



# Overview of the Higher Education System

## Kazakhstan



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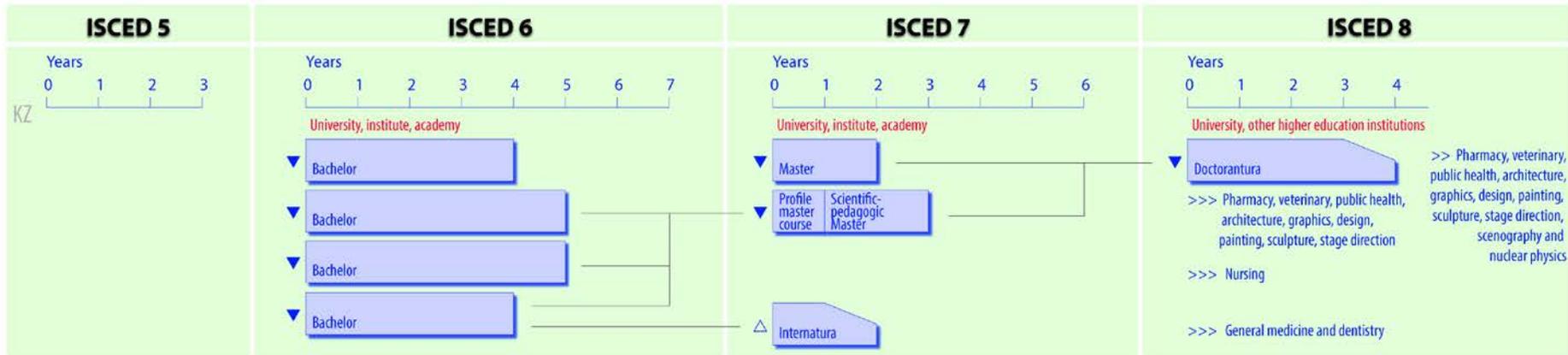
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## The higher education system in Kazakhstan



- Most common length of a Bologna cycle
- Other length of a Bologna cycle
- Professional programme

- Programme outside the typical Bologna model
- Professional programme non Bologna

**ECTS:**  
Credits according to the European Credit Transfer and Accumulation System

|      |  | regulated at national level | decided at institutional level |
|------|--|-----------------------------|--------------------------------|
| All  | programmes have admission requirements | ▼                           | ▲                              |
| SOME |  | ▽                           | △                              |



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## 1 Overview

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The Republic of Kazakhstan is located in Central Asia, at the turn of two continents – Europe and Asia. Kazakhstan is the ninth largest country in the world with a population of 17,670,579 people. The country has 131 ethnic groups, including Kazakhs (63% of the population), Russians, Uzbeks, Ukrainians, Germans, Tatars, Uyghurs and other groups. Kazakhstan is a secular multi-religious country. The most widespread religions are Islam and Christianity. The state language is Kazakh and Russian is officially used in public organisations and in local administrative bodies.

Kazakhstan is an upper-middle-income country with a per capita GDP in 2014 of about \$12,602. Kazakhstan has become the 162<sup>nd</sup> member of the World Trade Organisation on 27 July 2015.

Education is a high priority for Kazakhstan and in 2011 Kazakhstan was ranked first on UNESCO's "Education for All Development Index" by achieving near-universal levels of primary education, adult literacy and gender equality. These results have reflected Kazakhstan's efforts of expanding pre-school access and free, compulsory secondary education. For the next 10 years, Kazakhstan is embarking on further major reforms at all education levels<sup>1</sup>.

In 2015, Kazakhstan was ranked 56<sup>th</sup> out of 188 countries with high human development index. In same year, Kazakhstan occupied the 42<sup>nd</sup> place in the ranking of the Global Competitiveness Index by the World Economic Forum.

In 2015 GDP expenses on higher and postgraduate education were 0.5%.

### 1.1 Fundamental Principles and National Policies

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The basis of the state policy in the field of higher education in Kazakhstan is the Constitution of the Republic of Kazakhstan (1995). In accordance with paragraph 2, Article 30 of the Constitution "All citizens shall have the right to receive free general secondary, technical and vocational education, and on a competitive basis a free post-secondary, higher and post-higher education provided that the education at these levels is received for the first time".

Education is recognised as one of the top priorities in a number of strategic documents: the Strategic Development Plan of Kazakhstan till 2020, the Development Strategy of Kazakhstan till 2050, the Law on Education of RK (as of 27/07/2007) and an updated version of the Law (November 2015). On the basis of these documents, two State Programmes of Education Development in Kazakhstan for 2005-2010 and for 2011-2020 have been created. The regulatory framework includes 283 subordinate documents.

The Strategic Development Plan of Kazakhstan till 2020 specifies the national education strategy and its key objectives for the coming period. By 2020 radical modernisation of all levels of education - from preschool to higher education - will be held. This will create conditions for acquiring new knowledge and skills at every level of education as well as for professional development throughout life. Preparing qualified specialists will be linked to plans for industrialisation of the country. In TVET and higher education there will be a transition to a system that meets the requirements of the modern labour market, and educational programmes will be formed based on professional standards through the national qualifications system.

In secondary, technical and vocational, and higher education an e-learning system will be introduced. Higher education institutions will have the academic freedom with the implementation of the corporate governance principles.

### 1.2 Lifelong Learning Strategy

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In the Strategy "Kazakhstan 2030" and "Kazakhstan 2050" as well as in a number of other policy documents, the Concept of Lifelong Learning is defined as one of the key priorities of the country. The

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<sup>1</sup> <http://www.worldbank.org/kz/en/country/kazakhstan/overview>

documents emphasize the need to modernize the education system, increase its responsiveness to meet the needs of the economy, society and individuals.

The objective is to develop a multi-level model of continuous education, integrated into the world educational area, providing a flexible, multi-level training of specialists in accordance with the needs of the labour market.

Although there is no unified Concept on LLL adopted at the national level, commitment to LLL objectives and policies are reflected in the Law on Education (2007, 2015), the State Programme of Education Development (2011-2020), the Reports of the President of Kazakhstan and other strategic documents. They are implemented in a consistent way, like free access for unemployed people to obtain new skills, creation of guidance and counselling services in education institutions and for unemployed people, the establishment of the National and Regional Centres for awarding qualifications and other mechanisms.

The state policy on LLL is coordinated and implemented jointly by the Ministry of Education and Science (MES) and the Ministry of Healthcare and Social Development (MHSD) of the Republic of Kazakhstan within the framework on the Law on Education, the Labour Code and the Roadmap of Employment 2020.

Currently, the draft of a national law on Professional Qualifications is being discussed in the Government. Its adoption will also allow for the coordination of national policies in the field of LLL with the experience of the European Union noted in Leuven and Louvain-la-Neuve (28-29 April 2009) and in the Bucharest Communiqué (26-27 April 2012).

### **1.3 Organisation of Private Education**

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The establishment and operation of both public and private higher education institutions is regulated and monitored by the Ministry of Education. Private universities are on an equal footing with public ones and holding a license is required, since all universities are subject to regular certification and accreditation. In Kazakhstan, the development of the private education sector started after the adoption of the Law on Education of 1993. During this period, the number of private universities changed from 55 in 1993 to 182 in 2001 and rose to 70 in 2015. The number of students in private higher education institutions is approximately 259,000.

### **1.4 National Qualifications Framework**

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The National Qualifications System was adopted in 2012 with changes and amendments as of 18/12/2013. The Qualifications Framework helped to systematize and provide a basis for recognition of learning outcomes, contributed to enhance the quality and access to all levels of education, including TVET, higher and post-higher education, to improve the relationships with the world of labour and the mutual recognition of qualifications, as well as the implementation of learning strategies throughout life. A Coordination Council has been established as well as Joint Working Groups with the MHSD for the development of legal and methodological documents on the National Qualifications Framework (Sectorial Qualifications Framework, professional standards) together with the professional communities in various sectors of the economy.

All levels of education are represented in the NQF and it is compatible with the European Qualifications Framework (EQF). Secondary education corresponds to the 3<sup>rd</sup> level of the EQF. Technical and vocational education (TVET) at a higher level corresponds to the 4<sup>th</sup> level of the EQF; TVET or short cycle programmes (Applied Bachelor studies) to the 5<sup>th</sup> level of the EQF; higher education (Bachelor) to the 6<sup>th</sup> level of the EQF; post-graduate (Master) to the 7<sup>th</sup> level of the EQF; post-graduate (PhD studies) to the 8<sup>th</sup> level of the EQF.

More than 18 sectorial qualifications frameworks and 123 professional standards have been developed and adopted. At present the preparatory work for self-certification of the NQF is in progress.

## 1.5 Statistics on Organisation and Governance

**Table 1. Number of students in HEIs of Kazakhstan (2014-2015 academic year)**

|                  | Public HEIs | Private HEIs |
|------------------|-------------|--------------|
| <b>Bachelor</b>  | 229,526     | 245,315      |
| <b>Master</b>    | 15,9        | 13,7         |
| <b>Doctorate</b> | 1,8         | -            |

Source: Ministry of Education and Science of the Republic of Kazakhstan

**Table 2. Number of higher education institutions in academic year 2015-2016**

| 125    |                        |
|--------|------------------------|
| Public | Private + corporatized |
| 55     | 70 (54 + 16)           |

Source: Ministry of Education and Science of the Republic of Kazakhstan

**Table 3. Number of students by level of education (thousands):**

|           | Bachelor | Master | Doctorate |
|-----------|----------|--------|-----------|
| 2014-2015 | 474,841  | 29,600 | 1,800     |

Source: Ministry of Education and Science of the Republic of Kazakhstan

**Table 4. Number of students by forms of funding (2014-2015, thousands):**

|              | State order | Fee paying   | Total        |
|--------------|-------------|--------------|--------------|
| Bachelor     | 139,3       | 335,5        | 474,8        |
| Master       | 15,9        | 13,7         | 29,6         |
| Doctorate    | 1,8         | -            | 1,8          |
| <b>TOTAL</b> | <b>157</b>  | <b>349,2</b> | <b>506,2</b> |

Source: Ministry of Education and Science of the Republic of Kazakhstan

## 1.6 Distribution of responsibilities

Issues related to the functioning of the education system are regulated at the government level, at the level of the Ministry as the authorised body in the field of education and at the institutional level.

In accordance with the Law on Education, **the Government of RK** develops and ensures the implementation of the state policy on the development of education.

**The Ministry of Education and Science (MES)** is responsible for implementing a unified state policy in the field of education, and enforces the constitutional rights of citizens in the field of education. It carries out inter-sectorial coordination and provides coordination and methodological guidance of activities of local executive bodies in the field of education. It oversees the development and implementation of international programmes in the field of education and science.

**Higher education institutions** are free to take decisions in the organisation of the educational process, the selection and the appointment of teaching and administrative staff, and the implementation of scientific, financial and economic activities within the framework defined by the law. Universities set their own structure, the number and order of admissions of fee paying students within the related standard rules of admissions to universities.

Autonomy of educational institutions is consistently expanding in terms of the content of education, diversification of funding sources, introduction of Boards of Trustees and Supervisory Boards, reporting of rectors, etc. However, on many issues, the degree of centralization of decision-making is still high and universities do not have full autonomy regarding curriculum and admissions. They must meet the standards related to the content of educational programmes, admission exams, completion of studies and the awarding procedures of academic degrees and quality assurance.

Standards for the admission of students in higher education institutions are established by the MES, admission to universities is carried out based on the UNT (Unified National Test).

## 2 Higher Education Funding

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The financing system of higher education in Kazakhstan is based on diversifying the sources of funding.

In financing higher and postgraduate education, the MES allocates funds in two ways: to enhance its material and technical base (only for public HEIs) and through state order (grants) for training specialists (in 2015 its value was equal to 344,800 Tenge or approximately 1,650 Euro).

Access to the government grants is open both for public and private universities that have passed the accreditation procedure. The MES defines the number and the minimum amount of the grants. This type of funding is channeled towards the universities and the purpose of their use is strictly monitored. Currently 83.9% of the state order is placed in the public HEIs (more than 103,000 grants out of 123,300) and channelled to support the priorities of training in technical, technological, educational, medical, agricultural and transport specialties.

Since 2014 the State also allocates funds through grants in the framework of the programme "Serpin 2050" for training specialists in HEIs in 7 regions. The programme aims to reduce unemployment in the southern regions and to prevent shortage of staff in pedagogical, technical and agricultural fields in the western, eastern and northern regions of the country.

In the framework of this programme 1,050 grants were allocated in 2014 and 5,000 grants in 2015; training of specialists is carried out in 19 universities of the country.

In 2015 a new staff training programme was started for industrial and innovative development (GPIIR) in 6 economic sectors: construction material, petrochemicals, machine-building, metallurgy, chemicals and food production and safety.

The programme, run by the State, is implemented in 11 universities distributed in 7 regions of the country and it foresees the allocation of 10 thousand additional state grants for training in the above-mentioned specialties.

Both public and private universities are independent in terms of selection and recruitment of staff and have the right to establish direct links with national and international partners to make agreements on cooperation in various fields.

139,300 students (29,4 % of the total number of students) are studying with state educational grants, while 335,500 students, representing around 70.6% of the total, are self-funded students.

For the academic year 2015-2016, a total of 39,994 grants were allocated with a repartition of 32,168 grants for Bachelor studies, 7,241 grants for Masters and 623 grants for PhD studies. As in previous years, the state order is dominated by technical specialties.

### 2.1 Public Education

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Public educational institutions have the right to accept students on a fee-paying basis.

From 40 to 50% of revenue of public HEIs is generated through paid educational services.

Enterprises generate 0.9% of revenues for educating students in public universities; regional and local authorities also contribute to public universities budget with 1.4%.

Working conditions and remuneration in the public universities are regulated by the parameters set by the MES. Public universities have the right to increase the wage rate from extra-budgetary sources.

#### 2.1.1 Financial Autonomy and Control

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While the use of funds allocated by the state is strictly controlled based on the parameters set by the MES, the institutions may use funds received from other sources according to their internal rules.

The main item of capital expenditure for public and private universities is the acquisition of fixed assets at 76% and 78%, and of capital repairs at 19% and 12.4%.

Measures are being taken to expand the freedom of educational institutions. It is planned to revise the principles of governance, to strengthen the role of Boards of Trustees and Supervisory Boards through

the involvement of employers, public authorities, representatives of parents and students and the implementation of corporate governance principles.

### **2.1.2 Fees within Public Higher Education**

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The rate for calculating the cost of education per student in Kazakh higher education institutions under the state educational order is established by the MES. In 2015, the average cost of an educational grant established by the MES at the level of Bachelor is 344,800 Tenge (about 1,650 Euro).

No HEI can reduce the established cost. Some universities may set a higher price.

The costs for pedagogical specialties are comparatively lower. At the Kazakh National Pedagogical University, for example, it is set between 398,000 to 515,000 Tenge (between 2,000 and 2,500 Euro).

The cost of Master degree studies in national universities is 646,300 Tenge, which is 39% higher than the costs for a Master degree in the rest of the universities. The cost of doctoral studies was 1,307,000 Tenge (about 6,500 Euro), and these are state allocated funds

Tuition fee for international students is the same as for the citizens of Kazakhstan.

## **2.2 Private Education**

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At private universities the revenue generated by paid educational services constitutes at least 70% of the total revenues; in some universities it goes up to 99% of their incomes.

On average, enterprises generate 2% of revenue of private universities, while regional and local authorities contribute for 0.9%.

The income generated from research and innovation is rather low; for private HEIs it is situated between 0.1 and 3.2%.

Private universities have more freedom in terms of finances, improvement of material and technical equipment, and the determination of the salaries of teaching staff, usually higher than at public universities.

### **2.2.1 Financial Autonomy and Control**

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Per legislation, public and private institutions are equal. However, in comparison to public institutions, private universities have greater operational and financial autonomy, for instance they are free to establish pay rates for the faculty staff. Unlike public HEIs, private institutions can be the owners of their land and buildings.

Monitoring showed low quality of education and employment of the graduates of most of the private universities, as well as a low level in scientific research. To improve this situation, the number of private universities was reduced, and economic incentives for the private sector were also developed for their involvement in research and innovation activities.

### **2.2.2 Fees within Private Higher Education**

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In Kazakhstan at the beginning of academic year 2015-2016, 70 private universities were operating. 54 are completely private, i.e., funded primarily by tuition fees, whereas 16 universities are joint stock companies (universities, which were previously public and have gone corporate). In these HEIs a part of the shares is owned by the state, another part by companies, organisations, foundations or individuals.

The budget of these institutions is made up of tuition fees, government grants and other sources. For instance, the cost of studying at KIMEP University is 1,400,000 Tenge per year (around 7,000 Euro) and in the Kazakh-British Technical University is 1,950,000 Tenge per year (nearly 10,000 Euro) for all specialties.

## **2.3 Financial Support for the Learners' Families**

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Two programmes for the support of tuition for households exist in Kazakhstan. The State educational accumulation system (SEAS) started in 2013. It is a system of accumulation of funds for studies in

higher, TVET institutions in Kazakhstan and in foreign universities through second-tier banks. The State also provides educational unsecured loans under state guarantee.

Full-time enrolled students from families with many children are provided with special state allowance for the entire period of studying until graduation. The allowance in 2015 was 7,730 Tenge (around 35 Euro).

## **2.4 Financial Support for Learners**

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Citizens of Kazakhstan can obtain higher education at state expense based on competitive educational grants. Grants covering the tuition fee are awarded by the Republican Commission as a result of the unified national test and in accordance with the state order for specific specialties.

In addition to this grant, the state allocates funds for social support of students who are studying under the state order in the form of scholarships. This may be one of the three following grants:

- Minimum state grant;
- Increased state grant;
- Presidential state grant.

Under the same conditions, the following categories of persons benefit from advantages: orphans, children left without parental care and disabled persons.

The payment of the scholarship is made on a monthly basis. If following the first examination session the student has only excellent marks, he/she will receive an increase of 15% of the scholarship during the next semester.

The scholarship for a bachelor student amounts to 16,758<sup>2</sup> Tenge (enhanced state scholarship: 19,272 Tenge), for a Master student 42,824 Tenge (enhanced state scholarship: 49,248 Tenge), doctoral scholarship: 65,598 Tenge.

Scholarships for persons deprived of parental care and for disabled people are increased by 30-75%. For example, sight-disabled students and learners with hearing disabilities receive an increase of 75% of the basic amount of the scholarship.

A presidential scholarship is awarded to the most talented, full-time bachelor students from the 3rd year and the 2nd year Master students with "excellent" marks (A, A-). This scholarship is available to students receiving a state educational grant and self-funded ones.

The amount of the presidential scholarship for bachelor students corresponds to 30,470 Tenge (≈ 150 Euro) while for Master students it amounts to 85,648 Tenge (≈ 420 Euro).

In addition, there are 53 nominal scholarships named after Al-Farabi, Abay, Akhan Seri, M.Auezov, C.Aimanov, etc. A total of 150 students receive them every year.

### Other benefits

Students with a state grant have the priority to receive accommodation in dormitories. The remaining places are for fee paying students.

Preference is given to Master students and students which have a family.

Orphans are accommodated for free; the others pay a limited amount, generally not more than 10% of the scholarship. Families in which both spouses are non-resident students of the university have priority for the accommodation in a dormitory.

University students also receive travel allowances two times per year, during the winter and summer vacations (7,928 Tenge ≈ 35 Euro).

## **3 The structure of the Higher Education system**

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Higher education is acquired by citizens who have completed secondary general, TVET or further (post-secondary) education.

Depending on their form of ownership, Kazakh universities are national, corporatized or international institutions, or they have the status of an autonomous organisation of education (AOE).

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<sup>2</sup> 1 Euro = 210 Tenge as of February 2014

They are divided into public or private bodies according to their source of funding.

To date Kazakhstan has 125 higher educational institutions, among them are 9 national, 31 public, 13 non-civil, 1 international, 16 corporatized, 54 private and 1 AOE (Nazarbayev University).

Following the collapse of the Soviet Union, since 1991 significant changes in the legal framework, management and financing took place in the education system of Kazakhstan.

In 2010, Kazakhstan signed the Bologna Declaration, which was preceded by a series of changes in the education system.

In accordance with these changes, the structure and content of the educational programmes in higher and postgraduate education were revised.

**A three-level model** that includes higher (Bachelor) and postgraduate (Master and Doctorate) education programmes was introduced based on a credit system measuring the acquired knowledge.

Full transition to a new structure took place in 2010 and its major changes were incorporated into the State Programme of Education Development 2011-2020 and the amendments to the Law on Education (2015).

Graduates of Kazakhstani universities can obtain the European **Diploma Supplement** recognised by all the participating countries of the Bologna process.

Most universities of the country use the Kazakh credit transfer system compatible with the **ECTS (European Credit Transfer System)**. The credit used in Kazakhstan corresponds to 45 hours of student workload to study the discipline in the academic period of a semester lasting 15 weeks. These hours also include the independent work of students. Each academic hour of the students in the lectures or practical classes throughout the semester is coupled with two hours of independent work of student (IWS). Based on the above, the amount of disciplines in the Kazakhstani universities at all levels of education is easily converted into ECTS credits using the conversion factor (about 1.8) rounded to the nearest whole number. At present full transition to ECTS is in progress.

In 2012 Kazakhstan adopted a **National Qualifications Framework** (as amended on 12/18/2013).

**The first level** of education is the Bachelor programme lasting at least 4 years.

In order to complete a Bachelor's degree, a student must have obtained at least 129 credits in theoretical training and at least 6 credits of practice, not less than 2 credits for writing and defending a thesis (project) and at least one credit for preparation and passing the state exam in the specialty.

According to the specialty, the amount of credits varies from 160-180 in the Art disciplines up to 190-224 in the "Health and social welfare" disciplines (medicine).

**The second level** (postgraduate education) includes professional Master and scientific-pedagogical Master programmes. The duration of study in the scientific-pedagogical fields corresponds to 1.5 to 2 years, while for professional Masters is 1 year (from 60-120 ECTS).

**The third level** includes the PhD programme, which replaced the previously existing system of "candidate-doctor of science", and aims at training highly qualified scientific and pedagogical staff. The duration of doctoral studies is 3 years (minimum 60 credits). It is organized in the framework of the clinical, post-graduate, internships, doctoral programmes, research fellowships, etc.

**The academic year** begins on September 1 (Day of Knowledge). It consists of academic terms, the term of interim certification (at least 1 week), practices and holidays. At the graduation course the term of the final certification is included in the academic year. The total duration of the academic year should be at least 36 weeks.

An academic term may last 15 weeks (semester), 10 weeks (trimester) or 8 weeks (quarter).

Professional practice is a compulsory component of higher education programmes. It is divided into training, pedagogical, industrial and pre-diploma practice.

Holidays are available to students after each academic term (not less than 7 weeks per year).

### 3.1 Types of Higher Education Institutions

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The main types of higher education institutions in the Republic of Kazakhstan are the national research universities, the national higher education institutions, the research universities, the universities, the academies, the institutes and their equivalents (conservatory, higher school, higher college). Depending on their status, the institutions can determine requirements for admission, implement self-developed education programmes, use their own rules and regulations in educational, scientific and methodological activities, and issue their own diplomas of education.

The type of HEIs is determined at the licensing stage and depends on the number of on-going higher and postgraduate programmes, the orientation in research work, and is confirmed by the state certification and accreditation.

- **National research university** ('ulttyk zertteu universiteti'): a higher education institution with a special status and a development programme for five years approved by the Government, it develops independently education programmes in higher and postgraduate education in various disciplines (specialties), using the results of basic and applied researches for the creation and transfer of new knowledge;
- **National higher education institution** ('ulttyk zhogary oku orny'): a leading scientific and methodological centre having a special status;
- **Research university** ('zertteu universiteti'): an institution that implements a development programme of five years and develops education programmes of higher and postgraduate education in a wide range of disciplines /specialties approved by the Government, it also uses the results of basic and applied research for the generation and transfer of new knowledge.
- **University** ('universitet'): implements higher education programmes, Master and Doctoral programmes in three or more disciplines; it carries out fundamental and applied research and functions as a scientific and methodological centre;
- **Academy** ('akademiya'): a higher educational institution implementing education programmes for undergraduate and postgraduate education in one or two disciplines.
- **Institute** (and equivalent **conservatory, highschool, higher specialised school**) ('institut', 'conservatoriya', 'zhogarymektebi', 'zhogary mamandyrylgan mektep'): implements higher education programmes.

The Kazakh Universities provide education on a full-time basis, and/or as evening courses and e-learning courses.

### 3.2 First Cycle Programmes

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First-cycle programmes are aimed at training specialists awarding the academic degree of "Bachelor" in the relevant discipline with a normative study term of at least 4 years.

#### 3.2.1 Branches of Study

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To obtain a bachelor's degree the student must cope with at least 129 credits of academic learning or not less than 5805 academic hours. The Bachelor relates to the 6<sup>th</sup> level of the NQF. In addition, the Law on Education fixed the term 'Applied Bachelor', information about which is contained in section 3.3 on 'Short cycle programmes'.

The general list of disciplines in higher education is outlined in the classifier of specialties, which includes 161 undergraduate majors in 11 disciplines:

1. Education;
2. Humanities;
3. Law;
4. Art;
5. Social sciences, economics and business;
6. Natural sciences;
7. Technical sciences and technologies;

8. Agricultural sciences;
9. Services;
10. Military and security;
11. Health care and welfare (medicine);
12. Veterinary

According to the data provided by the MES, Bachelor programmes are provided by 125 HEIs (for a complete list, please refer to paragraph 3). Upon completion students pass state exams in their specialty and defend their diploma.

### **3.2.2 Admission Requirements**

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Admission to universities is carried out on the basis of the Standard Rules of admission to educational organisations that implement professional educational programmes in higher education, approved by Order of the Minister of Education and Science of RK.

Formation of the student body is carried out by means of public financing, placing the state order for training (state educational grants), as well as self-funding of citizens and other sources. Students are recruited based on a competitive centralised examination.

State educational grants are awarded on a competitive basis to specific specialties and language of instruction in the framework of the established state order by the Commission of MES.

Admission to fee-based training is conducted by a selection committee of the university based on a competition according to the points of the certificate.

For disfavoured groups of the population, the following quotas for state educational grants have been set up:

- Persons from rural areas (30%)
- Orphans and children left without parental care (1%)
- People with disabilities of 1 and 2 groups, disabled persons (0.5%)
- Persons of Kazakh nationality who are not citizens of the RK (2%)

### **3.2.3 Curriculum**

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Universities are developing educational programmes and curricula in accordance with the NQF, the Dublin descriptors, State compulsory educational standards (Framework standards) and Rules of the organisation of educational process based on credit technology of learning.

Curricula include the study of compulsory, basic and major disciplines, as well as professional practice, physical training, military training, intermediate and final certification.

The degree of autonomy of HEIs in determining the content of educational programmes is at 55% of the amount of credits.

It is obligatory to include the Kazakh and Russian languages. The implementation of the trilingual teaching model is planned in 2016; in the nearest future universities will develop trilingual programmes and curricula in the Kazakh, Russian and English languages.

### **3.2.4 Teaching Methods**

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The main types of study are lectures, seminars, laboratory work, professional practice, independent work by the students training and passing the final certification. Training sessions are conducted mainly in interactive forms (case studies, business games, workshops, debates, round tables, seminars) at the choice of teachers, and in accordance with the character of programmes and teaching and learning materials.

Bachelor modular programmes are based on competences. Learning outcomes are determined based on the Dublin descriptors of the respective level of education.

### **3.2.5 Progression of Students**

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To move to the next year of studies, the university determines its own transfer points in the courses.

The value of the minimum Grade Point Average (GPA) allows the student's transition to the next course.

A student who has completed the course programme, but not gained a transfer point, may re-take some disciplines on a fee basis (except for 'History of Kazakhstan', a state exam has to be passed) for increasing his/her GPA in the summer semester and pass exams.

At the end of the academic year, a student who has not collected the transfer point including the results of the summer semester remains in the same study course. Those studying with a state educational grant and left for re-training, forfeit the state educational grant for further study.

Upon transfer and reinstatement of students, their return from the sabbatical leave, a study course is determined by taking into account the prerequisites.

The main criterion of the completeness of the Bachelor course are 129 credits of academic study and at least 6 credits of practice, at least 2 credits for the preparation, writing and defence of a thesis (project) and at least one credit for the preparation and passing the state examination.

### **3.2.6 Employability**

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Comprehensive work to enhance employability of graduates is carried out in Kazakhstan.

Structural units in all universities deal with practice and employment of graduates. They organize job fairs with the participation of representatives of local governments (Akimats), companies and entrepreneurs. A database of graduates with resumes is made available on the websites of universities.

A mandatory norm of obligatory work for graduates trained on state order is introduced for educational, medical and veterinary professions. Practical training of students, starting from the second year of study is fixed as a norm to improve the practical orientation of education.

Projects are implemented, which aim at training specialists in professions in demand, facilitate their employment and transfer young people from labour surplus areas to labour shortfall regions ("Serpik 2050", 'Mangilik yel zhastary - industriyaga'). The organisation of youth internships ("Satti kadam") targets a smooth entrance into the labour market for young people; a programme called "With diploma to the village!" supports young specialists in rural areas. At the initiative of the Chamber of Entrepreneurs, student business incubators are created to involve young people in entrepreneurial activities.

Monitoring the employment of graduates in Kazakhstan, based on the submission of certificates of employment, was practiced before 2014, but proved not to be accurate. The MES has developed a personalized mechanism to monitor the employment of graduates by creating the section 'Employment of graduates' on the portal of the Ministry of Health and Social Development through the integration of information systems of the Ministry of Education and Science, Ministry of Finance and the Ministry of National Economy.

The new personalized monitoring of employment of graduates through the State Centre for Pension Payments (SCPP) has shown that about 70% of the 2014 Bachelor graduates found jobs during the first year after graduation.

Within the framework of the State Programme on Industrialisation, partnership agreements are being concluded with companies participating in national and regional industrialisation map with the purpose of training, internship and further employment.

### **3.2.7 Student Assessment**

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Learning achievements of students are evaluated in points using a 100-point scale in conformity with the alphabetic system used internationally (positive assessment, in descending order, from A to D, unsatisfactory evaluation F) and with the corresponding digital equivalent of a 4-point scale.

The teacher carries out formative and summative assessments of students' performance.

Registrar Office keeps the history of learning achievements of students throughout the study period, which is reflected in the transcript. At the end of the academic year the Office calculates GPA as a weighted average assessment of students' achievements.

Information about exams, defence of course works, final qualifying works and grades in 100-point scale, letter and 4-point scale, as well as GPA for each year of study is contained in the student's record book.

### **3.2.8 Certification**

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The academic degree of "Bachelor" is awarded to the students and a state diploma with the transcript is issued at the completion of the educational programmes of higher education and the passage of the final certification.

Information about the educational programme (code of subject), the title of the subject, the duration of the subject (year, semester, trimester), the evaluation of the study (using national scale and ECTS), and the number of awarded ECTS are reflected in the transcript.

A diploma with honours is issued to the students enrolled in Bachelor programmes who have passed exams and differentiated tests with grades A, A-, B+, B, B-, with GPA not less than 3.5 for the entire period of study, all state exams and defended a thesis rated A or A-.

### **3.3 Short-Cycle Higher Education**

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Provisions for short cycle programmes are included in the normative regulations on education of the Republic of Kazakhstan; however at present they are not implemented.

The level of the short cycle corresponds to level 5 of ISCED, EQF, and NQF of RK.

In accordance with the Law on Education of July 27, 2007 № 319-III and the revised Law on Education (November 2015), short cycle educational programmes or applied Bachelor programmes belong to post-secondary education and are aimed at training skilled workers, mid-level specialists. Students who have completed general secondary education or TVET can enrol for an applied Bachelor. Upon completion of the training and having passed the final certification, students are awarded the qualification of 'mid-level specialist' or 'applied Bachelor'.

Interested individuals can also obtain a second bachelor degree (training term 2 years for those with already a first bachelor degree and 3 years after college).

### **3.4 Second Cycle Programmes**

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Master study is a postgraduate cycle programme aiming at training specialists with the award of a 'Master' degree in the relevant specialty. In accordance with the Law on Education, to be able to start a Master's degree, a Bachelor degree is required. The duration of a Master's degree in scientific and pedagogical disciplines lasts either 1 year (professional Master), 1.5 or 2 years (respectively 60, 90 and 120, ECTS).

To complete the Master's programme and be awarded the degree the student must defend a thesis. Master degree programmes are provided by 110 Kazakh HEIs.

#### **3.4.1 Branches of Study**

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According to the classifier of Specialties of Higher and Postgraduate education of the Republic of Kazakhstan, Master studies are offered in 12 disciplines.

#### **3.4.2 Admission Requirements**

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Admission of Master students is made on a competitive basis taking into account the results of the entrance examinations in a foreign language and the specialty. Funding comes from the state through the state educational order for training of scientific and pedagogical staff, tuition fees and other sources.

Enrolment is carried out by the selection committee of the university.

#### **3.4.3 Curriculum**

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The content of the programmes is defined by the relevant state compulsory standards and is implemented through curricula and programmes.

Programmes of postgraduate education are aimed at training qualified scientific-pedagogical and administrative staff in higher education and to enhance their scientific, educational and professional level. The Master programme includes:

- Theoretical training, including basic and specific subjects;
- Professional practice (pedagogic, industrial, research);
- Research work, including preparation of the Master thesis for scientific and pedagogical Master study;
- Experimental research, including preparation of the Master thesis for profile Master study;
- Intermediate and final certification.

Curricula are developed in three forms:

- 1) Standard programme (SP) approved by MES;
- 2) Work plans (WP);
- 3) Individual programmes (IP).

Universities have the flexibility in determining the content of Master programmes for up to 70% of the credits. The form, structure and order of the development of Work plans and Individual programmes are determined by the HEI.

#### **3.4.4 Teaching Methods**

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Universities use innovative, interactive methods of teaching and learning aimed at developing professional and soft skills, and include simulation and role plays, discussions, modelling situations, learning through collaborative work, work in small groups, problem solving, use of tests.

#### **3.4.5 Progression of Students**

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Learning achievements of Master students are evaluated at a 100-point scale for each completed task (face to face work, homework, control work, etc.). The final result of the certification is done by calculating the arithmetic average amount of all evaluations. The students who have gained at least 50% of the semester rating can take exam.

To complete their studies Master students have to gain:

- in the scientific and pedagogical disciplines at least 51 credits, out of which at least 34 credits in academic learning, a minimum of 6 credits in practical work, and a minimum of 7 credits in research;
- in the professional path, at least 26 credits (1 year of study) and at least 38 credits (1.5 year of study), a minimum of 18 and 28 credits in academic studies, a minimum of 2 and 3 credits in practical work and a minimum of 2 and 3 credits for research.

#### **3.4.6 Employability**

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Universities provide assistance in finding a job and are monitoring the employment of graduates through departments of employment and career through the method described above for Bachelors.

In 2014 about 80% of Master graduates have found a job during the first year after graduating from HEIs.

#### **3.4.7 Student Assessment**

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Assessment includes periodical, mid-term and final evaluations, training and work practices, preparation of the thesis, the final state certification in the form of a state examination in the specialty and the defence of a thesis.

A final certification of Master students is conducted in the form of a comprehensive exam and the defence of a thesis by the State Attestation Commission. A student who passed the exams and the various tests with grades A, A-, B+, B, B-, with a GPA of not less than 3.5 for the entire period of study, who also passed all state exams and the defence of the thesis rated A or A- is awarded a diploma with honour, under the condition that he/she did not have to repeat any exams throughout the study period (excluding evaluation of military training).

The defence of the Master thesis is determined independently by HEIs based on the standard rules.

### **3.4.8 Certification**

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Persons who have completed Master studies are awarded the academic degree "Master" for the respective specialty and will receive a state diploma with a supplement (transcript).

### **3.5 Programmes outside the Bachelor and Master Structure**

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Programmes outside the Bachelor and Master structure are conducted in the following areas:

- 1) 'Veterinary Medicine' and 'Veterinary Sanitation' in a specialty with 5-year duration. Upon completion, graduates are awarded the academic degree 'Specialist-veterinarian doctor' in one of the two above-mentioned specialties and qualification 'Veterinary doctor' and 'Veterinary sanitary inspector'" respectively.
- 2) Postgraduate medical and pharmaceutical education, except for Master and Doctoral programme, on residency and internship;

Information on the number of credits can be found in Section 3.

### **3.6 Third Cycle (PhD) Programmes**

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Doctoral programmes are postgraduate programmes aimed at training staff for scientific, educational and/or professional activities with awarding the degree of Doctor of Philosophy (PhD).

Doctoral studies are carried out only on a full-time basis within the framework of a state order approved by the Ministry of Education and Science. For 2013-2014 the state order was for 520 seats, 656 seats in 2014-2015 and 623 seats in 2015-2016.

Some business schools prepare DBAs (Doctor of Business Administration).

The duration of Doctoral studies is minimum 3 years depending on the profile of the student and on previous studies.

According to the state classifier of 20.03.2009, the Doctoral studies are conducted in 12 disciplines:

1. Education;
2. Humanities;
3. Law;
4. Art;
5. Social sciences, economics and business;
6. Natural sciences;
7. Engineering;
8. Agricultural Sciences;
9. Services;
10. Military;
11. Health care and social welfare (medicine);
12. Veterinary.

The PhD studies are provided by 43 HEIs, including 9 national, 18 state, one international, 10 corporatized and 5 private universities.

#### **3.6.1 Organisation of Doctoral Studies**

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Doctoral studies include two equivalent components: education and research consisting of

- Theoretical studies;
- Professional practice;
- Research (experimental research) work, including the preparation of the Doctoral thesis;
- Intermediate and final certification.

Doctoral studies are 75 credits and equal to 180 ECTS.

#### **3.6.2 Admission Requirements**

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Candidates with 'Master' academic degree or those who have completed residency training in medical

specialties are eligible to apply for Doctoral programmes.

The eligible universities and research organisations implementing post-graduate education request applicants to pass two entrance examinations,

- In one foreign language chosen by the candidate;
- In the specialty.

The decision on the admission is carried out by the selection committee of the university.

### **3.6.3 Status of Doctoral Students/Candidates**

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The status of students and graduates in PhD programmes is not regulated by the subordinate legislation.

### **3.6.4 Supervision Arrangements**

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Scientific supervision of Doctoral students is carried out by the Consultation Commission consisting of at least two persons having the relevant academic titles of Doctors and Candidates of science, PhD, with specific knowledge and expertise and with experience in scientific supervision. As a rule, one of them is a leading scientist of a foreign university.

### **3.6.5 Employability**

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Students who entered the Doctoral programmes on the basis of a state order, have to work in universities or research institutions for at least three years after completion of studies.

### **3.6.6 Assessment**

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The intermediate control and evaluation of the achievements of students is done in the form of an annual report on the work carried out.

A comprehensive exam and thesis defence are held by the State Attestation Commission (SAC). The comprehensive exam on the specialties consists of subjects of compulsory and optional disciplines.

An expert assessment and the defence of the Doctoral thesis is carried out in accordance with the academic calendar of the university or the research organisation. The procedure of defence of the doctoral thesis is determined independently by the university.

### **3.6.7 Certification**

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The PhD Degree / Doctor on the profile is awarded by the Committee for Control of Education and Science of MES to citizens who have completed the Doctoral studies on the basis of a petition of the dissertation councils, taking into account the relevant conclusions of the Expert Council.

## **4 Teachers and Education Staff**

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### **4.1 Initial Education for Academic Staff in Higher Education**

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The initial training of academic staff for universities in Kazakhstan is organized in the framework of Master and Doctoral programmes in those universities that have a related license. Only graduates of postgraduate programmes of a scientific and pedagogical direction have the right to work in HEIs.

Graduates of specialised postgraduate programmes can carry out teaching activities in universities after additional training in the range of 12 to 20 credits in psycho-pedagogical disciplines and pedagogical practice.

### **4.2 Conditions of Service for Academic Staff Working in Higher Education**

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The employment relationship of the academic staff of universities in Kazakhstan are regulated at the national level by the Labour Code and the Law on Education, as well as other regulations and instructions of the Ministry of Education and Science of RK.

Academic staff in HEIs includes several levels of the teaching profession:

- Assistant (not entitled to deliver lectures, conducts workshops after senior lecturer, associate professor, professor)
- Lecturer (not allowed to deliver lectures, conducts workshops for senior lecturer, associate professor, professor, develops educational materials)
- Senior lecturer (lectures, supervises research work of Bachelor students)
- Associate professor (delivers lectures at Bachelor, Master, PhD levels, supervises research work of Master students)
- Professor (delivers lectures at Master and PhD levels, supervises research work of Master students and PhD candidates).

#### 4.2.1 Planning Policy

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State policy on planning of teaching staff for HEIs is partly included in the State Programme for Education Development for the period 2011-2020. By 2020 it foresees to have increased the share of students enrolled in Master programmes by 20%, and the number of PhD candidates up to 2,000 (1,000 in 2015).

It is also planned that 100% of the grant holders of the Bolashak International Presidential Scholarship programme will study Master and Doctoral programmes and have research internships at leading foreign universities to enable them to work in HEIs. However, at present there is no mechanism obliging them to do so.

#### 4.2.2 Entry to the Profession

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Recruitment is carried out on a competitive basis by the university according to pre-announced qualification requirements approved by Decree №338 of the Minister of Education and Science dated 13.07.2009. An employment contract is signed with a selected teacher.

#### 4.2.3 Professional Status

---

Academic staff belong to the category of civilians and are appointed on the basis of an open competition (for 3 years) or by order of the rector of university (for 1 year). This status is included in Article 50 of the 'status of teaching staff' in the Law on Education (2015).

In accordance with the Professional Code of Conduct (Article 51 of the Law on the Rights, duties and responsibilities of teaching staff), teaching staff are required to observe the rules of teaching ethics. At the institutional level, each university can develop its own 'Code of Honour of the Teacher' and organises the work for the Ethics Commission.

#### 4.2.4 Salaries

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Remuneration of staff in public education institutions is stipulated by the laws and regulations of the Republic of Kazakhstan. It includes the basic salary, bonuses and allowances for service conditions, surplus payment to the annual paid leave for rehabilitation, other compensations stipulated by legislation of RK.

Remuneration of executives and senior specialists of national universities are increased using a multiplying factor of 1.75. Rectors of public universities are free to set incentive bonuses to the salaries of employees, to award and to provide material assistance at the expense of saved funds. In corporatized institutions the institutional structure and the salary fund are defined by the Board of Directors. In private universities the owner sets salaries in negotiation with the employees. As a rule, the salaries in private HEIs are not lower than in public HEIs.

The salaries of the academic staff are determined depending on the workload, teaching experience, education, the availability of qualification category. The assignment is determined by the categories indicated in the Register of Civil Servants approved by the Government of RK Decree n.1400 of December 29, 2007.

The basic monthly salary of academic staff with 10 years of experience in public HEIs is:

- Teacher: 55,990 Tenge,

- Associate professor : 81,000 Tenge,
- Professor: 106,260 Tenge.

This amount is complemented through the main work position with a surcharge for academic title of Doctor of Science, PhD or Candidate of sciences. At the level of individual universities, surcharges are set in accordance with the individual ranking of a teacher.

Salaries in private universities are negotiated individually in the employment contract. Bonuses are determined by HEIs based on a rating system, which takes into account also research work (publications, participation in conferences, seminars, supervision of students' research activities, etc.).

#### **4.2.5 Working Time and Holidays**

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The average annual workload of the faculty is between 750 and 1,100 hours and the universities themselves set their requirement; extracurricular work is not always taken into account.

The weekly load of a teacher is 40 hours and includes only classroom hours: lectures, seminars and independent work of students under the guidance of a teacher. Standard professional duties of the academic staff of universities include not only educational activities, but also methodological support, research and students' supervision activities.

Annual paid leave of academic staff counts for 56 calendar days.

The conditions of service of academic staff are determined by a collective agreement that includes special conditions to stimulate efficient work and also financial support to those in need. Holidays and weekends are determined by the Government of RK for all the universities. On the average, the number of holidays per year is 10-12 days.

#### **4.2.6 Promotion, Advancement**

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Normally moving from a lower position to the next is possible within the same university or a person can apply to a position in another institution. Career opportunities for teachers are determined by a scientific degree, academic title, length of service and through academic achievements.

Heads of departments are elected on a competitive basis with an open announcement in the media; Deans are appointed by the Rector, Vice-rectors are appointed by Rectors with prior approval by the MES in public universities, while in private HEIs they are nominated by the Rector.

Rectors are appointed on a competitive basis (publication of the advertisement in the media) by the MES based on the recommendations of the Commission established by the MES. Rectors of national universities are appointed by Decree of the President of RK.

At the level of universities the title of Honourable Professor Emeritus is awarded by the Academic Council.

#### **4.2.7 Retirement and Pensions**

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The official retirement age for men is 63 years; for women 58 years. Retirement does not depend on the length of service. Prior to reaching the retirement age staff cannot retire; after retiring staff members may continue working and may also perform functions such as membership in the Council on Ethics, the Council of Elders, etc. The employer signs a contract with a pensioner for 1 year.

### **4.3 Continuing Professional Development for Academic Staff Working in Higher Education**

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#### **4.3.1 Organisational Aspects**

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The Law on Education foresees that once every five years academic staff is entitled to upgrade the skills (not exceeding four months); or to obtain a sabbatical leave to be involved in scientific activities. The State Programme for Education Development plans a 20% increase by 2020 of the annual share of the academic staff of universities that have passed training and retraining.

The professional development of academic staff is also taking place during their scientific and international activities (preparation of publications; participation in the development of research projects funded by the state; scientific internships in the framework of the Bolashak programme;

participation in Erasmus + (former Tempus and Erasmus Mundus) programmes and similar activities, during seminars and courses, international conferences, etc.).

Since 2011, at the initiative of the MES, the programme of professional development of teachers in pedagogical specialties is carried out by 'Orleu' National Centre for upgrading qualification of teaching staff. During 2012-2015 under this programme 3,900 teachers from 38 higher educational institutions of Kazakhstan could participate in up skilling activities. Among them 933 teachers were trained abroad in partner universities (University of Newcastle in UK, University of Tsukuba in Japan, Polytechnic University of Valencia in Spain, Higher Technical Institute of Porto in Portugal, International Academy of Management and Technology in Germany, etc.) based on a blended learning approach with a combination of online and face-to-face training.

#### 4.3.2 Incentives for Participation in Continuing Professional Development Activities

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Professional development is an important factor for career advancement and for getting surcharges to basic salary. Continuous staff development is encouraged by MES and at the institutional level and is counted towards working time.

The annual republican competition 'The best teacher of the year' aims at stimulating scientific activity, academic mobility of academic staff and their professional development. The 200 best teachers receive a state grant of about \$ 20,000 for research, improving laboratory facilities, publication of scientific papers and textbooks, participation in conferences, etc.

At the level of university, staff can also receive additional funds to carry out research work and participate in conferences and other scientific events.

The Ministry of Education and Science regularly announces grant and programme-oriented funding of research projects which is open to all interested researchers. The Ministries of Agriculture, of Investment and Development announce annual competitions for young researchers and innovators where a generous grant is provided to support research activities. Universities also provide incentives to enhance professional development of staff in the form of paid and unpaid leaves enabling them to participate in research projects, prepare PhD thesis, study abroad, etc.

## 5 Management and Other Education Staff for Higher Education

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### 5.1 Requirements for Appointment

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The management of higher education institutions is carried out in accordance with the laws of the Republic of Kazakhstan (including the Standard Rules of Activities) and the Charter of higher education institutions.

In universities, the managing collective body is the Academic Council that is mainly dealing with academic policy of universities. Supervisory Boards are being established and mandatory for national and public universities operating under the right of economic management, i.e. having greater administrative freedom in the financial matters. The MES determines the standard rules of their activities and the order of their election. The main purpose of Supervisory Boards is to increase public control over the operation of universities, diminish management and financial risks. In HEIs established in the form of joint-stock companies the Board of Directors is responsible for these tasks.

**The Rector** is the executive managing body of the university. The **Dean** is appointed by order of the Rector and has the same functions at the faculty level and the **Head of Chair** at the relevant level.

Rectors of the national universities are appointed and dismissed by Decree of the President of RK on a competitive basis. Rectors of national and public universities pass certification once every three years. Rectors of universities with the status of Joint Stock Company are appointed by decision of the Board of Directors. Rectors of private universities are appointed by the decision of the University's owner.

The rectors are appointed every three years, however the same person may have his/her mandate prolonged for another period.

Under the same conditions and requirements **vice-rectors and vice-deans** support the work of rectors and deans as members of executive managing bodies. They are also full-time professors. Vice-rectors of public universities sign contracts with the MES based on the nomination of the rector. Vice-rectors of private universities are appointed by order of the rector. Other professional bodies that contribute to HEI function are **scientific or academic councils and committees** as decided by the institution.

## 5.2 Conditions of Service

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Conditions of service are reflected in the collective agreement.

Rector, Vice-Rector and other staff members of national and public universities are civilians (i.e. funded from the state budget). The selection of managing bodies, their dismissal, responsibility and other conditions of service are determined by higher education institutions themselves based on the Labour Code. The person may not be selected or appointed to any of the managing positions if they are convicted of criminal offence, discrimination, plagiarism, bribery or broken rules of the professional code of ethics. They can be also dismissed if the above crimes occur during their mandate, or if they fail to perform duties required by their position.

## 6 Quality Assurance in Higher Education

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### 6.1 Responsible Bodies

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Currently a process of a gradual transition from the quality control in education to the system of quality assurance is on-going in Kazakhstan. In higher education, this transition will be completed by 2017, in TVET by 2020. Thus, the two systems are operating in parallel.

The accreditation is usually attributed to the quality assurance system. The national model of accreditation includes the following types: institutional and specialised accreditation.

The National Accreditation Board set up under the MES is developing methodology and procedures of quality assurance. Accreditation is carried out by independent national and international accreditation agencies included in the National Registry.

Currently, Kazakhstan has two independent non-profit agencies that conduct institutional accreditation:

- the Independent Kazakhstan Agency for the Evaluation of Quality of Education;
- the Independent Agency for Accreditation and Rating.

Specialised accreditation is carried out by one of the 8 foreign agencies: the American ABET, MSA-CESS, ASBCP, the German ones ASIIN, ACQUIN and FIBAA, AQ Austria and IMarEST from UK.

The MES is a member of the European Quality Assurance Register for Higher Education (EQAR). Kazakhstan is also a member of:

- the International Network for Quality Assurance Agencies in Higher Education (INQAAHE),
- the European Network of Quality Assurance Agencies (ENQA),
- the Network of Central and Eastern European Quality Assurance Agencies in Higher Education (CEENQA)
- the Eurasian Quality Assurance Network (EAQAN).

Next to the development of the system of quality assurance, the quality control system remains important. It is implemented by the Committee for Control of Education and Science (CCES) of the MES through the attestation of institutions. State control over the implementation of legislation in the field of education and state educational standards in higher education institutions is carried out regardless of the ownership and subordination of the university.

### 6.2 Approaches and Methods for Quality Assurance

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The **State attestation** includes regular evaluation of compliance of university activities with qualification requirements which should be met at licensing and with requirements of the state

standards. The State attestation is conducted once in 5 years. The educational, scientific, educational-methodological activities, the faculty, the adequacy of resources, including infrastructure, finance and information resources are analysed. In addition an **external evaluation of learning achievements** of graduates is carried out through comprehensive testing and evaluation of the effectiveness of the educational process. A comparative analysis of the quality of educational services is provided by educational organisations.

In case problems are detected, the license period is suspended and a period to correct the inconsistencies (up to six months) is set up. If these are not resolved within the specified time, the license is revoked by a court decision.

**Accreditation** agencies develop their own criteria and standards of accreditation compatible with the requirements of international agencies. Standards of institutional and specialised accreditation must comply with the European Standards and Guidelines (ESG), developed by the European Network of Quality Assurance (ENQA) in the field of higher education (Standards and Guidelines for Quality Assurance in EHEA).

In 2015, the revision of standards by the national agencies was carried out on the basis of the new version of ESG.

Rules of internal quality assurance are developed by the universities themselves. Standards of accreditation agencies include the requirements for the procedure of constructing the internal quality assurance systems. Universities prepare annual reports on the activities; several Kazakhstani universities have developed their own quality management system based on ISO 9001.

The use of internal QA results is the starting point for the external QA process. The external QA method is based on assessing the current situation and compliance with pre-determined quality standards. Its principles are based on quality improvement.

The university working groups start the self-assessment. A report on the results of the self-assessment is submitted to the Agency. The Accreditation Agency organises a visit to the university. If the information provided is complete and when the university's overall activities comply with the standards and criteria, a report with recommendations for the university to improve the quality of education is prepared. A post-accreditation monitoring is held in order to ensure the compliance of the university activities with the criteria and standards. An annual report is submitted to the MES.

Kazakhstan accreditation agencies also conduct ranking of universities and educational programmes. Each agency develops its own methodology in accordance with the recommendations of the Berlin Principles on Ranking of universities. The results of the ranking are published in the national press (Kazakhstanskaya Pravda) and posted on the agency's website.

## **7 Educational Support and Guidance**

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### **7.1 Support Measures for Learners in Higher Education**

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Social support for students is carried out as follows: students studying on state grants are awarded a scholarship. They also receive compensation for travel twice a year. Orphans and children left without parental care receive an allowance for meals. They are also exempted from paying for accommodation in dormitories.

In addition, universities develop their own measures of social support for students. Social aid for students is usually carried out in the form of reduced tuition fees.

#### **7.1.1 Definition of the Target Group(s)**

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Target groups are students with disabilities, orphans, children left without parental care, children

whose parent(s) are included in a proved disability group I or II, rural youth, repatriates (*oralmans*)<sup>3</sup>, as well as ethnic Kazakhs living in other countries.

### 7.1.2 Specific Support Measures

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For young people from the rural areas (*aul*), a quota is established in the distribution of state educational grants; 30% of the grants are distributed on a competitive basis among them in the professions which are essential for the development of rural areas. After receiving a diploma funded within the rural quota, students are required to return to the village and work there for 5 years.

The main benefits for *oralmans* comprise assistance in learning the state language, employment, professional retraining and mastering new professions, including the allocation of quotas for admission to institutions of secondary, TVET and higher education.

Universities apply reduced tuition fees for the target groups, but also for students coming from large families and for children of university employees enrolled in the university.

In some universities the reduction of tuition fee for students actively involved in the university life is also foreseen.

Social support is also provided in the following cases:

- Marriage;
- Birth of a child or adoption;
- Medical treatment requiring additional financial expenses, according to the list of diseases approved by the Government of the Republic of Kazakhstan.

In case of death of a student financial assistance is provided to the family.

## 7.2 Guidance and Counselling in Higher Education

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Academic counselling in universities is carried out by deans, deputy deans, advisors, curators, academic supervisors. Vice-rectors for educational work at the university level supervise the activities of the students outside the class (extra-curricular).

Students' organisations, such as the Committee on Students Affairs or the Youth Committee, are created in the universities to help students navigate the educational process and overcome the problems. Universities allocate a special budget to fund students' activities.

### 7.2.1 Academic Guidance

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For the students of the first year special introductory courses are organised for 1-2 weeks, providing familiarity with the rules of life at the university, code of ethics of student, academic regulations, activities of the library, the Registrar office and other support services.

Deans and their deputies regularly hold meetings with students to identify their problems and to explain the features of the educational process at every stage. To prepare for exams, consultations for students on the content of the subject are conducted. For underachieving students or students who want to learn more subjects, a summer semester is organised.

### 7.2.2 Psychological Counselling

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The universities independently decide on the creation of the structural units carrying out psychological counselling on an on-going basis. Optional courses related to psychology are introduced in all universities.

### 7.2.3 Career Guidance

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Universities support students in finding employment opportunities and development of professionally significant personal features is carried out through teachers of graduate departments and through

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<sup>3</sup> *Oralmans* (trans. "Returnee") are ethnic Kazakhs repatriated, resettled in Kazakhstan from neighbouring countries (China, Mongolia, Uzbekistan, Russia, Kyrgyzstan, Iran, Afghanistan, Pakistan, and others).

career centres / departments of employment and professional practice. In Kazakhstan the experience of professional practice / internship is a compulsory part of the curriculum, without which awarding a diploma is impossible. Career Centres organise job fairs, seminars on career development, counselling and offer internships, and they assist in finding different kinds of professional practices. Meetings with successful graduates and entrepreneurs in their respective industries are organised on an on-going basis.

At country level, regional employment centres facilitate youth employment. The programme 'Youth practice' is targeted at graduates and helps to acquire initial experience in a profession (specialty) for up to 6 months. The remuneration of participants of the 'Youth practice' programme is financed through the state budget (at the amount of 35,676 Tenge). Vacancies are posted on the websites of the Centres.

Seasonal employment of students is available in the framework of the project "Zhasyl EI", which aims at improving the environment, the creation of woodlands and green spaces across the country, the formation of a protective attitude to natural resources of the native land, and the provision of attractive out-door and leisure activities for the population.

The State supports HE graduates in healthcare, education, social welfare, culture, sports and veterinary who are willing to work and live in rural areas. They receive an installation allowance (70 Monthly Calculation Index) and a budgetary credit with a minimum interest rate is made available for purchase or construction of housing (up to 1,500 MCI) on bail acquired property or constructions for a period of fifteen years.

## 8 Mobility and internationalization in Higher Education

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Kazakhstan is a member of the EHEA and aligns national educational priorities with the Bologna Reforms. To determine the national policies for the development of academic mobility in the country, the Ministry of Education and Science adopted the 'Strategy for Academic Mobility in Kazakhstan 2012 – 2020', and its Implementation Plan, which stipulates that "*by 2020, 20% of the total cohort of Kazakhstani students will be mobile...*". Other documents regulating academic mobility and the processes of internationalisation are the 'Rules on International Cooperation for Educational Institutions', the 'Rules on Organisation of Educational Process according to Credit Technology', the 'Rules on Sending Students to Study Abroad, Including Academic Mobility', the 'Academic Mobility Concept for HEI in the Republic of Kazakhstan'.

### 8.1 Student Mobility

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Universities in Kazakhstan exercise two types of academic mobility: **international** and **domestic** (within the country) **mobility**. Academic mobility programmes are funded by the state budget, as well as alternative sources – such as university funds, scholarships of partner universities, international grants, student self-support, etc.

The Bolashak Presidential Scholarship Programme is an important source of funding for outbound mobility. During more than 20 years of the programme lifetime 11,126 people had the opportunity to study in 200 top universities all over the world.

The Ministry of Education and Science annually allocates funds for outbound credit mobility of students. Within the framework of the programme during five years more than 3,000 Kazakhstani students were trained at universities in Europe, USA and South-East Asia during one semester in the fields of education, humanities, technical sciences and technology, agriculture and veterinary sciences.

The number of international students is steadily increasing. In 2014 and 2015 universities of Kazakhstan received 9,077 foreign students, mainly coming from China, Russia, Uzbekistan, India and Mongolia. The key training areas are engineering, science and technology, healthcare and social

sciences, economics and business. The main schemes of financing education for foreign nationals are grants, intergovernmental agreements and students' own funds.

Internal academic credit mobility between Kazakhstani universities is implemented according to the Taraz Declaration of May 2007. In 2014-2015 1020 students took part in this programme.

## **8.2 Academic Staff Mobility**

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In 2009 the Ministry of Education and Science started funding the 'Visiting Professorship' Programme to enable universities to invite the most prominent experts in their fields for lecturing, advising and co-supervising research papers. The grant covers accommodation, travel expenses, the cost of living and fees. Since the start of the programme, about 7,000 professors from Europe, USA, Asia and Russia have visited Kazakhstan and taught at the universities. During this period, 209 joint research projects have been initiated and 86 items of educational, scientific and methodological literature have been jointly published.

The main national initiatives sponsoring faculty development programmes abroad (mobility for training) are the Bolashak Presidential Scholarship, funds of the National Centre for Professional Development 'Orleu', Erasmus Mundus (EM) and Tempus programmes.

Between 2012 and 2015, 3,900 of teachers from 36 pedagogical universities have been trained by the 'Orleu' Centre, including 933 teachers who spent an academic period abroad.

Within the framework of inter-university cooperation, universities from Germany, Poland, Switzerland, UK, Turkey and USA invited teachers of Kazakh universities for lecturing. In 2014 over 600 Kazakhstani teachers went abroad for lecturing.

Under the Erasmus Mundus and Tempus Programmes, over 300 faculty members of 46 Kazakhstani universities have had a chance to improve their teaching and research skills through training seminars and professional development programmes in European universities.

Other possibilities to go abroad for training are the grants of the German Academic Exchange Service (DAAD), of the *Agence Universitaire de la Francophonie* (AUF) and the US Fulbright programme.

The national body that collects and analyses all the statistical data on mobility and internationalization is the Bologna Process and Academic Mobility Centre under the Ministry of Education and Science.

## **8.3 Other Dimensions of Internationalisation in Higher Education**

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### **8.3.1 European, Global and Intercultural Dimension in Curriculum Development**

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Major reforms of national education policies are reflected in the Law on Education and the State Programme for Education Development of the Republic of Kazakhstan for 2011-2020.

A three-tier system of higher education and a credit system (an educational system for enhancement and assessment of the level of study and performance of higher education students, similar to the ECTS) were introduced and the structure and content of educational programmes were reviewed. These changes are associated with joining of Kazakhstan to the Bologna Process; they are determined by the desire to achieve recognition of Kazakhstani diplomas abroad and to be integrated into the worldwide educational area.

In accordance with the European Qualifications Framework, the National Qualifications Framework (2012), Sectorial Qualifications Frameworks and professional standards have been developed.

The approaches to the development of educational programmes according to the description of learning outcomes and the Dublin descriptors have been changed. The modular principle of the formation of educational programmes allows the flexibility to build the student's individual learning path and to be responsive to the needs of the labour market. This also contributes to the development of academic mobility and the recognition of study periods in a foreign university.

Another reform area is the introduction of multilingualism in education to address the vital need of the society to integrate the global world. To date, multilingual programmes (in Kazakh, Russian and English) are implemented in 65 higher education institutions of Kazakhstan.

The above reforms are aimed at enhancing internationalisation of higher education in Kazakhstan and to strengthen its competitiveness and quality.

### **8.3.2 Partnerships and Networks**

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Tempus and Erasmus Mundus programmes made a big contribution to strengthening the links between universities of Kazakhstan and Europe. During the period 1995 to 2013, higher education institutions of Kazakhstan took part in 76 projects corresponding to a total budget of over € 54 million. Participants learned about the European experience in developing competence based programmes, strengthening of interaction with the world of labour and improving the management of universities. Within the framework of Erasmus Mundus, over 700 Kazakh students and teachers benefitted from short-term training or obtained Master and PhD degrees in European universities.

The national team of Higher Education Reform Experts (HEREs), created and financed through a European Union grant, greatly contributed to the training of university teachers.

A number of higher education institutions from Kazakhstan are involved in different actions of the Erasmus+ Programme. , A good number of 'Capacity Building in Higher Education 'projects involve Kazakh universities and in the International Credit Mobility' component, approximately half of the mobilities for Central Asia were given to Kazakhstani universities.

The affiliate programme 'Newton - Al-Farabi' was initiated in 2014 by the governments of Great Britain and Kazakhstan for a duration of five years with a total budget of £ 20 million with joint funding between the two countries. The programme aims to build research capacity, staff exchanges and joint research centres in six priority areas: energy, healthcare and welfare, agricultural technologies, the ability to recover from disasters, ecology and environment, food and water.

Shanghai Cooperation Organisation (SCO) University operates as a network of existing universities in SCO member states (China, Russia, Kyrgyzstan, Tajikistan, Uzbekistan and Kazakhstan) and observer states, which is similar to the single European Higher Education Area.

SCO University aims at training highly qualified specialists in priority areas of cultural, scientific, educational and economic cooperation such as regional studies, ecology, energy, information technologies, nanotechnology, pedagogy and economy.

Different organisations contribute to the development of cooperation between Kazakhstan and foreign institutions, like the German Academic Exchange Service (DAAD), the Mevlana Foundation (Turkey), the Agency of Francophone Universities (France), as well as Embassies, Consulates and Cultural centres of the EU and other countries.

In line with the National strategy on development in education, Kazakh universities are actively promoting international cooperation. 12 Kazakh universities are individual, full or associate members of the European University Association (EUA); 3 HEIs have joined the EURASHE (European Association of Higher Education Institutions); 10 more are full members of the International Association of Universities (IAU), the leading global association of higher education institutions and organisations around the world, founded in 1950 under the auspices of UNESCO.

In addition to international associations, cross-border cooperation is promoted through the participation in international exchange programmes with USA and Southeast Asian institutions and networks.

### **8.4 Bilateral Agreements and Worldwide Cooperation**

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Higher education institutions of Kazakhstan have over 9,000 agreements with foreign partners in the

sphere of education, science, quality assurance, youth policy, academic mobility and the development of joint or double programmes.

#### **8.4.1 Bilateral Agreements**

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Overall, there are 148 international treaties with 47 countries and international organisations on cooperation in the field of education signed by the MES of RK.

Currently, due to the active collaboration in the framework of the international treaties signed with a set of countries (Vietnam, Slovakia, Egypt, the United Arab Emirates, the People's Republic of China, Korea, Latvia, Hungary, Poland, and France) more than 200 exchanges of students are carried out annually.

Agreements have been signed within the framework of the EurAsian Economic Community (EurAsEC), Commonwealth of Independent States (CIS) and Shanghai Cooperation Organisation (SCO), as well as with international organisations such as UNESCO, the Organisation for Economic Cooperation and Development (OECD), the International Association for Evaluation of Educational Achievements (IEA), the German Society for International Cooperation (GIZ), the DAAD, the US Fulbright programme.

Within the DAAD programme, over 3,700 Kazakh students and scientists had the opportunity to receive education and to conduct scientific research in Germany, and dozens of German scientists and professors have worked in Kazakh universities.

Cooperation between universities of Kazakhstan and China is carried out in the framework of 'Confucius Institute Scholarship', established by the 'Hanban' Headquarters of Confucius Institutes with a view to promoting students who have shown outstanding achievements in the study of Chinese language and Chinese culture.

#### **8.4.2 Cooperation and Participation in Worldwide Programmes and Organisations**

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The most common initiative is the Bolashak Presidential Scholarship Programme. It covers education for Kazakhstani citizens in almost all developed countries. The purpose of the programme is the preparation of staff and experts for the economy's priority sectors. The programme includes both studying for a degree in higher education institutions, research, as well as internships in leading companies and universities around the world. Throughout the years, the international scholarship Bolashak was awarded to 11,126 citizens of Kazakhstan to study in the 200 best universities of 33 countries. In 2014, the Bolashak scholarship programme has been recognised as the best among similar programmes at the VIII International Going Global Conference.

The forum Asia-Europe (ASEM) is an international organisation that brings together the countries of East Asia and Europe. Kazakhstan became a member of ASEM in 2014 and takes an active part in its work. Within the framework of the forum cooperation matters in the field of quality assurance, mutual recognition of degrees, development of qualifications frameworks and lifelong learning are discussed. The Strategy 'Kazakhstan 2050' sets the goal to become one of the 30 most developed countries of the world. Kazakhstan's membership in the Organisation for Economic Cooperation and Development promotes the increase of the country's competitiveness in the fields of public administration, education, health, employment, fiscal policy and through improving the business climate.

## **9 On-going reforms and Policy developments**

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### **9.1 Overall national education strategy and key objectives**

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The strategic goal of the national education system is specified in the State Programme for Education Development of the Republic of Kazakhstan (2011-2020).

The National Education Strategy is defined by the Strategic Development Plan of the Republic of Kazakhstan until 2020, as well as the Development Strategy of Kazakhstan until 2050. The State Programme for the Development of Education and Science for 2011-2020 aims to further accelerate the modernisation of the Kazakh education and science as the main factor of welfare of Kazakhstan's society.

In this context, the system of higher education should address a number of issues:

1. Ensuring the preparation of highly qualified and competitive staff.
2. Upgrading the content of higher and postgraduate education in the context of global trends.
3. Creating conditions for the commercialisation of results in research and technology.
4. Strengthening spiritual and moral values of the national patriotic lead idea "Mangilik El" and a culture of healthy lifestyle among young people.
5. Improving the management and monitoring of the development of higher and postgraduate education.

## **9.2 Overview of the education reform process and drivers**

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The process of educational reform in the country is based on strategic documents. The main driver is the executive power: the Government of the Republic of Kazakhstan and the authorized body in the field of education, the Ministry of Education and Science of RK.

Legislative and executive bodies are involved in making decisions on the reforms in education. In the adoption of the Law in Education the main role is played by the Parliament of the Republic of Kazakhstan. The approval of the State Programme of Education Development is carried out by the Decree of the President of the Republic of Kazakhstan. The Strategic Plan is approved by Decree of the Government. The main driving force in this process is the Ministry for Education and Science, which initiates the development of all the above-mentioned strategic documents in the field of education and defines the main strategic goals and priorities for the development in education.

Strategic goals and the orientation of the education reform are laid out in documents that are presented to the citizens during the annual President's speech.

Other policy documents of strategic nature include the Plan of the Nation "100 Concrete Steps: a Modern State for All" within five institutional reforms, the new economic policy "Nurly Zhol - the path to the future", a nationwide patriotic idea 'Mangilik El', etc.

Major reforms in the field of higher and postgraduate education are associated with Kazakhstan joining the Bologna process. With the introduction of the Bachelor-Master-PhD system and the education credit system (see 8.3.1), the structure and content of the programmes are reviewed. In accordance with the European Qualifications Framework, National Qualifications Framework, Sectorial Qualifications Framework and professional standards were developed, the content of educational standards and training programmes were updated, and multilingualism in education was introduced in 65 universities.

The modular principle of the formation of educational programmes allows the flexibility to build individual course of study and to respond to labour market needs. It also contributes to the development of academic mobility and recognition of periods of study in a foreign university.

University management, too, has undergone modernisation. Based on international experience, corporate governance principles were introduced. A gradual transition towards the autonomy of universities was implemented. In the national universities, Supervisory Boards and Boards of Trustees were created and endowment funds were formed. These reforms are designed to ensure the transparency of university management, their accountability to the society and to attract investments in higher education in accordance with the foreign practices.

Overall, the above reforms are expected to enhance internationalisation of higher education of Kazakhstan and to strengthen its competitiveness and quality.

## 9.3 National reforms in Higher Education

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### 9.3.1 2015

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In the field of higher education, reforms were implemented in the following areas:

- Improving the quality of higher education through institutional and specialised accreditation according to international standards, internationalisation of higher education; development of academic credit mobility, double-diploma education, joint educational programmes and research projects;
- Gradual increase of the academic and managerial autonomy of higher education institutions;
- Strengthening practice-oriented educational programmes, close cooperation of universities with the labour market, development of educational programmes based on professional standards;
- Further development of the National Qualification System including NQF, Sectorial Qualifications Frameworks and professional standards.

Licensed higher education institutions with adequate technical equipment are implementing a wider variety of programmes, including TVET, post-secondary, tertiary, postgraduate and further education. A State order for training specialists is available for both public and private HEIs that have passed the international accreditation in foreign or national accreditation agencies that are full members of the International European Network of Quality Assurance and marked in the Registry of MES of RK.

### 9.3.2 2014

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Since 2014 a project for the integration of education and science is being implemented to strengthen the research capacity of universities, to attract leading scientists of scientific research institutes to teach, and to facilitate closer cooperation between science and business,

Double and joint programmes are offered to 7,776 students in 49 Kazakh HEIs developed jointly with leading universities of 19 countries, including France, Japan, Spain and Russia. The signed partnership agreements also include faculty training in the partner universities, lectures, scientific management of thesis and dissertations, etc.

Before the end of 2017, the Ministry is planning to ensure the development of the infrastructure and the technical equipment of universities and colleges that cooperate closely with the scientific and economic sectors within the State Programme for Industrial Innovative Development of Kazakhstan.

### 9.3.3. 2013

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The national qualifications system was developed to bring closer the worlds of labour and education, as well as to enhance the quality of specialists in line with the requirements of the labour market.

Such concepts as national and sectorial qualifications frameworks, professional standards, assessment of employability and the attestation of the qualification of specialists were legally enshrined. The foundations were laid for a radical change in the relationship between the main stakeholders: the educational system, professionals and business.

The National Qualifications Framework (NQF) was adapted to the European Qualifications Framework. Based on eight levels, it integrated the learning outcomes approach and was implemented nationally.

The NQF sectorial qualifications frameworks and the developed 176 professional standards provided the foundations for a new qualification system. The creation of a new system of recognition started, providing alternative ways of certification and mechanisms to issue certificates by employers and partners.

Training centres were created where additional modules are taught to students, which will then be certified by employers. This aimed to enable the graduates of technical specialties by the end of their studies to obtain a certificate of professional competence in accordance with international standards.

In 2013, a national model of accreditation of higher education institutions was developed.

A National Registry of accreditation agencies, accredited educational organisations and educational programmes was established. In addition to national agencies, it included also 4 foreign agencies (AQ Austria, ACQUIN, ASIIN, ABET) members of international networks.

## 10 Legislation

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- 1) Constitution of the Republic of Kazakhstan <http://www.parlam.kz/en/constitution>
- 2) Law on Education in the Republic of Kazakhstan of 27.07.2007, № 319-III (amended and restated as of 04.12.2015) <http://www.edu.gov.kz/ru/documents/zakon-respubliki-kazahstan-ot-27-iyulya-2007-goda-no-319-iii-ob-obrazovanii>
- 3) State Programme of Education Development in the Republic of Kazakhstan for 2011-2020 <http://www.edu.gov.kz/en/state-program-education-development-republic-kazakhstan-2011-2020>
- 4) "Strategy 2050" of 14.12.2014 [http://strategy2050.kz/en/page/message\\_text2014/](http://strategy2050.kz/en/page/message_text2014/)
- 5) National plan of action to implement the President's Address to the people of Kazakhstan on December 14, 2012 <http://strategy2050.kz/en/documents/>
- 6) Strategy "Kazakhstan 2030" [http://www.akorda.kz/en/official\\_documents/strategies\\_and\\_programs](http://www.akorda.kz/en/official_documents/strategies_and_programs)
- 7) Law on "Employment of Population" of 23.01.2001, № 149-II (amended and restated as of 24.11.2015) [http://online.zakon.kz/Document/?doc\\_id=1021547#sdoc](http://online.zakon.kz/Document/?doc_id=1021547#sdoc)
- 8) Labour Code of the Republic of Kazakhstan (15 May, 2007. №. 251-III, I amended by the 01.2014) [http://online.zakon.kz/Document/?doc\\_id=31583616#sdoc\\_params=text](http://online.zakon.kz/Document/?doc_id=31583616#sdoc_params=text)
- 9) Decree of the Government of the Republic of Kazakhstan № 162 'On approval of the Employment-2020 Roadmap, of March 31, 2015 <http://dkz.mzsr.gov.kz/ru/node/8>
- 10) Joint Order № 373-ø-m of the Minister of Labour and Social Protection of the Republic of Kazakhstan, of September 24, 2012 and № 444 of the Minister of Education and Science of the Republic of Kazakhstan, of September 28, 2012. Registered in the Ministry of Justice of the Republic of Kazakhstan as of October 19, 2012 № 8022: 'On approval of the National Qualifications Framework' <http://adilet.zan.kz/rus/docs/V1200008022>
- 11) State Programme for Accelerated Industrial Innovative Development of Kazakhstan for 2010 – 2014 <http://www.baiterek.gov.kz/en/activities/gos-programmy/gpiir-2/>
- 12) Academic Mobility Strategy of the Republic of Kazakhstan for 2012-2020 <http://naric-kazakhstan.kz/en/implementation-of-the-bp/academic-mobility/2013-01-22-10-03-13>
- 13) State Programme of Education Development for 2005-2010 [www.akorda.kz/upload/SPED.doc](http://www.akorda.kz/upload/SPED.doc)
- 14) State Programme of Technical and Vocational Education Development for 2008-2012. Approved by Decree of the Government of the Republic of Kazakhstan № 130, February 11, 2011 [edu.gov.kz/sites/default/files/pm\\_gpro\\_rus.doc](http://edu.gov.kz/sites/default/files/pm_gpro_rus.doc)
- 15) Standard rules of admission to educational organisations that implement professional training programmes in higher education. Approved by Decree of the Government of the Republic of Kazakhstan, 2012 № 111, of January 19 2012 <http://www.edu.gov.kz/ru/tipovye-pravila-priema-na-obuchenie-v-organizacii-obrazovaniya-realizuyushchie-professionalnye>
- 16) Decree of the Government of the Republic of Kazakhstan № 1080, of August 23, 2012 'On approval of the state educational standards of appropriate levels of education' <http://nao.kz/loader/fromorg/2/22>
- 17) State programme on industrial-innovative development of Kazakhstan for 2015 - 2019. Approved by Decree of the President of the Republic of Kazakhstan № 874, of August 1, 2014 <http://www.mid.gov.kz/ru/pages/gosudarstvennaya-programma-industrialno-innovacionnogo-razvitiya-respubliki-kazahstan-na-2015>
- 18) Classifier of professions and specialties with technical and professional post-secondary education 05-2008 <http://www.edu.gov.kz/ru/klassifikator-professiy-i-specialnostey-tehnicheskogo-i-professionalnogo-poslesrednego-obrazovaniya>

- 19) Registry of positions of civil servants by categories approved by Annex 1 to Decree № 1400 of the Government of the Republic of Kazakhstan of December 29, 2007 <http://adilet.zan.kz/rus/docs/P070001400>
- 20) Rules for licensing and qualification requirements for educational activities. Approved by Decree N 452 of the Government of the Republic of Kazakhstan, of June 2, 2007 [http://online.zakon.kz/Document/?doc\\_id=30106207](http://online.zakon.kz/Document/?doc_id=30106207)
- 21) Order № 242 of the Minister of Education and Science of the Republic of Kazakhstan of April 10, 2001 'On Approval of the Regulations, the composition of the National Commission for licensing of higher and secondary vocational education' (as amended by Order № 635 of the Minister of Education and Science of RK, of 07.16.04) [http://online.zakon.kz/Document/?doc\\_](http://online.zakon.kz/Document/?doc_)
- 22) Standard regulations on state attestation of higher educational institutions of the Republic of Kazakhstan. Approved by Order № 2 of the Ministry of Education and Science of the Republic of Kazakhstan, of January 6, 2000 [http://online.zakon.kz/m/Document/?doc\\_id=1030357](http://online.zakon.kz/m/Document/?doc_id=1030357)

#### **Orders of the Ministry of Education and Science of the Republic of Kazakhstan:**

- 23) Rules on organisation of credit technology educational process: № 152 Order of the Minister of Education and Science of the Republic of Kazakhstan of April 20, 2011
- 24) Rules on directing to study abroad, including in the framework of academic mobility. № 613 Order of the Minister of Education and Science of the Republic of Kazakhstan of November 19, 2008
- 25) Order № 373-k of Acting Minister of Education and Science of the Republic of Kazakhstan On Approval of the Instructions for the Promotion of Education and Science of November 20, 2007
- 26) Order № 574 of Acting Minister of Education and Science of the Republic of Kazakhstan On Approval of the Standard Rules on the Activities of the Academic Council of the Higher Education Institution and the Procedure for the Election of November 22, 2007
- 27) Order № 635 of the Minister of Education and Science of the Republic of Kazakhstan On Approval of the Rules on Competitive Filling the Posts of Teaching Staff and Researchers of Higher Education Institutions of December 14, 2007
- 28) On Amendments and Changes to the Order № 16 of the Minister of Education and Science of the Republic of Kazakhstan On Approval of Rules of Certification of Pedagogical Staff of January 22, 2010
- 29) On the Award and Payment of Scholarships Established by the President of the Republic of Kazakhstan
- 30) On the formation of the National Registry of Accreditation Bodies of the Ministry of Education and Science of the Republic of Kazakhstan
- 31) The Distribution of Scholarships Established by the President of the Republic of Kazakhstan among Higher Educational Institutions
- 32) On the Competitive Selection of Members of the Supervisory Board
- 33) Standard Rules for Continuous Control of Progress, Interim and Final Assessment of Students in Higher Educational Institutions
- 34) Order № 566 of Acting Minister of Education and Science of the Republic of Kazakhstan 'On Approval of the Rules of the Organisation of Educational Process on Credit Technology of Learning' of November 22, 2007
- 35) Rules of the Organisation of Educational Process on Credit Technology of Learning
- 36) Order № 358 of Acting Minister of Education and Science of the Republic of Kazakhstan 'On Approval of the Instruction on the organisation and conduct of proficiency testing of teachers', of July 3, 2010
- 37) Order № 125 of the Minister of Education and Science of the Republic of Kazakhstan 'On approval of the Model Regulations for the on-going monitoring of progress, interim and final assessment of students', of March 18, 2008

38) On approval of the Rules of awarding scholarships established by the President of the Republic of Kazakhstan, approved by order № 136 of the Minister of Education and Science of the Republic of Kazakhstan, of April 7, 2011.

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