

KAZAKHSTAN

National Action Plan 2024-2027

Please define the current situation and issues (if applicable) in your country regarding the relevant key commitments. Additionally, you may list other commitments from the Tyranny or previous communiqués and your priorities in their implementation.

The higher education system of the Republic of Kazakhstan is undergoing large-scale and targeted transformations, aimed at integrating it into the European higher education space. Since joining the Bologna Process, the country has been carrying out comprehensive work to align its national education system with European standards. Significant progress has been made in recent years, but a number of challenges remain that require systemic responses and strategic solutions.

Key achievements include the introduction of the 8-level National Qualifications Framework (NQF) and the three-level higher education framework. In 2020, the process of self-certification of the NQF for higher education was completed, recognized by ENIC-NARIC, confirming Kazakhstan's progress in harmonizing qualification requirements with international standards. The Concept for the Development of Higher Education for 2023-2029 has been adopted, which includes the Lifelong Learning Concept, and the introduction of micro-qualifications, nano-degrees, and accumulative degrees, as outlined in the new "Law on Professional Qualifications."

At the national level, the "Quality Assurance in Education" guidelines have been adopted, covering all levels of education, from secondary to higher education. The guidelines are based on ESG and adapted to meet the requirements of national legislation. The accreditation standard for teacher education has been approved. The process of creating national registries for recognized accreditation bodies in Kazakhstan, as well as accredited universities and educational programs in higher and postgraduate education, has been automated. The registry of accreditation agencies, conducting institutional and specialized accreditation, includes 12 agencies—6 from Kazakhstan and 6 international ones.

Internationalization has become an important vector of development: 23 branches of foreign universities have been opened, and 34 international partnerships have been established. The number of international students has reached 31,500. Kazakhstani universities are receiving significant direct investments and developing IT centers in collaboration with foreign universities (Hong Kong, South Korea, and others). These measures are contributing to the growth of academic and scientific potential, as well as strengthening Kazakhstan's status as a regional hub.

Significant efforts are being directed toward the development of digital technologies and artificial intelligence. Twenty educational programs on AI have been developed, and the national AI-Sana program, targeting all students in AI and entrepreneurship, has been launched. An academic cluster with a capacity of 2 PFLOPS has been created. The implementation of online platforms (such as Coursera, Google, and others) has enabled the training of over 144,000 students, with 232,000 certificates issued over the past two years.

An Inclusive Education Model has been developed—an innovative methodological guide that offers a systematic approach to educating children with special educational needs in mainstream schools, covering all levels of education. Over 500 university faculty members, teachers, and specialists from secondary education institutions (including more than 250 university faculty members) have been trained in the Inclusive Education Model. More than 65 university faculty members and educators from special education institutions (including 45 university faculty members) have been trained in Applied Behavior Analysis (ABA) and early autism diagnosis techniques (ADOS-2). Fourteen universities that offer programs in "Special Pedagogy" are equipped with modern interactive tools and materials for inclusive education (Braille keyboards, hearing devices, speech therapy simulators, etc.).

Despite these successes, certain problems remain in the system. There is no unified registry of micro-qualifications, nor regulatory recommendations for transnational education and double-degree programs, particularly for cases where the higher education system of a foreign partner university differs from the Bologna system. Additionally, the regulatory framework governing the inclusion of accreditation bodies in national registries needs updating.

Challenges are also observed in the area of inclusive education. Universities are partially equipped, faculty members have been trained, and an inclusion model has been developed. However, many institutions lack specialized units, the monitoring system for inclusive policies is underdeveloped, and there is insufficient coordination between the government and universities. The level of staff training requires further improvement.

To address these challenges, a series of measures are planned for implementation by 2027:

- Creation of a national registry of micro-qualifications;
- Introduction of digital certificates and blockchain technologies for qualification recognition;
- Updating national quality standards in line with ESG;
- Expansion of inclusive infrastructure and staff training.

The implementation of these steps, combined with the results already achieved, will enable Kazakhstan to significantly strengthen its position in the international educational arena, increase the flexibility and accessibility of the system, and create a sustainable model of higher education focused on innovation, inclusivity, and international partnerships.

	Current situation	Key challenges
ECTS and Qualifications Frameworks	<ol style="list-style-type: none"> 1. Kazakhstan currently has an 8-level National Qualifications Framework (NQF) and a 3-level National Qualifications Framework for higher education. The report on the self-certification of the NQF for higher education was completed in 2020 and accepted by ENIC-NARIC. 2. The Concept for the Development of Higher Education for 2023-2029 has been adopted, which includes the introduction of micro-qualifications into the higher education system. 3. Branches of foreign universities are being opened in Kazakhstan, including those from countries that are not part of the Bologna Process. 	<p>There is no unified registry of micro-qualifications.</p> <p>There are also no methodological recommendations for the recognition of qualifications obtained through transnational education and double degree programs.</p>
Recognition	<p>Kazakhstan is currently completing the ratification process of the Tokyo Convention on Recognition. The ratification of the Global Convention is planned to follow the ratification of the Tokyo Convention.</p>	<p>Some provisions of the Global Convention require changes to national legislation. Specifically, the ratification of the Global Convention requires amendments to the Republic of Kazakhstan's "Law on Education."</p>
Quality Assurance	<p>At the national level, the document "Quality Assurance in Education" has been adopted. It covers all levels of education, from secondary education to higher education. The guidelines are based on ESG and adapted to meet the requirements of national legislation. By order of the Minister of Science and Higher Education, the Accreditation Standard for Teacher Education has been approved. The process of automating the creation of national registries for recognized accreditation bodies in Kazakhstan, as well as for accredited universities and accredited higher and postgraduate educational programs, has been implemented.</p>	<p>An update of the regulatory documents regarding the selection of accreditation bodies for inclusion in the national registry of recognized accreditation bodies is required.</p>
Social Dimension of HE	<p>An Inclusive Education Model has been developed – an innovative methodological guide that offers a systematic approach to educating children with special educational needs in mainstream classrooms, covering all levels of education.</p> <p>Over 500 university faculty members, teachers, and specialists from secondary education institutions (including more than 250 university faculty members) have been trained in the Inclusive Education Model.</p> <p>More than 65 university faculty members and educators from special education</p>	<p>There are no rules for the assessment and monitoring of inclusive policies in universities.</p> <p>There is also a lack of stakeholder interaction in the development of inclusive education.</p>

	<p>institutions (including 45 university faculty members) have been trained in Applied Behavior Analysis (ABA) and early autism diagnosis techniques (ADOS-2).</p> <p>Fourteen universities offering programs in "Special Pedagogy" have been equipped with modern interactive tools and materials for inclusive education (Braille keyboards, hearing devices, speech therapy simulators, etc.).</p>	
--	---	--

Please list in the table below the specific actions you plan to take to achieve the commitments and how you intend to address the issue you mentioned above (e.g., regulatory/legal changes, data collection and analysis, (national) support for colleagues, events, publication of supporting materials, etc.).

Please use a separate table for each of the listed (key) commitments and add rows to the tables as necessary.

1) ECTS and Qualifications frameworks

Actions	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027(Yes/No/Partially) <i>[to be filled in 2027]</i>	Provide short explanation <i>[to be filled in 2027]</i>
Creation of a Micro-Qualification Registry	The need for Lifelong learning in society is increasing, especially for all those requiring or desiring new competences to enhance their professional, personal or civic potential. Learning paths need to be flexible, properly delivered, quality assured, and recognised.	Micro-Qualification Registry	2026		
Methodological Recommendations for the Recognition of Qualifications Obtained Through Transnational Education and Double Degree Programs	The enhanced use of joint programmes, and support for the entrepreneurial and innovation capacities of higher education institutions)	Methodological Recommendations	2027		

2) Recognition

Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027(Yes/No/Partially) [to be filled in 2027]	Provide short explanation [to be filled in 2027]
Implementation of Digital Certificates and Blockchain Technology in the Recognition Process	Support the recognition of qualifications throughout the EHEA by implementing the Convention on the Recognition of Qualifications concerning Higher Education in the European Region (Lisbon Recognition Convention) and its principles, while working towards automatic recognition in the EHEA	1.Digital certificates for the recognition of foreign educational documents will be developed. 2. The possibility of instant verification of the authenticity of qualifications. 3. Reduction of the risk of fraud and diploma forgery.	2026		
Work on the ratification of the Global Convention on the Recognition of Qualifications concerning Higher Education, preparing proposals for amendments to the "Law on Education" and other regulatory acts	It contributes to the expansion of international cooperation and the integration of the national higher education system into the global educational space by aligning the regulatory framework with the provisions of the UNESCO Global Convention, as well as strengthening mechanisms for fair and transparent recognition of qualifications at the international level	a) Adoption of regulatory changes ensuring compatibility of national legislation with the provisions of the UNESCO Global Convention on the Recognition of Qualifications. b) Recognition of diplomas issued by branches of international universities on the territory of Kazakhstan. c) Creation of a National Information Center.	2027		

3) Quality assurance

Action	Contribution of the action to the implementation of the (key) commitment	Expected outcome(s)	Timeline	Achieved by 2027(Yes/No/Partially) [to be filled in 2027]	Provide short explanation [to be filled in 2027]
Updating the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) at the national level	Promote a quality culture in higher education, fostered by fit-for-purpose quality assurance processes in line with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)	Draft Regulatory Changes	2025-2026		
Development and Adoption of the National Higher Education Quality Assurance Standard		Draft National Standard	2027		

4) Social dimension

Action	Contribution of the action to the implementation of the (key) commitment	Expected outcome(s)	Timeline	Achieved by 2027(Yes/No /Partially) [to be filled in 2027]	Provide short explanation [to be filled in 2027]
<p>Development of a New Law on Comprehensive Support for Children (Individuals) with Disabilities.</p> <p>Development of draft guidelines for the evaluation and monitoring of inclusive policies in universities.</p>	<p>Building an inclusive EHEA by 2030.</p> <p>The adoption of the Principles and Guidelines to Strengthen the Social Dimension of Higher Education</p>	<p>Draft of the New Law of the Republic of Kazakhstan "On Comprehensive Support for Children (Individuals) with Disabilities"</p>	2027		