



EUROPEAN
Higher Education Area

**National Report regarding
the Bologna Process
implementation
2012-2015**

Kazakhstan

Data entry: (VIII QUESTIONNAIRE DETAILS)

For which country have you completed the questionnaire?

Kazakhstan

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Data entry: (I_Degrees_qualifications)

I.1. Do your higher education steering documents address demographic projections for your country?

Yes

I.1.1. How do these projections affect higher education policy planning?

Dynamics of a university students from 2012 to 2014 changes in the direction of reducing the number of students. It is caused by demographic factors. The number of school graduates (potential entrants of universities) in 2012 compared to 2011 decreased by 5,000 persons and in 2013 - by 13,086 people.

According to demographic forecasts reducing the number of young people will continue till 2020. Ministry of Education and Science (MES) produces state documents on creation of a flexible and effective education system according to forecasts of a demographic situation in the country.

I.2. Please indicate the types of higher education institutions that exist in your country.

- Universities
- Higher education institutions other than universities

I.2.1. Please specify

Law on education of the Republic of Kazakhstan, No.319-III 3PK, July 27, 2007, article 35:

The main types of higher education institutions shall be the following: universities, academies, institutes and equivalents of these (conservatories, high schools, colleges).

I.3. Which of the following statements correspond to structural distinctions in your national higher education system?

- Higher education institutions are either academically or professionally oriented
- The profile of higher education programmes is either academic or professional
Master degree programmes have two elective directions: professional and scientific-pedagogical (statement is correct only for second cycle).
- Higher education institutions are either public or private
- Other distinction between higher education institutions or programmes (Please specify in the text field on the right!)
According to the status, ownership and funding source Kazakhstan universities are divided into: national, state, corporatized, non-civil, private, international and autonomous organization of education (AOS).
- None of the above

I.3.1. What is the number of institutions in the categories identified?

National HEIs - 9, state HEIs - 31, corporatized HEIs- 16, non-civil HEIs - 13, private HEIs - 60, international HEI - 1 and autonomous organization of education - 1 (131 HEIs in total).

I.4. Comments

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

180 ECTS ""

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

210 ECTS ""

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

240 ECTS "100"

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

Other duration ""

I.5.1. What other duration do bachelor programmes have, if it is not 180, 210 or 240 ECTS?

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

180 ECTS ""

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

210 ECTS ""

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

240 ECTS "100"

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

Other duration ""

I.6.1. Please specify

I.7. Please note that short cycle programmes are treated in a separate section below.

I.8. Are there differences in the structure of programmes depending on whether they are academically or professionally oriented (or are located in HEIs that are academically or professionally oriented)?

Yes (please explain in the field on the right)

Master degree programmes have two elective directions:

- professional (period of study - 1 year);
- scientific-pedagogical (period of study - 2 years).

Professional direction implements professional training programs for postgraduate training (including management) of top-managers for industries, medicine, law, art, services and business.

Scientific - pedagogical direction implements professional training programs for postgraduate training of scientific and pedagogical staff in higher and postgraduate education and scientific sphere (State educational standards of the Republic of Kazakhstan, No. 1080, August 23, 2012).

I.9. Do degree programmes exist with more than 240 ECTS which are considered as first cycle programmes?

No

I.9.1. In which study fields do these study programmes exist?

I.9.2. What is the typical duration of these degree programmes outside the Bologna model?

I.9.3. What percentage of first cycle students is enrolled in these programmes?

I.10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

60-75 ECTS "22"

I.10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

90 ECTS "34"

I.10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

120 ECTS "44"

I.10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

Other duration ""

I.10.1. What other duration do second cycle programmes have, if it is not 60-75, 90 or 120 ECTS?

I.11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

60-75 ECTS "12"

I.11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

90 ECTS "20"

I.11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

120 ECTS "68"

I.11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

Other duration ""

I.11.1. Please specify

I.12. Do integrated/long programmes leading to a second cycle degree exist?

No

I.12.1. Is the duration of the above programmes calculated in...

Please choose

I.12.2. What is the typical duration of these degree programmes?

I.12.3. In which study fields do these study programmes exist?

I.12.4. What percentage of first cycle students is enrolled in these programmes?

I.13. Do second cycle degree programmes exist outside the typical Bologna model (i.e. other than 60-120 ECTS and/or calculated in years rather than credits)?

No

I.13.1. What is the typical duration of these second cycle programmes outside the Bologna model?

I.13.2. What percentage of second cycle students is enrolled in these programmes?

I.13.3. In which study fields do these study programmes exist?

I.14. Is the minimum total duration of the Bachelor & Master programmes set nationally in your country?

No

I.14.1. What is the minimum duration of the Bachelor & Master together?

I.15. Comments

I.16. What percentage of first cycle programmes give access to at least one second cycle study programme?

100%

The HEIs in Kazakhstan operates in accordance with three-cycle model of credit technology. Each cycle of education is considered as complete cycle, which gives access to the next cycle (Rules for the organization of educational process on credit technology of education, No. 152, April 20, 2011).

According to the Qualifier of specialties of the higher and postgraduate education of RK №131, March 20, 2009, in each of groups of specialties the corresponding list of specialties for three-cycle model is established.

Universities establish the list of the prerequisites needed for the holders of a previous cycle degree from a different study field.

I.16.1. Please provide a source for this information.

Rules for the organization of educational process on credit technology of education, No. 152, April 20, 2011.

Qualifier of specialties of the higher and postgraduate education of RK №131, March 20, 2009

L17. What percentage of first cycle graduates continue to study in a second cycle study programme (within one year)?

1-25%

L17.1. Please provide a source for this information.

Data base of the MES and Kazakhstan Statistics Agency, monitoring of HEIs.

L18. What are the requirements for holders of a first cycle degree to access a second cycle programme?**L18.1. All students...**

- ...must sit an entrance exam Yes No In some cases No answer
- ...must complete additional courses Yes No In some cases No answer
- ...must have work experience Yes No In some cases No answer
- ...must meet other requirements (please specify below) Yes No In some cases No answer

L18.2. If other requirements apply and/or requirements apply only in some cases, please specify:**L18.3. Holders of a first cycle degree from a different study field...**

- ...must sit an entrance exam Yes No In some cases No answer
- ...must complete additional courses Yes No In some cases No answer
- ...must have work experience Yes No In some cases No answer
- ...must meet other requirements (please specify below) Yes No In some cases No answer

L18.4. If other requirements apply and/or requirements apply only in some cases, please specify:

...must pass prerequisite exams

Universities establish the list of the prerequisites needed for the holders of a previous cycle degree from a different study field.

L18.5. Holders of a first cycle degree from the same study field coming from a different higher education institution...

- ...must sit an entrance exam Yes No In some cases No answer
- ...must complete additional courses Yes No In some cases No answer
- ...must have work experience Yes No In some cases No answer
- ...must meet other requirements (please specify below) Yes No In some cases No answer

L18.6. If other requirements apply and/or requirements apply only in some cases, please specify:**L18.7. Holders of a professionally oriented first cycle degree seeking access to an academically oriented second cycle programme...**

- ...must sit an entrance exam Yes No In some cases No answer
- ...must complete additional courses Yes No In some cases No answer
- ...must have work experience Yes No In some cases No answer
- ...must meet other requirements (please specify below) Yes No In some cases No answer

L18.8. If other requirements apply and/or requirements apply only in some cases, please specify:**L19. What percentage of all second cycle programmes give access without further studies to third cycle studies?**

76-99%

The HEIs in Kazakhstan operates in accordance with three-cycle model of credit technology. Each cycle of education is considered as complete cycle, which gives access to the next cycle (Rules for the organization of educational process on credit technology of education, No. 152, April 20, 2011).

According to the Qualifier of specialties of the higher and postgraduate education of RK №131, March 20, 2009, in each of groups of specialties the corresponding list of specialties for three-cycle model is established. There are 179 third cycle specialties and 199 second cycle specialties.

Universities establish the list of the prerequisites needed for the holders of a previous cycle degree from a different study field.

L19.1. Please provide a source for this information.

Rules for the organization of educational process on credit technology of education, No. 152, April 20, 2011.
Qualifier of specialties of the higher and postgraduate education of RK №131, March 20, 2009

L20. What percentage of second cycle graduates eventually enter into a third cycle programme?

1.0000000000

L20.1. Please provide a source for this information.

Data base of the MES and Kazakhstan Statistics Agency, monitoring of HEIs.

L21. Is it possible for first cycle graduates to enter a third cycle programme without a second cycle degree?

No

L21.1. Please specify the criteria**L21.2. What percentage of third cycle students enter without a second cycle qualification?**

Please choose

L22. If you would like to make any additional comments on the progression between cycles, please provide them here

L23. Do higher education steering documents mention doctoral education/training?

Yes

L23.1. Please provide a reference to the relevant steering document(s):

State educational standards of the Republic of Kazakhstan, No. 1080, August 23, 2012
Rules for the organization of educational process on credit technology of education, No. 152, April 20, 2011.

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Traditional supervision-based doctoral education ""

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Structured doctoral programmes ""

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Professional doctoral programmes "100"

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Industrial doctoral programmes ""

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Other ""

L24.1. Please specify which other types of doctoral programmes exist

L25. Do doctoral and/or graduate schools exist in your higher education system?

No

L25.1. What are the main features of these schools and how many doctoral schools are there?

L25.2. Please provide an estimate of the share of doctoral candidates who study in doctoral/graduate schools

Please choose

L26. What is the most common length of full-time third cycle (PhD) study programmes?

In theory / according to regulations: "3"

L26. What is the most common length of full-time third cycle (PhD) study programmes?

In empirical reality: "3"

L27. Are doctoral studies included in your country's qualifications framework?

Yes

L28. Apart from doctoral degrees, are there other degrees /qualifications referenced to level 3 of the QF-EHEA (level 8 EQF) in your national qualifications framework?

No

L28.1. Please specify

What are the names of such degrees? ""

L28.1. Please specify

What is the typical duration of programmes leading to such degrees? ""

L28.1. Please specify

What is the purpose/function of those degrees? ""

L29. Are ECTS credits used in doctoral programmes?

Yes

L30. Comments

L31. In your system, do short cycle programmes linked to the first cycle of higher education exist?

No

L31.1. Please specify the name(s) of the qualification(s) awarded at completion of short cycle programme(s)

L32. How are short cycle HE programmes linked to the Bachelor-Master structure?

Holders of short cycle qualifications when continuing their studies in the same field towards a bachelor degree...

- gain full credit for their previous studies
- gain full credit, but only if there is agreement between the institution providing the short cycle programme and the institution where the bachelor programme is taught
- gain full credit for their previous studies but in professional bachelor programmes only
- gain substantial (>50%) credit for their previous studies
- gain some (<50%) credit for their previous studies
- gain little (<5%) or no credit for their previous studies

L33. Are short cycle programmes legally considered to be an integral part of your higher education system?

No, part of post-secondary education, but not part of higher education

L34. Comments

In Kazakhstan there are no short cycle programmes. Due to the system mistake answers to Questions 2 and 3 can not be taken into account.

L35. Do your steering documents mention the concept of student-centred learning?

Yes

L35.1. How do steering documents in your country define student-centred learning in higher education?

State educational standard of the Republic of Kazakhstan (RK) № 1080 mentions some principles of student-centred learning, in particular principle of a choice of individual educational path and principle of study effectiveness. But it does not contain concrete definition for student-centred learning in higher education.

L35.2. How important are the following elements of student-centred learning in your steering documents in a scale from 0 (not important) to 5 (very important)?

- | | | | | | | | |
|---------------------------------------|------------------------------------|-------------------------|-------------------------|-------------------------|------------------------------------|------------------------------------|---------------------------------|
| Independent learning | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> No answer |
| Learning in small groups | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> No answer |
| Training in teaching for staff | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | <input type="radio"/> No answer |
| Assessment based on learning outcomes | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> No answer |
| Recognition of prior learning | <input checked="" type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> No answer |
| Learning outcomes | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> No answer |
| Student/staff ratio | <input checked="" type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> No answer |
| Student evaluation of teaching | <input checked="" type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> No answer |
| Other | <input checked="" type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> No answer |

L35.2b. Please evaluate the following elements of student-centred learning in a scale from 0 (not important) to 5 (very important)

- | | | | | | | | |
|---------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|--|
| Independent learning | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Learning in small groups | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Training in teaching for staff | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Assessment based on learning outcomes | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Recognition of prior learning | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Learning outcomes | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Student/staff ratio | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Student evaluation of teaching | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |

L35.3. Please specify which other elements of student-centred learning are referred to in your steering documents.

L35.4. Please provide a reference for your steering documents on student-centred learning

State educational standards of the Republic of Kazakhstan, No. 1080, August 23, 2012

L36. Comments

L37. In your country, do you use...

a national credit system compatible with ECTS

L37.1. Please provide details of how your national credit system is linked to ECTS and describe its main characteristics (e.g. how credits are calculated and whether the system is based on learning-outcomes)

Workload of one Kazakhstan's theoretical credit including class hours and student's independent work in bachelor's program makes up 45 hours, in professional master's program - 60 hours, in scientific-pedagogical master's program - 75 hours, in doctoral program - 105 hours.
Translation ECTS credits into Kazakhstan's credits is realized by division of ECTS credits to conversion coefficient depending on fullness of one ECTS credit of each discipline and level of educational programs:

- 1) For bachelor's programs - from 1.5 to 1.8
 - 2) For professional master's programs - from 2 to 2.4, for scientific-pedagogical master's programs - from 2.5 to 3;
 - 3) For doctoral programs - from 3.5 to 4.
- However, credits are formed in complete units.

L37.2. Please describe the main characteristics of your national credit system (e.g. how credits are calculated and whether the system is based on learning-outcomes)

L38. In your country, what percentage of higher education institutions and programmes use ECTS for accumulation and transfer for all elements of study programmes?

Percentage of higher education institutions 100% 76-99% 51-75% 1-50% 0% No answer

Percentage of programmes 100% 76-99% 51-75% 1-50% 0% No answer

L39. In the majority of higher education INSTITUTIONS in your country, what is the basis to award ECTS?

Combination of learning outcomes achieved and student workload: student has fulfilled the prescribed workload AND has achieved the expected learning outcomes

L39.1. Please specify

L40. In the majority of higher education PROGRAMMES in your country, what is the basis to award ECTS?

Combination of learning outcomes achieved and student workload: student has fulfilled the prescribed workload AND has achieved the expected learning outcomes

L40.1. Please specify

L41. If student workload is part of the award of ECTS credits, is there a standard measure of the number of hours per credit?

Yes

Academic load of students depends on the duration and amount of class hours (50 minutes) tied with class hours for different types of class assignment.

As one class hour of classroom work can be equal to 50, 75 or 100 minutes, the academic class hours of student's classroom work are complemented with an appropriate amount of independent work hours (Rules for the organization of educational process on credit technology of education, No. 152, April 20, 2011).

L41.1. What is the number of hours per credit?

The workload of a Kazakhstan theoretical study credit with due regard to classroom work and independent work of the student in a bachelor degree is 45 work hours.

One credit of total student workload per week during the academic period as semester is equal to 3 hours in undergraduate, 4 and 5 hours, respectively, in profile and in scientific and educational master's and 7 hours in doctorate (Rules for the organization of educational process on credit technology of education, No. 152, April 20, 2011).

L42. Are ECTS credits linked with learning outcomes in higher education programmes in your country? (This means that learning outcomes are formulated for all programme components and credits are awarded only when the stipulated learning outcomes are actually acquired.)

Yes, in the majority (50-99%) of programmes

L43. Does national policy steer and/or encourage the use of learning outcomes in developing curricula?

Yes, this is done through compulsory measures (law, regulations, etc.)

L43.1. Does your country take specific support measures on the national level?

-

L44. Does national policy steer student assessment procedures to focus on learning outcomes?

Yes, this is done through compulsory measures (law, regulations, etc.)

L45. Is there an offer of training programmes on topics such as student-centred learning and learning outcomes for academic staff?

Compulsory Yes, for all academic staff Yes, for some academic staff No No answer

Voluntary Yes, for all academic staff Yes, for some academic staff No No answer

L45.1. Please indicate the approximate percentage that participate

It is planned to increase the share of workers in higher education who got through professional development courses of the total number of teachers in higher education institutions: from 0.7% in 2012 to 11.5% in 2016 and 22.3% in 2020.

L45.2. Please specify for which members of academic staff training programmes are offered

L46. Is the use of learning outcomes in curricula development and student assessment monitored by Quality Assurance procedures?

Yes

L46.1. Please explain how, and provide a reference to further information

The institution must clearly define a logical sequence of courses and disciplines and reflect them.

Institution must ensure compliance of the content of academic disciplines with the study level (bachelor, master, doctorate) and the proposed learning outcomes.

Standards "Institutional Accreditations". Key elements. SES RK 5.01.017-2008 (http://nkaoko.kz/accreditation_of_institutions/institutional_accreditation/72/)

L47. If you would like to make any additional comments on ECTS and/or learning outcomes, please provide them here

L48. Is the Diploma Supplement issued in higher education institutions and to BA/MA students in all fields of study?

The Diploma Supplement is issued..

...automatically to all students:by 100% of HEIs

...automatically to all students:by 76-99% of HEIs

...automatically to all students:by 51-75% of HEIs

...automatically to all students:by 26-50% of HEIs

...automatically to all students:by 1-25% of HEIs

...automatically to all students:by 0% of HEIs

...automatically to some students:by 100% of HEIs

...automatically to some students:by 76-99% of HEIs

...automatically to some students:by 51-75% of HEIs

- ...automatically to some students:by 26-50% of HEIs
- ...automatically to some students:by 1-25% of HEIs
- ...automatically to some students:by 0% of HEIs
- ...upon request:by 100% of HEIs
- ...upon request:by 76-99% of HEIs
- ...upon request:by 51-75% of HEIs
- ...upon request:by 26-50% of HEIs
- ...upon request:by 1-25% of HEIs
- ...upon request:by 0% of HEIs
- ...in certain fields of study:by 100% of HEIs
- ...in certain fields of study:by 76-99% of HEIs
- ...in certain fields of study:by 51-75% of HEIs
- ...in certain fields of study:by 26-50% of HEIs
- ...in certain fields of study:by 1-25% of HEIs
- ...in certain fields of study:by 0% of HEIs
- ...to no students :by 100% of HEIs
- ...to no students :by 76-99% of HEIs
- ...to no students :by 51-75% of HEIs
- ...to no students :by 26-50% of HEIs
- ...to no students :by 1-25% of HEIs
- ...to no students :by 0% of HEIs

I.48.1. Please specify to which students

I.48.2. Please identify the fields of study in which the Diploma Supplement is issued

The Diploma Supplement is issued on request to graduates of accredited specialties.

I.49. Is the Diploma Supplement issued to graduates in the third cycle?

Yes, for some graduates of these programmes

I.49.1. Please specify

The Diploma Supplement is issued on request to graduates of accredited specialties.

I.50. Is there any monitoring of how employers use the Diploma Supplement?

No

I.50.1. Please provide the most recent results regarding the level of satisfaction of employers:

I.50.2. Please provide a reference to the source of this information:

I.51. Is there any monitoring of how higher education institutions use the Diploma Supplement?

Yes

I.51.1. Please provide the most recent results regarding the level of satisfaction of institutions:

According to monitoring results of MES in 2013 at 19 % of institutions (22 of 131) who participated in the survey 21,386 Diploma Supplement (DS) were issued.
 - 19,794 Diploma Supplement (DS) for undergraduate, of which: national universities issued 3010 DS, public universities - 4038 DS, private universities - 12394 DS, corporatized universities - 352 DS;
 - 1534 Diploma Supplement (DS) for master studies, of which: national universities issued 359 DS, state universities - 208 DS, private universities - 976 DS;
 - 49 Diploma Supplement (DS) for doctoral studies, of which: national universities issued 30 DS, public universities - one DS, private universities - 18.

I.52. In what language(s) is the Diploma Supplement issued?

The Supplement is issued in English and Kazakh or Russian.

I.53. The Diploma Supplement is issued..

free of charge

I.53.1. Please specify the categories of students

I.53.2. Please provide the amount and the reason for the fee

I.54. Comments

I.55. Do national higher education steering documents mention joint or double degrees?

Yes

I.55.1 Please provide a reference to the legislation and/or cite the relevant articles

Rules for the organization of educational process on credit technology of education, Section 3. Paragraph 42 (<http://adilet.zan.kz/rus/docs/V1100006976>):
 "Universities that implement joint educational programs in partnership with foreign universities, carry earned credits transfer in the partner institution equivalently to Kazakh loans and ECTS». SPED RK for 2011-2020. Section "Higher and postgraduate education":
 "Since 2016 educational program will be developed in cooperation with leading foreign partner universities."

I.56. Does higher education legislation explicitly allow:

- Establishing joint programmes Yes No Legislation not clear Legislation does not mention joint degrees No answer
- Awarding joint degrees Yes No Legislation not clear Legislation does not mention joint degrees No answer
- Recognition of QA decisions on joint degrees Yes No Legislation not clear Legislation does not mention joint degrees No answer

L57. Please estimate the percentage of institutions in your country that award joint degrees / are involved in at least one joint programme.

- Award joint degrees 100 % 76-99 % 51-75 % 26-50 % 11-25 % 6-10 % 1-5 % 0 % No answer
- Participate in joint programmes 100 % 76-99 % 51-75 % 26-50 % 11-25 % 6-10 % 1-5 % 0 % No answer

L58. Please estimate the percentage of students in your country that graduated in the academic year 2012/13...

- ...with a joint degree >10 % >7.5-10 % >5-7.5 % >2.5-5 % >0-2.5 % 0 % No answer
- ...from a joint programme >10 % >7.5-10 % >5-7.5 % >2.5-5 % >0-2.5 % 0 % No answer

L59. Please estimate the share of joint programmes in the three cycles

First cycle (%) "74"

L59. Please estimate the share of joint programmes in the three cycles

Second cycle (%) "19"

L59. Please estimate the share of joint programmes in the three cycles

Third cycle (%) "7"

L60. Do you have information about study fields in which joint programmes / joint degrees are most common?

Yes

L60.1. Please explain briefly and mention/link to the source of this information

Joint programs are most common in the following fields of study: engineering science and technology, social sciences, business and economics, natural sciences, humanities. Source of information are the results of HEI monitorings.

L61. Comments

L62. The BFUG working group on qualification frameworks has developed the following steps to assess the progress made in establishing an NQF. Please choose below the stage that best describes your national situation.

6: The NQF has been adopted in legislation or in other high level policy fora
NQF is approved by the joint order of the Minister of Education and Science and Minister of Labour and Social Protection of Population of the Republic of Kazakhstan.

L62.1. Please provide the date when the step was completed.

09-28-2012 ...

L62.2. Is information on the development and/or revision of your NQF available through a national QF website?

No

L62.3. Please provide the link to the website:

L63. At what level of the European Qualifications Framework (EQF) do you place school leaving qualifications giving standard access to higher education?

EQF level 4 or equivalent

L64. Have you referenced your higher education qualifications against EQF levels?

No: the process of referencing qualifications against EQF levels has not yet taken place

L64.1. Please provide a reference to official documents

L65. Have you referenced your short-cycle higher education qualifications against EQF levels?

No: there are no short-cycle qualifications in our system

L65.1. Please provide a reference to official documents

L66. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of ACADEMIC STUDY in your country?

Central (or regional) government authority (e.g. ministry) whose decision is made based on ENIC/NARIC centre advice

L67. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of PROFESSIONAL EMPLOYMENT in your country?

Central (or regional) government authority (e.g. ministry) whose decision is made based on ENIC/NARIC centre advice

L68. Which of the following statements is specified in national legislation?

- Applicant's right to fair assessment of qualification
- Recognition of qualification provided that no substantive differences can be proven
- Where recognition is not granted or is granted only partly, demonstration of substantial differences by the competent authority
- Where recognition is not granted or is granted only partly, the applicant has the right to appeal
- None of the above

L68.1. Please provide a reference to the relevant legislation

Rules of recognition and nostrification of documents on education, No. 5135, February 14, 2008

L68.2. What measures exist to ensure that these legal statements are implemented in practice?

Committee for Control of Education and Science, Ministry of Education and Science of the Republic of Kazakhstan, in accordance with legislation implements functions ensuring state control over the implementation of state policy for the recognition and nostrification of documents confirming education issued by foreign educational organizations with the issuance of the relevant documents (Rules of recognition and nostrification of documents on education, No. 5135, February 14, 2008).

L69. How is a foreign qualification giving access to first cycle higher education in another country considered in an application for a first cycle higher education programme in your country?

The qualification is considered in a different way to the national qualification

L69.1. Please specify

Persons who have received certificates of education in foreign educational institutions, as well as in international and foreign educational institutions (their branches), established and operating in the Republic of Kazakhstan in order to gain access to education and (or) professional activities in the Republic of Kazakhstan in accordance with the gained level of education and training profile, it is necessary to go through the procedure of recognition and nostrification.

Certificates of education, issued by foreign educational organizations, are recognized on the territory of the Republic of Kazakhstan on the basis of international treaties (agreements).

In the absence of international treaties (agreements) nostrification of education documents received by citizens in foreign educational institutions, and providing them with relevant certificates shall follow the procedure established by the authorized body in the field of education. (Rules of recognition and nostrification of documents on education, No. 5135, February 14, 2008).

In accordance with paragraph 5 of Article 39 of the Law on education of the Republic of Kazakhstan education documents issued by foreign universities, research centres and laboratories to the citizens of the Republic of Kazakhstan - the holders of the international scholarship "Bolashak", are recognized in the Republic of Kazakhstan without passing recognition and nostrification procedures.

L70. How is a foreign qualification giving access to second cycle higher education in another country considered in an application for a second cycle higher education programme in your country?

The qualification is considered in a different way to the national qualification

L70.1. Please specify

Persons who have received certificates of education in foreign educational institutions, as well as in international and foreign educational institutions (their branches), established and operating in the Republic of Kazakhstan in order to gain access to education and (or) professional activities in the Republic of Kazakhstan in accordance with the gained level of education and training profile, it is necessary to go through the procedure of recognition and nostrification.

Certificates of education, issued by foreign educational organizations, are recognized on the territory of the Republic of Kazakhstan on the basis of international treaties (agreements).

In the absence of international treaties (agreements) nostrification of education documents received by citizens in foreign educational institutions, and providing them with relevant certificates shall follow the procedure established by the authorized body in the field of education. (Rules of recognition and nostrification of documents on education, No. 5135, February 14, 2008).

In accordance with paragraph 5 of Article 39 of the Law on education of the Republic of Kazakhstan education documents issued by foreign universities, research centres and laboratories to the citizens of the Republic of Kazakhstan - the holders of the international scholarship "Bolashak", are recognized in the Republic of Kazakhstan without passing recognition and nostrification procedures.

L71. How is a foreign qualification giving access to third cycle higher education in another country considered in an application for a third cycle higher education programme in your country?

The qualification is considered in a different way to the national qualification

L71.1. Please specify

Persons who have received certificates of education in foreign educational institutions, as well as in international and foreign educational institutions (their branches), established and operating in the Republic of Kazakhstan in order to gain access to education and (or) professional activities in the Republic of Kazakhstan in accordance with the gained level of education and training profile, it is necessary to go through the procedure of recognition and nostrification.

Certificates of education, issued by foreign educational organizations, are recognized on the territory of the Republic of Kazakhstan on the basis of international treaties (agreements).

In the absence of international treaties (agreements) nostrification of education documents received by citizens in foreign educational institutions, and providing them with relevant certificates shall follow the procedure established by the authorized body in the field of education. (Rules of recognition and nostrification of documents on education, No. 5135, February 14, 2008).

In accordance with paragraph 5 of Article 39 of the Law on education of the Republic of Kazakhstan education documents issued by foreign universities, research centres and laboratories to the citizens of the Republic of Kazakhstan - the holders of the international scholarship "Bolashak", are recognized in the Republic of Kazakhstan without passing recognition and nostrification procedures.

L72. Do higher education institutions typically:

Other

L72.1. Please explain

The decision on recognition is made by the public authority. Universities do not regulate this issue.

L72.2. If you wish, please comment on the (possibly several) practical procedures of recognition at institutional level**L73. What measures exist to ensure that higher education institutions have fair recognition procedures for study and training periods abroad?**

The decision on recognition is made by the public authority. Universities do not regulate this issue.

L74. Comments

Data entry: (II_Quality_assurance)

II.1. Which situation applies in your country?

Several full-fledged independent agencies operate legitimately

II.1.1. Please specify

II.2. What is the main outcome of an external review?

Please choose

II.2.1. For each of the agencies, what is the main outcome of an external review?

Formative advice on strengthening and enhancing quality

II.2.2. Please specify

II.3. Does the outcome of an external review normally have an impact on the funding of the institution or programme?

In some cases

II.3.1. Please specify the normal impact of an external review

Universities and programmes that have been accredited have privileges in obtaining grant funding (Amendments to Subparagraph 1 of Article 52 of the Law "On Education", 2007)

II.4. Does the agency cover:

II.4.1. Considered together, do the agencies cover:

All higher education institutions

II.5. Do the agencies cover:

II.5.1. Please specify:

II.6. What is the main focus of the external evaluations undertaken?

II.6.1. Are all institutions included?

Please choose.. ▾

II.6.2. Please specify

II.6.3. Are all programmes in all cycles included?

Please choose.. ▾

II.6.4. Please specify

II.6.5. Are all institutions and all programmes included?

II.7. Are the outcomes of Quality Assurance evaluations made available to the public?

All reports are publically available

II.8. Are the following issues typically included in external Quality Assurance Evaluations?

- | | | | | |
|--|--------------------------------------|--------------------------|-------------------------------------|---------------------------------|
| Teaching | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Research | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Student support services | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Lifelong learning provision | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Admissions processes | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Student progression, drop-out and completion | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Employability | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Internal Quality Assurance / Management system | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Recognition policy and practice | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |

II.8.1. Please specify

II.8.2. For those issues that are typically included in external QA evaluation, please provide details on the criteria used. Please also provide the full reference to relevant documents

Institutional accreditation of higher education institutions is based on the Standard "Institutional Accreditation". Basics. SES RK 5.01.017-2008 (http://nkaoko.kz/accreditation_of_institutions/institutional_accreditation/72/). Kazakhstan standards are based on the standards and guidelines of the EHEA with the suggestions and comments from universities.

Standard 1. "The mission, goals and objectives"

An institution demonstrates the development of mission, vision and strategy, as well as the focus on the needs of the state, stakeholders and students.

Standard 2 "Planning and effectiveness"

An institution carries out the processes of strategic, tactical and operational planning and resource allocation in accordance with the vision and mission.

Standard 3 "Guidance and management"

An institution must ensure that the organizational, functional and staffing structure of university's development strategy is compatible.

Standard 4 "Educational Programmes"

An institution must define its own requirements to the various forms (full-time, evening, part-time), levels (BA-MA-PhD) and technologies used (including remote).

Standard 5 "Teaching staff and effectiveness"

An institution must ensure that teaching staff is compatible with qualification requirements, level and specificity of the educational teaching program.

Standard 6 "Students"

An institution must demonstrate a students' contingent formation policy and transparency of its procedures.

Standard 7 "Research and Development"

An institution must demonstrate compliance of the priorities of the research and development work with the national policy on education, science and innovation.

Standard 8 "Finance"

An institution must demonstrate coherence of the development and management strategy of financial flows in higher education institutions.

Standard 9 "Resources: material and equipment, library and information"

An institution must demonstrate compliance of the university infrastructure with specifics of its activities, including educational programs, distance learning and research.

II.8.3. Additional comments

II.9. Does your national Quality Assurance system or legislative framework explicitly allow higher education institutions to choose a Quality Assurance Agency from outside your country as part of the initial and/or periodic external QA review?

Yes, all institutions are able to choose, but there are differences in the way the evaluation outcomes are treated compared to a/the national quality assurance agency

II.9.1. Please explain the differences

Accreditation of educational institutions (institutional accreditation) is recognized by the Ministry if it is held by Kazakhstan accreditation agencies, listed on the National Register 1.

Accreditation of educational programs is recognized by the Ministry if it is held by Kazakhstan or foreign accreditation agencies, listed on the National Register 1.

A record of data reporting and accounting of Kazakhstan and foreign accreditation bodies, recognized by the authorized body in the field of education, their eligibility for the implementation procedures of institutional and specialized accreditation of educational organizations is kept in the National Register 1.

(The procedure and requirements for maintaining the national registry of accreditation bodies, accredited institutions and curricula No. 556)

II.9.2. Please specify which institutions are able to choose

II.10. Which conditions apply to the choice of a Quality Assurance Agency for cross border review?

Other (e.g. the agency must be also a member of the European Association for Quality Assurance in Higher Education (ENQA))

Accreditation body receives recognition and registration in the National Register 1 in the presence of:

- 1) legitimate recognition as a legal entity in the form of a non-profit organization and registration in the agencies of justice of the Republic of Kazakhstan or abroad;
- 2) necessary material and information resources to carry out activities in accordance with the stated mission and objectives: not less than 4 full-time employees; office with necessary equipment (computers, copiers and fax machines, telephone long distance communication);
- 3) a database of experts of external quality assurance, conducting peer reviews of educational organizations, complying with the stated mission;
- 4) agency internet resource for public access to a description of the processes and procedures used by the accreditation body and the outcome of the accreditation;
- 5) development of institutional and specialized accreditation standards of accreditation body;
- 6) methodological framework for the procedure of accreditation of educational organizations: availability of guidelines for self-assessment procedure of institutional and specialized accreditation; performance of external examination (audit);
- 7) full or associate membership in international networks of quality assurance (INQAAHE, ENQA, APQN,) and international cooperation agreements;
- 8) the lack of affiliation with educational organizations: office of the accreditation body can not stay in the organization of education.

(The procedure and requirements for maintaining the National registry of accreditation bodies, accredited institutions and curricula No. 556)

II.10.1. How many higher education institutions have used this opportunity?

The number of national universities which passed an institutional accreditation is 2, the state - 5, corporatized 5, private 2, international - 1.

II.11. In the case of international joint and double degree programmes, are quality assurance decisions of QA agencies registered abroad recognised in your country?

Other (e.g. the agency must be also a member of the European Association for Quality Assurance in Higher Education (ENQA)).

II.11.2. Please specify

An agency should be listed in the National Register 1, as well as being a member of ENQA and EQAR.

II.12. Additional comments

II.13. Does your legislation or steering documents encourage your national QA agency(ies) to be:

- Listed in EQAR
- Member of ENQA
- There is no specification within the current legislation or steering documents
 - Yes, for an application to EQAR
 - Yes, for the purpose of ENQA membership
 - Yes, for other purposes
- An evaluation is planned before the 2015 Ministerial Meeting in Yerevan but has not yet taken place
 - No

II.15. Is there a formal requirement that students are involved

- In governance structures of national QA agencies** Yes, it is compulsory Yes, it is advised No In some cases No answer
- As full members in external review teams** Yes, it is compulsory Yes, it is advised No In some cases No answer
- As observers in external review teams** Yes, it is compulsory Yes, it is advised No In some cases No answer
- In the preparation of self evaluation reports** Yes, it is compulsory Yes, it is advised No In some cases No answer
- In the decision making process for external reviews** Yes, it is compulsory Yes, it is advised No In some cases No answer
- In follow-up procedures** Yes, it is compulsory Yes, it is advised No In some cases No answer

II.15.1. Please specify

II.16. Is there a formal requirement that international peers/experts are involved?

- In governance structures of national QA agencies? YES, it is compulsory YES, it is advised NO In some cases No answer
- As full members in external review teams YES, it is compulsory YES, it is advised NO In some cases No answer
- As observers in external review teams YES, it is compulsory YES, it is advised NO In some cases No answer
- In the decision making process for external reviews YES, it is compulsory YES, it is advised NO In some cases No answer
- In follow-up procedures YES, it is compulsory YES, it is advised NO In some cases No answer

II.16.1. Please specify

II.17. Is there a formal requirement that academic staff are involved

- In governance structures of national QA agencies? Yes, it is compulsory Yes, it is advised No In some cases No answer
- As full members in external review teams Yes, it is compulsory Yes, it is advised No In some cases No answer
- As observers in external review teams Yes, it is compulsory Yes, it is advised No In some cases No answer
- In the decision making process for external reviews Yes, it is compulsory Yes, it is advised No In some cases No answer
- In follow-up procedures Yes, it is compulsory Yes, it is advised No In some cases No answer

II.17.1. Please specify

II.18. Is there a formal requirement that employers are involved

- In governance structures of national QA agencies? Yes, it is compulsory Yes, it is advised No In some cases No answer
- As full members in external review teams Yes, it is compulsory Yes, it is advised No In some cases No answer
- As observers in external review teams Yes, it is compulsory Yes, it is advised No In some cases No answer
- In the decision making process for external reviews Yes, it is compulsory Yes, it is advised No In some cases No answer
- In follow-up procedures Yes, it is compulsory Yes, it is advised No In some cases No answer

II.18.1. Please specify

II.20. Are there formal requirements for higher education institutions to develop internal quality assurance systems?

Yes

II.20.1. Please specify these requirements and the relevant source

In accordance with the standards of institutional accreditation an institution must demonstrate successful operation of intramural quality assurance system, including design, management and monitoring of business processes, improvement of them, making decisions on basis of facts (Standard "Guidance and Management").
An institution must provide a mechanism for internal quality assurance and examination of educational programs, as well as feedback for improvement of them (Standard "Educational Programs").
(Standard "Institutional accreditation". Basics. SES RK 5.01.017-2008)

II.21. Who is primarily responsible for deciding the focus of internal quality assurance processes?

Higher education institutions

II.21.1. Please specify

II.22. Are there formal requirements for students to be involved in internal quality assurance systems?

Yes

II.22.1. Please specify

II.23. Is there a requirement for students to be involved in the preparation of self evaluation reports?

- Yes
- No
- In some cases

II.23.1. Please specify

II.24. Is there a requirement for students to be involved in decision-making as an outcome of evaluation?

Yes

II.24.1. Please specify

II.25. How many higher education institutions have published a strategy/policy for the continuous enhancement of quality in the past 5 years?

50 - 74%

II.26. How many higher education institutions have arrangements in place for the internal approval, monitoring and periodic review of programmes and awards?

75 - 99%

II.26.1. Please describe what kind of arrangements are in place.

Universities are making additions to the description of the modules depending on the specific of educational programs (Rules for the organization of educational process on credit technology of education).
School must provide an annual review of the curricula and training programs content with due regard to changes in the market, students and teachers preferences, and with the involvement of representatives of employers, students, teachers and interested parties in decision-making (Standard 4 "Education". SES RK 5.01. 017-2008).

IL27. How many higher education institutions publish up to date and objective information about the programmes and awards offered?

75 - 99%

IL28. How many higher education institutions publish critical and negative outcomes of Quality Assurance evaluations?

0%

IL29. Are higher education institutions' recognition policy and practice typically evaluated in Internal Quality Assurance processes within the institution?

Yes

IL29.1. Please explain

Data entry: (III_Social_dimension)

III. Policy background: In the framework of the Bologna Process, the ministers responsible for higher education agreed that the student body entering, participating in and completing higher education at all levels should reflect the diversity of the population living in the different European regions (London Communiqué, 18 May 2007).

III.1. How is the objective of widening participation reflected in steering documents of your country?

It is reflected through a set of concrete measures

III.1.1. Please indicate these measures in the form of bullet points:

creating special conditions for the education of persons with disabilities (Article 11); for certain categories of persons special education curricula is developed, it takes into account features of the development and potential of students and pupils, determined with the advice of psychological, medical and educational guidance (Article 14).
Law on education of the Republic of Kazakhstan, No.319-III 3PK, July 27, 2007.

III.2. Do steering documents of your country refer to any quantitative objectives to be reached regarding the population entering, participating in and/or completing higher education?

Yes, there are quantitative objectives WITH a reference to underrepresented groups of the student population (e.g. student with disabilities, mature students, disadvantaged students, male-female, etc.)

III.2.1. Please indicate which statement(s) best describe(s) your country-specific situation: The quantitative objectives are formulated in terms of...

- student population entering HE
- student population participating in HE
- student population completing HE
- graduates entering the labour market

III.2.2. Please specify the quantitative objectives and the period they cover. Please also indicate the steering documents in which they are stipulated (reference and link).

III.2.3. Please indicate which underrepresented groups are covered by the quantitative objectives, what they are and which period they cover. Please also indicate the steering documents in which they are stipulated (reference and link).

Students with disabilities:Objective set and period covered	Entrance quota for disabled persons of groups I and II, lifelong disabled persons and disabled children – 1% of approved government order
Students with disabilities:Policy document (reference and link)	Governmental Decree of the Republic of Kazakhstan No. 264 of February, 28, 2012 http://adilet.zan.kz/rus/docs/P1200000264
Adults/mature students:Objective set and period covered	Entrance quota for persons equated by privileges and guarantees to veterans and disabled soldiers – 0.5% of approved government order
Adults/mature students:Policy document (reference and link)	Governmental Decree of the Republic of Kazakhstan No. 264 of February, 28, 2012 http://adilet.zan.kz/rus/docs/P1200000264
Students from lower socio-economic background/lower socio-economic group:Objective set and period covered	Entrance quota for orphaned children and abandoned children - 1%. Funds to provide financial and material assistance to vulnerable students and students from low-income families are devoted to: 1) students from families who have the right to receive the state social assistance; 2) students from families who are not receiving state social assistance, where per capita income is below the subsistence rate.
Students from lower socio-economic background/lower socio-economic group:Policy document (reference and link)	Governmental Decree of the Republic of Kazakhstan No. 264 of February, 28, 2012 http://adilet.zan.kz/rus/docs/P1200000264 Governmental Decree of the Republic of Kazakhstan No. 64 of January, 25, 2008 http://adilet.zan.kz/rus/docs/P080000064 _ On approval of Rules on expenditure allocated on financial and welfare assistance for vulnerable students and students from low-income families.
Male/female (gender groups):Objective set and period covered	
Male/female (gender groups):Policy document (reference and link)	
Ethnic, cultural, religious or linguistic minorities (please specify):Objective set and period covered	
Ethnic, cultural, religious or linguistic minorities (please specify):Policy document (reference and link)	
Students living in specific geographical areas (e.g. rural areas):Objective set and period covered	Competition for the profession, for which a quota for rural youth is set, is conducted as follows: 70% of the total grant amount for these specialties is awarded as a general competition, and the remaining 30 percent of the grant is given according to the competition held only for rural youth.
Students living in specific geographical areas (e.g. rural areas):Policy document (reference and link)	Governmental Decree of the Republic of Kazakhstan No. 58 of January, 23, 2008 http://adilet.zan.kz/rus/docs/P080000058 _ On approval of Rules for awarding of educational grant for tuition fee
Migrants:Objective set and period covered	
Migrants:Policy document (reference and link)	
Migrants' children:Objective set and period covered	
Migrants' children:Policy document (reference and link)	
Other groups:Objective set and period covered	Entrance quota for Kazakhs, who are not citizens of the Republic of Kazakhstan – 2% of approved government order
Other groups:Policy document (reference and link)	Governmental Decree of the Republic of Kazakhstan No. 264 of February, 28, 2012 http://adilet.zan.kz/rus/docs/P1200000264

III.2.4. Comments

III.3. Are there any mechanisms in your country, which encourage or oblige higher education institutions to participate in a systematic monitoring of the composition of the student body?

No

III.3.1. Please provide a short description of the mechanisms in place:

III.4. Please indicate the stages at which the composition of the student body is subject to systematic monitoring and the student characteristics which are taken into account at these stages. If there is no systematic monitoring at the given stage, please tick "not applicable".

Disability:At entry to HE	<input type="text" value="1"/>
Disability:During HE studies	<input type="text" value="0"/>
Disability:At graduation	<input type="text" value="0"/>
Disability:After graduation	<input type="text" value="0"/>
Labour market status prior to the entry to HE:At entry to HE	<input type="text" value="0"/>
Labour market status prior to the entry to HE:During HE studies	<input type="text" value="0"/>
Labour market status prior to the entry to HE:At graduation	<input type="text" value="0"/>
Labour market status prior to the entry to HE:After graduation	<input type="text" value="0"/>
Age:At entry to HE	<input type="text" value="1"/>
Age:During HE studies	<input type="text" value="1"/>
Age:At graduation	<input type="text" value="1"/>
Age:After graduation	<input type="text" value="1"/>
Type and level of qualification achieved prior to entry to HE:At entry to HE	<input type="text" value="1"/>
Type and level of qualification achieved prior to entry to HE:During HE studies	<input type="text" value="0"/>
Type and level of qualification achieved prior to entry to HE:At graduation	<input type="text" value="0"/>
Type and level of qualification achieved prior to entry to HE:After graduation	<input type="text" value="0"/>
Socio-economic background:At entry to HE	<input type="text" value="1"/>
Socio-economic background:During HE studies	<input type="text" value="1"/>
Socio-economic background:At graduation	<input type="text" value="1"/>
Socio-economic background:After graduation	<input type="text" value="1"/>
Gender:At entry to HE	<input type="text" value="1"/>
Gender:During HE studies	<input type="text" value="1"/>
Gender:At graduation	<input type="text" value="1"/>
Gender:After graduation	<input type="text" value="1"/>
Ethnic, cultural, religious or linguistic minority status (please specify in comments):At entry to HE	<input type="text" value="1"/>
Ethnic, cultural, religious or linguistic minority status (please specify in comments):During HE studies	<input type="text" value="1"/>
Ethnic, cultural, religious or linguistic minority status (please specify in comments):At graduation	<input type="text" value="1"/>
Ethnic, cultural, religious or linguistic minority status (please specify in comments):After graduation	<input type="text" value="1"/>
Religion:At entry to HE	<input type="text" value="0"/>
Religion:During HE studies	<input type="text" value="0"/>
Religion:At graduation	<input type="text" value="0"/>
Religion:After graduation	<input type="text" value="0"/>
Migrant status (migrants or migrants' children):At entry to HE	<input type="text" value="0"/>
Migrant status (migrants or migrants' children):During HE studies	<input type="text" value="0"/>
Migrant status (migrants or migrants' children):At graduation	<input type="text" value="0"/>
Migrant status (migrants or migrants' children):After graduation	<input type="text" value="0"/>
Other characteristics:At entry to HE	<input type="text" value="0"/>
Other characteristics:During HE studies	<input type="text" value="0"/>
Other characteristics:At graduation	<input type="text" value="0"/>
Other characteristics:After graduation	<input type="text" value="0"/>
Not applicable (no systematic monitoring at the given stage):At entry to HE	<input type="text" value="0"/>
Not applicable (no systematic monitoring at the given stage):During HE studies	<input type="text" value="0"/>
Not applicable (no systematic monitoring at the given stage):At graduation	<input type="text" value="0"/>
Not applicable (no systematic monitoring at the given stage):After graduation	<input type="text" value="0"/>

III.4.1. Please specify how ethnic, cultural, religious or linguistic minority status is taken into account:

Monitoring of countries of origin of foreign students at all grade levels is conducted.

III.4.2. Please specify which other student characteristics are taken into account in the monitoring:

III.4.3. Comments

III.5. Please specify who monitors the composition of the student body

HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):At entry to HE	<input type="text" value="0"/>
HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical	<input type="text" value="0"/>

agency/office):During HE studies	
HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):At graduation	0 ▼
HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):After graduation	0 ▼
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):At entry to HE	1 ▼
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):During HE studies	1 ▼
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):At graduation	1 ▼
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):After graduation	1 ▼
Ministry/governmental body:At entry to HE	1 ▼
Ministry/governmental body:During HE studies	1 ▼
Ministry/governmental body:At graduation	1 ▼
Ministry/governmental body:After graduation	1 ▼
Independent bodies/agencies:At entry to HE	0 ▼
Independent bodies/agencies:During HE studies	0 ▼
Independent bodies/agencies:At graduation	0 ▼
Independent bodies/agencies:After graduation	0 ▼
Other:At entry to HE	0 ▼
Other:During HE studies	0 ▼
Other:At graduation	0 ▼
Other:After graduation	0 ▼
No systematic monitoring:At entry to HE	0 ▼
No systematic monitoring:During HE studies	0 ▼
No systematic monitoring:At graduation	0 ▼
No systematic monitoring:After graduation	0 ▼

III.5.1. Please specify which other organisation monitors the composition of the student body

III.5.2. If at certain stages you chose several options, please explain the distribution of responsibilities between different parties involved:

III.5.3. Comments

III.6. In your country, are there legal restrictions on collecting or publishing data on certain student characteristics (e.g. ethnic background of students)?

- ...collect data on certain student characteristics No legal restrictions apply to... Some legal restrictions apply to... No answer
- ...publish data on certain student characteristics No legal restrictions apply to... Some legal restrictions apply to... No answer

III.6.1. Please specify which data cannot be collected or published and why.

III.7. Are the results of monitoring activities related to different stages (i.e. at entry, during studies, at graduation, after graduation) publicly available?

Yes ▼

III.7.1. How are these results published?

Information is aggregated

III.7.2. Please provide details on where the results of the monitoring activities can be consulted.

Monitoring results, associated with different stages, are widely available. They are published by the Agency of Statistics.

III.8. From the data collected in your monitoring system, what have been the main changes in the composition of the student body during the last ten years?

In the dynamics of enrollment in the Republic of Kazakhstan from 2009 to 2011 has been a slight but steady growth. However, in 2012 the dynamics dramatically showed reduction of the number of students.

This is due primarily to demographic factors, the number of school graduates (potential university students) in 2012 compared to 2011 decreased by 5,000 persons, in 2013 it declined by another 13,086 people.

The proportion of women in the enrollment in 2013 is due to the dynamics of female population indicators of Kazakhstan in the 15-19 age group for the period 2007-2009, which is characterized by a sharp decline - by 48271 people. This may explain the uneven distribution of the proportion of women in the enrollment by study years.

In 2011 the number of foreign students in bachelor fell sharply in comparison with the previous two years and started increasing again in 2012, in master's this situation is stable and is characterized by a gradual increase of this indicator.

III.9. Please choose the statement that best describes your country-specific situation:

Individuals that meet standard entry requirements have...

- a guaranteed right to higher education in ALL fields and they are commonly accepted to the institution of their own (first) choice:Universities 0 ▼
- a guaranteed right to higher education in ALL fields and they are commonly accepted to the institution of their own (first) choice:HEIs other than universities 0 ▼
- a guaranteed right to higher education in ALL fields but they are often offered a 0 ▼

place at an institution that is NOT their own (first) choice:Universities

a guaranteed right to higher education in ALL fields but they are often offered a place at an institution that is NOT their own (first) choice:HEIs other than universities

a guaranteed right to higher education in SOME fields and they are commonly accepted to the institution of their own (first) choice:Universities

a guaranteed right to higher education in SOME fields and they are commonly accepted to the institution of their own (first) choice:HEIs other than universities

a guaranteed right to higher education in SOME fields but they are often offered a place at an institution that is NOT their own (first) choice:Universities

a guaranteed right to higher education in SOME fields but they are often offered a place at an institution that is NOT their own (first) choice:HEIs other than universities

no guaranteed right to higher education:Universities

no guaranteed right to higher education:HEIs other than universities

III.9.1. Please specify which fields are excluded:

III.9.2. Comments

Law on education of the Republic of Kazakhstan, No.319-III 3PK, July 27, 2007.

Article 26. 3. Acceptance for studies in the educational organizations, implementing professional training programs for higher and postgraduate education, is carried out by citizens' applications on a competitive basis.

III.10. Please explain on what basis higher education institutions most commonly select students:

Level of achievement in standard entry requirements:Universities

Level of achievement in standard entry requirements:HEIs other than universities

Entry examinations for all programmes:Universities

Entry examinations for all programmes:HEIs other than universities

Entry examinations for some programmes, and level of achievement in standard entry requirements for others:Universities

Entry examinations for some programmes, and level of achievement in standard entry requirements for others:HEIs other than universities

Other:Universities

Other:HEIs other than universities

III.10.1. Please specify which other criteria apply:

III.10.2. Comments

Law on education of the Republic of Kazakhstan, No.319-III 3PK, July 27, 2007.

Article 26. 3. Conditions of competition should ensure observance of rights to education and ensure enrollment of citizens who are the most capable and prepared for acquisition of vocational curriculum of appropriate level.

Article 26. 9. Admission for trade training requiring special or creative training, shall be based on the results of special or creative examinations.

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 1 "To pass the Unified National Test"

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 2 "To pass the Complex testing"

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 3 "To win in national and international competitions and contests (1-3 place)"

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 4 "To pass entrance exams"

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 5 ""

III.12. The different routes are opening access to...

{III_11_SQ001} all HEIs /HE programmes some HEIs / HE programmes No answer

{III_11_SQ002} all HEIs /HE programmes some HEIs / HE programmes No answer

{III_11_SQ003} all HEIs /HE programmes some HEIs / HE programmes No answer

{III_11_SQ004} all HEIs /HE programmes some HEIs / HE programmes No answer

{III_11_SQ005} all HEIs /HE programmes some HEIs / HE programmes No answer

III.12.1. For routes that only open access to some HEIs or programmes, please specify to which institutions/programmes they do open access and to which institutions/programmes they do not open access:

In autonomous educational organization "Nazarbayev University" there are specific set of entry procedures (pre-entry courses, certificates of language level, etc)

III.13. Please provide the percentages of students entering through each access route. If you cannot provide the exact percentages, please provide at least approximate data (estimates). Please indicate in the appropriate text field whether the information is based on official data or an estimate.

{III_11_SQ001}:% of students entering HE through this access route	68.3
{III_11_SQ001}:Official data based on central level monitoring, including surveys	+
{III_11_SQ001}:Estimates	
{III_11_SQ001}:Impossible to say (no official data and impossible to estimate)	
{III_11_SQ002}:% of students entering HE through this access route	30.3
{III_11_SQ002}:Official data based on central level monitoring, including surveys	+
{III_11_SQ002}:Estimates	
{III_11_SQ002}:Impossible to say (no official data and impossible to estimate)	
{III_11_SQ003}:% of students entering HE through this access route	0.5
{III_11_SQ003}:Official data based on central level monitoring, including surveys	
{III_11_SQ003}:Estimates	+
{III_11_SQ003}:Impossible to say (no official data and impossible to estimate)	
{III_11_SQ004}:% of students entering HE through this access route	0.9
{III_11_SQ004}:Official data based on central level monitoring, including surveys	+
{III_11_SQ004}:Estimates	
{III_11_SQ004}:Impossible to say (no official data and impossible to estimate)	
{III_11_SQ005}:% of students entering HE through this access route	
{III_11_SQ005}:Official data based on central level monitoring, including surveys	
{III_11_SQ005}:Estimates	
{III_11_SQ005}:Impossible to say (no official data and impossible to estimate)	

III.13.1. Please indicate the source of the official data:

Results of monitorings held by the National Center of Testing MES RK and autonomous educational organization "Nazarbayev University".

III.13.2. Comments

III.14. Are there any incentives for higher education institutions to admit non-traditional students?

No

III.14.1. Please indicate which incentives exist and how they operate.

Do they apply to all HEIs or only to some HEIs? If they only apply to some HEIs, please indicate to which ones.

III.15. Comments

III.16. In your country, are there any bridging programmes for HE candidates who do not possess standard qualification(s) opening access to higher education?

- Yes, such programmes exist and they are targeted at those who left school prior to the completion of any type of upper secondary education.
- Yes, such programmes exist and they are targeted at those who have completed an upper secondary programme which does not allow direct access to higher education.
- No, such programmes do not exist.

III.16.1. Please provide details on these programmes, the qualifications they lead to (e.g. standard upper secondary school leaving certificate, qualification/certificate that differs from the standard upper secondary school leaving certificate) and the number of participants completing the courses (latest available statistics):

III.17. Comments

Article 35. 1. Higher education is received by citizens who have general secondary or technical and vocational, or post-secondary education.
Law on education of the Republic of Kazakhstan, No.319-III 3PK, July 27, 2007.

III.18. Can higher education candidates without standard qualifications be admitted to higher education on the basis of the recognition of their prior non-formal and informal learning?

No, this is not possible (i.e. all HE candidates must hold a HE entry qualification).

III.18.1. Please indicate the steering documents on which admission to HE on the basis of recognition of prior non-formal and informal learning is based (if any):

III.19. Please choose the statement that best applies to your country-specific situation:

III.20. In your country, do steering documents refer to any specific requirements for HE candidates who would like to gain access to HE based on the recognition of their non-formal and informal learning?

- Yes, steering documents refer to specific age requirements
- Yes, steering documents refer to requirements related to the duration of prior professional experience
- Yes, steering documents refer to other requirements
- No, there is no reference in steering documents to any requirements

III.20.1. If steering documents contain references to specific requirements, please provide the details on the exact formulation here:

III.20.2. Please also provide the full reference(s) to relevant document(s) here:

III.21. Based on official statistics or estimates please indicate the proportion of students entering higher education through the recognition of non-formal and informal learning (i.e. without standard HE entry qualifications):

Please choose

III.21.1. Please indicate the source of this information

Please choose

III.21.2. Please specify:

III.22. Comments

III.23. Is student retention and/or completion defined as an objective in the steering documents in your country?

Yes ▼

III.23.1. Please specify how this objective is defined:

Only students who have mastered vocational educational program of undergraduate and postgraduate education and passed the final certification, are awarded by the appropriate academic degree. Criteria for completion of the educational process for the preparation of bachelors, masters and doctors of philosophy (PhD) are developed.

III.23.2. Please also provide the full reference(s) to all relevant document(s).

Rules for the organization of educational process on credit technology of education

III.24. In your country, are targets set to measure progress regarding student retention and/or completion?

Yes ▼

III.24.1. Please describe the targets:

Measuring progress, related to the retention and/or completion of education is necessary for the distribution/redistribution of grants and scholarships (government order).

III.24.2. Please also provide the full reference(s) to all relevant document(s).

Governmental decree on training of specialists with higher and postgraduate degree, as well as technical and vocational degree in the educational organizations, financed from state budget for 2013-2014 academic year

III.25. Are under-represented groups of students specifically targeted in your policies to increase completion rates?

No, the aim is to improve completion rates for all students

III.25.1. Please specify the groups of students that are targeted:

III.25.2. Please also provide the full reference(s) to all relevant document(s):

III.26. In your country, are there any specific measures to improve retention rates of first year students?

Yes ▼

III.26.1. Please describe the measures:

Educational work and psychological support of underachieving students belongs to curator's duties.

III.26.2. Please also provide the full reference(s) to all relevant document(s):

HEIs internal documentation

III.27. Are there any incentives in your country encouraging students to complete their studies within a limited period of time (e.g. 3-4 years for a bachelor degree)?

No, there are no incentives encouraging students to complete their studies within a limited period of time

III.27.1. Please provide details on the incentives that exist in your country:

III.27.2. Please also provide the full reference(s) to all relevant document(s):

III.28. Does the improvement of completion/drop-out rates have an impact on HEIs' funding?

- Yes, within a funding formula
 Yes, as a performance-based mechanism
 No

III.28.1. Please provide details how:

Measuring progress, related to the retention and/or completion of education is necessary for the distribution/redistribution of grants and scholarships (government order)

III.28.2. Please also provide the full reference(s) to all relevant document(s):

Governmental decree on training of specialists with higher and postgraduate degree, as well as technical and vocational degree in the educational organizations, financed from state budget for 2013-2014 academic year

III.29. Are there any other non-financial mechanisms/incentives in place to help HEIs improve student completion rates?

No ▼

III.29.1. Please provide details:

III.29.2. Please also provide the full reference(s) to all relevant document(s).

III.30. Comments

III.31. Are student completion rates systematically measured in your country?

- Yes, at the end of the 1st cycle
 Yes, at the end of the 2nd cycle

No, completion rates are not measured

III.31.1. Please also provide the full reference(s) to relevant document(s):

Data base of the MES and Kazakhstan Statistics Agency, monitoring of HEIs.

III.31.2. Comments

III.32. In your country, are completion rates calculated for underrepresented groups of students?

No

III.32.1. Please specify for which underrepresented groups data is calculated:

III.32.2. Please also provide the full reference(s) to relevant document(s):

III.33. Based on your official data, please provide the following information:

Completion rate of 1st cycle programmes, most recent available year:% according to official data based on central level monitoring	91,1
Completion rate of 1st cycle programmes, most recent available year:Year	2013
Completion rate of 1st cycle programmes, most recent available year:not available	
Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):% according to official data based on central level monitoring	85
Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):Year	2008
Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):not available	
Completion rate of 2nd cycle programmes, most recent available year:% according to official data based on central level monitoring	100
Completion rate of 2nd cycle programmes, most recent available year:Year	2013
Completion rate of 2nd cycle programmes, most recent available year:not available	
Completion rate of 2nd cycle programmes 5 years earlier:% according to official data based on central level monitoring	
Completion rate of 2nd cycle programmes 5 years earlier:Year	
Completion rate of 2nd cycle programmes 5 years earlier:not available	+
Completion rate of programmes not divided into two cycles, most recent available year:% according to official data based on central level monitoring	
Completion rate of programmes not divided into two cycles, most recent available year:Year	
Completion rate of programmes not divided into two cycles, most recent available year:not available	+
Completion rate of programmes not divided into two cycles 5 years earlier :% according to official data based on central level monitoring	
Completion rate of programmes not divided into two cycles 5 years earlier :Year	
Completion rate of programmes not divided into two cycles 5 years earlier :not available	+

III.34. Comments

III.35. Are student drop-out rates systematically measured in your country?

Yes, at the end of each year

III.35.1. Please also provide the full reference(s) to relevant document(s):

Data base of the MES and Kazakhstan Statistics Agency, monitoring of HEIs.

III.36. In your country, are drop-out rates calculated for underrepresented groups of students?

No

III.36.1. Please specify for which groups data is calculated:

III.36.2. Please also provide the full reference(s) to relevant document(s):

III.37. In your country, how are students who change study programme considered?

They are counted only in the cohort of their new programme

III.37.1. Please specify

III.38. Are data on drop-out rates publicly available in your country?

Yes

III.38.1. Please specify by which organisation and how frequently:

Agency of statistics of the Republic of Kazakhstan, once a year

III.38.2. Please also provide the full reference(s) to relevant document(s) or websites:

www.stat.gov.kz

III.39. Based on your official data, please provide the following information:

Drop-out in first year of 1st cycle programmes, most recent available year:% according to official data based on central level monitoring	
Drop-out in first year of 1st cycle programmes, most recent available year:Year	
Drop-out in first year of 1st cycle programmes, most recent available year:not available	+
Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):% according to official data based on central level monitoring	
Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):Year	
Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):not available	+
Drop-out in 1st cycle programmes, most recent available year:% according to official data based on central level monitoring	8,9
Drop-out in 1st cycle programmes, most recent available year:Year	2013
Drop-out in 1st cycle programmes, most recent available year:not available	
Drop-out in 1st cycle programmes 5 years earlier:% according to official data based on central level monitoring	15
Drop-out in 1st cycle programmes 5 years earlier:Year	2008
Drop-out in 1st cycle programmes 5 years earlier:not available	
Drop-out in 2nd cycle programmes, most recent available year:% according to official data based on central level monitoring	
Drop-out in 2nd cycle programmes, most recent available year:Year	2013
Drop-out in 2nd cycle programmes, most recent available year:not available	
Drop-out in 2nd cycle programmes 5 years earlier:% according to official data based on central level monitoring	
Drop-out in 2nd cycle programmes 5 years earlier:Year	
Drop-out in 2nd cycle programmes 5 years earlier:not available	+
Drop-out in programmes not divided into two cycles, most recent available year:% according to official data based on central level monitoring	
Drop-out in programmes not divided into two cycles, most recent available year:Year	
Drop-out in programmes not divided into two cycles, most recent available year:not available	+
Drop-out in programmes not divided into two cycles 5 years earlier :% according to official data based on central level monitoring	
Drop-out in programmes not divided into two cycles 5 years earlier :Year	
Drop-out in programmes not divided into two cycles 5 years earlier :not available	+

III.40. Comments

III.41. Note: While higher education institutions offer multiple services, in the following questions the focus lies on academic guidance services, career guidance services and psychological guidance services.

III.42. What kind of student services are commonly provided by higher education institutions?

- Academic guidance services
- Career guidance services
- Psychological counselling services
- Other
- No services

III.42.1. Please specify

III.43. In your country, can prospective higher education students receive professional advice about their further studies and careers?

Yes, advice is available to ALL prospective students

III.44. Information, advice and guidance services are provided to prospective HE students...

by upper secondary schools:free of charge	1 ▼
by upper secondary schools:for a fee	0 ▼
by higher education institutions:free of charge	1 ▼
by higher education institutions:for a fee	0 ▼
by external services:free of charge	0 ▼
by external services:for a fee	1 ▼
by other service providers:free of charge	0 ▼
by other service providers:for a fee	0 ▼

III.44.1. Please specify which other service providers offer information, advice and guidance services:

III.44.2. If steering documents refer to professional advice about further studies and careers for prospective students, please provide the details on the exact formulation here:

III.44.3. Comments

III.45. Do information, advice and guidance services specifically target certain categories of prospective higher education students? If yes, please provide details on the groups targeted and the services provided:

No, they don't

III.46. Are there any measures/incentives in your country encouraging HEIs to provide support for the transition of newly admitted students to higher education?

No

III.46.1. There are measures/incentives encouraging HEIs to provide...

- introductory courses
- tutoring or mentoring programmes
- support to acquire learning skills and/or organisational skills
- other measures / incentives

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

introductory courses ""

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

tutoring or mentoring programmes ""

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

support to acquire learning skills and/or organisational skills ""

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

other measures / incentives ""

III.46.3. Comments

III.47. In your country, is public funding allocated to improve career guidance services in HEIs?

- Yes, to career guidance services for current students
- Yes, to career guidance services for graduates/alumni
- No

III.47.1. Please provide the details here:

III.47.2. Please also provide the full reference(s) to relevant document(s):

III.48. In your country, are there any career guidance services targeting underrepresented groups of students?

No

III.48.1. Please provide the details on such services here:

III.48.2. Please also provide the full reference(s) to relevant document(s):

Data entry: (IV_Fees_support_portability)

IV. The focus of the questions is on all first and second cycle students and is not limited to full-time daytime students. Third cycle students are excluded except when explicitly mentioned. Similarly, the focus is on home students or equivalent. International students are only included when explicitly mentioned.

IV.1. In your country, does any higher education home student at a public higher education institution have to pay a fee of any kind? (Contributions to student unions are not included!)

Yes ▼

IV.2. Which home students at public higher education institutions have to pay fees?

1st cycle All students Specific groups of students No students No answer
2nd cycle All students Specific groups of students No students No answer

IV.3. Which amount of fees do home students at public higher education institutions pay in the first and second cycle?

1st cycle:Most common amount 635,800 tenge (approximately 2533 euro)
1st cycle:Minimum amount 344,800 tenge (approximately 1373 euro)
1st cycle:Maximum amount 4826,600 tenge (approximately 19229 euro)
2nd cycle:Most common amount 646,300 tenge (approximately 2574 euro)
2nd cycle:Minimum amount 396,000 tenge (approximately 1577 euro)
2nd cycle:Maximum amount 6319,000 tenge (approximately 25175 euro)

IV.3.1. Which amount of fees do home students at public higher education institutions pay in the first cycle?

1st cycle:Most common amount
1st cycle:Minimum amount
1st cycle:Maximum amount

IV.3.2. Which amount of fees do home students at public higher education institutions pay in the second cycle?

2nd cycle:Most common amount
2nd cycle:Minimum amount
2nd cycle:Maximum amount

IV.4. Which of the following criteria determine whether a student has to pay fees?

- Need
 Merit
 Part-time/Full-time/Distance learning
 Field of study
Education on contract basis

IV.5. Concerning fees, are international students treated differently in your country from home students?

No ▼

IV.6. Which amount of fees do international students pay in the first and second cycle?

1st cycle international students:Most common amount
1st cycle international students:Minimum amount
1st cycle international students:Maximum amount
2nd cycle international students:Most common amount
2nd cycle international students:Minimum amount
2nd cycle international students:Maximum amount

IV.7. Who defines the fee amounts?

1st cycle home students HEIs HEIs, within limits set by government Government Other No answer
2nd cycle home students HEIs HEIs, within limits set by government Government Other No answer
1st cycle international students HEIs HEIs, within limits set by government Government Other No answer
2nd cycle international students HEIs HEIs, within limits set by government Government Other No answer

IV.7.1. Please specify

IV.8. Comments

IV.9. This section concerns only 1st and 2nd cycle studies. Only national support should be taken into account. Support from EU programmes or private initiatives are not within the scope of this section.

IV.10. Please shortly describe what kinds of student financial support are offered in your country.

State grants, scholarships, grants, awarded by heads of the local executive authority, rectors, employers, discounts for travel by public transport, educational cost reduction

IV.11. Please shortly describe what student financial support arrangements from your home country can students use if they study abroad.

International scholarship "Bolashak" (master's only), state grants on education under the academic mobility, joint educational programs, double diploma programs, grants, awarded by national companies, social partners, international funds

IV.12. Do at least some students receive public financial support in the form of grants/scholarships?

First cycle Yes No No answer

Second cycle Yes No No answer

IV.13. What is the proportion of students receiving grants/scholarships by cycle?

% of students receiving grants:First cycle 84

% of students receiving grants:Second cycle 16

IV.14. Can students use grants/scholarships for studying abroad?

Some grants are portable

IV.15. Are there any additional requirements for using the grant/scholarship abroad?

Yes

IV.16. Which additional requirements need to be met for using the grant/scholarship abroad? Please check any that apply.

- Citizenship:Grant 1
- Citizenship:Grant 2
- Citizenship:Grant 3
- Citizenship:Grant 4
- Residency:Grant 1
- Residency:Grant 2
- Residency:Grant 3
- Residency:Grant 4
- Recognised HEIs/programmes only:Grant 1
- Recognised HEIs/programmes only:Grant 2
- Recognised HEIs/programmes only:Grant 3
- Recognised HEIs/programmes only:Grant 4
- Course load (e.g. full-time):Grant 1
- Course load (e.g. full-time):Grant 2
- Course load (e.g. full-time):Grant 3
- Course load (e.g. full-time):Grant 4
- Only certain countries:Grant 1
- Only certain countries:Grant 2
- Only certain countries:Grant 3
- Only certain countries:Grant 4
- Only certain study programmes (e.g. where mobility is mandatory):Grant 1
- Only certain study programmes (e.g. where mobility is mandatory):Grant 2
- Only certain study programmes (e.g. where mobility is mandatory):Grant 3
- Only certain study programmes (e.g. where mobility is mandatory):Grant 4
- Equivalency condition:Grant 1
- Equivalency condition:Grant 2
- Equivalency condition:Grant 3
- Equivalency condition:Grant 4
- Programme not available in the national system:Grant 1
- Programme not available in the national system:Grant 2
- Programme not available in the national system:Grant 3
- Programme not available in the national system:Grant 4
- Other:Grant 1
- Other:Grant 2
- Other:Grant 3
- Other:Grant 4

IV.16.1. If there is more than one type of grant, please specify:

IV.16.2. Which other requirements exist?

IV.17. Can at least some students take publicly subsidised or guaranteed student loans to cover their expenses during their higher education studies?

First cycle Yes No No answer

Second cycle Yes No No answer

IV.18. What is the proportion of students who take out student loans? Please provide link(s) or full reference(s) to relevant document(s).

In Kazakhstan, student loans are allocated by second-tier banks, the guarantor of payment is JSC "Financial Center".

As of March 11, 2014 number of student-borrowers who received educational loans were 2943 people (near 0,5 % of the total contingent of students).

Government Decree of the Republic of Kazakhstan No. 1018 of July 20, 1999 On the State educational borrowing for personnel training in higher educational institutions of the Republic of Kazakhstan (as amended and restated on 15.05.07)

http://www.fincenter.kz/lending/npa.php?ELEMENT_ID=1402

IV.19. Can students use loans for studying abroad?

Some loans are portable

IV.20. Are there any additional requirements for using the loan abroad?

Yes

IV.21. Which additional requirements need to be met for using the loan abroad? Please check any that apply.

Citizenship:Loan 1

Citizenship:Loan 2

Citizenship:Loan 3

Citizenship:Loan 4

Residency:Loan 1

Residency:Loan 2

Residency:Loan 3

Residency:Loan 4

Recognised HEIs/programmes only:Loan 1

Recognised HEIs/programmes only:Loan 2

Recognised HEIs/programmes only:Loan 3

Recognised HEIs/programmes only:Loan 4

Course load (e.g. full-time):Loan 1

Course load (e.g. full-time):Loan 2

Course load (e.g. full-time):Loan 3

Course load (e.g. full-time):Loan 4

Only certain countries:Loan 1

Only certain countries:Loan 2

Only certain countries:Loan 3

Only certain countries:Loan 4

Only certain study programmes (e.g. where mobility is mandatory):Loan 1

Only certain study programmes (e.g. where mobility is mandatory):Loan 2

Only certain study programmes (e.g. where mobility is mandatory):Loan 3

Only certain study programmes (e.g. where mobility is mandatory):Loan 4

Equivalency condition:Loan 1

Equivalency condition:Loan 2

Equivalency condition:Loan 3

Equivalency condition:Loan 4

Programme not available in the national system:Loan 1

Programme not available in the national system:Loan 2

Programme not available in the national system:Loan 3

Programme not available in the national system:Loan 4

Other:Loan 1

Other:Loan 2

Other:Loan 3

Other:Loan 4

IV.21.1. If there is more than one type of loan, please specify:

Loan 1 is educational loan.

Loan 2 is state educational storage system.

IV.21.2. Which other requirements exist?

List of foreign universities for student loans is determined by the Board of Directors of JSC "Financial Center".

IV.22. Additional comments on public grants and loans

IV.23. This section concerns only outbound mobility, namely the opportunities to take financial support from the home country for studies abroad. It includes only 1st and 2nd cycle studies, for which both credit mobility and degree mobility are considered. Only national support should be taken into account.

Additional support for studying abroad in this context means funding that is available from national sources in addition to regular student grants or loans that might be portable.

IV.24. Is there any additional public financial support for studying abroad?

No ▼

IV.25. What kinds of additional public financial support are available for studying abroad?

Grants/scholarships for...

- | | |
|---|-----|
| 1st cycle credit mobility:Study costs/ fees abroad (host institution) | 0 ▼ |
| 1st cycle credit mobility:Travel costs | 0 ▼ |
| 1st cycle credit mobility:Living cost difference | 0 ▼ |
| 1st cycle credit mobility:Language courses | 0 ▼ |
| 1st cycle credit mobility:Other | 0 ▼ |
| 2nd cycle credit mobility:Study costs/ fees abroad (host institution) | 0 ▼ |
| 2nd cycle credit mobility:Travel costs | 0 ▼ |
| 2nd cycle credit mobility:Living cost difference | 0 ▼ |
| 2nd cycle credit mobility:Language courses | 0 ▼ |
| 2nd cycle credit mobility:Other | 0 ▼ |
| 1st cycle degree mobility:Study costs/ fees abroad (host institution) | 0 ▼ |
| 1st cycle degree mobility:Travel costs | 0 ▼ |
| 1st cycle degree mobility:Living cost difference | 0 ▼ |
| 1st cycle degree mobility:Language courses | 0 ▼ |
| 1st cycle degree mobility:Other | 0 ▼ |
| 2nd cycle degree mobility:Study costs/ fees abroad (host institution) | 0 ▼ |
| 2nd cycle degree mobility:Travel costs | 0 ▼ |
| 2nd cycle degree mobility:Living cost difference | 0 ▼ |
| 2nd cycle degree mobility:Language courses | 0 ▼ |
| 2nd cycle degree mobility:Other | 0 ▼ |

IV.25.1. Please specify which other additional public grants/scholarships are available:

IV.26. Higher loans for...

- | | |
|---|-----|
| 1st cycle credit mobility:Study costs/ fees abroad (host institution) | 0 ▼ |
| 1st cycle credit mobility:Travel costs | 0 ▼ |
| 1st cycle credit mobility:Living cost difference | 0 ▼ |
| 1st cycle credit mobility:Language courses | 0 ▼ |
| 1st cycle credit mobility:Other | 0 ▼ |
| 2nd cycle credit mobility:Study costs/ fees abroad (host institution) | 0 ▼ |
| 2nd cycle credit mobility:Travel costs | 0 ▼ |
| 2nd cycle credit mobility:Living cost difference | 0 ▼ |
| 2nd cycle credit mobility:Language courses | 0 ▼ |
| 2nd cycle credit mobility:Other | 0 ▼ |
| 1st cycle degree mobility:Study costs/ fees abroad (host institution) | 0 ▼ |
| 1st cycle degree mobility:Travel costs | 0 ▼ |
| 1st cycle degree mobility:Living cost difference | 0 ▼ |
| 1st cycle degree mobility:Language courses | 0 ▼ |
| 1st cycle degree mobility:Other | 0 ▼ |
| 2nd cycle degree mobility:Study costs/ fees abroad (host institution) | 0 ▼ |
| 2nd cycle degree mobility:Travel costs | 0 ▼ |
| 2nd cycle degree mobility:Living cost difference | 0 ▼ |
| 2nd cycle degree mobility:Language courses | 0 ▼ |
| 2nd cycle degree mobility:Other | 0 ▼ |

IV.26.1. Please specify which other additional public loans are available for studying abroad:

IV.27. Additional comments

IV.28. Are there any specific eligibility criteria for receiving additional public financial support?

Please choose.. ▾

IV.29. Please specify the eligibility criteria for receiving additional public financial support.

If there are more types of additional support, please add them in the text field below.

Need-based criteria:Grant/loan 1	<input type="text" value="0"/>
Need-based criteria:Grant/loan 2	<input type="text" value="0"/>
Need-based criteria:Grant/loan 3	<input type="text" value="0"/>
Need-based criteria:Grant/loan 4	<input type="text" value="0"/>
Merit-based criteria:Grant/loan 1	<input type="text" value="0"/>
Merit-based criteria:Grant/loan 2	<input type="text" value="0"/>
Merit-based criteria:Grant/loan 3	<input type="text" value="0"/>
Merit-based criteria:Grant/loan 4	<input type="text" value="0"/>
Course load (e.g. full time):Grant/loan 1	<input type="text" value="0"/>
Course load (e.g. full time):Grant/loan 2	<input type="text" value="0"/>
Course load (e.g. full time):Grant/loan 3	<input type="text" value="0"/>
Course load (e.g. full time):Grant/loan 4	<input type="text" value="0"/>
Criteria based on field of studies:Grant/loan 1	<input type="text" value="0"/>
Criteria based on field of studies:Grant/loan 2	<input type="text" value="0"/>
Criteria based on field of studies:Grant/loan 3	<input type="text" value="0"/>
Criteria based on field of studies:Grant/loan 4	<input type="text" value="0"/>
Other criteria (e.g. age, disability, parenthood, other):Grant/loan 1	<input type="text" value="0"/>
Other criteria (e.g. age, disability, parenthood, other):Grant/loan 2	<input type="text" value="0"/>
Other criteria (e.g. age, disability, parenthood, other):Grant/loan 3	<input type="text" value="0"/>
Other criteria (e.g. age, disability, parenthood, other):Grant/loan 4	<input type="text" value="0"/>

IV.29.1. If there is more than one type of grant or loan, please specify:

IV.29.2. If there are more than 4 types of additional support, please specify and provide details on the eligibility criteria here:

IV.30. Please provide links and/or full references to relevant documents related to public funding of grants and loans:

-

IV.31. Additional comments

IV.32. What is the typical status of a candidate preparing a third cycle (PhD) qualification?

Student

IV.32. What is the typical status of a candidate preparing a third cycle (PhD) qualification?

IV.33. What are the main funding sources for candidates preparing a third cycle (PhD) qualification?

Doctoral programs are realized only as full-time courses on the government order basis.
(State educational standards of the Republic of Kazakhstan No. 1080)

IV.34. Please explain any differences in the fees that third cycle candidates are required to pay, compared to your answers for first and second cycle students, as well as differences in grants, loans and other support that may be provided.

Cost of one grant under the government order differs significantly depending on the cycle. On average, cost of the grant allocated to one undergraduate students - 635.800 tenge, undergraduate - 646.300 tenge, PhD - 1,30700 tenge.

IV.35. Additional comments on doctoral education

Data entry: (V_Employability)

V.1. Do higher education steering documents focus on issues related to employability (e.g. higher education institutions' need to respond to labour market demands, involving employers, their responsibility in educating graduates who can find employment soon after graduation, etc.)?

Yes

V.1.1. Please provide the details on the exact formulation here, including references to the 1st or the 2nd cycle if necessary. Please also provide the full reference(s) to relevant document(s).

State educational standards of the Republic of Kazakhstan (SES RK). Bachelor's degree. No. 1080 of August, 23, 2012

80. Special competence is developed for every higher education speciality on the basis of professional standards taking into account employers' demand and social request of society.

State educational standards of the Republic of Kazakhstan (SES RK). Master's degree. No. 1080 of August, 23, 2012

27. HEI determines the list of optional discipline independently. Labor market demands and employer's expectations are taken into account.

93. Special competence is developed separately for every master's degree speciality taking into account employers' demand and social request of society.

V.1.2. Are there references made to under-represented groups of students in connection with employability issues in the steering documents?

No

V.1.3. Please define the under-represented groups of students mentioned in relation to the above issues and indicate the nature of the connection. Please also provide the full reference(s) to relevant document(s).

V.2. In your country, are there any initiatives in the area of labour market/skills forecasting?

Yes

V.2.1. Are there initiatives in labour market/skills forecasting on national level?

Yes

V.2.1.1. Is forecasting on national level done in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.2.1.2. Are there initiatives in labour market/skills forecasting on regional level?

Yes

V.2.1.3. Is forecasting on regional level done in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.2.1.4. Please provide the details here (institutional mechanisms, sectors included, regularity, scope of forecasting studies, etc.). Please also provide the full reference(s) to relevant document(s).

Labor market monitoring in the Republic of Kazakhstan is provided by Agency of statistics of the Republic of Kazakhstan and National Center of Educational Statistics and Assessment Ministry of Education and Science of the Republic of Kazakhstan.

V.2.2. Do educational authorities systematically take account of their results in higher education programme planning or for other purposes?

Yes

V.2.2.1. Please specify which educational authorities use this kind of labour market information and indicate the mechanisms through which such information is used (e.g. through quantitative targets for study fields in the 1st or the 2nd cycle etc.). Please also provide the full reference(s) to relevant document(s).

State educational standards of the Republic of Kazakhstan (SES RK). Bachelor's degree. No. 1080 of August, 23, 2012

36. In order for students not to choose optional disciplines and not to implement educational programs developed by the university at random it is recommended to offer students the choice of several educational pathways – list of optional disciplines and order of its learning which allows students to acquire the educational program, oriented to particular scope of activity taking into consideration demands of labor market and employers.

State educational standards of the Republic of Kazakhstan (SES RK). Master's degree. No. 1080 of August, 23, 2012

27. HEI determines the list of optional discipline independently. Labor market demands and employer's expectations are taken into account.

V.3. In your country, are employers involved in higher education planning and management?

Yes

V.3.1. How are they involved?

- | | | | | |
|--|---|--|---|---------------------------------|
| Curriculum development in higher education | <input type="radio"/> Employers have to be involved | <input checked="" type="radio"/> Employers can be involved | <input type="radio"/> Employers are not involved | <input type="radio"/> No answer |
| Teaching | <input type="radio"/> Employers have to be involved | <input type="radio"/> Employers can be involved | <input checked="" type="radio"/> Employers are not involved | <input type="radio"/> No answer |
| Participation in sectoral/national/regional bodies that influence decision-making in higher education institutions | <input type="radio"/> Employers have to be involved | <input checked="" type="radio"/> Employers can be involved | <input type="radio"/> Employers are not involved | <input type="radio"/> No answer |
| Participation in governing bodies of HEIs | <input type="radio"/> Employers have to be involved | <input checked="" type="radio"/> Employers can be involved | <input type="radio"/> Employers are not involved | <input type="radio"/> No answer |

V.3.2. Please provide the details and the source of evidence here.

State educational standards of the Republic of Kazakhstan (SES RK). Bachelor's degree. No. 1080 of August, 23, 2012

26. Optional discipline may be designed both by academic decision, and by proposal of academic departments, students, employers.

State educational standards of the Republic of Kazakhstan (SES RK). Master's degree. No. 1080 of August, 23, 2012

27. HEI determines the list of optional discipline independently. Labor market demands and employer's expectations are taken into account.

V.3.3. If employers can be, or they have to be involved in other ways than described in the previous question, please provide the details and the source of evidence here.

V.3.4. In your country, is public funding allocated into cooperation projects between the higher education sector and business?

Yes

V.3.5. Please provide the details on how public funding aims to facilitate university-business cooperation projects. Please also provide the full reference(s) to relevant document(s).

State Program for Development of Education for 2011-2020

Every year an advance training of faculty will be organized, including training abroad, and the system of public private partnership will be designed for the purpose of multiway cooperation between leading national and foreign enterprises on promising directions of industrial-technical development.

V.3.6. In your country, are there any specific degree programmes that have been developed with the close involvement of employers?

No

V.3.7. Please describe these specific higher education degree programmes here. Please also provide the full reference(s) to relevant document(s).

V.4. Within the European Union, Directive 2013/55/EU on the recognition of professional qualifications regulates the insertion of practical training into certain, professionally oriented study programmes (these programmes lead to the following professions: doctor/specialised doctor, midwife, nurse responsible for general care, dental practitioner/specialised dental practitioner, veterinary surgeon, pharmacist and architect).

In your country, are there requirements on the inclusion of work placements/practical training in higher education programmes leading to other qualifications?

Yes, requirements exist regarding the inclusion of work placements/practical training in other programmes

V.4.1. Please provide the details on the regulatory framework here. Please also provide the full reference(s) to relevant document(s).

According to the Classifier of graduate and postgraduate studies of the Republic of Kazakhstan a student has right to do practical training on related speciality educational program.

V.4.2. Please provide the (approximate) proportion of students participating in work placements/practical training during their studies as part of the programme they are studying in for the latest available year.

1st cycle	<input type="radio"/> 0%	<input type="radio"/> 1-10%	<input type="radio"/> 11-30%	<input type="radio"/> 31-50%	<input type="radio"/> 51-70%	<input type="radio"/> 71-99%	<input checked="" type="radio"/> 100%	<input type="radio"/> Not available	<input type="radio"/> No answer
2nd cycle	<input type="radio"/> 0%	<input type="radio"/> 1-10%	<input type="radio"/> 11-30%	<input type="radio"/> 31-50%	<input type="radio"/> 51-70%	<input type="radio"/> 71-99%	<input checked="" type="radio"/> 100%	<input type="radio"/> Not available	<input type="radio"/> No answer
1st and 2nd cycle combined	<input type="radio"/> 0%	<input type="radio"/> 1-10%	<input type="radio"/> 11-30%	<input type="radio"/> 31-50%	<input type="radio"/> 51-70%	<input type="radio"/> 71-99%	<input type="radio"/> 100%	<input checked="" type="radio"/> Not available	<input type="radio"/> No answer

V.4.2.1. Please provide the source information here.

State educational standards of the Republic of Kazakhstan (SES RK). Bachelor's degree. No. 1080 of August, 23, 2012

61. Professional practice is a compulsory part of vocational program of higher education. It is divided to academic, teaching, work experience and pre-graduation internship.

State educational standards of the Republic of Kazakhstan (SES RK). Master's degree. No. 1080 of August, 23, 2012

15. master's degree educational program consists of: 2) practical training of master's degree students: various types of practice, professional internship.

V.4.3. In your country, are there any incentives given to higher education institutions to include work placements/practical training for students in the 1st or 2nd cycle or both in higher education programmes (e.g. through covering the costs of internships by public funding)?

No

V.4.3.1. Please provide the details on the incentives given. Please also specify if initiatives target under-represented groups of students. Please also provide the full reference(s) to relevant document(s).

V.4.3.2. Please provide the details on the incentives given. Please also specify if initiatives target under-represented groups of students. Please also provide the full reference(s) to relevant document(s).

V.5. Besides quality assurance (QA), are there any other mechanisms to evaluate the employability performance of higher education institutions/programmes?

Yes

V.5.1. Please provide the details on these mechanisms, their compulsory/optional nature and the consequences of evaluation (financial or other). Please also provide the full reference(s) to relevant document(s).

There are General HEIs rating and National educational programs rating for all cycles. The results of ratings are taken into account when allocating state orders.

Participation of HEIs in world ratings increases attractiveness of educational programs on labor market and reflects the quality of educational services.

V.5.2. Do graduate employment rates have an impact on higher education institutions' funding?

- Yes, within a funding formula
 Yes, as a performance-based mechanism
 Yes, within a different funding mechanism (please specify)
 No

V.5.2.1. Please provide details how. Please also provide the full reference(s) to all relevant document(s).

When allocating state grants the index of graduate's employment is considered.

Government Decree of the Republic of Kazakhstan No. 500 of May, 20, 2013

Adoption of the state educational order for training specialists of graduate and postgraduate studies, as well as vocational and technical specialists in higher educational institutions financed by state fund for 2013-2014 academic year

V.6. In your country, is the labour market situation of recent graduates examined through graduate tracking/tracer studies?

Yes

V.6.1. Are there tracer studies conducted on national level?

Yes

V.6.1.1. Are tracer studies conducted in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.6.1.2. Are there tracer studies conducted on regional level?

Yes ▾

V.6.1.3. Are tracer studies conducted in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.6.1.4. Are there tracer studies conducted on institutional level?

Yes ▾

V.6.1.5. Are tracer studies conducted in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.6.1.6. Please provide the details about tracer studies here. Please also provide the full reference(s) to relevant document(s), especially to results published.

Funding/initiating authority and institution conducting the survey - Ministry of Education and Science of the Republic of Kazakhstan;
Regularity - One-time basis;
Survey timing and target group - A time limit is not set. All groups of graduates;
HEI participation/ sample - Accumulation and reporting of data;
Results (indicators, publication, etc.) - Annual report.
Information from MES RK database.

V.6.2. Do educational authorities systematically take account of their results in higher education programme planning or for other purposes?

Yes ▾

V.6.2.1. Please specify which educational authorities use information on the labour market situation of graduates and indicate the mechanisms through which such information is used (e.g. through performance evaluation/payment by results/Quality Assurance). Please also provide the full reference(s) to relevant document(s).

Ministry of Education and Science of the Republic of Kazakhstan uses such information when allocating state order in higher educational institutions of the Republic of Kazakhstan (the higher job placement is, the more university places on state order is placed in the according HEIs).
Government Decree of the Republic of Kazakhstan No. 500 of May, 20, 2013

Data entry: (VI_Lifelong_learning)

VI.1. Do steering documents for higher education in your country contain a definition of lifelong learning?

Yes ▼

VI.1.1. Please provide the details on the exact formulation here (including references to relevant steering documents):

“Lifelong learning starts from early childhood and lasts until postpensionable age, including variety of formal and informal forms of education, inclusive education. By 2020 there will have been conditions for lifelong learning regardless of age, education degree and vocational qualification”. State program for Development of Educational for 2011-2020.

VI.1.2. Please explain the common understanding of lifelong learning in higher education in your country:

VI.2. Is lifelong learning a recognised mission of higher education institutions?

Yes, all institutions

VI.2.1. Please indicate whether there are any legal requirements for higher education institutions to offer lifelong learning provision. Please also provide references to relevant steering documents:

“Population at large regardless of age and social standing will have opportunities to receive and improve basic knowledge, including acquisition of new basic knowledge by various forms of education in the system of technical, vocational and higher education”. State program for Development of Educational for 2011-2020.

VI.2.2. Please provide details on the institutions for which it is/it is not a recognised mission:

VI.2.3. If necessary, please provide comments here:

VI.3. What are the main forms of lifelong learning in which higher education institutions are involved? For each form, please indicate approximate % of institutions involved.

Formal HE programmes provided under flexible arrangements

0% (no institution involved) 1-25% 26-50% 51-75% 76-99% 100% (all institutions involved) % impossible to provide No answer

Non-formal courses open to all (e.g. languages)

0% (no institution involved) 1-25% 26-50% 51-75% 76-99% 100% (all institutions involved) % impossible to provide No answer

Preparatory courses for HE entrance examinations

0% (no institution involved) 1-25% 26-50% 51-75% 76-99% 100% (all institutions involved) % impossible to provide No answer

Professionally-oriented upgrading of already achieved qualifications

0% (no institution involved) 1-25% 26-50% 51-75% 76-99% 100% (all institutions involved) % impossible to provide No answer

Tailor-made provision for industry

0% (no institution involved) 1-25% 26-50% 51-75% 76-99% 100% (all institutions involved) % impossible to provide No answer

VI.3.1. Are there any other forms of lifelong learning in which higher education institutions are involved?

No ▼

VI.3.2. Please specify which forms and provide % of HE institutions involved.

VI.3.3. If you have any comments regarding different forms of lifelong learning in which HE institutions are involved, please provide them here.

VI.4. Are there legal restrictions or constraints for higher education institutions to offer lifelong learning provision?

No ▼

VL4.1. Please explain these restrictions.

VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

General public higher education budget (%) "0"

VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Special budget for lifelong learning (%) "0"

VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Private contributions from students (%) "0"

VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Private contributions from business and industry (%) "0"

VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Other (%) "100"

VL5.1. If relevant, please specify the option "other" here. You can also use this space to provide any comments regarding the previous question.

HEIs budget
State funding is not provided because national concept "Life Long Learning" is under development.

VL5.2. If you have any further comments regarding this section, please provide them here:

VL6. In your higher education policy, is there a focus on promoting the flexible provision of higher education studies/programmes (e.g. changing the intensity of study programmes according to personal circumstances)?

Yes, HE policy focuses on promoting the flexible provision of HE studies/programmes

VL6.1. Please provide a short description of specific policy measures that exist in your country.

One of aims of State program for Development of Educational for 2011-2020 – development of flexible lifelong professional education complying with labor market demands, contributing to professional, career and personal development of general public.
Mechanism of flexible addressing a labor market demands of educational programs of the state HEIs was implemented. Block educational programs will ne developed.
Employers will be involved in co-funding educational programs and designing new schemes that will let every employee take part in lifelong learning.

VL7. Which of the statements on student statuses best describes the situation in your country?

There is only one status for all students (i.e. the status of student) without any further distinctions

VL7.1. Please explain what student statuses exist in your country and how you define them.

VL7.2. If there is only one student status without any further distinctions, please specify whether HE students in your country can change the pace of their studies (e.g. apply for a limited number of credits) and follow de facto part-time studies.

No, such possibility does not exist in our HE system

VL7.3. Please indicate which fees apply to students studying part-time.

VL7.4. Please indicate which fees apply to de facto part-time students.

VL7.5. Please indicate the amount of financial support, to which are eligible students holding a formal alternative student status.

VL7.6. Please indicate the amount of financial support, to which are eligible de facto part-time students.

VL8. Are there any higher education programmes in your country designed as 'part-time' programmes?

No ▼

VL8.1. Please provide details on these programmes (in particular, how they differ from conventional higher education programmes). Please also specify whether students following these programmes pay the same amount of fees (or higher/lower fees) and are eligible for the same amount of support (or higher/lower support) as students enrolled in conventional programmes.

VL9. Which of the following statements best describes the extent to which HE institutions offer part-time studies or other alternative forms of study?

Higher education institutions have autonomy to decide and only a limited number offers part-time studies or other alternative forms of study
An experiment on the distance learning implementation is conducted in 42 universities (of 131 HEIs).

VL9.1. If you have any further comments regarding this section, please provide them here:

VL10. In your country, can prior non-formal and informal learning be taken into account/accredited towards fulfilment of a higher education study programme?

No

VL10.1. Please choose the statement that best applies to your country-specific situation.

VL10.2. Please specify whether the process can lead to a complete award of a higher education qualification or whether it can only lead to a limited number of credits.

VL10.2.1. Please specify whether this possibility applies to all higher education qualifications or only to some higher education qualifications.

Please also specify whether this possibility is commonly used in practice.

VL10.3. If your answers to the three preceding questions were based on steering documents please specify the source (i.e. title of the document and link). If they are based on other sources (e.g. common practice of HE institutions), please specify it as well.

VL10.4. Do steering documents in your country refer to any specific requirements towards those HE candidates/students who would like to fulfil their higher education modules/programme through the recognition of non-formal and informal learning?

VL10.4.1. Please specify these requirements.

- Specific age requirements (please specify)
- Requirements related to the duration of prior professional experience (please specify)
- Other (please specify)

VL10.5. Is it possible to provide data on the proportion of HE institutions which commonly use the recognition of prior non-formal and informal learning as a means of progression in HE studies (i.e. towards fulfilment of studies)?

Please choose

VL10.5.1. Please indicate the proportion of higher education institutions which use the recognition of prior non-formal and informal learning as a means of progression in HE studies (i.e. towards fulfilment of studies).

VL10.5.2. Please indicate the source and the reference year.

VL10.6. Is it possible to provide data on the number of students who participated in the recognition of non-formal and informal learning and were exempted from some/all HE programme requirements?

Please choose

VL10.6.1. Please indicate the number of students who participated in the recognition of non-formal and informal learning and were exempted from some/all HE programme requirements.

VL10.6.2. Please indicate the source and the reference year.

VL10.7. Are there any plans to create such a possibility? If yes, please provide details on the on-going debates.

VL10.6.3. If you have any further comments regarding this section, please provide them here:

VL11. Besides the approaches mentioned throughout the LLL section, are there any other approaches to enhancing lifelong learning and flexibility of higher education in your country?

No ▼

VL11.1. Please specify what they are.

Data entry: (VII_Internationalisation_mobility)

7.1. Do higher education steering documents refer to internationalisation of higher education?

Yes

7.1.1. In your higher education steering documents, there are:

- Clear aims and objectives regarding internationalisation of higher education
- Concrete measures for implementing internationalisation of higher education

7.1.2. Please specify:

Clear aims: 1) ensure integration into EHEA; 2) ensure integration of education, science and manufacture, create conditions for commercialization of intellectual property and technologies. Concrete measures: Development of students and faculty external academic mobility using state budget funds, realization of double diploma education and joint educational programs (State program for Development of Education for 2012-2020).

7.2. Which national level public institutions are involved in the internationalisation of higher education in your country?

- No designated institution
- Specific Department in the Ministry responsible for Higher Education
- Agency for the internationalisation of higher education
- Stakeholder organisations
- Other

7.2.1. Please specify the name and provide a link to its website (if available) and a brief description of its main activities:

7.3. Does your country have a formal national strategy for internationalisation of higher education?

Yes

7.3.1. Please provide a reference and link to the document (if available, also in English):

Strategy of academic mobility in the Republic of Kazakhstan for 2012-2020
<http://naric-kazakhstan.kz/ru/akademicheskaya-mobilnost/strategiya-mobilnosti-do-2020-goda>

7.3.2. Has the impact of the strategy been assessed?

No

7.3.2.1. Please specify by whom, and provide a reference/link:

7.3.3. What percentage of higher education institutions have adopted an internationalisation strategy?

76-99%

7.3.3.1. Please provide a source for this information:

Bologna process and academic mobility center Ministry of Education and Science of the Republic of Kazakhstan

7.3.4. What percentage of higher education institutions are engaged in internationalisation actions without having adopted a formal strategy?

0%

7.3.4.1. Please provide a source for this information:

Bologna process and academic mobility center Ministry of Education and Science of the Republic of Kazakhstan

7.4. Has your country defined targets for mobile students (if yes, please state the target)?

Credit mobility:Outgoing mobility Credit transfer according to ECTS

Credit mobility:Incoming mobility Credit transfer according to ECTS

Degree mobility:Outgoing mobility

Degree mobility:Incoming mobility

7.4.1. Has your country defined targets for incoming international students with a first degree obtained outside the EHEA?

No

7.4.1.1. Please specify:

7.4.2. Has your country defined other targets related to the internationalisation of higher education (e.g. mobile academic staff, types of partnership in higher education and research etc.)?

No

7.4.2.1. Please specify:

7.5. Is there a specific budget for funding internationalisation activities in higher education in your country?

Yes

7.5.1. Please specify:

Every year according to the Order of the Ministry of Education and Science HEIs achieve funds from State budget on students' academic mobility and invitation of foreign professors and scientists.

7.6. Are there other incentives for higher education institutions to engage in internationalisation activities in your country?

Yes

7.6.1. Please name and describe them:

Coming of Kazakhstan educational programs to international standards.

7.7. Does your country provide specific, additional funding to higher education institutions for the development and implementation of joint/double degree programmes?

No

7.7.1. Please explain this funding, and how it is allocated:

7.8. Is there a legal requirement for higher education institutions to publish vacancy notices for academic staff in media operating outside your country?

No, such practice is not required and would be very unusual

7.8.1. Please provide a reference:

7.9. Do any higher education institutions have campuses abroad?

No

7.9.1. How many campuses do your higher education institutions have abroad?

7.9.2. In which countries do they have these campuses?

7.10. Do any higher education institutions (HEIs) in your country offer massive open online courses (MOOCs) in your country?

No

7.10.1. Please provide:

The percentage of HEIs offering MOOCs (%) ""

7.10.1. Please provide:

The number of MOOCs currently offered (1,2,3 n) ""

7.11. Does your country have main regions of operation for international student mobility?

Yes

7.11.1. Which are the main regions of operation for student mobility?

- EHEA
- Non EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and southern Africa
- Australia, New Zealand
- Other

7.11.2. Please specify

7.11.3. Does your country have main regions of operation for joint/double degrees?

Yes

7.11.4. What are the main regions of operation for joint/double degree programmes?

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.5. Please specify

7.11.6. Does your country have main regions of operation for campuses abroad?

No

7.11.7. What are the main regions of operation for campuses abroad?

- EHEA
- No EU EHEA
- EU only
- USA/Canada

- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.7.1. Please specify

7.11.8. Does your country have main regions of operation for international cooperation in research?

Yes

7.11.9. What are the main regions of operation for international cooperation in research?

- EHEA
- Non EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.9.1. Please specify

7.11.10. Does your country have main regions of operation for other forms of internationalisation (please specify the forms)?

No

7.11.11. What are the main regions of operation for other forms of internationalisation (please specify the form)?

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.11.1. Please specify

7.12. Comments:

7.13.1. Please tick the three most important obstacles to incoming student mobility for your country.

- Funding
- Recognition
- Language
- Curriculum/Study organisation
- Legal issues
- Motivating and informing students
- Personal and family life

7.13.1.1. Please specify:

7.13.2. Please tick the three most important obstacles to outgoing student mobility for your country:

- Funding
- Recognition
- Language
- Curriculum/study organisation
- Legal issues
- Motivating and informing students
- Personal and family life

procurement of visas; problems with studied credit transfer

7.13.2.1. Please specify:

7.14. Are at least some of the obstacles that you ranked above particularly important in / relevant for:

Specific study cycles Yes No No answer

Specific fields of studies Yes No No answer

Credit mobility Yes No No answer

Degree mobility Yes No No answer

7.14.1. Please specify:

7.15. What measures/programmes has your country implemented to tackle and remove the obstacles to student mobility that you mentioned?

Strategy of academic mobility in the Republic of Kazakhstan for 2012-2020

7.16. Has your country monitored the effects of these measures/programmes?

Yes

7.16.1. Please provide information on how this monitoring is undertaken:

Who is responsible (which institution(s)) "Bologna process and academic mobility center Ministry of Education and Science of the Republic of Kazakhstan"

7.16.1. Please provide information on how this monitoring is undertaken:

How regularly is monitoring conducted (annually, biannually, etc.) "On a quarterly basis"

7.16.1. Please provide information on how this monitoring is undertaken:

The most recent results (please specify) "In 2013 under outgoing academic mobility program 746 students went abroad using state budget funds and 855 students – using extra budgetary funds In 2013 1326 foreign professors were invited using state budget funds and 343 foreign scientists - using extra budgetary funds "

7.17. Comments:

7.18. Do you have a central website which provides information about all mobility schemes for national and international students?

No

7.18.1. Please provide a link to the website:

7.18.2. Is the website linked to Bologna website?

Please choose..

7.19. Do your national institutions/agencies responsible for internationalisation:

Provide information exclusively on national programmes and higher education institutions

7.19.1. Please provide a link to such information:

7.20. Do higher education programmes taught in widely spoken, non-native languages fall under the same legal regime as programmes taught in official languages of the country?

Yes

7.20.1. Do students have to pay additional fees?

Please choose..

7.20.2. Are there any other differences? Please specify:

7.21. Comments:

7.22. Since 2012, has your higher education minister participated in:

the 2012 Bologna Policy Forum

other bilateral and/or multilateral ministerial dialogues

international events other than ministerial meetings

The second Regional meeting of Ministers of Education on implementation of EHEA (Strasbourg, 22-23 November 2012)

7.22.1. Please specify with which countries:

7.22.2. What were the main higher education issues addressed in these events?

7.23. Comments:

7.25. Are there national policy goals regarding staff mobility in higher education?

Yes

7.25.1. Please specify and provide reference:

Strategy of academic mobility in the Republic of Kazakhstan for 2012-2020

Creation of Kazakhstan system of mobility (benchmarks) measuring which reflect mobility of degree level, credit mobility, beginning researcher, teaching staff and universities' clerical personnel mobility, social context of mobility.

7.26. Are there any national mobility programmes for higher education staff?

Researchers Yes No No answer

Teaching staff Yes No No answer

- Doctoral candidates Yes No No answer
- Technical staff Yes No No answer
- Administrative staff Yes No No answer
- International officers Yes No No answer
- Guidance counsellors Yes No No answer
- Others Yes No No answer

7.26.1. Please provide details and a link for further information on relevant programmes

Scientific internship by state grant “The best university teacher” and international scholarship “Bolashak”
<http://www.bolashak.gov.kz/index.php/en/>

7.27.1. Does your country define quantitative targets for any incoming staff mobility?

- Researchers Yes No No answer
- Teaching staff Yes No No answer
- Doctoral candidates Yes No No answer
- Technical staff Yes No No answer
- Administrative staff Yes No No answer
- International officers Yes No No answer
- Guidance counsellors Yes No No answer
- Others Yes No No answer

7.27.1.1. Please specify any targets that exist:

Number of foreign teaching staff is fixed by the Order

7.27.2. Does your country define quantitative targets for any outgoing mobility?

- Researchers Yes No No answer
- Teaching staff Yes No No answer
- Doctoral candidates Yes No No answer
- Teaching staff Yes No No answer
- Administrative staff Yes No No answer
- International officers Yes No No answer
- Guidance counsellors Yes No No answer
- Others Yes No No answer

7.27.2.1. Please specify any targets that exist:

Number of personnel is fixed by the university

7.28. For each staff group, is information collected on participation rates in mobility?

- Researchers Yes No No answer
- Teaching staff Yes No No answer
- Doctoral candidates Yes No No answer
- Technical staff Yes No No answer
- Administrative staff Yes No No answer
- International officers Yes No No answer
- Guidance counsellors Yes No No answer
- Others Yes No No answer

7.28.1. Which organisation(s) collect this information? Please provide a link.

Bologna process and academic mobility center and Department of Higher and Postgraduate Education of the Republic of Kazakhstan

7.29. Are there any mechanisms to reward staff who participate in mobility?

- Career development advantages Yes No No answer
- Financial benefits Yes No No answer
- Non-financial benefits Yes No No answer
- Other Yes No No answer

7.29.1. Please specify how staff who participate in mobility are rewarded:

Professional development

7.30. Is there a website which provides information about all international mobility schemes for staff?

No

7.30.1. Please provide a link:

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Immigration restrictions "4"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Recognition issues "3"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Language issues "1"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Lack of funding "2"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Administrative burden "7"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Lack of personal motivation and interest "5"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Incompatibility of pension and/or social security systems "6"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Legal issues "8"

7.31.1.1. Additional comments:

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Immigration restrictions "4"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Recognition issues "2"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Language issues "3"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Lack of funding "1"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Administrative burden "6"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Lack of personal motivation and interest "8"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Incompatibility of pension and/or social security systems "5"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Legal issues "7"

7.31.2.1. Additional comments:

7.32. What measures/programmes has your country implemented to tackle and remove the obstacles to staff mobility that you mentioned?

Development of multilingual educational programs

7.33. Has your country monitored the effects of these measures/programmes?

Yes

7.33.1. Please provide information on how this monitoring is undertaken:

Who is responsible (which institution(s)) "Bologna process and academic mobility center Ministry of Education and Science of the Republic of Kazakhstan"

7.33.1. Please provide information on how this monitoring is undertaken:

How regularly is monitoring conducted (annually, biannually, etc.) "Every six months "

7.33.1. Please provide information on how this monitoring is undertaken:

The most recent results (please specify) "Multilingual programs function in 40 HEIs of Kazakhstan. A special department on this direction was established. "

7.34. Please provide any additional comments on internationalisation and mobility that should be taken into consideration: