BRITISH COUNCIL

INTERNATIONALISATION at Kazakhstani Regional Universities

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EXECUTIVE SUMMARY

FINDINGS FROM THIS YEAR'S RESEARCH

- There is a full awareness of the necessity and benefits of carrying out international collaborations by all surveyed universities
- All universities have own international strategies, with management structures and procedures in place to enable international related activities. Different management models are seen, some top-down, others bottom up
- There are clearly regional issues such as youth population emigration and funding availability, yielding in direct impact and constraints on the operation of the university and internationalisation activities
- The majority of outgoing students are on Bachelor programmes, though percentage-wise, research students on Master and PhD programme is much higher. Incoming students from overseas are also mainly on Bachelor programmes, both in number and percentage
- There is a very low percentage of faculty members with an overseas degree. And most of the overseas faculties in the surveyed universities are mainly on a short visiting term, teaching primarily exchange or Master programmes
- Russia, neighbouring countries and East European countries are the main collaborators for teaching and research
- Only a small number of degree programmes have been accredited internationally
- Language and finance are commonly identified as the major barriers for international collaborations
- Each of the surveyed university has expressed strong enthusiasm and commitment to expand international activities

LOOKING AHEAD

Today's society moves rapidly and young people have different requirements and priorities. Students now have clear demand on their education, and require their degree programmes to be competitive and value-added for job potentials and career prospect. Strong institutional messages along with innovative solutions could provide clear steering and preparation for students, with internationalisation providing a strong advantage.

Based on the surveyed results, it is recommended that Universities should consider

- carrying out an analysis on student demands on foreign languages, particularly on the impact of foreign language capacity in relevance to employment and further studies after graduation
- introducing, where appropriate, foreign language training as compulsory elements of undergraduate programme, and setting minimum requirement on foreign language capacity for Master and PhD admissions
- expanding work-shadowing schemes in overseas universities for faculty members aiming for innovative teaching and reformed syllabus
- providing Transnational Education (TNE) programmes in partnerships with overseas universities to enrich curriculum and degree offers
- obtaining international accreditations on more degree programmes currently on offer
- exploring feasibilities to set up a campus in other cities and/or overseas, to provide additional opportunities for students
- developing jointly, with local industries and employers, new degree programmes relevant to regional, and cross-border business demands

- recruiting, as a preference, new faculties with doctorate degrees obtained overseas
- establishing joint research centres and laboratories with overseas universities in the subject areas where the University has strengths
- introducing/expanding sabbatical leave schemes for faculties to spend time overseas, and recruiting overseas faculties on sabbaticals to spend full time periods at the University on teaching and research collaborations, including joint supervision of research students
- for HEIs with advances internationalisation practice in programmes of engineering subjects, considering increasing international recognition by entering to the Washington Accord (http://www.ieagreements.org/accords/washington/).
- issuing instruction/information sheets to faculties on University internationalisation strategy and procedures to initiate new partnerships with overseas universities
- lobbying for an expansion of the Regional Development Programme by the Ministry of National Economy RK and an extension to support non-STEM subjects
- expanding engagement with EU nations through Erasmus+ schemes, particularly on capacity build programmes where development of new degree programmes to be jointly delivered amongst collaborating consortium universities in different countries are encouraged and supported
- seizing the opportunities available in their regions and building strategies accordingly, possibly developing pockets of excellence and becoming number one in the region in a particular field
- providing values for partnership in research
- implementing personal recognition for excellence in research, education and administration, for example, lunch with the Rector
- implementing due diligence practice in establishing new and maintaining existing partnerships
- once the opening of branches of universities is finalized, consider setting up branches in other cities or regions in line with university strategies, particular in CIS countries
- providing institutional services (consulting services) among Kazakhstani universities, regional businesses to help each other to generate opportunities for local industry and businesses
- disseminating the results of best practice examples exercise, maintain the network of HEIs participating in the project and exchange of knowledge
- all participating universities strategically located in large regional cities, with development service sectors of the economy - business services, information technology, scientific and educational services, highly specialized medicine and others specified in the Programme for regional development 2020. Participating universities may consider to get involved closely with projects developed under this programme if not already done.

British Council may consider:

- continuing the project to the second phase and organize a regional tour to hubs (participating universities) and disseminating the results of the study to closest regional universities
- developing TNE guidelines for HEIs in Kazakhstan based on international practice
- assessing the attractivity of HEIs in Kazakhstan for OS students and faculty
- strengthening the network of regional and major-cities hubs and providing a new direction towards business and innovation activities
- preparing a publication of this report under British Council Education Intelligence Unit and include it in EI Newsletter
- preparing a publication of research results in reputable education journals in order to have wider international academic community exposure and engagement

INTRODUCTION

Over the past few years, the Government of Kazakhstan has been implementing an ambitious set of reforms to modernise and internationalise higher education in the country.

Among the main aims of the reforms are:

- Boosting research output and harnessing benefit from research
- Increasing autonomy for universities (including funding reforms such as introducing per-student funding; and removing the state's role as an issuer of higher education diplomas, resulting in a drive for international accreditation)
- Introducing English into the university system (including encouraging more teaching in English, and requiring PhDs to be taken in English)

In the wider education system as a whole, a new, trilingual education model (with different subjects being taught in Kazakh, Russian and English) was launched in a new network of schools for exceptional students (called Nazarbayev Intellectual Schools) as a precursor to the approach being disseminated to every school in the country from 2019.

The reforms are set out in and governed by a number of policy documents, including:

- The 2011-2020 National Education Programme, which aims to strengthen the quality of education and contribute to Kazakhstan's economic development [1]
- State Programme for Education and Science Development for 2016-2019 [2]
- The '100 Concrete Steps' – a plan for institutional modernization aimed at ensuring transparency, efficient government, strengthening the rule of law, economic growth and diversification and featuring a number of measures focussed on education [3]

However, while the process of implementing these reforms is relatively far advanced at institutions in Kazakhstan's two main cities (Astana, the capital, and Almaty, the economic powerhouse) regional universities are often less well placed to implement change and the reform process lags behind as a result.

The British Council is working to support the Government of Kazakhstan's national sector-wide reforms to promote employability, innovation and growth. Our education strategy aims to share the UK's education assets to help people in Kazakhstan become better prepared to make a positive contribution to the economy and society more widely.

1. *http://control.edu.gov.kz/ru/gosudarstvennaya-programma-razvitiya-obrazovaniya-na-2011-2020-gody*
2. *http://control.edu.gov.kz/sites/default/files/gpron_ukaz_ot_1.03.2016_no2015_1.pdf*
3. *http://www.adilet.gov.kz/ru/articles/100-shagov-po-5-institucionalnym-reformam*

BACKGROUND

Through work on previous projects, the British Council has supported the establishment of a network of eight Professional Development and Community Engagement (PDE) Centres based in Kazakhstani higher education institutions in different regions of the country. Their activities focus on building the professional capacity of researchers and other university staff to enable their international collaborations and maximise the impact from their work.

In October 2017 British Council launched a project to design a university Self-Assessment Tool on internationalisation and to conduct an assessment exercise with six regional Kazakhstani HEIs, five of which host PDE Centres and all of which are located outside Kazakhstan's two main cities - Astana and Almaty.

METHODS

According to the project's TORs, a questionnaire was developed as the prototype of the self-assessment tool. The draft document was sent to all six participating universities for review. Following the return from the universities, two briefing visits to participating universities took place.

First visit was conducted in December 2017 by Kazakhstani Consultant Dr. D. Woodward. The purpose of the first visit was to get a feedback from the working group members on the relevance and actuality of the questions in the SAT. After the visit, the results of the discussions were communicated to the UK Consultant, discussed and incorporated into the tool.

The tool was then sent to participating universities to be filled out by relevant departments/working group members. The data were then collected and analysed.

The second visit was conducted by a team – British Council representative, UK Consultant and Kazakhstan Consultant for over 10 days in January and February 2018. Discussions, presentations, exchange of knowledge and opinions took place during the visit.

The **objectives** of the visit were:

- To meet with the working group members and share the views on Internationalisation, Governance, quality assurance and Curriculum and student care with British Council representative, UK and Kazakhstan experts.
- To present the preliminary findings based on the returns from universities and recommendations
- To quality check the provided answers and "unpack" them for better understanding and analysis
- To present internationalisation trends in the UK universities
- To discuss opportunities for universities in Kazakhstan to take on experience from the UK and adapt it to the local context
- To identify best practice examples from each university

The **outcomes** of the visit were:

- Representatives of Kazakhstani universities have better understanding of internationalisation practice in the UK
- British Council representatives, UK and Kazakhstani expert have better knowledge on the issues that universities face during the process of internationalisation and management of universities
- British Council representatives, UK and Kazakhstani expert have better realization of strengths and limitations of the developed SAT
- Project participants have better self-awareness on their position on internationalisation, governance and quality assurance in national and international contexts
- UK-Kazakhstan collaboration in higher education is strengthened

Both quantitative and qualitative methods were used in the study. Quantitative methods included questionnaires and statistical analysis. Qualitative methods included focus groups and best practice examples.

The data analysis and recommendations in this study were done collectively as a pool for all universities rather than each HEI in particular.

The results were presented at the round table discussion where all participating universities were present as well as representatives from HEIs in Almaty and Astana. The suggestions from the round table discussion on the 6th March 2018 in Almaty and were included in the final report accordingly. The round table was organized by the British Council.

2018 SURVEY DATA ANALYSIS

In January and February 2018, six regional universities were surveyed in order to understand their views on internationalisation in teaching and research. Using the newly developed Self-Assessment Tool as a trial, they were asked about the activities they have engaged with overseas universities.

Data from individual universities was collected, but analysed together as a group, thus the term “the Group” to represent all six universities. Each of the six universities has its own distinguished characters. And no comparison was made within the Group, instead, information provided was utilised to gain knowledge and lessens on the current status of internationalisation by higher education institutions in regional areas, particularly along the borders and the central area.

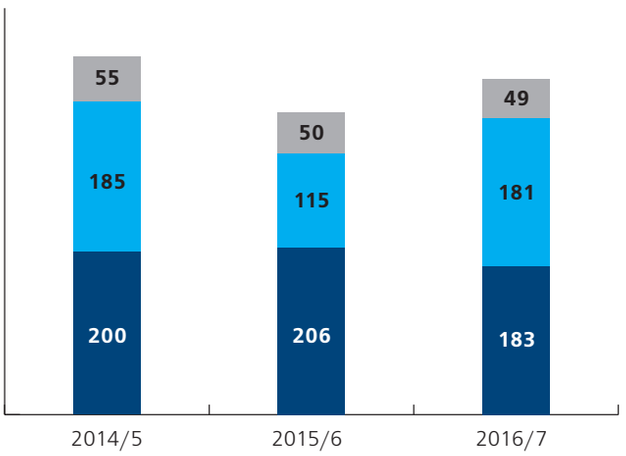
MOBILITY OF STUDENTS

Most of students from the Group going to overseas universities in the past three years were pursuing either an undergraduate study or a master or PhD degree, with the former being slightly high. Over the three-year period, the numbers of undergraduate students are fairly stable, but postgraduate numbers vary, largely due to available funding. In comparison, the numbers for short term exchanges had been much smaller, to about one-sixth of the number pursuing a degree study.

In terms of the percentage going overseas, a weighted percentage is adopted to take into consideration of different sizes of student population in the universities of the Group, which vary over 10 thousands to 2 to 3 thousands. It is thus not a simple average of the percentage of each university in the group.

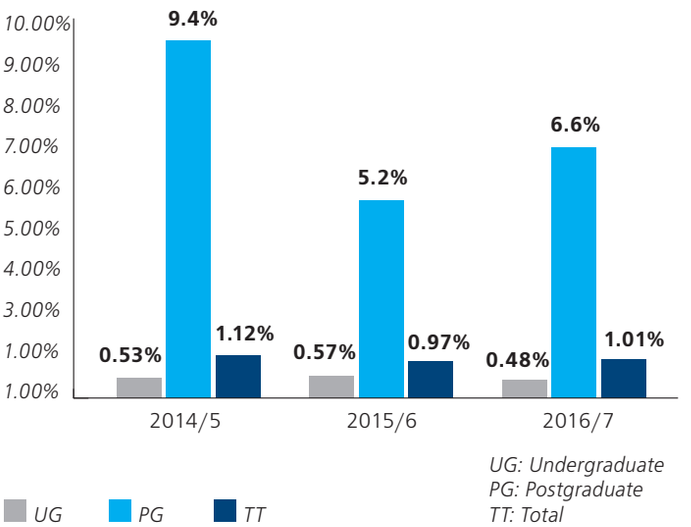
Data shows that outgoing postgraduate students take a significantly higher ratio than undergraduates do. In 2014/5, just slightly less than 10% of registered MSc and PhD students in the Group went to study overseas. This may not mean that they actually got an overseas degree in the end, as short term exchanges have also been counted as long as students are registered for a corresponding degree. Such exchange visits provide valuable experience of the higher education system in a foreign country, and exposures to different culture as well as enhancement of foreign language capability. Though this percentage dropped in 2015/6, the figure improved in the following year, showing a recovering trend. As most of the overseas trips were financially supported, the percentage number is highly dependent on the funding available. In comparison, the overall total percentage, where both outgoing UG and PG students are considered, is fairly stable at around 1% in the three-year run.

Number of students going abroad



UG: Undergraduate
PG: Postgraduate
EX: Exchange

Weighted percentage of studying overseas



UG: Undergraduate
PG: Postgraduate
TT: Total

The vast majority of students went to Russia and East European countries to study, mainly due to language capability. While US, Germany and China appear to be the second tier destinations, probably due to the funding supports available. There is a long tail of other countries where a limited number of students went to.

More students went to Russia to pursue a postgraduate research degree, including both MSc and PhD, while fewer for short term exchanges. In contrast, short term exchanges were more significant as the purpose to other destination countries to gain an overseas exposure, e.g. US.

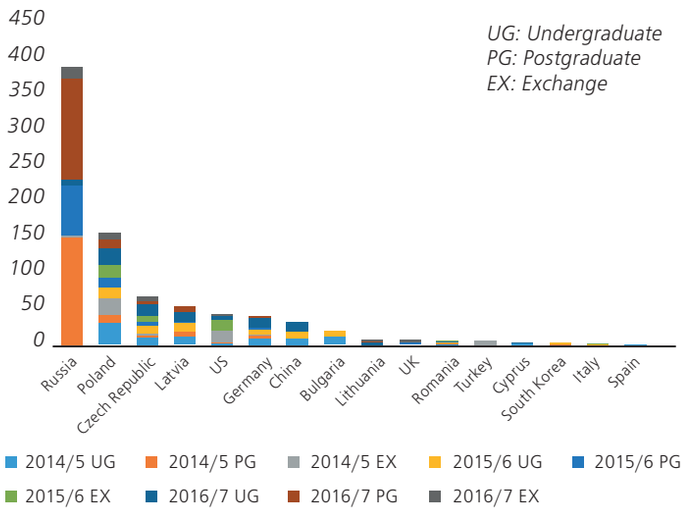
Funded opportunities to study overseas are provided primarily by the Government, such as Bolarshak scholarships, and others, including overseas sponsorship. Figures provided here are the total numbers of students and faculties went to overseas universities in the past three years. The numbers include both short term visits from a few weeks, up to one year and to full PhD degree programmes of three to four years.

Short term academic visits were the majority. Opportunities for students and faculties to pursue PhD studies in an overseas university have been rather limited.

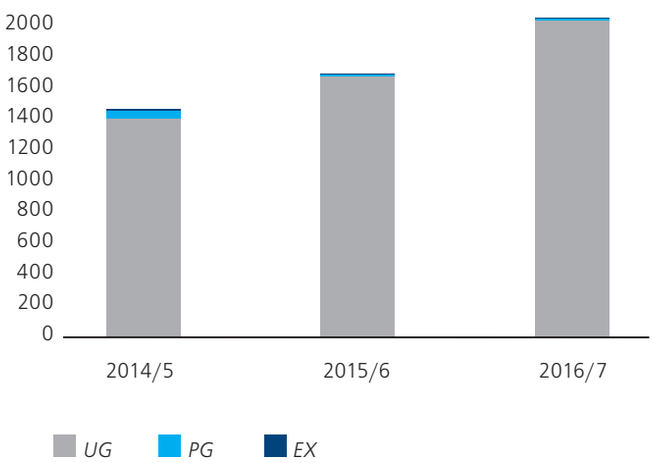
An increasing number of overseas trips from 2014-15 is presented.

The vast majority of overseas student coming to study in the Group in the past three years were for a Bachelor programme. The proportion of OS students pursuing a Master or PhD degree in the Group is so small that there is a vivid contract to outgoing students from the Group, where the numbers on postgraduate study were comparable to those on undergraduate programmes.

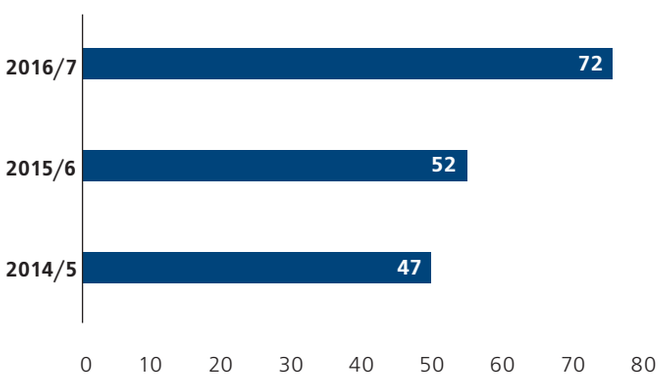
Destination countries of overseas study by students



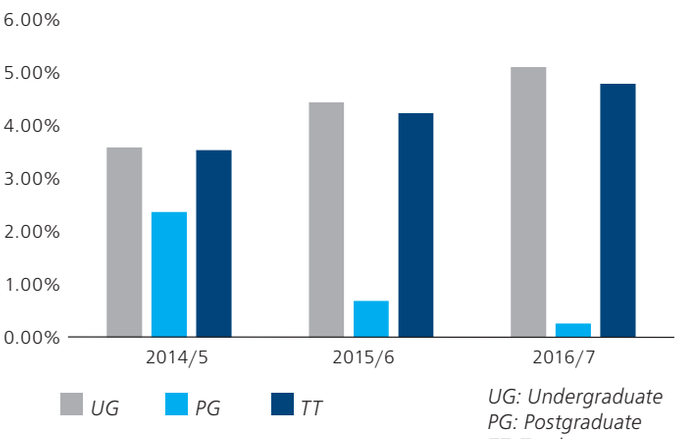
Overseas student numbers by year



Numbers of funded overseas studies or visits

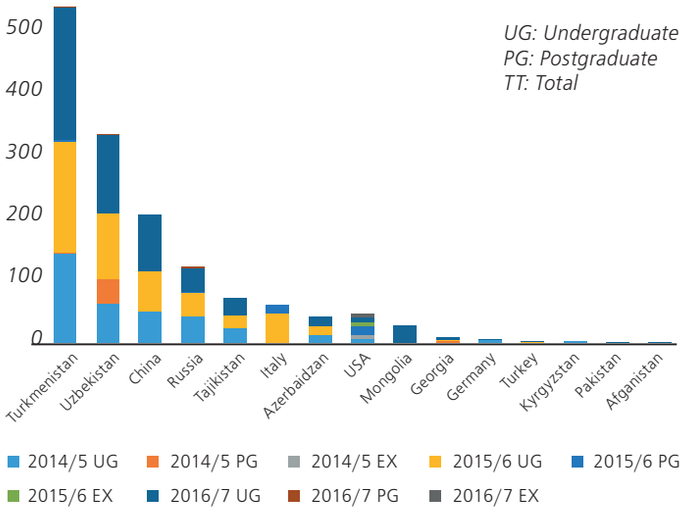


Weighted percentage of overseas students

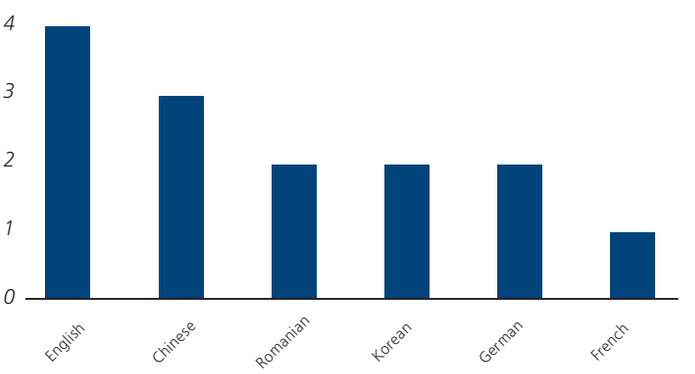


UG: Undergraduate
PG: Postgraduate
TT: Total

Countries overseas students came from



Numbers of language training by the Group



The numbers clearly shown a trend of increase over the past three years, predominantly by Bachelor studies.

While the percentage of overseas students in the Group were moderate over the past three years, interestingly, the trends in undergraduate and postgraduate studies have been opposite, showing an increasing one for incoming students for undergraduate studies, but a decreasing trend for postgraduate. As the undergraduate study number is much higher, the total percentage of overseas students in the Group follows an increasing movement.

Most of overseas students studying in the Group came from neighbouring countries, with the majority of them studying for a Bachelor degree.

Some interesting observations can be made: 119 students from Russia came to study in the Group in the past three years while 383 students of the Group went to study in Russia (see Figure of Destination countries of overseas study by students). The number from China 200 and to China 32, and from US 40 and to US 42.

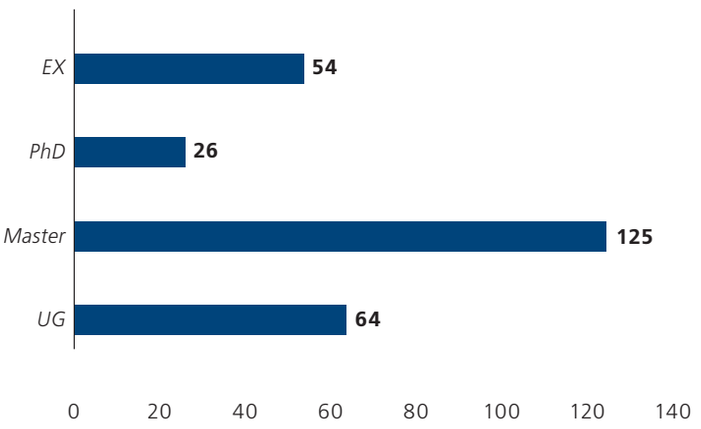
ACTIVITIES BY UNIVERSITY FACULTIES

All surveyed universities provide language training provisions to support students going overseas. Some have formal internal arrangement via the Language Centre or the Foreign Language Department. Others have more informal approaches with ex-curriculum activities such as language clubs and using extremal providers, with the latter likely to be on a commercial basis.

Interestingly, language training provided by the Group does not appear to reflect by the destination countries of outgoing students. It might be the case that the level of the language training is still elementary to have a practical impact on students' choices, or/and the coverage of the training over the student population is rather limited. Though English is the most popular foreign language offered by the Group, only a small number of students each year take certified English language examinations e.g. TOFEL and IELTS.

There is a sizable number of overseas faculties teaching in the Group. Most were teaching Master programmes, and the numbers on undergraduate and exchange programmes are similar. Like students who went to study overseas, foreign faculty members spend both short and long term tenues in the Group universities.

Numbers of foreign faculties teaching for different programmes



In the current academic year, the Group on average provides one quarter of undergraduate courses, and roughly 20% of postgraduate courses, with part or all elements being taught in English. For exchange programmes, it is only 1%.

Prediction for the use of English as a teaching language shows a reduction in the coming academic year. But this might be due to incomplete estimates as teaching arrangements are still being planned for the new academic year.

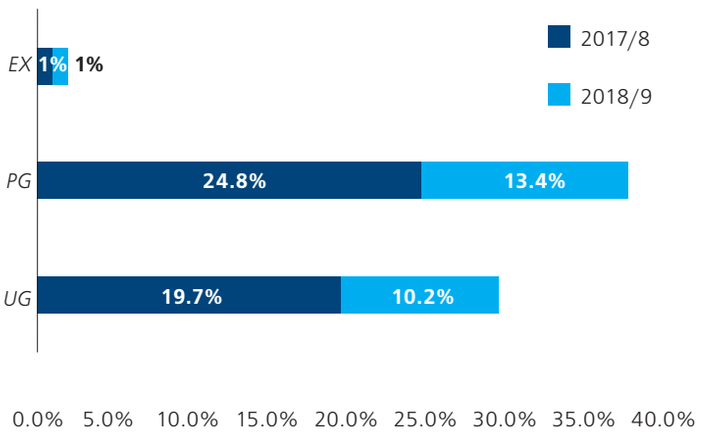
In the past three years, a small number of faculties in the Group were sent overseas to obtain a degree, with 19 received a Master degree, and only 2 received a PhD, which is a disappointment.

In contrast, a fair number of faculties went overseas for short term exchanges, and there is a fairly healthy trend of increase in numbers over the past three years. This is clearly an indication of the attention by the Group to increase their faculties exposure overseas, but funding availability or/and the possibility to allow faculties to be away from work for an extended period of time, such as pursuing a PhD.

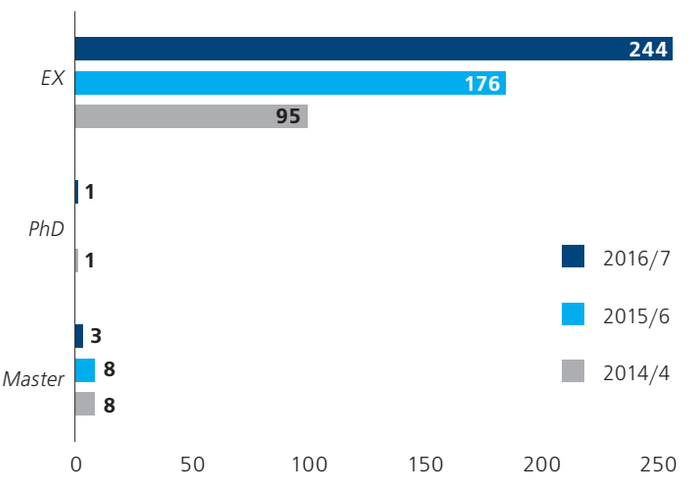
The percentage of faculty in the Group with an overseas degree is fairly low. In the whole Group, 2.2% have a PHD obtained from an overseas university and 1.4% have a Master. 7.5% faculty went to overseas on academic exchanges or training of a short term, from weeks to up to one year.

There is a healthy number of joint publications by the Group faculties with overseas co-authors. Joint publications in international conferences nearly triples the number in journals. Both show a clear increasing trend, and the trend in jointly conference papers are particularly strong.

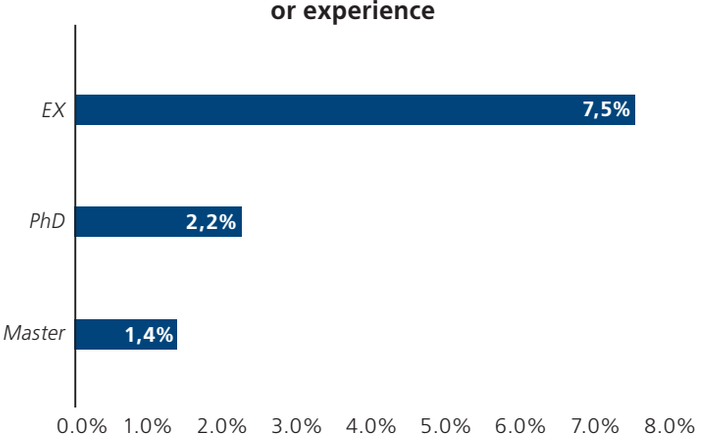
Average percentage of programme taught or partially taught in English



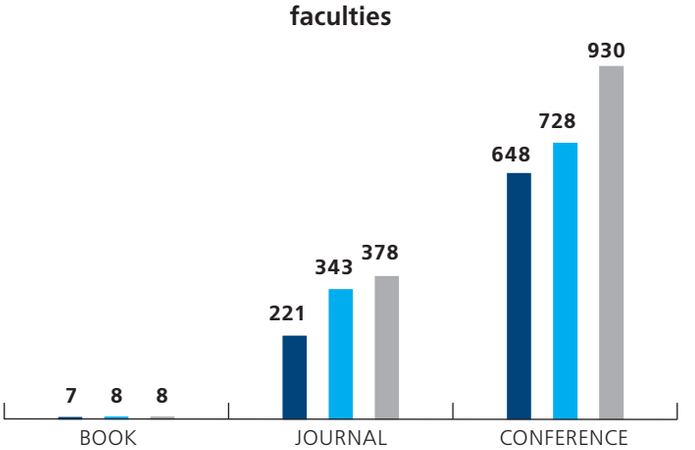
Faculties sent to OS for degree or experience



Average percentage of faculty with an OS degree or experience



Publications co-authored with overseas faculties



PARTNERSHIPS

Collectively, there is a large number of Memorandum of Understanding for teaching and research collaboration. This is particularly true between the Group and Russia, then the nearby countries. This could be due to the inherited higher education system with similar curriculum and teaching approach, as well as familiar grading systems and recognition.

Formal collaborative relations with the EU and other western counties do exist, but the numbers are low.

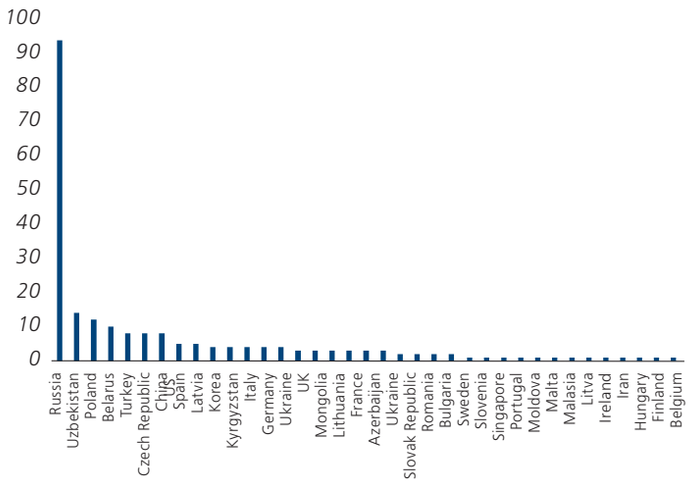
Different modes of partnerships have been pursued by the Group, with no awarding teaching collaboration and dual degree programmes being the most popular modes, corresponding to five and four universities in the Group, respectively. Half of the Group is involved in joint research with overseas counterparts. Only one university is involved in validation. There does not seem to be an on-going Trans-national Educational (TNE) programme within the Group.

MANAGEMENT OF INTERNATIONAL ACTIVITIES

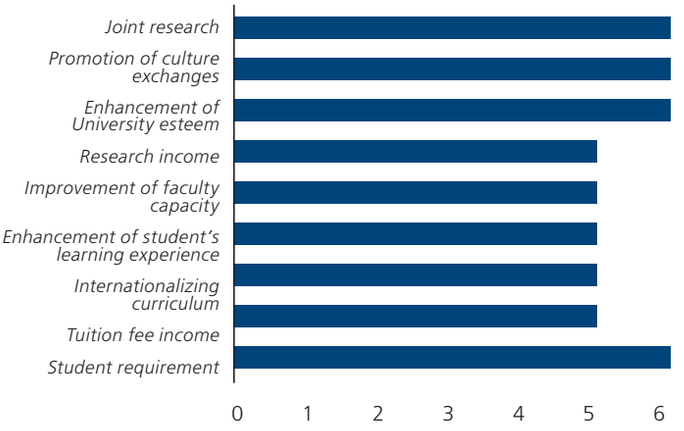
All universities surveyed are very consistent and in high agreement on the purpose of getting involved in international activities, with Joint research, Promotion of culture of exchange, Enhancement of University Esteem and Student recruitment among the four three priorities for all six universities. The remaining categories on Research income, Improvement of faculty capacity, Enhancement of students learning experience, Internationalising curriculum and Tuition fee income are also highly agreed.

A survey on the challenges encountered by the group shows that language and funding are the most significant barriers in developing international activities, each counted to a 25% weighting. Different legislations between countries and administration difficulties are the next level of barriers. The lack of interest, both from inside the university and by potential overseas collaborators is another issue raised in the survey. Other obstacles includes the reginal locations, visa to foreign countries and lack of experience in internationalisation are all cited.

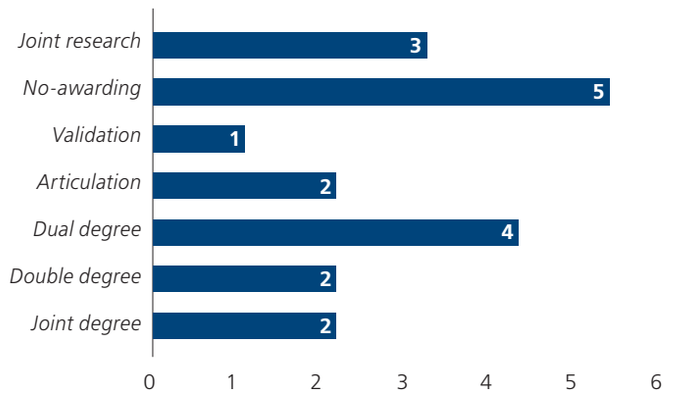
Active MoUs of the Group in different countries



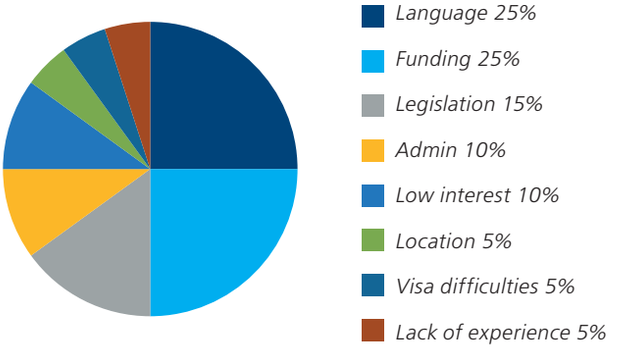
Purpose of involvement in internationalisation chosen by universities



Number of group universities in different modes of collaborations



Challenges faced by the Group for internationalisation



SUMMARY OF FINDINGS

The higher education system in Kazakhstan has evolved rapidly with a significant expansion in the number of universities, both publically and privately established, which creates a very competitive demand for students in the higher education system in the country. There are also regional issues such as youth migration and funding allocation to the universities. As a result, universities are looking for ways to improve teaching programmes and to enhance research activities as part of the measures to strengthen the status of university as an education provider. Internationalisation is clearly regarded as an effective potential tool for achieving greater outcomes.

In line with this, the following themes emerged from this self-assessment study:

Universities are interested and keen for internationalisation

All universities are keen on internationalisation and have strategies in place with partnerships and activities to different extends. All universities have an international office or a centrally operated department of similar functions. One question being raised by several universities is how to attract overseas universities' interest in collaboration. One of the key challenge universities need to consider is to provide a clear and convincing picture to potential overseas collaborators on the benefit of forming such a partnership, being for educational purposes or research. One should look beyond just academic strengths in education and research, but also regional and national culture as well as business opportunities offered to such partnerships.

Collaborations are neighbouring countries focused

Probably due to the legacy of the educational system and network from the former Soviet Union era, universities have established strong connections with the neighbouring countries sharing a common ground of understanding, and the ways to conduct teaching with mutual credits recognition as well as similar quality assurance systems. Such close liaison is a valuable asset to universities and should be maintained, and if appropriate, expanded.

Nevertheless, in order to gain wider influences and recognitions, partnership should be sought, particularly in the most broadly based English speaking educational systems over the world, including the UK, US, Canadian and Australian circles where knowledge and acceptance are more readily shared and promoted.

EU is another important region which is reasonably close to Kazakhstan, which may generate significant economic, political and cultural impacts. Collaborations should go beyond just mobility and exchange programmes but to a higher level, involving joint capacity build such as development of new master programmes to be jointly delivered. Erasmus+ has specific funding schemes to support such collaborative development.

Cost is a crucial barrier

The cost of study abroad is often deemed too high by surveyed universities. The financial implications are one of the top concerns not only to university managers but also to faculties and students interested in going abroad for degrees or experience. Cost concerns to managers also include time commitment allowed for faculties to be away from their daily work.

Language is a key driver and barrier

Students likes to study abroad partially because of the language capability to be acquired, along with academic knowledge and international experience. However, language is also a source of great anxiety. Most students and faculties do not consider going abroad to study or learn often because they are not fluent in foreign languages.

New approaches are needed

The barriers to university's internationalisation effort are clear: financial cost, language, time commitment, and ambiguity regarding benefits and what can be achieved. Universities must work together with business and government to produce innovative solutions in line with what students and faculties value to provide opportunities. It is the universities' responsibility to provide the steer and encouragement. Are there new model of funding available? How can technology play a bigger role in promoting internalisation? Would TNE (transnational education) with an overseas university provide a way forward?

Access to information about opportunities to study or experience abroad need to be readily available. Also, the message that international experience benefits employment must be conveyed. With the government's new priorities to universities, much change is expected to the high education system in Kazakhstan in the next few years, in response, university's strategy in internationalisation must also evolve.

Legal provisions of internationalisation

State Programme on Education for 2011-2020 is aimed at increasing competitiveness of education system in Kazakhstan. Integration to world education arena and achieving high level of quality of higher education that will meet labour market, industrial and innovative development needs of the country are the most important aspects in this legal framework that address internationalisation. In terms of the indicators that have a direct effect on internationalisation aspects, a few can be named: 2 HEIs listed in the top international ranking tables, accreditation according to international standards and publications of faculty in impact factor journals. The process of integration of education, research and industry is another positive aspect that can have a positive impact on internationalisation. E-learning and internet provision in education establishments are essential elements for advancing internationalisation practices. "Bolashak" programme for Master's degree, doctorate degrees and research trainings is another aspect to boost internationalisation in HEIs in Kazakhstan. Essential academic mobility for one academic period allows better integration into European area of higher education. Nazarbayev University experience and its dissemination is another key contributing factor.

Bolashak remains the key player on education landscape of the country. The Bolashak program in 2014 was named "The Best Scholarship Program in the World" at the international conference of the British Council of Going Global. Students studied in leading universities in Great Britain, USA, Canada, Australia, Germany, Ireland, Russia, China and other countries.

In 2017 **draft law of Republic of Kazakhstan "On the introduction of changes and additions to some legislative acts of the Republic of Kazakhstan on expanding of the academic and managerial autonomy of higher education institutions"** was accepted. It aims to increase the competitiveness of HEIs and will allow them to have: academic freedom in the preparation of educational programs; management autonomy through the transition to the non-commercial joint stock company (NAO); to increase the efficiency of all activities through accountability to corporate bodies; adapt in market conditions and be an independent participant in economic relations; actively diversify sources of income and financial flows; to introduce modern management methods and budgeting; to expand international cooperation; to attract investments in the development of the university's endowment fund. Sending student to leading HEIs under "Bolashak" programme, establishing advisory board, setting up branches of HEIs overseas and creation of endowment fund are the key drivers for internationalisation process.

Foreseen limiting factors that may prevent academic freedom implementation are: the true spirit of academic freedom, presence of instruments for realization of academic freedom, respect for academic freedom and only a few examples. *(Bisam Central Asia)*. At the same time, decentralization will allow HEIs to react quickly to challenges on societal and economic levels.

The plan of the nation - 100 concrete steps to implement the five institutional reforms of the Head of State Nursultan Nazarbayev directly address internationalisation in steps 78 and 79. There are other steps that address education and indirectly internationalisation.

In step 78 academic freedom of university by the example of Nazarbayev University is underlined as well as transformation of private universities into non-commercial organizations in accordance with international practice.

Step 79 focuses on the transition of education system to English language in schools and HEIs with the purpose of increasing competitiveness of graduates and the growth of export potential of education sector.

Program for the Development of the Regions to 2020 places special emphasis on the large regional cities.

Therefore, all government education reforms strategically support internationalisation process in the country and is a top priority. Of course, the right mechanisms and provisions need to be in place in order to ensure smooth implementation.

CONCLUSIONS

Based on this finding, it can be concluded that the Ministry of Education and Science of the Republic of Kazakhstan reforms and government initiatives are being supported and are implemented successfully by the regional universities. All participating universities have internationalisation as one of the top priorities and have successful examples to share. All surveyed universities have strategies on internationalisation and have certain “pockets of excellence” in their internationalisation practice.

Universities play an important role in the society and regional economy and are important player for geopolitical context. Common language and heritage provide fertile ground for collaborations, however other collaborative opportunities with overseas countries should be developed.

While cost is a crucial barrier, but also teaching and administrative loads are berries for establishing new and maintaining existing collaborations. Certain financial mechanisms and reduction of teaching hours are needed in order to foster international partnerships of faculties.

Language is identified as a key driver and barrier which proves the right course of the government of Kazakhstan identified in the State Programme on development and functioning of the languages in the Republic of Kazakhstan for 2011-2020 where trilingual policy is introduced and where English language proficiency is seen as a way for integration into world education arena. Easy access to English language journals and development of research culture where the latest research in certain fields are available, read and discussed will become common in universities.

Universities in Kazakhstan must become education beacons and drivers for innovation, internationalisation and economic growth. New approaches and paradigms need to be sought, developed and implemented. In order to become number one stop for businesses to seek solutions, the curricula have to reflect business demands for professionals. The latest collaboration of the higher education sector with the National chamber of Entrepreneurs “Atameken” addresses this need. Internationalisation practices should be systematic and in line with university’s priorities, needs and programmes.

Legal frameworks are in place in order to take internationalisation to a new level. Ministry of Education and Science of the Republic of Kazakhstan implements new reforms in order to be in line with recent developments in education sector. More autonomy for Kazakhstani universities provides new opportunities for internationalisation practices.

Regional development programmes are being implemented by the government and provide new opportunities for universities.

Even though competition for high school graduates is very high from major cities, Russia and OS countries, regional universities have the capacity and can offer unique programmes to occupy leading positions in their regions. The Draft Law being introduced by the government should bring some advantages to our Group universities the like in regional areas.

APPENDIX

SELF-ASSESSMENT TOOL 2018

Dear Project Participants,

Thank you for taking part in the study.

Internationalisation is the process of integrating an international dimension into the teaching, research and service functions of higher education. It is an important element of university development. This assessment tool, through data collection and review, aims to provide a clear picture on the University's current provision and involvement of internationally related activities. It should be used by the University International Department or Senior Management responsible for university policy development to identify and evaluate strengths, barriers and opportunities in existing strategies and prepare future plans, particularly in line with the Government of Kazakhstan priorities in higher education programmes.

There are three directions in the tool:

- Internationalisation
- Governance and quality assurance
- Curriculum and student care (including teaching using foreign language e.g. English)

First we will be looking at the above three different areas universities may be involved in international activities. They are:

- A. Mobility of students (Part 1)
- B. Activities by university faculties (Part 2)
- C. Partnership (Part 3)
- D. Management of international activities (Part 4)

All questions are designed to enable information to be evaluated and reviewed for a better understanding on the status of international development the university is currently undertaking. Some of the data asked may require considerable effort to obtain, or might not necessarily be directly applicable to your university. One should try to answer with as much detail as possible in the context to the relevance of one's universities. In addition, some questions also indicate the current trend and the latest development in internationalisation in higher education systems over the world.

For the purpose of this exercise, we will use the definitions provided by the UK Quality Assurance Agency for Higher Education (QAA) as provided in the Quality Code for Higher Education (the Quality Code). Quality Code is the definitive reference point for all UK higher education providers. It makes clear what higher education providers are required to do, what they can expect of each other, and what students and the general public can expect of them. The Quality Code covers all four nations of the UK (England, Northern Ireland, Scotland and Wales) and all providers of UK higher education operating internationally. The Quality Code is employed in relevance to the international context that Kazakhstani universities aim to operate.

Part 1 Internationally oriented student mobility

This part should be completed by the international office of the university to collect data and information on the current status and activities within the University related to student activities.

Going Abroad by University students

1. List the number of university students and graduates going overseas (OS) to study each year in the last three years. Please provide the numbers according to the subjects and degrees pursued.

Subject areas		Education	Humanities	Law	Arts	Social sciences, economics and business	Natural Sciences	Engineering science and technology	Agricultural sciences	Services	Military and Security	Veterinary Medicine	Health and Social Care	TOTAL
2014-15	Bachelor degrees													
	Master degrees													
	PhD degrees													
	Exchange/visiting*													
2015-16	Bachelor degrees													
	Master degrees													
	PhD degrees													
	Exchange/visiting*													
2016-17	Bachelor degrees													
	Master degrees													
	PhD degrees													
	Exchange/visiting*													

Notes: *The list of subject areas follows the State Classificatory of the Republic of Kazakhstan.*
UG degrees – Undergraduate degrees (Bachelor's)
PG degrees – Postgraduate degrees (Master's and PhD)
Exchange/visiting - include all non-degree awarding exchanges and visits of two weeks and more

2. List the top five destination countries (for your university) and the number of students who have gone to study abroad in the past three years

Countries students went to study		eg.UK					Total
2014-15	Bachelor degrees						
	Master degrees						
	PhD degrees						
	Exchange/visiting*						

2015-16	Bachelor degrees						
	Master degrees						
	PhD degrees						
	Exchange/visiting*						
2016-17	UG degree						
	PG degrees						
	Exchange/visiting						

3. What foreign language preparations the University is providing for students going abroad?
Are there any language and cultural centers at your university?

Please describe briefly:

Max 100 words

Please specify the examination type (IELTS, TOEFL etc.) and the number of students enrolled/completed in the academic year 2016-2017.

Foreign Language	General course with certificates not for admission to OS studies	No of students taking the exam (please specify the type)	No of students taking the exam (please specify the type)
English			
French			
German			
Spanish			
Other			

4. List the number of students and faculty members who received funding to study/conduct research or teaching abroad in the last three years

Academic years	Funding Source (Bolashak, John Smith, DAAD etc.)	Subject area	Degree	Country and OS university	Total
2014-15					
2015-16					
2016-17					

Incoming study by overseas students

5. List the number of overseas students each year registered in the University to study in corresponding subject areas in the last three years. Please provide the numbers according to the subject areas and degree pursued.

Subject areas		Education	Humanities	Law	Arts	Social sciences, economics and business	Natural Sciences	Engineering science and technology	Agricultural sciences	Services	Military and Security	Veterinary Medicine	Health and Social Care	TOTAL
2014-15	Bachelor degrees													
	Master degrees													
	PhD degrees													
	Exchange/visiting*													
2015-16	Bachelor degrees													
	Master degrees													
	PhD degrees													
	Exchange/visiting*													
2016-17	Bachelor degrees													
	Master degrees													
	PhD degrees													
	Exchange/visiting*													

6. List the numbers of OS students from the top five countries who have been registered to study at your University.

Countries where students come from		eg. Russia					Total	% funded by Kazakh government
2014-15	Bachelor degrees							
	Master degrees							
	PhD degrees							
	Exchange/visiting*							
2015-16	Bachelor degrees							
	Master degrees							
	PhD degrees							
	Exchange/visiting*							
2016-17	Bachelor degrees							
	Master degrees							
	PhD degrees							
	Exchange/visiting*							

7. List the number of disciplines that are currently offered or will be offered in foreign languages at your University

Language used in teaching		English	Other			Total	% to all courses
2017-18	Bachelor degrees						
	Master degrees						
	PhD degrees						
	Exchange/visiting*						
2018-19	UG degree						
	PG degrees						
	Exchange/visiting						
	Exchange/visiting*						

Part 2 International activities by University academic faculties

This part should be completed by the international office and/or the senior management of the university responsible to collect data and information on the current status and activities within the University related to faculties for international development.

8. How many faculty members (excluding foreign nationals) have overseas degrees or overseas experience?

Country where degrees or experiences was acquired	e.g. UK				Less than 1 month	1-3 month	6 months or more	Total	% to all faculty number
Master									
PhD									
Exchange/visiting									

9. How many foreign nationals were/are involved as faculty at your university in the past three years?

Level of teaching	Engineering and Physical Sciences	Finance and Economic	Humanity Studies	Medicine	Add subjects	Total	% to all faculty number
Foundation							
Bachelor degrees							
Master degrees							
PhD degrees							

10. How many faculty members from the University have been sent to OS in the last three years and under what funding scheme?

Country		e.g. UK by Bolashak							
Duration			Less than 1 month	1-3 month	6 months	1 year of more			
2014-15	MSc								
	PhD								
	Exchange/visiting								
2015-16	MSc								
	PhD								
	Exchange/visiting								
2016-17	MSc								
	PhD								
	Exchange/visiting								

11. What are the number of joint publications with OS researchers in the last three years in which at least one of the university faculty member is a co-author?

Co-author(s) from		e.g. UK					Total
2014-15	Books						
	Journal						
	Conference						
2015-16	Books						
	Journal						
	Conference						
2016-17	Books						
	Journal						
	Conference						

Part 3 Partnerships with overseas higher education institutions (HEIs)

This part should be completed by the international office and/or the senior management of the university responsible for international development to collect data and information on the current status and activities of the University related to collaborations in teaching with overseas universities.

12. List the number of Memorandums of Understanding (MoU) and/or Agreements the University has signed with OS HEIs, leading to continuing active collaborative activities. Note that inactive MoU/MoA should not be included. Non-active MoUs should be excluded. Active MoUs are the ones that have at least one activity in a year (visit, joint research etc.)

Country	e.g. UK					Total
Number						

13. Tick the active partnerships the University agrees to get involved in 2017/8. Please tick all which are applicable.

Type of partnership	Tick
Joint degree	
Double degree	
Dual degree	
Articulation	
Validation	
TNE (Transnatioal Education)	
No-award study abroad	
Joint research	
Other (please specify)	

Note:

*A **Joint Degree** is a degree awarded by a university in a partnership with another university for a combined curriculum when the requirement of both universities are satisfied. A single degree certificate is awarded, showing the name of both partners.*

*A **Double Degree** is a degree awarded by a university in a partnership with another university for a combined curriculum when the requirement of both universities are satisfied. Two separate degree certificates are awarded, normally showing the award of the partner's.*

*A **Dual Degree** is a degree awarded by a university in a partnership with another university for a combined curriculum when the requirement of one or both of the universities is satisfied. Either one or two separate awards may be awarded, not necessarily showing the award of the partner.*

Transnational Education TNE *is often defined as the provision of education for students based in a country other than the one in which the awarding institution is located. TNE essentially involves the mobility of providers or institutions and academic programmes across jurisdictional borders to offer education and training opportunities.*

TNE 4+0 *is a programme where students do no need to leave the home country and receive a full 4-year undergraduate programme provided by an overseas degree-awarding body.*

14. Provide numbers of joint programmes with overseas HEIs (only if applicable)

type of joint programmes	e.g. US						Total
Foundation course							
2+2 UG							
3+1 UG							
4+0 UG							
Distance /Online Degree UG							
Pre-master course							
1+1 (1+2) MSc							
2+2 (2+3) PhD							
Distance /Online Degree PG							
No awarding exchange							
Others							

15. Please indicate the motivations for getting involved in international activities or partnerships. Please tick all which are applicable.

Purpose of involvement	Tick
Student recruitment	
Tuition fee income	
Internationlising curriculum	
Enhancement of students' learning experience	
Improvement of faculty capacity	
Research income	
Enhancement of University's esteem	
Promotion of culture exchanges	
Joint projects	
Other (please specify)	

Part 4 University strategy and structures for Internationlisation

This part should be completed by the international office and/or the senior management of the university responsible for international development and staff development to collect data and information on the current activities and plans within the University related to internationlisation.

16. **Does the University has an active strategy for internationalisation? If yes, please list the drivers (motivations) and key objectives. If no, are you currently developing one?**

17. **Following Question 16, please list the key performance indicators (KPIs) to achieve the objectives specified in the University strategy on internationalisation.**

18. **What is the University management structure for internationalisation?**

19. **What is the flow chart of the university approval to set up a new partnership?**

20. **How quality assurance (QA) is ensured for a partnership (who will be checking and confirming that the quality of the outcome is up to the expected/required standard)?**

21. **What are the main challenges which hinder international activities? List the top five.**

22. **What are the opportunities that the University can potentially take but are currently missing?**

23. **Is the compliance with the Bologna process a current requirement in the development new degree programmes at your university? If yes, list the top three measures taken as the indicators/demonstration of the compliance.**

24. **What is the percentage of programmes in your universities that are taught in English, and Russian, Kazakh? And what is the percentage of students enrolled in such programmes in 2017/18?**

The following questions are deeper analysis on internationalisation, self-control of the university and development of research, as promoted by the Government. Together we also seek your opinions on university governance and curriculum development as well as student care and learning/study experience, which provide an opportunity to refer to the good practices applied to higher education operations and development at the international stage.

Some of the questions may appear similar to those asked in the previous assessment, but to a more detailed extent. Such information will help university to understand the demands and opinion of students from their prospective.

The following topics will be part of the analysis

1) The popularity of study abroad by students and young faculty members

2) The motivation and format of which universities in Kazakhstan develop joint programmes with overseas institutions

3) The drive for collaborative research programmes

4) The university's objectives and plans on internationalisation

A SWOT exercises can be taken out for the benefit of each university on internationalisation, self-governance and research promotion.*

**SWOT: strengths, weakness, opportunities and threats*

A. Deep analysis on internationalisation (from the students' prospective)

This part should be completed by university students/graduates or/and the international office where appropriate, to collect information from students' view point on the need, interest and decisions in pursuing a degree with international elements.

QA1. Are you considering to internationlisating your study/degree?

a. Yes
b. No
c. Don't know

QA2. Planned level of participation/organisation of internationalisation activities (tick all applicable)

a. Summer School
b. Vocational study
c. Undergraduate
d. Postgraduate - master, PGCE, diploma
e. Postgraduate - PhD
f. Faculty level
g. Others_____

QA3. Desired duration of an international programme either at your university or overseas

a. Don't know
b. Less than one month
c. 1-2 months
d. One semester
e. One year
f. 2-4 years
g. More than 4 years

QA4. Desired subjects/courses for international study/degree programme collaboration

Answer: _____

QA5. Academic drivers for internationalisation (tick all applicable)

a. To be associated with a university abroad
b. To gain internationally recognised academic credits
c. To have better teaching quality of my degree/university
d. There are better course/degree options abroad than at home
e. There are trainings which are not available at home
f. Overseas universities are better run than my university
g. Research is better at an overseas university than at home
h. Others - please specify _____

QA6. Non-academic driver for internationalisation (tick all applicable)

a. Other universities are doing/recommending it
b. I have students/friends/faculty members asking for it
c. I would like to learn different/better ways the university is run
d. Evidence for better career prospects
e. It will help to build confidence and self-sufficiency

f. It will improve language skills
g. It will help to experience different cultures
h. It will help to build a wide international network
i. I/the university may receive help with funding
j. Alignment with Government policies
k. Others - please specify _____

QA7. Concerns regarding internationalisation (tick all applicable)

a. Overseas degrees/qualifications may not be recognised back home
b. The ability to get visa
c. The quality of health care
d. The style of teaching and learning might not be suitable
e. Personal safety at abroad
f. No sufficient foreign language abilities
g. Interference with university affairs
h. Loss of able faculty members
i. I have no concerns
j. Others - please specify _____

QA8. Source of information obtained regarding internationalisation (tick all applicable)

a. My friends/network
b. Government departments
c. Government funding schemes
d. International office of my university
e. University faculty
f. Internet search
g. Other - please specify _____

QA9. Ease of finding information

a. Very difficult
b. Quite difficult
c. Neither easy nor difficult
d. Quite easy
e. Very easy
f. Don't know

QA10. Impact factors on decision to internationalisation (answer each as Positive impact, No impact and Negative impact)

a. Compliance with government policies
b. The cost to the university budget
c. Adjustment needed to existing systems
d. Internationalisation experience of my friends/network
e. The prospect of partnerships
f. My own previous experience abroad

QA11. Academic barriers to internalisation (tick all applicable)

a. The course/degree programme may be incompatibility
b. Not receiving recognised credits for what we are teaching

c. Our preferred course is not offered abroad
d. Overseas courses are not recognised at Kazakhstan
e. The cost involved is far too high
f. Benefits are not clearly defined
g. Others - please specify _____

QA12. Non-academic barriers to study abroad (tick all applicable)

a. I am concerned about getting a visa
b. I don't know if our students/faculties could fit into a different culture
c. I am worried about cost
d. I am concerned with the health and safety abroad
e. I am not confident in our language skills
f. I am happy with what we currently have at home
g. I am concerned how the employers/government will view it
h. Others - please specify _____

QA13. Your gender (this is to see whether gender is a factor in the opinion)

QA14. Your current study/working post _____

B. Modernisation of university governance

This part should be completed by the senior management of the University for information on some (and not ALL) aspects of university operations to stimulate useful thinking and discussions on where and how improvement can be potentially made in various areas of the University.

QB1. How is the management of the University structured? For instance, President/Rector -> Dean of College -> Head of Department, etc. Is there a University Court or Council which decides on the strategic issues? Draw a flow chart of the management ladder/flow.
If needed, can this be changed? Who can decide the change?

QB2. How are Deans and Heads of Department appointed? Is there a fixed term of such appointments? What is the usual term?

QB3. What are the percentages of workload for faculties in terms of teaching, research, services (to the University and the community outside the University)? For instance, 1/3, 1/3 and 1/3.
Does these percentages change with career progress? For instance, from a junior lecturer to a senior professor.

QB4. How are faculties performance evaluated?

QB5. How does a faculty member progress in career, from junior to senior levels? Who evaluate the performance and who decide on the promotion?

QB6. What is the percentage of senior faculties (e.g. full chairs/professors) in the university? (Professorship recognized by the Ministry of Education)

QB7. What is the percentage of female faculty in the University? the percentage of female senior faculties? and the percentage of female senior managers at the university level (above College level)?

QB8. What type of training the university provides to faculties? List the top five available.

QB9. How is the disciplinary procedure taken for inappropriate actions by the faculty (e.g. leaking exam questions to students before the exam)?

QB10. Is there an appeal procedure a faculty member may take against a disciplinary decision?

C. Curriculum development and quality assurance

This part should be taken by senior management of the University for information on University regulations and procedures on teaching programmes and degree award operations and management. This contributes to the self-governance of the University.

CQ1. How does the University/Department decide on degree programmes/courses to be offered?

CQ2. What is the procedure when a new degree is proposed to be offered?

CQ3. How many courses/programmes have industrial/business input?

CQ4. How are exam papers/questions checked for quality before they are used?

CQ5. How are grades/marks of exams and student assignments/reports checked?

CQ6. How does the university ensure both the technical level and the quality of programmes/courses offered are comparable to similar courses offered by other universities?

CQ7. How is the university teaching quality checked by the Government? Is there a ranking system within the University to compare teaching quality among all departments/colleges?

CQ8. Are students able to provide feedback to the teaching of faculties, e.g., giving written comments or marks to teaching performance anonymously?

CQ9. How frequently the university/Departments review its teaching programmes?

D. Student care and learning experience

This part should be completed by the registrar/student office and senior management for information on how students are looked after while studying at the University. This contributes to the enhancement of the self-governance of the University by providing high quality teaching.

DQ1. How does university promote and publicise the programmes/courses offered?

DQ2. What activities the University/Department organises for newly admitted students?

DQ3. What is the percentage of courses/Programmes offered in more than one language, e.g. in Kazakh, Russian and English, as dual and trio language delivery?

DQ4. How many students go to industrial/business placements or interims of more than one month during their study?

DQ5. How many students at the university are registered as disable?

DQ6. Where appropriate, are registered disable students given additional assistance, e.g., extra time in exams?

DQ7. What measures do Departments take in teaching classes of students with mixed academic capabilities, e.g. when strong and weak students are in the same class?

DQ8. Is the social background considered when admitting students, e.g. lower entrance requirement for students from disadvantaged families?

DQ9. Does the University have a pastoral care system, e.g., personal tutor to students?

DQ10. In the past three years, what is the employment rate (including whose continue to further study) of UG and PG graduates, respectively, 6 months after graduation?

E. Promotion of research by the faculties

This part should be completed by university senior managers for data and information specifically related to research activities/strategies of the University.

EQ1. How are research performance evaluated, e.g. by publication, research grants, research awards?

EQ2. What is the average number of research publication per faculty member in the past three years, including papers in journals, conference proceedings and books/chapters?

EQ3. What is the percentage of papers published in international journals to all publication by university faculties each year in the last five years? What is the percentage of publications involving at least one overseas co-author?

EQ4. How many faculties presented research work each year in international conferences (including those held in Kazakhstan) in the past five years?

EQ5. How is research supported by the university? (tick all applicable)

a. Competitive internal funding to carry out research
b. Time allowance (reduced teaching load)
c. Research studentships
d. Travel grant to conferences
e. Recognition, e.g. salary increase/promotion/prize

EQ6. How are junior faculties supported to develop their research capability?

EQ7. Does university offer joint appointments with the industry for research? How many currently?

EQ8. Does the university offer joint appointment with international universities for research? How many currently from overseas?

EQ9. What is the percentage of research active faculties (who are publishing or with funded research projects) in the universities? If needed, this may be presented for each discipline/College/Department.

EQ10. What is your university greatest achievement in internationalisation?

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