child progresses in the future” (teacher, 25.11.2024). Participant 5 emphasized, “Yes, the key is with me. At the start, it’s me who sets the direction and leads. I genuinely love books and want others to love reading as well” (principal, 04.12.2024). Participant 3 shared, “We try to provide children with the books we have at hand. If we don’t have them, we make an effort to find them online and provide them” (librarian, 27.11.2024).

From the excerpts of the interview with Participant 4, intrinsic motivation of stakeholder is clearly evident. As the Vice-Principal shared, “Yes, this is my result for this year. As for saying “no,” I don’t know how to. It’s all about passion. It’s the excitement that drives me” (27.11.2024). From my observation at School C, I noticed a similar level of intrinsic motivation during my conversation with the librarian. The librarian was genuinely interested in organizing meetings and engaging with learners. They also had a personal passion for reading and shared numerous examples of their work from recent years, which they clearly took pride in and thoroughly enjoyed (Observ.3, 04.12.24).

Parents themselves indicated that they were not involved in either the implementation or, even less so, the development of these programmes. As one parent mentioned, “We receive information from homeroom teachers about any reading-related activities. But mostly they are asked to make a photo with the family as they read books. Interested parents participate in these activities” (Participant 8, parent, January 25.01.2025). Similarly, another parent shared, “I know the events that are happening in a school. However, I didn’t participate in these events... Parents don’t go to the events, mostly this happens at home. As usual, they send the photo or video...” (Participant 9, parent, 16.02.2025).

Interestingly, responses from participants within the same school varied: one claimed parents were fully engaged, while another mentioned that parents were often not involved. Let's take a closer look at how, according to the participants, learners are engaged with these policies and practices. As one participant explained, “We can't say that everyone participates. Unless we tell the learners, 'You participate, and you participate,' there are no students who willingly say, 'I want to participate’” (Participant 3, librarian, 27.11.2024).

For some students, it was interesting, while for others, not at all. In other words, their tastes didn’t align—or perhaps their levels didn’t match. We didn’t manage to figure that out, and it remained unresolved. For instance, take our *Koja*—some students haven’t even read the book or seen the movie. So, what interests them? What? I don’t understand. We made it mandatory for them to watch it, but the impact was minimal. Within a week, they forgot about it and returned to their usual routines. (Principal, 04.12.24)

[...]So, the question arises: what do we do with the students who haven’t read? At the round table, we discussed this issue. For those students, we displayed the main theses of the work on the screen and distributed them in summary form. Such efforts were made. There are always students who haven’t read, and if we consider those who are genuinely interested, perhaps only ten students would show up... (Participant 6, teacher, 04.12.24)

From the respondents' responses, it became clear that not all learners actively participate in reading activities. One possible reason is that many of the classical books offered as examples fail to spark their interest. According to the participants, learners are more drawn to comics and fantasy books.

Many students are interested in comic books. Personally, I don't think comic books have extraordinary characters. However, they are drawn to them because the content is short, and there are plenty of pictures. These books are in high demand among elementary and middle school students, but high school students rarely ask for them. (Participant 3, librarian, 27.11.24)

Well, one of our issues is that the library's collection could be more engaging and comprehensive. It would be great to have more literature, such as fantasy and various captivating stories. A wider selection of children's books would also be helpful. All of this would contribute to fostering reading development. (Participant 2, librarian, 27.11.24)

Interestingly, a sense of distrust and mistrust can be noticed in the interview responses. Even when students read, teachers often doubt whether they have truly read the books. Some believe that the teachers can prepare the students themselves in advance to ensure the event is conducted at a high level.

[...]After that, a literary battle was held. I was invited. I was sitting in the hall while the top-performing students were presenting. However, I had my suspicions—I thought they might just be putting on a show for the director. Perhaps the questions were prepared in advance. Internally, I couldn't help but doubt. Then one of the students said they didn't like a particular character at all. When I asked why, they replied, "Because she got involved with a married man." See? That's when I was convinced the student had actually read the material[...] (Participant 4, vice-principal, 27.11.2024)

At Nazarbayev Intellectual School, they say, “In our school, five works are assigned, and after the students read those five works, they voluntarily choose to read additional works on their own.” If they are truly reading voluntarily, then our country should already be a nation of scholars (Participant 6, teacher, 04.12.24).

Another important point was the absence of feedback mechanisms to evaluate the effectiveness of the programmes and practices. Actually during interviews participants found hard to answer these questions. Most of them mentioned that they submitted reports and monitoring. As participant noted, “ We constantly report on the events we have conducted, everything. We publish this on social media, on the school's Instagram...” (librarian, 27.11.2024).

Respondents expressed the view that taking photos and writing reports for every event has led to a feeling of mistrust toward them as professionals.

We are required to submit photo reports of our activities, along with all the protocols, to higher authorities, social media, and relevant organizations...Now, for example, they open equestrian sports and other activities, but only a few children actually attend. Yet, we report that an entire class of 20 students is participating. Most of the time, they keep asking for such information, over and over, and it has become difficult—we are forced to do it. There is a lot of unnecessary stuff. Then there’s the photo report. For example, if I hold a meeting, they immediately ask me to send a photo report: did you hold it or not? It needs to be posted on social media. Why don’t they trust me? This is my job. It’s my functional responsibility. I’m supposed to do it, and I am doing it. The protocol is recorded, after all. Why are we required to do this? Even if we organize a cleanup day, we have to take pictures outside to show that we are doing it, as if we are justifying ourselves, proving that we are not lying. But it’s not necessary (Participant 5, principal, 04.12.24).

Participant voiced strong dissatisfaction, stating that these reports, photos, and monitoring activities are merely for show and do not reflect reality. Furthermore, participant

mentioned if teachers share their opinions on their social media profiles, they are often asked to delete their posts.

[...]We have this kind of bureaucracy, as they say. We provide false information to look good. It's everywhere, in any place[...]People who post on Facebook often end up removing their posts. They write an article, then delete it after a few days. They face real harassment. This is due to the requirements imposed from above. You're not allowed to write. There's no freedom of writing or freedom of speech anymore (Participant 6, teacher, 04.12.24).

4.3. Key Barriers to Promoting RL in Remote Schools in Kazakhstan

The third research question focuses on identifying key barriers to promoting RL in remote schools.

4.3.1. Effectiveness of Policies and Practices

The effectiveness of policies and practices related to RL varies among participants, with each evaluating their success differently. While all stakeholders acknowledged the importance of these programmes, their perceptions of effectiveness were mixed.

Participant 4 shared that they assess effectiveness through changes in learners' behavior, providing an example of how students began reading more books. This change was even noticed by parents, who expressed their gratitude to teachers.

The grandfather of [_____]came and brought ten fir trees as a gift, saying, "Thank you for freeing my grandgirl from his dependence on the phone." Then the [_____] father came and gave 50,000 tenge, saying, "Thank you for helping my son stay away from the phone." (Participant 4, vice- principal, 27.11.24)

However, another participant emphasized the importance of consistency, pointing out that while books expose students to diverse texts, the focus shifts to grammar during school evaluations and competitions, leading learners and teachers to rely on outdated

grammar-focused materials. This misalignment creates a dilemma: RL is promoted in teaching but sidelined in assessments.

There is no consistency... RL is effective, and its effectiveness can be observed. We teach using various strategies that enhance effectiveness through different methods, depending on the teacher's expertise. However, during inspections, they only focus on grammar. Why isn't there a focus on RL? If there were a consistent approach to RL, similar to what we have in the Unified National Testing (UNT), it would align both the student's and the teacher's interests in one direction.(Participant 6, teacher, 04.12.24).

Interestingly, the teacher whose lesson I observed holds a different perspective. In their opinion, modern tests and inspections place a significant emphasis on RL. (Lesson observation 3, 15.12.2025)

Parents do not think that holding such actions as 15 minutes reading at break or a competition with prizes can be effective and does not give any effect to make children develop a love of reading.

No, saying that a child will develop an interest in reading within 15 minutes is a lie. I don't think a child can read something and fully grasp its meaning in just 15 minutes... Or perhaps a reward. It might only interest the child at that moment because they are drawn to the reward. But what happens after the competition is over? Will the child go and read books on their own? (Participant 8, parent, 29.02.25).

This sentiment aligns with the experiences shared by participant 5, who, despite introducing incentives like bicycles or phones for top readers, acknowledged that such measures did not resolve the issue.

However, to address this, we tried to engage students by introducing additional incentives and modern approaches. We organized contests with prizes, conducted surveys asking who read a particular book, and offered rewards such as bicycles and

phones for first and second places. Despite these efforts, it did not resolve the issue. (Participant 5, principal, 04.12.24)

Participants also reflected on changes learners' reading habits over the past 5, 10, and 15 years. While one participant saw no change, others observed a decline in children's interest in reading. Some felt that students lacked motivation, while others believed that children would read if they perceived tangible benefits.

Yes, it all depends on the child. If the child is gifted, of course, they will give a hundred. If the entire class is gifted, they will give a hundred. If it's an average class, then it will be eighty. But it hasn't decreased. It hasn't dropped to fifty; it remains the same. Children are reading. (Participant 1, teacher, 27.11.2024)

Well, now, with the addition of new fiction literature for readers, especially for elementary grades, an interest has emerged... an interest in reading... in selecting their own literature. Children are actively participating in the events we organize. (Participant 2, librarian, 27.11.2024)

There used to be children who came to the library to take notes, saying their teacher had given them assignments to write down. Over the past three years, there haven't been any at all. I think they get the information from the internet now. (Participant 3, librarian, 27.11.2024)

Children read based on their needs, whereas we used to read, I think, to admire the beauty of it. (Participant 4, vice- principal, 27.11.2024)

One of the barriers affecting engagement with reading, as mentioned by many respondents, is the internet. They stated that they often struggle to focus on school materials because they are more engaged with their phones. Participants noted that they are accustomed to quickly finding information with minimal effort and are used to fast-paced content, such as short videos and brief information.

It's social media and phones... it's the lack of a clear direction. We're moving forward, but it's unclear where we're heading. Sometimes, it feels like aimless wandering to me. (Participant 5, principal, 04.12.2024)

Children have gotten used to quickly accessing a lot of information, an overwhelming amount of information. But when it comes to reading a lengthy piece of work, they struggle to sit and read even a short text of 100-150 words. They start reading, skim through it quickly, and only find the ending interesting. This is mostly because of the internet and phones. Is it a lack of responsibility, or is it that all children nowadays are hyperactive? They are very restless, constantly moving. (Participant 6, teacher, 04.12.2024)

Now, as I'm saying, it's this (the phone) that's causing the problem—children lack focus. (Participant 7, teacher, 06.12.2024)

4.3.2. Challenges and Opportunities

Measuring success in meeting RL goals also varied among participants. Some relied on tests and assignments (Participant 1, Teacher, 25.11.2024 ; Participant 6, Teacher, 04.12.24), others evaluated engagement during lessons (Participant 7, Teacher, 06.12.24), and one participant assess success by listening learners' speech (Participant 5, principal, 04.12.2024).

Challenges in implementing these programmes were also evident. Some participants identified difficulties in managing students, noting that only figures of authority could ensure compliance.

The children don't really listen to us much, to be honest. We approach them through the class teacher. Through them, we manage to get things done. Now, they do complete the tasks we assign, but we can't say it to just any child. We work only with those children whom we think will do it and manage to deliver. That's the hardest part. (Participant 3, librarian, 27.11.2024)

Others pointed out a lack of parental involvement.

[...] It seems like it should start with the family. Teachers at school do their part; the work is being done. But without feedback at home, without feedback from parents, and without a connection between parents and the school... no results can be achieved. (Participant 7, teacher, 06.12.2024)

Parents often think, "I'm not obligated to make my child read books," but we still try to involve them. However, the number of involved parents is very small—not all of them. Many are preoccupied with their livelihoods. If they don't work, they might not be able to pay their loans. Their thoughts are consumed by these concerns rather than focusing on raising their children. They send their kids to school and leave it at that, thinking their responsibility ends there. (Participant 5, principal, 04.12.2024)

Parents themselves believe that they should educate their children, but the role of teachers is to get children interested in reading by making their lessons more interesting, so that children will be motivated to learn.

It depends on the teacher's professionalism. If the teacher sparks interest, then the child will start reading. (Participant 8, parent, 25.01.2025)

Society and other factors ... I believe it primarily depends on parents. Since parents bring a child into this world, they are responsible for the child's life. At the same time, schools also need to do their part. Schools should aim to increase the number of creative and inspiring teachers—those who can truly engage the children. After all, adults are responsible, while children are still young and don't fully understand everything. Children need proper guidance and direction. (Participant 9, parent, 16.02.2025)

Additionally, the lack of motivation among learners was mentioned.

It's the lack of enthusiasm in children. Motivation... For instance, we talk about the *Altyn Belgi* award, but even *Altyn Belgi* has no real value anymore. It has no significance....The score would be enough to earn it, and those kinds of rewards played a role. *Altyn Belgi* recipients would receive a personal computer or something similar. It sparked interest and increased motivation. Now, when everyone is treated

equally, whether they study hard or not, it doesn't matter. That's the issue. (Participant 6, teacher, 04.12.2024)

From the interview excerpts of Participant 4 and Participant 6, it becomes clear that teachers themselves sometimes struggle to understand the programme's requirements and often need additional explanations and interpretations.

Challenges related to teacher professionalism and commitment play a significant role. But there are teachers to whom we have to explain and translate the learning objectives. Some don't understand what the learning objectives mean or what the government is asking for. (Participant 4, vice- principal, 27.11.2024)

It seems that there is a lack of commitment and responsibility among some of my colleagues to see tasks through to the end....We ask something from the learners, but it feels like something essential is missing on our part. (Participant 6, teacher, 04.12.2024)

Participant 5 highlighted the absence of a guiding ideology in these programmes, making the educational system's direction unclear. As the Principal explained, "The lack of a clear direction—where we are heading is uncertain. Sometimes, it feels like aimless wandering to me" (04.12.2024).

Similar to this opinion, Participant 6 highlights the importance of consistency in implementing programmes. According to them, current policies lack coherence, as they are drawn from different contexts without proper coordination among policymakers. This lack of discussion ultimately leads to confusion and inefficiencies. As the participant emphasized, "Consistency. There needs to be consistency in everything. One person takes one thing, another takes something else. This issue starts from the top" (teacher, 04.12.2024).

Participants offered several suggestions for improvement. Some proposed introducing creative elements like theatrical performances (Participant 1, Teacher,

25.11.2024) or coworking spaces (Participant 2, Librarian, 27.11.2024), while Participant 5 suggested making knowledge of specific literary works compulsory by certain grades (Principal, 04.12.2024).

In primary school, I would suggest incorporating theatrical performances to spark interest and motivation for reading. It's essential to engage children. They love fairy tales, enjoy watching and participating in plays, dressing up, and expressing themselves. I would make this a structured system. (Participant 1, teacher, 25.11.2024)

Well, I would like us to have a coworking center for children, a space where they can come in a relaxed, informal atmosphere, sit, and read their favorite books. Additionally, I'd like to see the library's collection expanded with diverse and interesting literature suitable for different age groups—for instance, for primary school, middle school, and high school students. (Participant 2, librarian, 27.11.2024)

I believe that 1st to 4th-grade primary students should become familiar with fairy tales and master certain works appropriate to their level. For grades 5 to 11, they should master another set of works. By the 11th grade, students must read and be familiar with *The Path of Abai*. (Participant 5, principal, 04.12.2024)

Participant 6 suggested a review of the textbook content, pointing out that while fifth-graders study Abay's works for the entire year, other classical authors have been removed.

For example, in the 5th grade, we spent an entire term studying Abai's works, and then in the 6th grade, that's it. What about the rest? Where are our other classics, the works of our other writers? No, all of this was decided from the top. (Teacher, 04.12.2024).

Parents proposed leveraging technology, such as reading-focused games and apps, to engage children. Others believed teachers should actively encourage students to read through more engaging and dynamic lessons.

Classic books should be published, and events like Reading Days should be organized. There should be frequent collaboration with libraries. Children could watch movies related to the books they read or attend plays, followed by discussions. Debate evenings, round tables, and similar events should also be organized. (Participant 9, Parent, 16.02.2025)

Since children use phones, there should be apps aimed at developing RL. Perhaps adding some educational games or integrating literacy-focused elements into the games they already play would be a good idea. (Participant 8, Parent, 25.01.2025).

Also, participants indicated that telephones has a big impact on learners' engagement with reading.

So, I think that in general, to prevent a child from getting too absorbed in certain things—especially with TikTok and Instagram, which are such a nuisance—if they can perceive them at an adequate level, there is a lot of useful content there. However, the problem is that a child cannot distinguish between what is useful and what is not, and they get completely immersed in it. With this, they cannot turn their attention to books (Participant 5, principal, 04.12.2024).

Oh, memory in children, attention...

You see, I'm saying this—this is exactly what's ruining it; children have no attention. Yes, instead of listening to the teacher, students today rely more on this (phones). Therefore, it is important to incorporate lessons into this (phone), as it aligns with their interests. (Participant 7, teacher, 06.12.2024)

4.3.3. Resource Constraints

Resource constraints were another significant concern. Respondents highlighted the lack of diverse and engaging materials in schools, which limits the ability to cultivate reading habits effectively. Additionally, as Participant 6 pointed out, some villages have

only gained access to the internet this year, further hindering the success and effectiveness of educational policies. Participant 6 emphasized that infrastructure must be established first, as implementing policies without adequate infrastructure undermines their effectiveness.

Well, we do have a problem—our library collection could be more engaging and diverse. It would be great to have more literature, like fantasy, various captivating stories, and more children's books. All of this would greatly contribute to the development of reading habits. (Participant 2, Librarian, 27.11.2024)

We are a relatively close village, not a remote one. But what about the situation in remote villages? For example, in villages like Tarbagatai, where internet access has only just been introduced to our area this year. As for RL, access to listening materials has long been unavailable. For that, the infrastructure needs to be in place first. The infrastructure should be established first, and only then should programmes be implemented. However, in our case, the programme is developed first, and only afterward are conditions created. (Participant 6, teacher, 04.12.2024).

During the observation of school libraries, many new books were noticed. According to the school librarians, in 2021, each school library was allocated 700,000 tenge, which allowed the schools to update their collections. However, the availability of books varied significantly. Some schools benefited from donations by sponsors, volunteers, and schools like NIS (Library observ.2, 27.11.24; Library observ. 3, 06.12.24), while others struggled with outdated collections, including books from the 1950s (Library observ.1, 22.11.24). All the school libraries had a corner for the “Donate a Book to the School” campaign. One of the librarians mentioned that every year they conduct this campaign, and each class is required to donate at least one book, which causes some irritation among them (Library observ.2, 27.11.24). This campaign is held at all schools.

After receiving the books, as some librarians pointed out, they record the book numbers and prices and send reports (Library observ.3, 04.12.24; Library observ.4,

06.12.24). Previously, such practices were not always in place. There were also methodical books for teachers, but since the information is outdated, they are not widely used.

During the observation, it was evident that younger learners tend to visit the library more often. There was an instance where younger learners left the books as soon as the bell rang, mainly looking at the illustrations in the books (Library observ.4, 06.12.24). High and middle school students visited the library mostly for events and activities (Library observ.2, 27.11.24).

During the first lesson observation (21.11.2024) was in an elementary school, the topic was about ancient Greek myths. The teacher began the lesson with questions related to the topic, and then the students worked in pairs to explain to each other what a myth is. Once they understood, they displayed a “house” as a signal. The teacher explained the lesson, showed a video, and paused it from time to time to ask questions. Additionally, the students took turns reading aloud. In conclusion, the lesson was engaging; students actively answered questions, and it was conducted in a question-and-answer format.

The second observation (08.02.24) took place in a history class, a subject where RL plays a particularly significant role. The lesson was conducted for 7th-grade students. Due to the screen not working, the teacher and students used their laptops and phones during the lesson. The teacher independently explained the entire topic. While explaining, the teacher asked topic-related questions, but only a few students responded. Afterward, the teacher sent true/false tasks and pros/cons analysis tasks to the class WhatsApp group, which the students worked on.

In conclusion, the lesson appeared disengaging, with only the interested students actively participating in the discussion of questions. One possible reason for the low level of engagement could be the teacher’s teaching method. When I asked the teacher why they decided to explain the entire material themselves, they replied that the students simply did

not understand and would not read the topic because it was too difficult. There may be truth to this, as the students are studying history using a textbook intended for 8th-grade learners. According to the teacher, the topic they are currently studying was previously taught in the 8th grade.

The third lesson observation (15.12.24) was a Russian language class in a Russian-instruction school. The classroom featured a book corner, as it was specifically designated for Russian classes. Additionally, the classroom had a board and a book corner. The lesson was conducted for 10th-grade students, and the topic was related to digital literacy. As ironic as it may seem, the lesson on digital literacy lacked essential technology: there was no computer or screen. Some pupils did not have phones, while others lacked internet access on their devices. Consequently, students without phones had to collaborate with peers who did.

Initially, the students discussed the meanings of various terms and wrote them down in their notebooks. After this, they were divided into three groups and used Padlet on their phones to answer group-specific questions. The students remained engaged throughout the activity, and at the end of the lesson, they discussed their answers together. During a conversation with the teacher after the lesson, they showed me the content of the textbook and mentioned that the topics are quite challenging, as many of the texts focus on math-related subjects (The 10th-grade classes are divided into two streams: humanities and math). For instance, during the first term, an entire unit was dedicated to physics. As a result, the teacher mentioned that they had to study some of the laws of physics independently to better understand how to work with the texts.

4.4 Chapter Summary

In this chapter, the findings from document analysis, interviews, and observations are presented. The first section outlines the policies and practices currently implemented to

promote RL. The second section examines stakeholder engagement and their roles in the realization of these policies and practices, drawing on data from interviews. The third section identifies key barriers to effective implementation, including resource constraints, with supporting data gathered from observations.

The results presented in this chapter provide a comprehensive picture of the challenges and successes in promoting RL and highlight the gaps between policy and practice. While there are numerous initiatives and frameworks to support RL, their effectiveness often varies due to inequalities in resources, engagement and implementation strategies.

In the next chapter, I will discuss the main findings, connecting them with insights from relevant studies and literature to provide a deeper understanding of the issues and potential solutions.

Chapter 5: Discussion

In the discussion section, I synthesize the data from the findings and analyze them thoroughly. The Chapter is structured around key themes, which emerged as a part of data analysis. These themes serve as a framework to address the primary research questions, which include (1) how RL policies and practices are implemented, (2) their impact on stakeholders' engagement in policy development and implementation, and (3) opportunities and challenges in promoting RL in remote areas of Kazakhstan. The data is integrated into the existing literature to provide a comprehensive understanding of the topic, place the key findings within the broader academic discourse and offer insights into the effectiveness and limitations of RL policies and practices in remote areas. I now discuss each of these in detail.

5.1 Implementing RL Policy

The success of policies depends on the systemness. Systemness means understanding what happens within the system and how changes impact all components, ensuring unity and cohesiveness (Fullan & Quinn, 2016).

Countries like Singapore and Finland (see Chapter 2) recognize RL as a core component of education. They support RL by enhancing their curricula, developing networks of school libraries, and creating dynamic online platforms (Mäkinen, 2015; Rusydiyah & Rahman, 2023). Additionally, these nations emphasize effective instructional RL practices beginning in primary schools, with particular attention to learners facing reading difficulties (Ning et al., 2016). Estonia, another notable example of success in RL in recent years, identified lifelong learning as a strategic priority in 2014 (Tire, 2021). By focusing on long-term educational goals, Estonia has made significant progress in fostering RL across its population.

However, experiences in countries such as Australia, Indonesia, and the USA (see Chapter 2) reveal challenges in implementing RL policies effectively. These challenges include misalignment between intended goals and implementation guidelines (Merga & Gardiner, 2018), insufficient methods like merely adding extra reading time or integrating technology without strategic planning (Baye et al., 2019), and an overemphasis on testing. This last issue is often exacerbated by failing to account for students' background knowledge and lacking effective assessments and practices (Barber & Klauda, 2019; Elleman & Oslund, 2019).

These international cases demonstrate that, despite similarities in policy intentions, some countries achieve success while others face obstacles. From these practices, it becomes evident that a critical factor in successful policy implementation is the development of a well-structured plan. This plan must consider the current conditions, norms, and procedures of schools, while also addressing time, budget, and human resource constraints (Baglibel et al., 2018). Moreover, it is crucial to clearly define roles and responsibilities for each action (Viennet & Pont, 2017) and to ensure that the plan is designed to be comprehensible and actionable for its intended implementers (Fullan, 2016, p. 88).

Apart from the plan, how these policies align with the local context also matters. A policy can be successful in one country, while the same policy may fail elsewhere, because learning does not happen only at school (Steiner-Khamsi, 2014). The policies may seem effective on paper, they do not always lead to immediate changes in classroom, school, or regional practices (Burdett & O'Donnell, 2016). There is often a gap between the implementation of a policy and the realisation of its expected outcomes, which is influenced by external factors such as socio-economic conditions and available resources (Burdett & O'Donnell, 2016). Therefore, locally generated ideas that consider limited resources could be more effective in such cases (Niyozov et al., 2020).

The implementation of RL policies also largely depends on leadership and the active engagement of stakeholders. If stakeholders are genuinely involved, significant results can be achieved (see Chapter 4). Let us now explore the role of stakeholder engagement in this process.

5.2 Stakeholders' Engagement in Policy Development and Implementation

Teachers, librarians, principals, and parents play a pivotal role in implementing policies and practices aimed at enhancing students' RL and overall academic success. While individuals working within schools acknowledge their varying levels of involvement, parents often associate their children's academic achievements, including RL, with the professionalism of teachers. However, a closer examination of the literature reveals that parents' own engagement in reading is a strong predictor of their children's reading performance (Ho & Lau, 2018). Active parental involvement is critical for fostering literacy development and enhancing overall academic outcomes (Castro et al., 2015).

Interestingly, while parents frequently attribute responsibility to teachers, teachers often point to parents as key influencers of students' success. This dynamic reflects a recurring tension between these stakeholders. Policies and practices in Kazakhstan that aim to bridge this gap are a promising development. Collaborative efforts requiring shared responsibilities from both teachers and parents have the potential to drive significant improvements, though they may also create challenges and tensions (Deslandes et al., 2015; Egger et al., 2015).

Despite these challenges, research underscores the significant role teachers play in shaping learners' academic and personal development through daily interactions. Building strong, collaborative relationships between teachers and parents is essential for overcoming these tensions and achieving shared goals (Stroetings et al., 2018). The success of such partnerships often hinges on teachers' willingness to reflect on and adapt their practices as

needed (Egger et al., 2015). One effective strategy for fostering trust and collaboration is through consistent and meaningful communication between teachers and parents (Deslandes, 2006b, as cited in Deslandes et al., 2015).

Parental involvement plays a crucial role in RL reforms. Research suggests that parents' participation in school events and engagement in literacy activities at home can significantly impact students' academic performance (Bunijevac, 2017; Jeynes, 2011). However, while policies encourage parental involvement, it is important to critically assess the performative aspects of certain initiatives.

For instance, parents are often asked to submit photos showcasing reading activities with their children, raising questions about the authenticity and true impact of these practices. Such observations highlight the need for a deeper examination of whether these initiatives genuinely contribute to fostering RL.

By ensuring that policies promote meaningful and impactful parental engagement, the education system can more effectively support students' literacy development and overall academic success.

5.2.1 Stakeholders' Agency

The voices of stakeholders are not taken into account. For example, a previous study of trilingual education in Kazakhstan found that teachers' views were hardly taken into account and other stakeholders were only partially consulted (Karabassova, 2020). Initiatives taken by central educational institutions often lead to an excessive number of programmes, which can result in a lack of autonomy for stakeholders (Micavonic, 2019). Actually, by engaging stakeholders, the implementation of programmes can benefit significantly, as their primary role in the engagement process is to reflect the realities of practitioners, which helps programmes identify obstacles. Additionally, this approach allows for course adjustments when necessary, particularly if the measures do not align with

local needs (Viennet & Pont, 2017). Without teachers' voices in this process, it is unlikely that all stages of reforms will see meaningful improvement (Fullan, 2007). However, none of the participants reported being involved in any way in the development of these programmes.

These aspects strongly highlight the top-down nature of the system. Kazakhstan's education system is characterised by a top-down administrative structure with a strong emphasis on accountability (Yakavets et al., 2023). This hierarchical structure can hinder the successful implementation of policies and leave stakeholders feeling helpless and frustrated (Lingham et al., 2017). At the end, stakeholders, who are directly affected by these policies, should be actively involved in the development process, rather than leaving it to individuals who are more distantly connected to the school context (McClure & Aldridge, 2022).

The next critical aspect is that these policies do not receive adequate feedback. There are no reflections from practitioners, and no one evaluates the effectiveness of these policies. As highlighted in the participant's response, if stakeholders want to share their opinions about specific implementations, they are often silenced. We can see that there is a noticeable element of control. This control discourages open dialogue, leading stakeholders to merely follow the rules and comply with directives without expressing dissent. Such an environment significantly increases resistance to reforms (Hargreaves, 2004). In turn, control methods are associated with negative consequences for students, such as lower grades, a preference for easy work, and a high dependence on the evaluation of their work by others (Marshik et al., 2017).

These raises another critical question: how does the top-down nature of the system affect stakeholder engagement? From respondents' answers, it becomes evident that whether they agree or not, they comply with the tasks they are assigned. The key issue lies in *how* these tasks are carried out. To address this, let us examine the concept of performativity.

5.2.2 Performative Nature

There is no feedback on the effectiveness of these policies from any stakeholder group. However, respondents' answers reveal a different form of "feedback"—photo reports. They are asked to submit reports and photos of specific activities held in their schools to higher authorities and in social medias. This represents a performative aspect of these policies.

Performativity refers to actions that serve as displays of quality and measures of productivity or output (Ball, 2003). In education systems, performativity manifests in the demand for accountability through measurable outcomes (Perryman & Calvert, 2020). The focus on collecting reports and visual documentation reduces stakeholders' roles as educators, making them feel untrusted as professionals. This lack of trust and professional recognition is echoed in the responses of participants, highlighting the negative impact of performativity on their sense of value and agency (Ball, 2003; Perryman & Calvert, 2020).

The current approach suggests that as long as stakeholders submit the required reports or photos, it is deemed sufficient. The emphasis on reporting rather than assessing quality or other meaningful measures reduces the activities related to RL policies and practices to a façade—mere appearances rather than substantive outcomes. By analyzing the responses, it can be assumed that the performative nature of the processes has led to stakeholders losing trust in the success of initiatives aimed at developing RL and increase the cynicism, mistrust among the stakeholders.

5.2.3 Stakeholders' Motivation

Observations and interviews reveal a significant divide among stakeholders: some are highly motivated and genuinely invested in their work, while others, lacking intrinsic motivation, approach tasks as mere obligations. This stark contrast has a noticeable impact on the quality of their outcomes. When stakeholders are intrinsically motivated, their efforts

are more likely to produce positive and meaningful results (see Chapter 4). Conversely, external motivation often leads to lower-quality outcomes or actions that fail to drive improvement (Kuvras et al., 2017). This raises an important question: what factors contribute to the low level of engagement among stakeholders? While several reasons have already been mentioned, additional factors, such as school climate, student discipline, cooperation, and workload, significantly influence engagement (Toropova et al., 2021).

Addressing this issue requires exploring how motivation can be enhanced. Providing stakeholders with greater autonomy can foster a sense of ownership and responsibility, while boosting their self-efficacy can play a critical role in implementing reforms effectively (McLure & Aldridge, 2023). Self-determination theory also emphasizes the importance of fostering competence to enhance motivation (Ryan & Deci, 2020). Insights from respondents and lesson observations highlight the critical role of teacher professionalism in integrating RL into classroom practices. For example, language teachers noted that they often study independently before lessons to familiarize themselves with terminology (see Chapter 4), as the curriculum is interconnected with other subjects such as physics and science (see Chapter 1). This aims to enhance functional literacy. Moreover, teachers adapt these changes based on their established norms, routines, and procedures (Baglibel et al., 2018). This demonstrates that reforms cannot simply be implemented as outlined in policy documents; rather, their success depends on how teachers incorporate them into their practices. This further underscores the need for professional development training, which has been shown to significantly improve classroom instruction (Van Lare & Brazer, 2013).

The necessity for professional development extends beyond teachers to include administrators and principals, who also require clear guidance on implementing policies within their schools. Studies indicate that supporting principals with training on implementing changes has been a key component of successful reform strategies (McLure

& Aldridge, 2022; Viennet & Pont, 2017). In fact, a review of 16 studies revealed that planning such training as part of reform strategies can contribute to more effective policy outcomes (McLure & Aldridge, 2022). By providing comprehensive training and resources, stakeholders' self-efficacy can be enhanced, leading to greater success in policy implementation (McLure & Aldridge, 2022).

The role of local educational departments is also vital in this process. These departments interpret policies and influence how they are received and enacted in schools (Castagno & Hausman, 2017). Their proximity to the implementation process makes them pivotal in ensuring that reforms are relevant to local contexts. Ignoring local realities can undermine the sustainability of policies (Wedell, 2009, as cited in Baglibel et al., 2018). Furthermore, local educational departments, when operating within a supportive environment, can effectively monitor and support key stakeholders while fostering a positive and productive working atmosphere (Hitt et al., 2018). Empowering these departments with the necessary tools and authority to provide meaningful guidance and support will significantly contribute to the successful implementation and sustainability of educational reforms.

5.3. Opportunities and Challenges in Promoting RL in Remote Areas

Reading is essential, as all facets of learning are accessed through reading (Miller & O'Donnell, 2013). Therefore, it is crucial to engage learners in reading, as literacy is vital to success. In today's digital age, learners are surrounded by digital media and often engage with screen devices. Many are more interested in social media and short videos, which can diminish their interest in reading (see Chapter 4). However, we are surrounded by digital media, and we can not deny fact the impact of it on learners, therefore it is highly important discuss the use of digital media.

Research offers varying perspectives on the effects of digital media. For instance, one study found that excessive screen time negatively impacts children's mental imagery (Suggate & Martzog, 2020). Conversely, other studies highlight the benefits of digital tools; short videos, for example, can be used by learners to demonstrate their understanding (Frydenberg & Andone, 2016), and technology use can foster creativity (Liu et al., 2022). Furthermore, digital media has been shown to enhance reading comprehension, improve reading ability, and increase motivation (Chu, 2021).

Therefore, while digital media can be an effective tool to enhance motivation and interest in reading, it must be used carefully in educational settings (Galetzka, 2017; Liu et al., 2022). But there are certain limitations that need to be addressed for successful integration digital media.

5.3.1. Resource Limitation

From observations, it is evident that schools generally have a sufficient number of books. Also, the voluntary club organizes reading activities and provides books to various auls (villages) in the region where this research is conducted, funding these efforts independently. Additionally, libraries hold annual events where learners donate books (see Chapter 4). However, librarians and teachers noted that some new books do not align with learners' interests (see Chapter 4). For example, learners are more attracted to comic books, while classical literature seems unappealing. The difficulty in identifying books that resonate with students, reflecting broader research findings that catering to learners' preferences can greatly enhance reading interest (Adkins & Brendler, 2015; Loh et al., 2017). Also, library conditions vary across schools. While two libraries are newly renovated, the other two are not, which appears to affect learner engagement (Loh et al., 2017). The last major renovation of libraries took place in 2021, during which new and currently popular books were added. However, no renovations were carried out before or after 2021 (see Chapter 4).The condition

and atmosphere of school libraries play a crucial role in learner engagement. Schools with less comfortable or outdated libraries may face challenges in motivating learners to read (Loh et al., 2017).

The lessons observations shows a lack of resources in the classrooms (see Chapter 4). For instance, there are no screens available, books are insufficient, forcing both teachers and learners rely on their phones. However, not everyone has phones, and also they must provide their own internet access. These challenges impact teachers, which can cause distress and hinder both teachers and learners from reaching their the full potential (Maffea, 2020).

Schools frequently organize various events and competitions for learners, teachers, and staff, regarding reading, often offering prizes for winners. However, these prizes are typically funded through sponsorships secured by the schools or contributions from teachers and staff. This raises a question: Are such prizes necessary? A review of policy documents shows that organizing events and competitions to promote reading is required, but there is no explicit mandate to provide prizes. But, interestingly, higher authorities do not prohibit such prizes. Why do schools need to find their own sponsors for library renovations or new books? What happens if sponsorships are unavailable—will the financial burden fall solely on the staff? Why are teachers expected to contribute money?

These questions highlight the need for a more structured and sustainable funding approach to support library development and reading initiatives.

5.4. Chapter Summary

In this chapter, I discussed the findings of my research by interpreting and synthesizing them with relevant literature.

First, I analyse policies and practices related to RL and identify potential problems in their implementation. Analyses of respondents' answers, documents, and observations

show that these policies emphasise collaborative efforts between parents and schools. The importance of being systematic, having coherent plans, and the relevance of these policies to the local context are also discussed.

Second, I examined stakeholder involvement in policy development. The findings suggest that these policies are largely top-down. I investigate how this hierarchical nature affects stakeholder agency and motivation. The performative nature of these policies is also analysed, revealing their impact on stakeholder engagement. Analysis of respondents' views revealed a recurring theme of distrust and cynicism towards these initiatives. This finding is consistent with existing literature which suggests that poorly designed policies often lead to such negative perceptions.

Finally, I discussed the integration of digital media in the development of reading literacy, noting its potential to increase student engagement. However, respondents identified mobile phones as a significant distraction that can undermine the success of reading initiatives. The literature emphasises the need for thoughtful integration of digital tools to effectively support and promote reading among students. In addition, the analysis addresses resource and funding constraints, which respondents and the literature identify as significant barriers to realising the full potential of both students and teachers.

From these discussions, several conclusions can be drawn. In the next chapter, I will summarize the key findings and provide recommendations for addressing these challenges.

Chapter 6: Conclusion

In the previous five chapters, I introduced the topic, provided its background, formulated the research questions, reviewed the literature, elaborated on the chosen research methods, described the key findings, and discussed them by analyzing and connecting them with relevant literature.

In this final chapter, I will answer the research questions, offer recommendations for potential beneficiaries, and outline the limitations of the study.

6.1 Research Questions

6.1.1. What kind of policies and practices are in place to promote RL in schools in Kazakhstan?

This question aimed to explore the existing policies and practices related to RL in Kazakhstan. While official statements frequently emphasize the importance of RL, it is crucial to examine the concrete actions taken to enhance it.

The significance of RL has been highlighted in multiple policy documents. A possible starting point can be traced back to 2003 with the national project *Bookcrossing*. RL has also been included in various strategic development plans over different periods, primarily as part of efforts to improve Kazakhstan's performance in PISA. Since 2014, the Altynsarin Academy has published methodological guidance letters that incorporate RL and outline various actions for its enhancement. In 2021, the *Reading School* national project was launched, followed two years later by the *Children's Library* initiative, which focuses on implementing short reading sessions and improving library collections. Also these projects place significant emphasis on fostering collaborative efforts between parents and the school community.

While these initiatives emphasize diverse activities and events, the main issue lies in the absence of a systemic approach. The absence of a clear focus and a long-term plan

makes these projects difficult to understand and implement effectively. Additionally, stakeholders are not involved in providing feedback or adapting these policies to local contexts. There is no defined timeline or structured plan for the entire implementation process, leading to further challenges.

6.1.2 To what extent are stakeholders engaged in developing these policies and practices in remote schools in Kazakhstan?

This question aimed to determine how stakeholders are involved in shaping these policies and practices. Research suggests that the success of educational initiatives depends on considering the voices of stakeholders.

Participants reported that they had never been involved in the development of RL policies and practices. One participant mentioned that educators could create their own *authorial programmes*, which might later be approved for national implementation. However, another participant, whose authorial programme had been adopted by other schools, expressed a different perspective, arguing that there is no real involvement in policy development.

While all participants played a role in integrating these initiatives—whether they wanted to or not—they often viewed themselves merely as implementers, responsible for carrying out these programmes. This reflects a top-down approach, which, as discussed in the literature review and findings chapter, can contribute to unsuccessful policy implementation. Additionally, stakeholders do not provide feedback on these initiatives, which further hampers their effectiveness.

6.1.3 What are the key challenges and opportunities in promoting reading literacy in remote schools in Kazakhstan?

Several challenges emerged from the analysis:

First, the nature of policies. The stakeholders highlighted the performative aspect of RL policies and practices. Participants reported that they regularly submit reports and photos to higher authorities as proof of engagement—parents similarly noted that collaborative efforts often revolve around documentation rather than genuine engagement. This emphasis on creating a *façade of success* prevents a deeper understanding of real issues. The lack of feedback mechanisms further exacerbates the problem.

Second, funding issues and resource constraints. While libraries receive funding to replenish their book collections, some participants mentioned that they often have to secure sponsors themselves. Similarly, competitions and reading-related events are frequently funded either by external sponsors or by teachers themselves. It became evident that learners often decide for themselves what books to read in order to develop their RL. As mentioned earlier, interview participants frequently struggle to understand why their students are uninterested in classical literature and what they actually prefer. One respondent noted that comic books are the most popular choice among middle school students.

Third, professionalism. The success of RL initiatives is closely tied to the professionalism of stakeholders. Since stakeholders adapt policies to their daily routines, implementing them as outlined in official documents becomes difficult. As observed in lessons, teachers' professionalism—how they conduct their lessons and integrate RL—plays a crucial role in achieving the intended outcomes. It is also worth noting that stakeholders need to be trained in how to effectively use and integrate digital media – as this is critical to achieving the intended results. Thoughtful integration of digital media by stakeholders can increase engagement in reading, while inappropriate use can detract from the overall goals of the initiatives.

6.3 Recommendations

Teachers

Teachers must integrate reading into their subjects to build a culture of literacy among students as well as find effective ways to use phones and other technologies to engage students. Because these devices are an integral part of today's society, teachers can identify specific problems in RL (RL) policies and suggest innovative ways to integrate reading into classroom and school practices.

School Leaders

School leaders should recognize the importance of RL and take active steps to support initiatives that enhance it. For instance, they can facilitate the formation of reading clubs, organize theater performances, or sponsor other activities that nurture a love for reading.

Parents

Parents also play a crucial role in developing their children's reading habits. While teachers are partly responsible for academic success, parents need to recognise their influence too. Research shows that spending quality time with children reading has a profound impact. Parents can also support their children's interest in reading by maintaining a home library and modelling reading behaviours themselves. When parents are actively involved in reading, it encourages children to develop similar habits.

Local Authorities

Local authorities should empower students by allowing them to choose books based on their interests. Also organise different activities at the city, regional level to engage students. This approach can significantly increase their motivation to read, as they will feel more involved and connected to the material.

Ministry Level

The government and policymakers play a critical role in shaping and sustaining RL initiatives. First, rather than relying solely on photographs and reports as indicators of progress, alternative evaluation methods should be explored to better measure the impact of RL programmes. Second, providing schools with necessary resources such as books and library equipment is critical. Schools' dependence on self-reliance on sponsors to secure these resources undermines the sustainability of RL policies. Third, providing structured professional development opportunities for all stakeholders is vital. Teachers need training to effectively implement RL strategies in their classrooms. School principals and administrators benefit from training on how to manage and adapt RL initiatives to local contexts.

Ultimately, it is very important to develop a well-designed plan that takes into account all aspects of school operations, especially in rural and remote schools. The plan should be long-term, not limited to a single school year. Each year should contain specific goals for the schools to achieve. If these goals are not met, obstacles should be identified by gathering feedback from stakeholders and the plan should be adjusted for subsequent years. The belief that simply requiring schools to organise activities will improve students' RL and achieve the goals outlined in the PISA RL strategic plan is unrealistic.

By implementing these recommendations, stakeholders at all levels can contribute to building a strong foundation for RL and ensuring its long-term success.

6.4 Limitations of the Study

First, the study was conducted on a small sample size, involving only nine participants. As a case study, the number of participants could have been larger to provide more comprehensive insights. Secondly, time constraints posed a significant challenge. Due to these limitations, some participants were unable to take part in the research, and the

planned lesson observations could not be conducted in the intended schools. Additionally, a considerable amount of time was spent transcribing the interviews, which is a time-intensive process. As a result, less time was allocated to document analysis. Thirdly, this study cannot be generalized to broader contexts, as it specifically focuses on remote areas.

6.5 Reflection on Research and Personal Growth

Writing this dissertation has been a truly amazing journey for me. I chose this topic because I noticed that understanding and analysing texts was causing difficulties for my students. Having researched policies and practices related to RL, I genuinely wanted to understand how they were being implemented in schools.

During data collection, I was particularly intrigued by the participants' views on RL. The diversity of their views made me realise that their individual experiences and backgrounds directly influenced their understanding. However, what impressed me the most was that despite their differences, their views sometimes overlapped, which I analyse in the Discussion chapter of my research.

Writing this thesis has significantly changed my way of thinking. Initially I focused on a specific problem, but exposure to the literature broadened my horizons. As I conducted interviews and observations, I began to see different aspects of the problem. Gradually I began to connect these different elements to uncover the underlying meanings behind the statements and behaviours of the participants.

Now that I have possible answers to my research questions, I realise that I may have overlooked some factors, such as the influence of digital media on students' RL. This realisation has inspired me with ideas for future research and further exploration of this complex topic. During data collection I was highly interested in participants' vision of RL. The fact they differ from each other makes me to think that all of them had their own experience and background that directly influenced their understanding.

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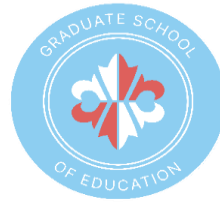
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Appendix A: AI Declaration Form



Exploring Reading Literacy Policies and Practices: a case study of one remote area of
Kazakhstan

Declaration of the Use of Generative AI

I hereby declare that I have read and understood NUGSE's policy concerning appropriate use of AI and composed this work independently (please check one):

- with the use of artificial intelligence tools, or
- without the use of artificial intelligence tools.

(If you have used AI tools as defined in the GSE policy document, please complete the rest of this form.)

During the preparation of this thesis/examination, I used Chat GPT to rephrase my sentences, check grammar to achieve clarity, and assist with brainstorming ideas and editing.

I also declare that I

- am aware of the capabilities and limitations of AI tool(s),
- have verified that the content generated by AI systems and adopted by me is factually correct,
- am aware that as the author of this thesis I bear full responsibility for the statements and assertions made in it,
- have submitted complete and accurate information about my use of AI tools in this work, and
- acknowledge that there may be disciplinary consequences if I have not followed NUGSE's guidelines regarding appropriate AI use.

Name: Kyrmyzy Sharipova

Signature:

Date: 28.05.2025

Appendix B: Informed Consent Form

Research topic:

“Exploring reading literacy policies and practices in remote schools in Kazakhstan: a case study”

Dear Participant!

I would like to invite you to participate in a research study conducted by me, Kyrmyzy Sharipova, a second-year master's student at the Graduate School of Education, Nazarbayev University.

This study aims to explore the reading literacy practices and policy implementation in remote schools in Kazakhstan. The study seeks to build an understanding about the challenges and successes associated with reading in these settings, identify gaps between policies and practices, and offer insights for improving reading literacy outcomes in remote regions. The interview will be scheduled at a time and place convenient for you.

All research questions will focus on reading literacy programs and practices. If you find any of the questions difficult or uncomfortable, you have the right to skip them. The interview will be audio-recorded, and transcriptions will be made. Your responses will be included in the research paper, but all identifying information will remain strictly confidential, and you will be presented anonymously. Only my supervisor and I will have access to the recordings.

If you have read this form and have decided to participate in this project, please understand that your **participation is voluntary**, and you have the **right to withdraw your consent or discontinue participation at any time without penalty or loss of benefits to which you are otherwise entitled. The alternative is not to participate.** You have the right to refuse to answer particular questions. The results of this research study may be presented at scientific or professional meetings or published in scientific journals.

To protect your privacy, pseudonyms will be used, and any information that could identify you will remain strictly confidential. Only my supervisor and I will have access to the interview materials, which will be securely stored for three years. After the interview, you will have the opportunity to review and revise your responses through a process called member-checking.

Your participation in this study can help improve policies and practices in relation to promoting children's reading literacy in remote areas of Kazakhstan. Your participation could also prove to be an interesting and rewarding experience, as your insights may contribute to improving reading literacy programs in the future.

If you have any questions, concerns or complaints about this research, its procedures, risks and benefits, contact my supervisor, Dr. Gulmira Qanay, at gkanayeva@nu.edu.kz. If you are not satisfied with how this study is being conducted, or if you have any concerns, complaints, or general questions about the research or your rights as a participant, please contact the GSE Research IREC subcommittee at gse.irec@nu.edu.kz.

Please do not hesitate to contact me to share your concerns and suggestions at kyrmyzy.sharipova@nu.edu.kz or by phone at +7 (747) 718-4855.

In case you agree to take part in this research, please sign this consent form below. Please, note that one copy of this form will be provided to you for your further use:

- I have carefully read the information provided;
- I have been given full information regarding the purpose and procedures of the study;

- I understand how the data collected will be used, and that any confidential information will be seen only by the researchers and will not be revealed to anyone else;
- I understand that I am free to withdraw from the study at any time without giving a reason;
- With full knowledge of all foregoing, I agree, of my own free will, to participate in this study.

Signature: _____

Date: _____

Тема исследования:
«Исследование политики и практик в области читательской грамотности в удаленных школах Казахстана: кейс-стади»

Уважаемый участник!

Приглашаю вас принять участие в исследовательском проекте, который провожу я, Кырмызы Шарипова, магистрант второго курса Высшей школы образования Назарбаев Университета.

Цель данного исследования — изучить практики и реализацию политики в области читательской грамотности в удаленных школах Казахстана. Исследование направлено на понимание вызовов и успехов, связанных с чтением в таких условиях, выявление разрывов между политикой и практикой, а также предложение рекомендаций по улучшению результатов по читательской грамотности в удаленных регионах. Интервью будет запланировано в удобное для вас время и место.

Все вопросы исследования будут касаться программ и практик, связанных с читательской грамотностью. Если какой-либо из вопросов вам покажется трудным или некомфортным, вы имеете право пропустить его. Интервью будет записано на аудио, и будет выполнена его расшифровка. Ваши ответы будут включены в исследовательскую работу, но вся идентифицирующая информация останется строго конфиденциальной, и вы будете представлены анонимно. Доступ к записям будет иметь только мой научный руководитель и я.

Если вы прочитали эту форму и решили принять участие в проекте, пожалуйста, имейте в виду, что **ваше участие является добровольным**, и вы имеете право **отозвать свое согласие или прекратить участие в любое время без каких-либо штрафов или потери каких-либо выгод, на которые вы имеете право. Альтернативой является отказ от участия.** Вы имеете право не отвечать на отдельные вопросы. Результаты исследования могут быть представлены на научных или профессиональных встречах, а также опубликованы в научных журналах.

Для защиты вашей конфиденциальности будут использоваться псевдонимы, а любая информация, которая могла бы вас идентифицировать, останется строго конфиденциальной. Доступ к материалам интервью будут иметь только мой научный руководитель и я, и они будут надежно храниться в течение трех лет. После интервью у вас будет возможность ознакомиться с вашими ответами и внести корректировки в рамках процедуры, называемой «проверка участниками».

Ваше участие в этом исследовании может способствовать улучшению политики и практик в области продвижения читательской грамотности среди детей в удаленных районах Казахстана. Кроме того, участие может оказаться интересным и полезным опытом, так как ваши идеи могут способствовать улучшению программ читательской грамотности в будущем.

Если у вас возникнут вопросы, сомнения или жалобы по поводу данного исследования, его процедур, рисков и выгод, свяжитесь с моим научным руководителем, доктором Гульмирой Канаевой, по адресу электронной почты gkanayeva@nu.edu.kz.

Если вас не устраивает ход исследования или у вас есть какие-либо вопросы, жалобы или общие замечания по поводу исследования или ваших прав как участника, свяжитесь с подкомитетом GSE Research IREC по адресу gse.irec@nu.edu.kz.

Не стесняйтесь связаться со мной, чтобы обсудить ваши предложения и сомнения, по адресу kurgmyzy.sharipova@nu.edu.kz или по телефону +7 (747) 718-4855.

Если вы согласны принять участие в исследовании, пожалуйста, подпишите согласие на участие ниже. Обратите внимание, что один экземпляр этой формы будет предоставлен вам для дальнейшего использования:

- Я внимательно изучил(а) представленную информацию;
- Мне предоставили полную информацию о целях и процедуре исследования;
- Я понимаю, как будут использованы собранные данные, и что доступ к любой конфиденциальной информации будет иметь только исследователь;
- Я понимаю, что вправе в любой момент отказаться от участия в данном исследовании без объяснения причин;
- С полным осознанием всего вышеизложенного я согласен принять участие в исследовании по собственной воле.

Подпись: _____ **Дата:** _____

Зерттеу тақырыбы:
«Қазақстанның шалғай мектептеріндегі оқу сауаттылығын дамытуға арналған саясаттар мен тәжірибелерді зерттеу: жағдайлық талдау»

Құрметті қатысушы!

Сізді Назарбаев Университетінің Білім беру жоғары мектебінің екінші курс магистранты мен, Қырмызы Шарипова жүргізіп жатқан зерттеу жобасына қатысуға шақырамын.

Бұл зерттеудің мақсаты — Қазақстанның шалғай мектептеріндегі оқу сауаттылығын дамыту тәжірибелері мен саясаттарының орындалуын зерттеу. Зерттеу оқу процесіндегі қиындықтар мен жетістіктерді түсінуге, саясат пен тәжірибе арасындағы алшақтықты анықтауға және оқырмандық сауаттылық нәтижелерін жақсарту бойынша ұсыныстар жасауға бағытталған. Сұхбат сіз үшін қолайлы уақытта және жерде жоспарланады.

Зерттеудегі барлық сұрақтар оқу сауаттылық бағдарламалары мен тәжірибелеріне қатысты болады. Егер сіз үшін кейбір сұрақтар қиын немесе қолайсыз болып көрінсе, сіз олардан бас тартуға құқығыңыз бар. Сұхбат аудиоға жазылады және транскрипция жасалады. Сіздің жауаптарыңыз зерттеу жұмысына енгізіледі, бірақ барлық сәйкестендіретін ақпарат қатаң құпия болып қалады және сіз анонимді түрде ұсыныласыз. Жазбаларға тек менің ғылыми жетекшім және мен ғана қол жеткізе аламыз.

Егер сіз осы форманы оқып, жобаға қатысуға шешім қабылдасаңыз, қатысуыңыз ерікті екенін ескеріңіз және кез келген уақытта келісіміңізді кері қайтарып, қатысуды тоқтатуға құқығыңыз бар. Бұл жағдайда сіз ешқандай айыппұлға немесе сізге тиесілі басқа жеңілдіктерді жоғалтуға тап болмайсыз. Қатыспау балама нұсқа болып табылады. Сіз белгілі бір сұрақтарға жауап беруден бас тартуға құқығыңыз бар. Зерттеу нәтижелері ғылыми немесе кәсіби кездесулерде ұсынылуы немесе ғылыми журналдарда жариялануы мүмкін.

Сіздің құпиялылығыңызды қорғау үшін бүркеншік есімдер қолданылады, және сізді анықтайтын кез келген ақпарат құпия сақталады. Сұхбат материалдарына тек менің ғылыми жетекшім және мен ғана қол жеткізе аламыз, және олар үш жыл бойы сенімді түрде сақталады. Сұхбаттан кейін сіз өз жауаптарыңызды қарап, тексеру процесі арқылы түзетулер енгізуге мүмкіндік аласыз.

Бұл зерттеуге қатысуыңыз Қазақстанның шалғай аймақтарындағы балалардың оқырмандық сауаттылығын арттыруға бағытталған саясаттар мен тәжірибелерді жетілдіруге ықпал етуі мүмкін. Сіздің қатысуыңыз болашақта оқырмандық сауаттылық бағдарламаларын жақсартуға көмектесетін маңызды идеяларыңызды бөлісу арқылы қызықты және пайдалы тәжірибе болуы мүмкін.

Егер сізде осы зерттеуге, оның процедураларына, тәуекелдеріне және артықшылықтарына қатысты сұрақтарыңыз, алаңдаушылықтарыңыз немесе шағымдарыңыз болса, менің ғылыми жетекшім Гүлмира Қанайға gkanayeva@nu.edu.kz электрондық поштасына хабарла аласыз.

Егер зерттеу қалай жүргізіліп жатқанына қанағаттанбасаңыз, немесе сізде зерттеуге немесе қатысушы ретіндегі құқықтарыңызға қатысты жалпы сұрақтар, алаңдаушылықтар немесе шағымдар болса, GSE Research IREC кіші комитетіне gse.irec@nu.edu.kz электрондық поштасына хабарласыңыз.

Сондай-ақ, менімен кез келген сұрақтарыңыз бен ұсыныстарыңызды бөлісу үшін kurmzyu.sharipova@nu.edu.kz электронды поштасы арқылы немесе +7 (747) 718-4855 нөмірі бойынша байланысуға болады.

Егер сіз осы зерттеуге қатысуға келіссеңіз, төмендегі келісімге қол қойыңыз. Ескеріңіз, бұл форманың бір данасы сізде сақталады:

- Мен берілген формамен мұқият таныстым;
- Маған зерттеу жұмысының мақсаты мен оның процедурасы жайында толық ақпарат берілді;
- Жинақталған ақпарат пен құпия мәліметтерге тек зерттеушінің өзіне қолжетімді және мәлім болатынын толық түсінемін;
- Мен кез келген уақытта ешқандай түсініктемесіз зерттеу жұмысына қатысудан бас тартуыма болатынын түсінемін;
- Мен жоғарыда аталып өткен ақпаратты саналы түрде қабылдап, осы зерттеу жұмысына қатысуға өз келісімімді беремін.

Қолы: _____

Күні: _____

Appendix C: Recruitment Emails

Dear _____

I would like to invite you to participate in a research study that I am conducting as part of my master's program at the Graduate School of Education, Nazarbayev University. My name is Kyrmyzy Sharipova, and I am a second-year master's student.

The research topic is "**Exploring Reading Literacy Policies and Practices in Remote Schools in Kazakhstan: A Case Study.**" The aim of this study is to explore and understand the implementation of reading literacy policies and practices in remote schools across Kazakhstan. Specifically, it seeks to uncover the challenges and successes in promoting reading literacy in these settings, identify gaps between policies and practices, and provide insights for improving reading literacy outcomes in remote regions.

You are eligible to participate if you have over 10 years of experience in the field of education. Participation involves a semi-structured interview lasting approximately 40 to 50 minutes, during which we will discuss questions related to reading literacy policies and practices. While your responses will be used in my research, I want to assure you that your anonymity and confidentiality will be strictly protected.

Your participation is entirely voluntary, and the time and place of the interview will be scheduled at your convenience. You may also choose to skip any questions during the interview if you prefer not to answer.

Your contribution will be highly valuable to this research. By sharing your experience and perspectives on reading literacy policies and practices, you will help inform future initiatives and strategies in this important area.

If you are interested or have any questions, please feel free to contact me at kyrmyzy.sharipova@nu.edu.kz or by phone at +7 (747) 718-4855. I look forward to your response.

Thank you for considering this invitation.

Sincerely,

Kyrmyzy Sharipova
Graduate School of Education, Nazarbayev University

Уважаемый(ая) _____,

Я приглашаю Вас принять участие в исследовании, которое я провожу в рамках моей магистерской программы в Высшей школе образования Назарбаев Университета. Меня зовут Шарипова Кырмызы, я являюсь студенткой второго курса магистратуры.

Тема исследования — «Изучение политики и практики в области читательской грамотности в удалённых школах Казахстана: кейс-стади». Цель этого исследования — изучить и понять реализацию политики и практик по развитию читательской грамотности в удалённых школах Казахстана. Исследование направлено на выявление проблем и достижений в области читательской грамотности в таких школах, определение разрыва между политикой и практикой, а также на предоставление рекомендаций для улучшения результатов по читательской грамотности в удалённых регионах.

Вы можете принять участие в исследовании, если у Вас есть опыт работы в сфере образования более 10 лет. Участие включает полуструктурированное интервью продолжительностью около 40–50 минут, во время которого мы обсудим вопросы, связанные с политикой и практиками в области читательской грамотности. Я хочу заверить Вас, что Ваши ответы будут использованы в моём исследовании, но Ваша анонимность и конфиденциальность будут строго соблюдены.

Участие полностью добровольное, а время и место проведения интервью будут назначены с учётом Ваших предпочтений. Вы также можете отказаться отвечать на любые вопросы, если не захотите.

Ваш вклад будет крайне важен для данного исследования. Поделившись своим опытом и мнением по вопросам читательской грамотности, Вы сможете помочь в разработке будущих инициатив и стратегий в этой сфере.

Если Вас заинтересовало участие или у Вас есть вопросы, пожалуйста, свяжитесь со мной по электронной почте kurmyzy.sharipova@nu.edu.kz или по телефону +7 (747) 718-4855. Буду рада получить Ваш ответ.

Заранее благодарю за внимание к этому приглашению.

С уважением,

Шарипова Кырмызы

Высшая школа образования, Назарбаев Университет

Құрметті _____,

Сізді Назарбаев Университетінің Жоғары білім беру мектебінде магистрлік бағдарламам аясында жүргізіп жатқан зерттеуіме қатысуға шақырамын. Менің атым – Қырмызы Шарипова, Назарбаев Университетінің екінші курс магистрантымын.

Зерттеу тақырыбы – **«Қазақстанның шалғай мектептеріндегі оқу сауаттылығы саясаты мен практикасын зерттеу: кейс-стади»**. Бұл зерттеу шалғай мектептерде оқу сауаттылығын арттыру саясаты мен практикасының жүзеге асуын зерттеп, түсінуге бағытталған. Зерттеу барысында мұндай мектептердегі оқу сауаттылығына байланысты қиындықтар мен жетістіктер анықталып, саясат пен практика арасындағы алшақтық айқындалады және шалғай аймақтарда оқу сауаттылығы нәтижелерін жақсартуға арналған ұсыныстар беріледі.

Егер сіздің білім беру саласында 10 жылдан астам тәжірибеңіз болса, сіз осы зерттеуге қатысуға құқылысыз. Қатысу сізбен оқу сауаттылығы саясаты мен практикасы тақырыбына қатысты сұрақтарды талқылайтын 40-50 минуттық сұхбатты қамтиды. Сіздің жауаптарыңыз зерттеуімде пайдаланылатын болады, алайда мен сіздің құпиялығыңыз бен анонимдігіңіздің қатаң сақталатынына сендіремін.

Қатысу толығымен ерікті, ал сұхбаттың уақыты мен орны сіздің ыңғайлылығыңызға қарай белгіленеді. Сондай-ақ, кейбір сұрақтарға жауап беруден бас тартуға құқығыңыз бар.

Зерттеуге қосқан үлесіңіз өте құнды болмақ. Оқу сауаттылығы саясаты мен практикасы туралы тәжірибеңіз бен көзқарасыңызбен бөлісе отырып, сіз осы саладағы болашақ бастамалар мен стратегиялардың әзірленуіне көмектесе аласыз.

Егер сізді бұл шақыру қызықтырса немесе сұрақтарыңыз болса, маған kuzmyuzha.sharipova@nu.edu.kz электрондық поштасына немесе +7 (747) 718-4855 телефонына хабарласыңыз. Жауабыңызды асыға күтемін.

Бұл шақыруды қарастырғаныңыз үшін рақмет.

Құрметпен,

Қырмызы Шарипова

Назарбаев Университеті, Жоғары білім беру мектебі

Dear _____,

I would like to invite you to participate in a research study that I am conducting as part of my master's program at the Graduate School of Education, Nazarbayev University. My name is Kyrmyzy Sharipova, and I am a second-year master's student, supervised by Dr. Gulmira Qanay, Associate Professor at Nazarbayev University.

The research topic is "**Exploring Reading Literacy Policies and Practices in Remote Schools in Kazakhstan: A Case Study.**" This study aims to explore and understand how reading literacy is promoted and supported in remote schools across Kazakhstan. Specifically, I am interested in gathering insights from parents on the challenges and successes they experience in helping their children develop reading skills.

You are invited to participate in this study as a parent of a student in a remote school. Participation involves a semi-structured interview lasting approximately 40 to 50 minutes, during which we will discuss your views and experiences related to your child's reading literacy development. I assure you that your responses will be kept confidential, and your identity will remain anonymous.

Participation in this study is entirely voluntary. The interview can be scheduled at a time and place that is convenient for you, and you may choose to skip any questions that you do not wish to answer.

Your input will be highly valuable to this research, as your perspectives will help inform future strategies for improving reading literacy in remote areas. Your contribution could help shape better educational practices and outcomes for students like your child.

If you are interested in participating or have any questions, please feel free to contact me at kyrmyzy.sharipova@nu.edu.kz or by phone at +7 (747) 718-4855. I look forward to your response.

Thank you for considering this invitation.

Sincerely,

Kyrmyzy Sharipova
Graduate School of Education, Nazarbayev University

Уважаемый(ая) _____,

Я приглашаю Вас принять участие в исследовании, которое я провожу в рамках моей магистерской программы в Высшей школе образования Назарбаев Университета. Меня зовут Кирмызы Шарипова, и я являюсь студенткой второго курса магистратуры, под руководством д-ра Гульмиры Канаевой, доцента Назарбаев Университета.

Тема исследования – **"Изучение политики и практики читательской грамотности в удалённых школах Казахстана: кейс-стади"**. Цель этого исследования – исследовать и понять, как продвигается и поддерживается читательская грамотность в удалённых школах Казахстана. В частности, меня интересует мнение родителей о проблемах и успехах, с которыми они сталкиваются при развитии навыков чтения у своих детей.

Вы приглашаетесь к участию в этом исследовании как родитель ученика удалённой школы. Участие включает в себя полуструктурированное интервью продолжительностью около 40-50 минут, во время которого мы обсудим Ваши взгляды и опыт, связанные с развитием читательской грамотности у Вашего ребенка. Я гарантирую, что Ваши ответы будут строго конфиденциальны, и Ваша личность останется анонимной.

Участие в этом исследовании является полностью добровольным. Интервью может быть назначено на удобное для Вас время и место, и Вы можете пропустить любые вопросы, на которые не хотите отвечать.

Ваш вклад будет крайне ценным для этого исследования, так как Ваше мнение поможет разработать будущие стратегии по улучшению читательской грамотности в удалённых районах. Ваше участие может способствовать улучшению образовательных практик и результатов для таких учеников, как Ваш ребенок.

Если Вы заинтересованы в участии или у Вас есть вопросы, пожалуйста, свяжитесь со мной по электронной почте kurmyzy.sharipova@nu.edu.kz или по телефону +7 (747) 718-4855. Я с нетерпением жду Вашего ответа.

Благодарю Вас за внимание к этому приглашению.

С уважением,

Кирмызы Шарипова

Высшая школа образования, Назарбаев Университет

Құрметті _____,

Мен сізді Назарбаев Университетінің Білім беру Жоғары мектебіндегі магистратура бағдарламасы аясында жүргізіп жатқан зерттеуге қатысуға шақырғым келеді. Менің атым – Қырмызы Шәріпова, мен Назарбаев Университетінің доценті, Гүлмира Қанайдың жетекшілігімен магистратураның екінші курс студентімін.

Зерттеу тақырыбы – **"Қазақстанның шалғай мектептерінде оқу сауаттылығы саясаты мен тәжірибелерін зерттеу: жағдайлық зерттеу"**. Бұл зерттеудің мақсаты – Қазақстандағы шалғай мектептерде оқу сауаттылығының қалай дамып жатқанын және қолдау тауып жатқанын зерттеу. Атап айтқанда, мені ата-аналардың балаларының оқу дағдыларын дамытудағы кездесетін қиындықтары мен жетістіктері туралы пікірі қызықтырады.

Сізді осы зерттеуге шалғай мектеп оқушысының ата-анасы ретінде қатысуға шақырамын. Қатысу шамамен 40-50 минутқа созылатын жартылай құрылымдалған сұхбатты қамтиды, оның барысында біз сіздің балаңыздың оқу сауаттылығының дамуына байланысты пікірлеріңіз бен тәжірибелеріңізді талқылаймыз. Сіздің жауаптарыңыз құпия сақталады және анонимділікті қамтамасыз етемін.

Зерттеуге қатысу толықтай ерікті болып табылады. Сұхбат сіз үшін ыңғайлы уақытта және жерде ұйымдастырылады, және сіз кез келген сұрақтарға жауап бермеуді тандай аласыз.

Сіздің пікіріңіз бұл зерттеу үшін өте құнды болады, өйткені сіздің тәжірибеңіз шалғай аймақтардағы оқу сауаттылығын жақсарту бойынша болашақ стратегияларды әзірлеуге ықпал етеді. Сіздің қатысуыңыз сіздің балаңыз сияқты оқушылар үшін білім беру тәжірибелерін жақсартуға көмектеседі.

Егер сіз қатысуға қызығушылық танытсаңыз немесе сұрақтарыңыз болса, маған kurmuzy.sharipova@nu.edu.kz электрондық поштасы арқылы немесе +7 (747) 718-4855 нөмірі бойынша хабарласыңыз. Сізден жауап күтемін.

Осы шақыруды қарастырғаныңыз үшін рахмет.

Құрметпен,

Қырмызы Шарипова
Білім беру Жоғары мектебі, Назарбаев Университеті

Appendix D: Data Collection Instruments

Date: _____

Start time: _____

Finish time: _____

Interviewee's name: _____

Job position: _____

Number of years worked in the educational field: _____

Interview Questions with Teachers/School principals/Educational Department representatives

Part 1. Introduction

1. Can you please introduce your self? *How would you describe your role within your school/organisation?*
2. How long have you been serving in this position/school organisation? *How has your role changed over time?*
3. Do you have to read books? *Are you a book lover? How often do you read books?*

Part 2. Policies and practices in relation to RL

1. What kind of policies and practices are in place in relation to promoting children's reading literacy in your school/organisation? *What was your role in developing those policies? Do you feel you have been engaged in developing such policies?*
2. What kind of practices are in place in relation to promoting children's reading literacy in your school/organisation? *What is your role in implementing those practice? Do you feel fully engaged in putting those practices in place?*

Part 3. Involvement in policies and practices in relation to RL

1. How do you usually provide feedback to assess the effectiveness of those policies and practices? *Do feel that you feedback used to refine and improve the quality of the policies and practices?*
2. To what extent are local educational department, school principals, teachers and parents are involved in developing policies in relation to promoting relation to promoting children's reading literacy in Ayagoz? *Any examples?*
3. To what extent are local educational department, school principals, teachers and parents are involved in putting those policies into practice? How involved are they in developing new practices in relation to children's reading literacy in Ayagoz? *Any examples?*
4. How would you describe your role in promoting children's reading? *Any specific examples?*

Part 4. Effectiveness of policies and practices in relation to RL

1. How would evaluate the effectiveness of policies and practices in relation children's reading literacy? *Is there a difference in reading levels between current students and those from 5, 10, or 15 years ago? If so, what factors may have influenced these changes?*
2. How do you measure success in meeting children's reading literacy goals? *How do you and other stakeholders ensure the effective of implementation of these policies and practices in your school/region?*

3. What challenges does your school/region face in implementing those policies and practices?
4. What changes or improvements would you like to see in your school's/region's in relation to promoting to reading literacy?

Is there anything else you would like to add?

Дата: _____

Время начала: _____

Время окончания: _____

Имя интервьюируемого: _____

Должность: _____

Количество лет работы в образовательной сфере: _____

Вопросы для интервью с учителями/директорами школ/представителями

отдела образования

Часть 1. Введение

1. Могли бы вы представиться? Как бы вы описали свою роль в вашей школе/организации?
2. Как долго вы работаете на этой должности/в этой школьной организации? Как со временем изменялась ваша роль?
3. Вам приходится читать книги? Вы любите читать? Как часто вы читаете книги?

Часть 2. Программы и практики, связанные с ЧГ

1. Какие программы существуют в вашей школе/организации для содействия развитию читательской грамотности у детей? *Какова была ваша роль в разработке этих программ? Чувствуете ли вы, что вас привлекли к их разработке?*
2. Какие практики существуют в вашей школе/организации для содействия развитию читательской грамотности у детей? *Какова ваша роль в реализации этих практик? Чувствуете ли вы, что полностью вовлечены в их внедрение?*

Часть 3. Участие в программах и практиках, связанных с ЧГ

1. Как вы обычно предоставляете обратную связь для оценки эффективности программ и практик? *Используется ли ваша обратная связь для улучшения качества этих программ и практик?*
2. В какой степени местный департамент образования, директора школ, учителя и родители вовлечены в разработку программ, направленных на развитие читательской грамотности у детей в Аягозе? *Есть ли примеры?*
3. В какой степени местный департамент образования, директора школ, учителя и родители вовлечены в реализацию этих программ на практике? *Насколько активно они участвуют в разработке новых практик, связанных с развитием читательской грамотности у детей в Аягозе? Есть ли примеры?*
4. Как бы вы описали свою роль в продвижении чтения среди детей? *Есть ли конкретные примеры?*

Часть 4. Эффективность программ и практик, связанных с ЧГ

1. Как бы вы оценили эффективность программ и практик, направленных на развитие читательской грамотности у детей? *Есть ли разница в уровне*

чтения между нынешними учащимися и теми, кто учился 5, 10 или 15 лет назад? Если да, то какие факторы могли повлиять на эти изменения?

2. Как вы измеряете успех в достижении целей по развитию читательской грамотности у детей? Как вы и другие заинтересованные стороны обеспечиваете эффективное внедрение этих программ и практик в вашей школе/регионе?
3. С какими проблемами сталкиваются ваша школа/регион при реализации этих программ и практик?
4. Какие изменения или улучшения вы хотели бы видеть в вашей школе/регионе в отношении содействия развитию читательской грамотности?

Есть ли что-то еще, что вы хотели бы добавить?

Күні: _____

Басталу уақыты: _____

Аяқталу уақыты: _____

Сұхбат берушінің аты-жөні: _____

Лауазымы: _____

Білім беру саласындағы жұмыс өтелі: _____

Мұғалімдермен/мектеп директорларымен/білім беру бөлімі өкілдерімен сұхбат

сұрақтары

1-бөлім. Кіріспе

1. Өзіңізді таныстырып өтесіз бе? *Мектебіңіздегі/ұйымыңыздағы рөліңізді қалай сипаттайсыз?*
2. Осы қызметте/мектеп ұйымында қанша уақыттан бері жұмыс істейсіз? *Уақыт өте рөліңіз қалай өзгерді?*
3. Сізге кітап оқу керек пе? Сізге кітап оқыған ұнайды ма? Қаншалықты жиі кітап оқисыз?

2-бөлім. Оқу сауаттылығына қатысты бағдарламалар мен тәжірибелер

1. Сіздің мектепте/ұйымыңызда балалардың оқу сауаттылығын дамытуға бағытталған қандай бағдарламалар бар? *Осы бағдарламаларды әзірлеудегі рөліңіз қандай болды? Сізді бұл бағдарламаларды әзірлеуге қатыстырды деп ойлайсыз ба?*
2. Сіздің мектепте/ұйымыңызда балалардың оқу сауаттылығын дамытуға бағытталған қандай тәжірибелер бар? *Бұл тәжірибелерді жүзеге асырудағы рөліңіз қандай? Осы тәжірибелерді жүзеге асыруға толық қатыстым деп санайсыз ба?*

3-бөлім. Оқу сауаттылығына қатысты бағдарламалар мен тәжірибелерге

қатысу

1. Осы бағдарламалар мен тәжірибелердің тиімділігін бағалау үшін әдетте қалай кері байланыс бересіз? *Сіздің кері байланысыңыз осы бағдарламалар мен тәжірибелердің сапасын жақсарту үшін қолданыла ма?*
2. Аяғзде балалардың оқу сауаттылығын дамытуға бағытталған бағдарламаларды әзірлеуде жергілікті білім беру бөлімі, мектеп директорлары, мұғалімдер мен ата-аналар қаншалықты қатысуда? Мысалы?
3. Аяғзде осы бағдарламаларды тәжірибе жүзінде жүзеге асыруға жергілікті білім беру бөлімі, мектеп директорлары, мұғалімдер мен ата-аналар қаншалықты қатысуда? *Балалардың оқырмандық құзыреттілігін дамытуға қатысты жаңа тәжірибелерді әзірлеуге қаншалықты қатысуда? Мысал келтіре аласыз ба?*
4. Балалардың оқуға деген қызығушылығын арттырудағы рөліңізді қалай сипаттайсыз? Нақты мысалдар бар ма?

4-бөлім. Оқу сауаттылығына қатысты бағдарламалар мен тәжірибелердің тиімділігі

1. Балалардың оқу сауаттылығын дамытуға бағытталған бағдарламалар мен тәжірибелердің тиімділігін қалай бағалайсыз? Қазіргі оқушылар мен 5, 10 немесе 15 жыл бұрынғы оқушылардың оқу деңгейінде айырмашылық бар ма? Егер болса, осы өзгерістерге қандай факторлар әсер етуі мүмкін?
2. Балалардың оқу сауаттылығын арттыру мақсаттарына жетудегі жетістікті қалай өлшейсіз? Мектеп/аймақта осы бағдарламалар мен тәжірибелердің тиімді жүзеге асырылуын қамтамасыз ету үшін сіз және басқа мүдделі тараптар қандай шаралар қолданасыз?
3. Осы бағдарламалар мен тәжірибелерді жүзеге асыру кезінде сіздің мектеп/аймақ қандай қиындықтарға тап болады?
4. Сіздің мектепте/аймақта оқу сауаттылығын дамытуға қатысты қандай өзгерістер немесе жетілдірулерді көргіңіз келеді?

Сіз қосымша айтқыңыз келетін нәрсе бар ма?

Date: _____

Start time: _____

Finish time: _____

Interview questions with parents

Part 1. Introduction

1. Could you please briefly introduce yourself and tell me a bit about your children (e.g., their age, grade, and school)?
2. Were you a book lover in childhood? *Why?*
3. How important do you think reading literacy for your child's future development?
In what ways do you encourage your children to read?
4. Do you set aside time to read books together with your children? *If so, how often and what types of books do you typically read?*
5. How many books do you have in your house? *If not, explain why?*

Part 2. Policies and Practices in Relation to Reading Literacy

1. Are you aware of any specific policies or practices in your child's school aimed at promoting reading literacy? *How does the school inform parents about these policies or programmes? What kind of reading literacy activities or initiatives does the school implement to support your child's reading development?*
2. To what extent reading books is supported by your child's school? *Any examples? What could be improved?*

Part 3. Involvement in Policies and Practices in Relation to Reading Literacy

1. How are you involved in supporting your child's reading literacy? *How are parents involved in supporting reading literacy at your child's school?*
2. Do you feel that parents, teachers, and community members work together effectively to support your child's reading literacy? *Have you been invited to participate in any school events or meetings that focus on reading literacy?*

Part 4. Effectiveness of Policies and Practices in Relation to Reading Literacy

1. How effective do you think the school's practices are helpful in improving your child's reading skills?
2. What do you think are the biggest challenges in promoting children's reading literacy in remote schools?
3. What changes or improvements would you like to see in how reading literacy is promoted to children?

Is there anything else you would like to add?

Дата: _____

Время начала: _____

Время окончания: _____

Вопросы интервью

Часть 1. Введение

1. Могли бы вы, пожалуйста, кратко представиться и рассказать немного о своих детях (например, их возраст, класс и школа)?
2. Вы любили читать книги в детстве? Почему?
3. Насколько, по вашему мнению, важна грамотность чтения для будущего развития вашего ребенка?
4. Каким образом вы поощряете детей к чтению?
5. Вы выделяете время на совместное чтение с детьми? Если да, то как часто и какие книги вы обычно читаете?
6. Сколько книг у вас дома? Если книг нет, объясните почему?

Часть 2. Политика и практики, связанные с читательской грамотностью

1. Знаете ли вы о каких-либо конкретных политиках или практиках в школе вашего ребенка, направленных на продвижение грамотности чтения? Как школа информирует родителей о таких политиках или программах? Какие виды мероприятий или инициатив по грамотности чтения школа проводит для поддержки развития чтения у вашего ребенка?
2. В какой мере чтение книг поддерживается в школе вашего ребенка? Есть ли примеры? Что можно улучшить?

Часть 3. Участие в политике и практиках, связанных с читательской грамотностью

1. Как вы участвуете в поддержке грамотности чтения у вашего ребенка? Как родители участвуют в поддержке грамотности чтения в школе вашего ребенка?
2. Чувствуете ли вы, что родители, учителя и члены сообщества эффективно работают вместе для поддержки грамотности чтения вашего ребенка? Приглашали ли вас участвовать в школьных мероприятиях или собраниях, посвященных грамотности чтения?

Часть 4. Эффективность политики и практик, связанных с читательской грамотностью

1. Насколько, по вашему мнению, школьные практики помогают улучшить навыки чтения вашего ребенка?
2. Какие, на ваш взгляд, самые большие вызовы в продвижении грамотности чтения у детей в отдаленных школах?
3. Какие изменения или улучшения вы бы хотели увидеть в том, как продвигается грамотность чтения у детей?

Есть ли что-то, что Вы хотели бы добавить?

Күні: _____

Басталу уақыты: _____

Аяқталу уақыты: _____

Ата -аналарға арналған сұхбат сұрақтары

1-бөлім. Кіріспе

1. Өзіңізді қысқаша таныстырып, балаларыңыз туралы аздап айтып бересіз бе (мысалы, олардың жасы, сыныбы және мектебі)?
2. Сіз бала кезіңізде кітап оқуды ұнаттыңыз ба? Неліктен?
3. Балаңыздың болашақ дамуы үшін оқу сауаттылығы қаншалықты маңызды деп ойлайсыз?
4. Балаларыңызды оқуға қалай ынталандырасыз?
5. Балаларыңызбен бірге кітап оқу үшін арнайы уақыт бөлесіз бе? Егер бөлсеңіз, қаншалықты жиі және қандай кітаптарды оқисыз?
6. Үйіңізде қанша кітап бар? Егер кітаптар жоқ болса, қалай түсіндіріңіз?

2-бөлім. Оқу сауаттылығына байланысты саясаттар мен тәжірибелер

1. Балаңыздың мектебінде оқу сауаттылығын насихаттауға бағытталған қандай да бір нақты саясат немесе тәжірибелер туралы білесіз бе? Мектеп ата-аналарға бұл саясаттар немесе бағдарламалар туралы қалай хабарлайды? Балаңыздың оқу сауаттылығын қолдау үшін мектеп қандай оқу сауаттылығы іс-шараларын немесе бастамаларын өткізеді?
2. Сіздің балаңыздың мектебі кітап оқуды қаншалықты қолдайды? Мысалдар бар ма? Нені жақсартуға болады?

3-бөлім. Оқу сауаттылығына байланысты саясаттар мен тәжірибелерге қатысу

1. Балаңыздың оқу сауаттылығын қолдауға қалай қатысасыз? Сіздің балаңыздың мектебінде ата-аналар оқу сауаттылығын қолдауға қалай қатысады?
2. Ата-аналар, мұғалімдер және қауымдастық мүшелері балаңыздың оқу сауаттылығын қолдау үшін бірлесіп тиімді жұмыс істейді деп ойлайсыз ба? Сізді оқу сауаттылығына арналған мектеп іс-шараларына немесе кездесулеріне қатысуға шақырды ма?

4-бөлім. Оқу сауаттылығына байланысты саясаттар мен тәжірибелердің тиімділігі

1. Сіздің ойыңызша, мектептің тәжірибелері балаңыздың оқу дағдыларын жақсартуға қаншалықты көмектеседі?
2. Шалғайдағы мектептерде балалардың оқу сауаттылығын ілгерілетудегі ең үлкен қиындықтар қандай деп ойлайсыз?
3. Балалардың оқу сауаттылығын ілгерілету тәсілдерінде қандай өзгерістерді немесе жақсартуларды көргіңіз келеді?

Сіз қосқыңыз келетін нәрсе ба?

Date of session:

Location:

Subject of the Lesson:

Physical Environment <i>(reading materials, posters, chart, books, reading corners)</i>	
Teaching Approach <i>(strategies used by the teacher, how students are engaged, differentiated reading tasks)</i>	
Learners' participation <i>(involvement and engagement of learners)</i>	
Resources <i>(what resources are used and how they are applied in the lesson)</i>	
Overall <i>(strengths and challenges observed in promoting reading literacy)</i>	

Date of session:

Location:

Library:

Physical Environment	
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<i>(reading spaces, reading materials, comfortable system to borrow and return books)</i>	
Library Resources <i>(variety of reading materials, digital reading resources)</i>	
Learners' access and usage <i>(frequency of library use by learners, ease of access)</i>	
Reading promotion activities <i>(does the library host reading events, programs, reading clubs, initiatives to promote reading literacy)</i>	
Overall <i>(strengths and challenges observed in promoting reading literacy)</i>	

Document Title:

Date:

Type of Document:

Date of Analysis:

General Information	
Content and Structure <i>(key themes, clarity, and coherence of the information)</i>	
Resources <i>(mention of reading resources, finance allocation and usage)</i>	
Monitoring and evaluation <i>(Indicators of success or progress tracking mentioned)</i>	
Strategies <i>(Strategies suggested to promote reading literacy, identified challenges and solutions)</i>	
General	

Appendix E: Data Analysis – Transcripts, Coding Sample

Transcripts

Participant 1. (25.11.2024)

Interviewer: What was your role in the development of these programs and practices?

What do you think your role is here?

Participant: Well, for example, the method of role model games — that's my creation. That's purely my work. The Bloom's Taxonomy flower — that method already existed, and we use it. The methodological complex was created by the Altynsarin Academy, and we use it... There isn't such a bright method... There's no author's program specifically for teaching conscious reading yet. There is no author's program, but we do use some elements.

Interviewer: Good... How do you usually provide feedback to assess the effectiveness of the programs and practices?

Participant: Feedback... they perform, you know. Again, working in these notebooks — we check it, they come out and defend their work if there are any projects.

If there are tasks like writing a note, an essay, or a letter to a story character — we read them out loud, evaluate them, and compare them together with the children. That's feedback. Naturally, sometimes I evaluate, sometimes the children evaluate each other.

The grades for this kind of work are always positive because every child presents and sees it in their own way. Naturally, there isn't just one criterion to assess this work.

All the evaluations are positive — the child presents as best as they can.

Participant 6 (04.12.2024)

Interviewer: So, do you see any differences between today's students and students from 5, 10, or 15 years ago? Can you give an example? What factors might have influenced these changes?

Participant: The internet.

Interviewer: The internet?

Participant: Yeah, the internet has a big impact. Like I said, kids have gotten used to getting short pieces of information. Really short info, quick info — tons of it — and they're used to that now. But when it comes to reading a long piece, like a full text of 100–150 words, they just can't sit and read it. They'll start reading — fast, rushing through — and only get interested at the end. Mostly, it's the internet's fault, phones too. Maybe there's less responsibility now, or maybe it's because all the kids these days are super active, always moving.

Interviewer: You mean hyperactive?

Participant: Yeah, hyperactive — that's the word. They're restless, can't sit still.

For example, there's a story we read in 6th grade — we can't even get them to read it properly. Not saying none of them read, some still do, but before, the whole class would read something like *Ayaz Bi's* fairy tale at home. They'd be prepared, and we could move straight into discussion. Now, even when we assign it and give them two full 45-minute periods, we still have to make them sit and read it during class — and even then, some can't finish. Reading a long story while sitting still is really hard for today's kids.

That hyperactivity — it's tied to the way they consume information quickly, always moving. They struggle to sit down and focus on one thing for a long time. Of course, there are still kids who can sit quietly and read properly. But in general, when you compare, you really notice the difference. Kids used to be more focused, more responsible, could sit still and get the work done. Our kids were from villages too — from _____, it's a rural area. But even back then, kids from _____ could sit quietly and study. They'd wiggle around, jump up, run around, even during reading time. They start reading, then suddenly stop and say, "Teacher, what's this?" Plus, there are a lot of kids from Russian-speaking backgrounds there, which also makes a difference.

Coding

Interview Excerpts	Codes	Quotable Quotes
Yes, most of the time we can't really manage it	- Management support - Organizing collective	Leadership plays a crucial role in promoting and

<p>ourselves. Like I said earlier, with the help of the management, I have just joined this school this year. According to the librarian who was here before me, reading activities were happening both with the staff and with students. Students were used to it. This year, for example, we are focusing on Abai. For this academic year, students are memorizing Abai's poems and his "Words of Edification." For grades 9–10, they are assigned to read all four volumes of <i>The Path of Abai</i>, and the entire staff is also tasked with reading these four volumes. Everyone — staff and students — are involved in reading, memorizing poems, and</p>	<p>reading - Rewards</p>	<p>supporting reading activities, ensuring the active participation of both staff and students.</p>
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<p>students have become engaged. Before this, there were also reading activities with staff and students, and they encouraged students to read by awarding valuable prizes for first and second places, which were decided together with teachers and the team (Participant 3, librarian, 27.11.2024).</p>		
<p>Like I said, just telling someone to read doesn't work. Nobody will just pick up a book because you told them to. Even among teachers, despite all the activities I mentioned, you can't easily pull them away from smartphones and social media to focus on books. No matter what project you create, first you have to ensure material needs are satisfied. After</p>	<p>- Distractions by smartphones and social media</p>	<p>No matter what project you create, first you have to ensure material needs are satisfied</p>

<p>that, nothing else is really needed. In this situation, you can't just tell someone to "go read a book." Right now, I should be reading this book, but instead, I'll open it and end up checking the latest news. If I'm doing that, what do you expect the kids to do?</p> <p>(Participant 5, principal, 04.12.24)</p>		
<p>I think parents play a big role. For example, a child comes to school, sits through 5-6 lessons. Then it depends on the child's personal interest, and also on the teacher's skill. If the teacher manages to interest the child, they might search and read more out of curiosity. There are different scenarios here</p>	<ul style="list-style-type: none"> - Importance of parents' role - Teacher's influence on student interest 	<p>If the teacher can ignite curiosity, the children can go and read on their own.</p> <p>The role of parents is also very important.</p>

(Participant 7, teacher, 06.12.2024).		
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