# NON-PROFIT JOINT STOCK COMPANY
## "ABAI KAZAKH NATIONAL PEDAGOGICAL UNIVERSITY"
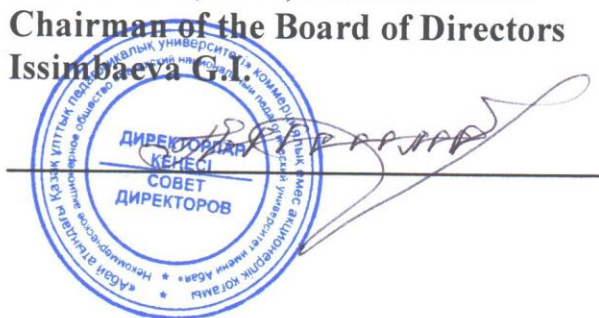
# DEVELOPMENT STRATEGY
## "ABAI UNIVERSITY"
## for 2022-2025

Almaty, 2021

# TABLE OF CONTENTS

**Section 1. ABAI UNIVERSITY TODAY**

**Abai University** is a large education, science and culture center, one of the leading universities and the leader of the teacher education of Kazakhstan. **Abai University today** blends tradition, modern achievements and approaches. Being the first higher education institution, the University has rich history of, first of all, teacher training, high indices of scientific and educational activity, and a convenient location in the historical center of Almaty, within walking distance of socially and culturally important objects of the metropolitan city.

In the global ranking QS World University Ranking 2022, the University takes 551–560 position (5th place among the higher educational institutions (HEIs) of Kazakhstan); in the rating QS EECA (Emerging Europe & Central Asia) is ranked 82nd (4th place among Kazakhstani universities); QS by Subject was included in the 201-250 group of the rating in the subjects "English Language and Literature" and "Education". THE Impact Rankings 801-1000, QS Graduate Employability Rankings 501 (2nd place among Kazakhstani universities), in the university site rating Webometrics Ranking of World Universities (June 2021) it is ranked 10th among the Kazakhstan higher educational institutions and the 1st place among pedagogical HEIs of the Republic of Kazakhstan. According to the Web of Science data, the University is the *leader* among pedagogical higher educational institutions of the Republic by the number of publications with impact factor.

In the national rankings of HEIs and educational programs, Abai University holds leading positions among pedagogical higher educational institutions of the country. In 2021, the University ranked 1st in the Institutional Rating in the sub-rating "Pedagogical Sciences" (IQAA), the TOP-3 of the Educational Programs Rating included 13 EP (IQAA) and 12 EP (KAZSEE), the TOP-3 of the Educational Programs Rating (IAAR) includes 43 educational programs; 37 of them belong to pedagogical profile. In the National rating of demand of higher education institutions of the RK-2021 IAAR, the University is on the 4th place among 20 HEIs of the RK.

Abai University provides training in three languages on 95 educational bachelor programs, 79 – master programs, 43 – PhD programs, 91 of them are pedagogical educational programs: bachelor programs – 51, master programs – 26, PhD programs – 14. 76 educational programs of Abai University, including 57 pedagogical EPs are accredited by accreditation agencies of ASIIN, ACQUIN (Germany); IAAR, IQAA (Kazakhstan). In 2019, the University obtained institutional accreditation in the IQAA Agency for the period of 5 years.

Today, 16,685 students study at the Abai University: 15,006 bachelor students, 1,436 master students and 243 doctoral students. The number of students in four years increased by 39 % (in 2017 – 6,633 people). 7,953 students are trained under the educational grants. The University trains 524 international students, or 3.9 % from the total number of students. Under the academic mobility programs, 75 students underwent training in partner HEIs, 39 of them at the universities of France, Poland, Lithuania, Turkey, China, and Russia.

*Table*

| Contingent growth dynamics | 2017 | 2018 | 2019 | 2020 | 2021 |
|---|---|---|---|---|---|
| Total | 6942 | 8459 | 10460 | 13479 | 16685 |
| Bachelor | 5636 | 6860 | 8877 | 11872 | 15006 |
| Master's | 1118 | 1201 | 1153 | 1194 | 1436 |
| Doctoral | 188 | 398 | 430 | 413 | 243 |

In 2021/2022 academic year, a number of academic staff is 970 teachers: 127 Doctors of Sciences, Professors, 298 Candidates of Sciences, Associate Professors, 81 PhDs, their share is 55 %. 53 Professors were invited from international partner HEIs, 18 of them are professors from the universities of France.

In 2021, 14 projects were funded from the republican budget for a total of 208,874,450 KZT, as well as 38 projects from the university budget for a total of 176,365,000 KZT. Total research budget amounted to 385,239,000 KZT.

Out of 3,255 articles published in 2021, 165 articles were published in international journals with impact factor (Web of Science – 15 articles, Scopus – 150 articles), more than 500 lecturers and researchers have Hirsch index.

14 researchers journals are published, 5 of them are included in the list of periodicals recommended by the Committee for control in the sphere of education and science of the Ministry of Education and Science of the Republic of Kazakhstan and are included into the citation base of Kazakhstan. In 2021, 4 patents and more than 70 copyright certificates for innovative developments were obtained. There are 13 councils for PhD thesis defense, Council of Young Researchers. Student research is being developed: 154 students were amongst the winners of the International and Republican Olympiads and Competitions in 2021.

The University is a member society of 11 international organizations and associations. The University cooperates with 140+ universities from 33 countries, including 20 universities from TOP-500 of the Academic Ranking of World Universities (ARWU). Abai University implements **10** international research and education projects of Erasmus+, DAAD, GEKAVOC, Melvana, etc. To promote the Kazakh culture and heritage of Abai, the great Kazakh poet, 6 international educational Abai Centers were open at the universities of China, Vietnam, Turkey, Russia, and Poland.

Abai University has implemented the corporate management system; AMA project groups of management act in the direction of staff training "6B01-7M01-8D01 Pedagogical Sciences" for the Republican Educational and Methodological Council of the Ministry of Education and Science of the Republic of Kazakhstan.

Abai University was the first among the HEIs of Kazakhstan to obtain the international certification in anti-corruption management under ISO 37001-2016, to create the Council for Anti-Corruption Management and "Parasat" Center.

Project of Abai University "Accelerator of good – Izgilik elshysi" gained the scale of national volunteer movement; it engages student youth from 17 HEIs of the Republic.

The University infrastructure consists of 15 academic buildings (374 classrooms, 65 research laboratories and workshops, 52 specialized rooms, 37 computer classrooms, 9 language laboratories), 5 student dormitories, first aid facilities, catering points, sports complex named after M. Auezov, Education Pedagogical Complex "Ustaz". This infrastructure gives opportunity to ensure comprehensive educational process, research and mass cultural events. The library fund amounts to about 1 million 725 thousand books. The University information and communication corporate network with the Internet connection has been established. The University is permanently represented on the Internet by its web-portal under the third level domain: https://abaiuniversity.edu.kz

## SWOT-analysis

| Strengths | Weaknesses |
|---|---|
| – Sustainable reputation in the market, since 1928<br>– Status of the national HEI<br>– Dominant position in the market of professional-pedagogical education services in the Republic<br>– Strong teaching staff<br>– High level of bachelors' employment (95 %)<br>– Practice-oriented pedagogical education and a wide range of EPs implemented | – Weak research activity of academic staff and doctoral students<br>– Poor implementation of research results<br>– Weak material and technical base<br>– Low awareness beyond the Republic<br>– Aging of the personnel<br>– Low foreign language competence of academic staff and students;<br>– Outdated ecosystem for digital transformation of the University; |

| | |
|---|---|
| – Significant contingent of master`s and doctoral students<br>– Implementation of double-degree educational programs and participation in international exchange programs<br>– Training of teaching staff in English<br>– Leading positions in national rankings and positioning in international rankings<br>– Student-oriented social policy<br>– Financing of scientific projects at the expense of the university<br>– Campus location in the historical center of Almaty<br>– Availability of the military department. | – Small number of IT specialists, insufficient level of digitalization<br>– Low level of commercialization<br>– Insufficient provision of students with dormitory places<br>– Low activity of the Alumni Association and the absence of an endowment fund. |
| **External environment and strategic opportunities of the University** | **Threats and risks that may hamper the University development** |
| – State and institutional support<br>– Improvement of the teacher status<br>– Modernization of pedagogical education, the system of teacher continuous professional development<br>– HEIs profilisation<br>– Use of opportunities of academic freedom<br>– Need in staff retraining, entry into a profession and additional education<br>– Need in LLL (lifelong learning)<br>– AI, VR/AR in education<br>– New educational markets (ethnic Kazakhs abroad: China, Mongolia, Turkey, Afghanistan, Iran)<br>– Mechanism of public-private partnership in staff training<br>– Support for student startup, young entrepreneur projects. | – High competition in the educational services market<br>– Pandemics<br>– Economic crisis and its consequences – reduce in the population solvency<br>– General tendency of increase in the cost of paid education<br>– Increased student outflows from the RK<br>– Deepening of "digital inequality"<br>– Aging and feminization of pedagogical staff. |

## Section 2. TRENDS AND COMPETITIVE ENVIRONMENT

### 2.1 Analysis of Global Economy and Education Trends

The five main trends form the agenda of the global economy for 2020–2030 and influence the education development:

1. *Transition to the new technological paradigm* within the framework of the new industrial revolution, to "Industry 4.0"

2. *Change in the added value creation chains*

3. *Emergence of non-economic factors*, for example, related to environment-friendly and ethical behavior

4. *Digitalization and global robotic automation*

5. *New attitude to competencies*. Humanity will have to be trained throughout their life, perhaps they will have to even radically change the profession several times, which for many will become a "great" personal challenge.

*Uncertainty* is the MEGATREND of the mankind modern life. In the new economic structure of "Industry 4.0" with the "knowledge economy", more and more professional advantages are obtained by *people able to work in uncertainty conditions and perform complex analytical tasks requiring creative approach*. The issue of the new education component arises along with the displacement of the accent toward the development of *universal "XXI century skills"*: skills to think critically, to operate with large data arrays, to work effectively in a team, to adapt quickly to changes.

The main trends in education are related to the information era and possibility of solving such problems as *problems of prospects for artificial intelligence, worldview of the generation "Z", complexity of adaptation to the information environment, problems of freedom and cybersecurity, new approaches in education philosophy and management in the context of virtual world values.*

The following global trends are relevant to education in general.

*Globalization.* The world of education and research has become global. Globalization processes enhance the economic, political, ideological, cultural (educational) relations between various countries and groups of countries. Depending on these global processes, each state builds its education path to be in a condition of constant competitiveness, to cope actively with the challenges of the objective reality.

*Internationalization.* Internationalization is focused on developing national education systems, reducing the gap between various national systems, achieve the equally high standards. Due to the internationalization, there is a mutual enrichment of the education content. At the same time, each country in accordance with its needs, cultural features and education traditions independently determines, chooses the paths and means of achieving these standards.

*Democratization of education.* The priority problem in developing the global educational policy remains to be the democratization of education in the context of anti-egalitarian approach based on the principles of succession and continuity of education, ideas of variability, differentiation, diversification, personal identity and reflexivity, availability of high-quality education and ensuring the rights and social security of all participants of the educational process.

*Massification and customer orientation* of higher education led to serious competition among universities, and the globalization of education became the basis for forming strategic alliances between several universities from different countries. As a result of massification, education becomes inclusive (universal) and affordable for various segments of the population. Almost everyone is studying at almost any age (transition to universal higher education in economically developed countries, life-long learning).

*Humanitarization* of education is designed to form spirituality, culture of personality, planetary thinking, and holistic view of the world. Level of achievement in the basic humanitarian culture determines the personality development in harmony with the universal culture.

*Diversification of education* is manifested in the expansion of the variety of approaches to defining the content of education (composition of disciplines and their interaction), to organization, methodo-logy, methods, technology, knowledge control, and identification of new specialties. It is on this basis that a new quality of specialties and disciplines, methods and technologies in education management emerges.

Analysis of leading education systems and universities of the world shows the following trends in their practice:

1. *Increased accessibility (inclusiveness) of education* is ensuring rights and social security of all participants of the educational process, gender equality, inclusive education, i.e. involvement of not only students with special educational needs, but also targeted support for students from low-income families, from among national minorities, etc.

2. *Internationalization.* Globalization processes in the field of higher education are manifested as internationalization of education.

3. *Life-Long Learning.* Today the trend of Life-Long Learning dominates in the world, when training passes through the whole life, unlike the former model "education for entire life". Now, they are already speaking of LLL & LWL, continuous education is presented as life-long and life-wide learning. Life-wide learning (LWL) involves expanding the coverage of various aspects of human

life with training, training not only in professional skills, but also in other vital, necessary and just interesting to competencies.

When making adjustments to the current University Development Strategy for 2020-2025, according to the protocol decision of the authorized body - the Ministry of Education and Science of the Republic of Kazakhstan dated September 16, 2021 ("by December 15 of this year, review and approve the development strategy of universities"), we took into account new challenges associated with the spread of the coronavirus pandemic, leading to the most serious full-blown crisis in the last century. It is known that "the integral impact of the pandemic and the global recession has formed a" new reality ", radically changing the basic scenario of Kazakhstan's development. The existing challenges have aggravated, the following trends have intensified: decrease in the competitiveness of the raw material model; accelerating the digitalization of all spheres of society and economic sectors, changing the technological paradigm and consumption structure "(National Development Plan of the Republic of Kazakhstan until 2025 as amended by the Decree of the President of the Republic of Kazakhstan №521 dated February 26, 2021).

### 2.2 Kazakhstan Pedagogical Education: Trends and Challenges

Trends also emerged in Kazakhstan, which determine development of pedagogical education in general. The most significant of them include the following:

1. *Teacher status improvement*. The adoption of the law "On the Teacher Status" creates conditions for teachers and persons working in the education system. Complex of material and non-material incentives: attracting teachers with a master's degree or PhD to work at school (surcharge 10 and 17 MCI, respectively); for small staffing schoolteachers working in combined classes, a surcharge was established for working conditions in the amount of 50 % of base official salary and others.

2. *Profilisation of* HEIs training pedagogical staff. State Program of Education and Science Development for 2020–2025: "For this purpose, the qualification requirements for HEIs and colleges training teachers are strengthened".

3. *Modernization of the system of entering the pedagogical profession* – a change in the criteria for passing creative exams, phased increase of points for enrollment (since 2020 – 70 points), pedagogical retraining (PGCE).

4. *Certification of professional skills*, since 2021 all graduates of the pedagogical profile.

The need to transform pedagogical education is conditioned by the existing gap between the content of the pedagogical HEIs programs and the updated content of school education. It is implemented in the following ways:

1. *Update of teacher training programs* in accordance with the professional standard (by 2022 – 100 %) and the national and industry qualification frameworks in the field of education.

2. *Introduction of a new format of continuous pedagogical practice* from the 1st to the 4th year. Increase in the duration of pedagogical practice, wages for teachers for supervising practical training.

3. *Ensuring compliance of graduates' skills with the practice requirements* – close research and practical interaction of HEIs with preschool and secondary education organizations: branches of Department in kindergartens and schools, attraction of teaching practitioners, etc.

4. *Introduction of dual education elements*. Training of personnel simultaneously in two directions – theoretical and practical. During 1/3 of study time student receives basic knowledge in higher education institution, during 2/3 he/she gets practical skills. Conclusion of contracts with educational organizations ensuring the practice base.

5. *Training of teachers for small scale schools*. According to the Classifier of majors of higher and postgraduate education of the Republic of Kazakhstan, training under dual educational programs of the undergraduate program "Chemistry – Biology", "Mathematics – Physics", "Mathematics – Informatics", "Physics – Informatics", "Geography – History", "History – Religious Studies", etc.

6. *Training of teachers with polylingual education*. Credit share is increased for foreign language. Pedagogical HEIs train teachers in English with the majors of "Biology", "Chemistry",

"Physics" and "Informatics", "Pre-School Education". For the development of three-language education, HEIs of our country shall conduct educational activities according to the model "50:20:30" (50 % – in native language, 20 % – in the second language (Kazakh or Russian), 30 % in English, starting from the 3rd year of study).

7. *Inclusive education.* Creating conditions for equal access to high-quality training for citizens with special educational needs (SEN) at the legislative level is an indicator of social responsibility of HEIs. In this direction, the HEIs of the country work persistently: development of educational programs taking into account inclusion, training of research and teaching staff to work with students with SEN, creation of an inclusive education department, strengthening of the special material and technical base. Update of qualification requirements for teachers working in conditions of inclusive education (subject teachers, teachers, teacher assistants and others) based on professional standard.

8. *Distance education.* Under conditions of the COVID-19 pandemic, the education system works in distance learning mode. Distance education opens up access for students to non-traditional sources of information, improves the efficiency of independent work, gives new opportunities for creativity, gaining and strengthening various professional skills, teachers can implement fundamentally new teaching forms and methods.

9. *Ensuring intellectual, spiritual, moral and physical development of students* – volunteering, civil and social responsibility, leadership, communicative skills, research skills, entrepreneurship, etc.). The tasks of pedagogical teams are to determine the vision and ensure acquisition of the "moral compass" by students. The moral compass is a sense of right and wrong, sustainable habits necessary for a happy life.

10. *Training of teaching staff based on the leveled advanced training programs for teachers in the Republic of Kazakhstan.* Students Functional Literacy Development Program coordinated with the key principles of UNESCO recommendations according to the main modules: new approaches in teaching and training; critical thinking training; assessment for training and assessment of training; use of information and communication technologies in teaching and training; training of talented and gifted students; teaching and training in accordance with the age characteristics of students; management and leadership in teaching.

### Section 3. VALUES, MISSION, VISION

Abai University scholar-educators, staff and students share the following values that create conditions for the development of each member of our team: **Professionalism, Responsibility, Honesty, Engagement, Student-centrism, Leadership.**

### MISSION
"We train teachers anticipating the needs of modern education based on the best practices, national heritage and global approaches.
We raise the prestige of the teacher profession and are the driver of human capital development".

### VISION-2025
"Abai University in 2025 is the leader of pedagogical education in the Central Asia, workshop for teachers of the new formation.

### Section 4. ABAI UNIVERSITY STRATEGIC DIRECTIONS

The university has the following eight strategic development directions:

1. Abai University - Center for Academic Excellence
2. Abai University - Pedagogical Research University
3. Abai University - Open University
4. Abai University - Socially Responsible University
5. Abai University - Engaged University
6. Abai University - Digital University
7. Abai University - Efficient University
8. Abai University - Friendly Campus

## 4.1 ABAI UNIVERSITY - CENTER FOR ACADEMIC EXCELLENCE

Abai University determines its institutional responsibility as ability to identify perspective competences in pedagogy, teaching methods, teaching techniques and develop innovative educational programs.

Abai University is becoming a comfortable environment for inspiration and motivation in obtaining professional knowledge and skills, a space for creative ideas and opportunities in pursuit of progressive changes in the interests of students and employees.

We train teachers of new formation with rich inner world, broad outlook, endowed with reason, spirituality, kindness and pedagogical tact, the one who mastered advanced educational methods and technologies.

The key priority of educating spirituality in Abai University is renewal of national identity and preservation of national cultural code via comprehending cultural traditions and the experience of educating young people, Kazakh pedagogics and ethics, laid down in the works of Al Farabi, Abai and others.

The Abai University Research School of Pedagogy, relying on the synthesis of eastern and western, traditional and modern approaches, will develop the concept of the national education system and the national model of the modern school as vectors for the development of the national education system, taking into account: target setting and expected results; economic conditions and financing; mechanisms and tools for implementation.

Abai University in the context of forming the national education system undertakes the task of developing the Concept of continuous pedagogical education of the Republic of Kazakhstan, consolidating professional pedagogical community (*community of practice*) joining schoolteachers, educators of pre-school and special organization of education, teachers and students of pedagogical colleges and HEIs, public structures in the field of inclusive education for the creation of integrated educational programs.

Abai University in the World Bank project "Modernization of Secondary Education", initiated by the Ministry of Education and Science of the Republic of Kazakhstan, within the framework of the section "Strengthening the Potential of Teacher Education" will develop more than 20 new educational programs (EPs) for the training of pedagogical personnel. As part of the state funding program for the Center for Academic Excellence (CAE), Abai University implements 8 innovative EPs: STEM Biology, STEM Math, STEM Physics, STEM Chemistry, STEM Geography, Special Pedagogy: work with children with autism, Special Education and Inclusion, Digital Instructional Design.

The quality and competitive advantages of educational programs are confirmed by national and international accreditation. By 2025, the number of accredited programs will increase by 35 (currently 76 accredited programs): bachelor's degree - 20, master's degree - 10, Ph.D - 5.

In Kazakhstan, more than 40% of secondary schools are small-scale schools (SSS), which determines the need for teachers in several subjects. The university will expand the pool of programs according to the Major - Minor and Double Major scheme, by 2025 their share will amount to 15% and 25%, respectively, including for the training of teachers of small-scale schools.

One of the priority directions of Abai University will be targeted work to support small-scale schools in Kazakhstan: a digital portal for the provision of methodological assistance "Academy of

SSS of the RK" is being opened; practice-oriented courses on working in a small-scale school; retraining courses for school directors, student projects "Online Tutoring for Students of Small-scale School", "Conducting online master classes, olympiads, contests, etc."

The unique educational environment of Abai University provides professional multilingual training for academic staff, providing the opportunity not only to speak, but also to teach in three languages. We will develop trilingual educational programs to train teachers who speak Kazakh, Russian and English. By 2025, the share of teacher training programs in English is 20%.

Creation of joint and dual diploma educational programs together with leading world universities will be an important direction of improving quality of teacher and specialist training. By 2025, 20 double degree programs will be implemented at Abai University.

By 2025, Abai University will implement 120 online courses (MOOCs) in the disciplines of the psychological and pedagogical cycle.

Effectiveness of implementing educational programs of Abai University will be provided by:
− Competence-based approach to training
− Participation of stakeholders in their development
− Project-oriented training
− Development of dual education
− Personification of student training when choosing paths, courses, and teachers
− Effective system of assessment processes and methods
− Opportunities for personal and academic development, as well as planning the student's personal growth
− Support for students with special needs and cognitive barriers.

Digital knowledge and research competencies will allow Abai University graduates to master an expert level of IT competencies, a complex of research search skills.

The advantage of Abai University is that the university offers quality education opportunities to everyone and at any age. Our priorities are inclusive education, professional reboot, Life-long Learning, and active longevity programs.

To realize the concept of Life-long Learning, Abai University provides the opportunity for conscious learning throughout life for personal or professional reasons, regardless of age. The priority of the University is the reorientation of teachers in programs of continuous professional development, meeting the needs of the education system in teachers and managers.

The university purposefully improves the quality of the academic staff, creates a Center for Teaching Excellence, a Distance Learning Center.

Center for Teaching Excellence programs:
− *Master's of Education Administration (MEA)* - specialized master's degree in Educational Management
− *on the job* for the training of existing and future leaders of kindergartens, schools, colleges, universities;
− *specializations to choose from: 1) Digital Education, 2) Educational Law, 3) Inclusive Education, 4) Finance and Economics in Education.*
− *Master's of Education Entrepreneurship* for training specialists with a focus on the development of entrepreneurial thinking in students (capstone - an extended business plan);
− *Executive Doctorate in Education (EdD)* - профильная докторантура без отрыва от производства для руководителей организаций образования; specialized on-the-job Doctoral Program for managers of educational organizations
− *Winter and Summer Schools* for Abai University faculty members;
− *PGCE program* - for persons with higher / postgraduate non-pedagogical education, for work in primary school, as well as secondary school subject teacher ("side entrance" to the teaching profession);

- *Certification courses for continuing education* in pedagogical retraining (4 and 5 levels of the Sectoral Qualifications Framework) - for persons with technical and vocational post-secondary education;
- *Courses on digitalization of education*: creation of digital educational content, Online and Digital Pedagogy - for teachers of schools and colleges in Almaty and Almaty region;
- *Abai Learning & Development* Certification Center
- voucher system for additional education
- cooperation with Orleu, NIS, RPhMS, etc.

The University will gradually move from the function of quality control to the functions of analyzing and improving the quality of all aspects of University activities. It is planned to create an Office of Institutional Effectiveness, which is the main tool for monitoring the quality of processes carried out at the university. As a result, a coherent system of internal quality assurance of the academic process will be created, based on the responsibility of the academic staff, pedagogical reflection and teamwork.

Certification Department at the Center of Teaching Excellence is planned to open. Under it, each graduate of Abai University will have the opportunity to receive additional professional certificates as a result of the university's interaction with organizations such as Orleu, successful schools (NIS, BIL, RPhMS, IQanat High School, etc.). Thus, the university will provide micro-degrees (nanodegree) for future educators.

Abai University is a leader in academic integrity in education and science, since Abai University was the first among Kazakhstani universities to receive Certificate on the implementation of an anti-corruption management system in accordance with the requirements of the international standard ISO 37001-2016. To reduce the risk of corruption, Abai University standardizes and automates educational, scientific, managerial and financial processes. The University has the Anti-Corruption Council, the "Parasat" center, the "Sanaly urpaq" student club, and the "Antiplagiat" and Proctoring systems have been introduced.

### DEVELOPMENT OF ABAI UNIVERSITY INSTITUTES AND FACULTY

**Institute of Pedagogy and Psychology.** By 2025, IPP will become a center for innovative training of personnel for the national school, and will introduce the principle of advanced training of the innovative teacher. The Institute will prepare and implement educational programs: Double-Major: Preschool, Primary Education. Graduating, the student receives a double specialty. Development and implementation of full-fledged dual education programs in the following areas: Special Pedagogy, Primary Education as part of the implementation of KAZDUAL programs. Development of autonomous MOOC programs on "Pedagogy" "Psychology" "Inclusive education" "Psychology of Management" "Pedagogy of Higher Education" "Self-knowledge". Dual-degree Master's and Doctoral programs will be created (dual-degree doctoral program with the University of Jakarta, dual-degree Master's and Doctoral programs in Pedagogy and Psychology with the University of Valencia, joint programs with Kazan (Volga Region) Federal University).

**Partners:** Institute of Education of HSE University, Herzen University, Moscow Pedagogical State University, Moscow City University, Jakarta University.

**Institute of Natural Science and Geography.** INSG will be transformed into the Higher School of Natural Science and Geography by 2025. Dual-degree and joint programs of all levels of education, research projects will be created. Educational programs will be developed in accordance with the needs of society, dual education will be developed (pedagogical EP): Geography - Local History (pedagogical EP + new Minor); Geography - Ecology (pedagogical EP + new Minor); Ecology-Tourism (scientific EP + new Minor).

**Partners:** Okayama University, Japan; Sofia University "St. Kliment Ohridski", Bulgaria; Leipzig University, Germany; Uludag University, Akdeniz University, Turkey; Herzen University,

Tomsk State University, Russia; Belarusian State Pedagogical University named after Maxim Tank, Belarus.

**Institute "Sorbonne - Kazakhstan".** By 2025, it will become Kazakh-French Scientific and Educational Hub in the Central Asian region and a dialogue platform for discussing actual issues of International Law, International Relations, Economics and Finance, Management and Education. Kazakh-French Scientific and Educational Center will be created in the following areas: "International Law: European Law", "International Relations", "Economic Specialties", "Education - Pedagogy". Educational programs "French as a Foreign Language" - teacher of foreign language (French-English or French - one of the eastern languages), "Digital Law: Digital Education" will be developed. ISK, as the international dialogue platform for cooperation with employers, will strengthen the base of professional practice with subsequent employment. The social project "Accelerator of Good" will spill over into an international movement.

**Partners:** INALCO, Sorbonne Paris Cité University, University of Poitiers, University of Lorraine, University of Strasbourg, Aix-Marseille (France), University of Lille, University of Perpignan, French Institute for Central Asian Studies (Sorbonne University), Diderot University, Francophone Universities Agency (Paris ), Paris Saclay University, state bodies of the Republic of Kazakhstan and FR, the Chamber of Commerce and Industry of France-Kazakhstan, etc.

**Institute of Mathematics, Physics and Informatics.** The Institute will be transformed into the Higher School of Mathematics, Physics and Informatics. Dual-degree and joint programs of all levels of education, research projects will be created. STEM education will be further developed and transformed into STEAM education. Educational programs Double-Major will be developed: "Mathematics and Statistics", "Scientific Physics": "Mathematics and Finance", "Mathematics and IT", "Physics and IT", "Physics and Chemistry". The Institute will open branches of its departments in schools in Uzbekistan, Kyrgyzstan, where there are Kazakh classes.

**Partners**: Krasnoyarsk State University named after V.P. Astafiev, Leipzig University, Moscow City Pedagogical University.

**Institute of History and Law.** IHL until 2025 will become a leading center for the training of teachers who contribute to the preservation of historical memory as the basis of civic consciousness and responsible civic position. By 2024, 3 double-degree educational programs will be introduced in the following areas: 6B01601 - History, 6B04201 - Law, 6B02202 - History-Geography. New educational programs "Digital History" will be developed.

**Partners:** Marmara University, Istanbul University, Lithuanian University of Law.

**Institute of Philology and Multilingual Education.** IPME until 2025 will become the Graduate School of Philology. New educational programs will be developed and implemented: EPs "English Language and Literature", "Translation Studies" in the programs "Russian-Kazakh translation" and "Kazakh-Russian translation", "Philology and Informatics", "Computer Technologies Linguistic", "Philology and Modern Information and Communication Technologies", Master's program "Philology and Media Communication ", EP "Digital Humanities", " Projects Specialist-Teacher"). Joint and double-degree EP will be developed in conjunction with the world's leading universities: EP "Turkology" with Firat University, Kastamonu University (Turkey). The institute will become a center for international project activities involving the development and implementation of digital tools for measuring reading skills on the basis of Kazakhstan schools.

**Partners:** Mogilev State A.Kuleshov University (Belarus); Sofia University (Bulgaria); University of Education Freiburg (Germany); Lithuanian University of Educational Sciences (Lithuania); Tallinn University (Estonia); Kazan Federal University (Russia); Pomeranian Academy in Slupsk (Poland); Maltepe University (Turkiya); Mugla Sytky Kochman University (Turkey).

**Institute of Arts, Culture and Sports.** IACS will become a recognized center for the training of teachers in Art, Sports and Military Training, as well as specialists in Art Management. Double-degree educational programs will be introduced in the specialties "Painting", "Design", "Fashion Design" Bachelor's, Master's degrees with Hanshan Normal University, Akdeniz University, Marmara University (Antalya, Turkey), Higher School of Pedagogy (Heidelberg, Germany), Novosibirsk State Pedagogical University. A new educational program "Art Management" will be introduced. Jointly with partner universities, the Institute will organize training courses, international master classes and teaching staff exhibitions.

**Partners:** he National Committee for Intangible Cultural Heritage under the National Commission for UNESCO and ISESCO, UNESCO Almaty Cluster Office, Federation of UNESCO Clubs, Association of Turkish Craftsmen, Union of Designers of the Republic of Kazakhstan, Union of Artists of the Republic of Kazakhstan.

**Faculty for Foreign Citizens and Pre-university Training (Foundation)**

The faculty will become a Center for Pre-university Training of Citizens of the Republic of Kazakhstan and Language Pre-training for Foreign Students for further continuation of their studies at the university. By 2025, a double-degree educational program with the Moscow State Pedagogical University will be implemented; development of new educational programs "Business Russian Language Level B2-C1". The work of Abai Centers abroad (Vietnam, RF) is being reformatted and revitalized; the research projects of the faculty will increase, an increase in the number of publications in journals of international scientific level.

**Partners:** Creation of international research groups in collaboration with foreign partner universities MCU, RUDN (RF), Zhejiang Institute (Yuèxiù, PRC), Ili University (PRC).

## 4.2 ABAI UNIVERSITY - PEDAGOGICAL RESEARCH UNIVERSITY

Abai University will become the center of modern scientific directions and foresight research, including in the field of national education and national training, Inclusive Education, Preventive Pedagogy and Psychology, analysis of foreign Pedagogy.

At least 30% of conferences held at the University will have international status, at least one annual conference will be indexed in the Scopus database. The share of academic staff, employees who took part in international scientific conferences will increase to 30%. By 2025, one third of the academic staff will participate in scientific research. By 2025, more than 20% of academic staff will have publications in peer-reviewed international journals indexed in the Web of Science and Scopus databases.

One Abai University journal will be included in the Scopus database. The program of scientific internships for the academic staff of the University in the world leading universities will be implemented, pool of research Professors and postdoctoral students has been created - up to 30 employees as well as at least 10 international experts.

**7** international research projects will be implemented jointly with foreign universities and research centers. The share of teaching staff, employees participated in international scientific projects will be **3%**.

By 2025, up to **1%** of the Abai University budget will be allocated to finance research activities, of which extra-budgetary funds, raised funds (from the republican budget, international sources, endowment fund, funds from private partners, business partners, through fundraising, etc.).

Creation and implementation of the Roadmap for the Commercialization of Scientific and Scientific-pedagogical Products of Abai University with an income of **10%** of the volume of internal grant funding.

The university will introduce a **small seed grants** program following the example of the most successful foreign universities. These seed grants will allow aspiring university professors to build their research agenda, develop topics for future research and, based on the results, prepare a grant

application for funding. Thus, a research culture will gradually develop, as well as a culture of attracting grant funding.

Scientific Advisory Council will be created - a collegial body for the development of scientific and (or) scientific and pedagogical activities. The Ethics Council will be created - a collegial body to prevent violations of the principles, norms and mechanisms of ethics of research in education.

## 4.3 ABAI UNIVERSITY - OPEN UNIVERSITY

"Internationalization is the process of purposefully giving higher education an international, intercultural or global dimension" (Jane Knight). The events of the past two years have shown that the pandemic caused by COVID-19 is making its own adjustments in the alignment of approaches to internationalization. According to official statistics cited by the International Association of Universities in its first report, the impact of the pandemic has caused partnerships to weaken to 59%, and academic mobility rates have dropped to 89%. In order to develop continuation of the internationalization process of higher educational institutions all over the world, they are revising the development strategies of this process. Abai University does not stand aside and, studying best practices, also revises the direction of development of internationalization.

One of the priority directions of Abai University for the development of internationalization has chosen the concept of "home internationalization", which Jos Beelen & Elspeth Jones define as follows: "a process aimed at introducing for all students the international and intercultural dimension of formal and non-formal elements of the educational program within the local educational environment". This concept implies the creation of conditions for expanding the development of incoming academic mobility of students, academicians and employees of partner universities to Abai University.

To implement the concept of "home internationalization", the university plans to develop "virtual mobility", the second direction, which will allow our students, without leaving the country, to receive an education online during a semester or the entire academic year. This work is already being carried out under the pressure of the pandemic and in the future will be implemented as one of the types of academic mobility. In addition, it is necessary to develop multilingual educational programs within the framework of double-degree or joint programs with partner universities, provide the necessary conditions for the residence of foreign teachers and students that meet modern requirements, establish equal cooperation, and plan to implement an increase in the number of academic mobility and internships within the framework of international exchange programs, such as ERASMUS +, DAAD, Mevlana, Bolashak.

During the implementation of the internationalization process, Abai University faced factors that hinder the development of internationalization, such as the language barrier among teachers and students; the presence of differences in academic cultures, including financial and regulation. To promote internationalization, the university will organize language courses for IELTS preparation. Thus, we can observe the dynamics of an increase in the number of English-speaking teachers and students, which will allow us to maintain a base for participation in international exchange programs, international educational forums and other events. The peculiarities of academic cultures, including financial and regulation, can be solved through the joint development of double-degree and joint educational programs that will exclude differences in the academic process of partner universities.

Abai University will become the leader of pedagogical education in the CIS by 2025. Abai University will become a benchmark for pedagogical universities in Eurasia, strengthen the position as a Co-Chairman of the Eurasian Association of Pedagogical Universities, and also become a member of international organizations such as: International Council on Education for Teaching (ICET); World Association for Pedagogical Studies; International Association of Educators (INASED); European Correctional Education Association; World Organization for Early Childhood Education; International Adult Education Council; International Association of Teachers of Russian Language and Literature, etc.

By 2025, Abai University will establish strategic partnership with 2 world centers of pedagogical research, at least 25 contracts and agreements will be concluded for research and educational cooperation, including universities from TOP 500 QS WUR. By 2025, 30% of Abai University full-time academic staff will teach in English / French, 15% of students will be proficient in foreign languages (English / French), on regular basis the language competences certification and improvement will be performed.

Abai University will reach the following indicators of international assessment of higher education:

– Share of teaching staff teaching in English – 25 %
– Share of teaching staff teaching in French – 5 %
– Share of teaching staff that completed internship in foreign universities (IP "Bolashak", scientific internships) – 3 %
– Share of students who completed internship in foreign universities – 10 %
– Share of students of dual diploma/joint educational programs – 5 %.

The results of research activities will be:

– Opening of International Research Center of dual education (Observatory of the best practices) within the project KAZDUAL program of Erasmus+;
– Number of joint international research projects in the framework of international programs (American Council, Erasmus+, DAAD, etc.) will increase up to 8.

Abai University will become a recognized brand abroad due to cultural and educational activities of Abai Center partner HEIs: six active ones (China, Turkey, Vietnam, Russia, and Poland) and newly open one (Uzbekistan, Karakalpak State University named after Berdakh).

## 4.4 ABAI UNIVERSITY - SOCIALLY RESPONSIBLE UNIVERSITY

The importance of the formation of the competitiveness of the future teacher lies in the fact that the developing market places high demands on the specialist. In all spheres of activity, such qualities as social responsibility, adequate perception and mobile response, independence and efficiency in decision-making, readiness to make difficult decisions, socially active action, including the protection of their rights, the ability to quickly adapt to new conditions, are becoming increasingly important, and other qualities that determine the competitiveness of an individual.

At Abai University, the education of youth will be focused on the national educational ideal, the system of basic national values, as well as the formation of universal human values based on the "Self-knowledge" program.

The formation of a high level of national self-awareness of future specialists will be carried out in the context of the three most important components of the ethno-forming, civil, and universal directions.

The concept of the Great Abai "Tolyk Adam" ("Integrity person") will become the basis of the national education of Abai University. Through a deep study and popularization of the heritage of Abai, we will educate young people in the spirit of patriotism and love for the Motherland, form the moral and spiritual qualities and national identity of the future teacher.

On the basis of Abai's wise sayings "Keeping Mind, Heart and Will in unity, you will easily come to a rare wholeness", we will create a new model of national education. Keeping in unity the three concepts of Great Abai "clear mind", "strong will", "warm heart", we will educate a teacher of new formation, spiritually developed, socially responsible, creative person striving for constant self-improvement.

The University will:
– Center "Ұлттық тәрбие" ("National Education") was created
– the content of the training course "Ұлттық тәрбие" (National Training) has been updated
– Developed Abai's moral code " Адам бол" (Be a human)

Abai University will become an open platform for the socialization and development of the creative activity of young people. A set of measures will be implemented: *Program for training and*

*development of talents*, *methods of coaching, mentoring* will be developed, social and psychological assistance service will be opened.

The development of the soft skills of Abai University students will contribute to instilling in young people the skills of communication, teamwork, planning, and time management. *The HUB of student entrepreneurship* will be opened at the Coworking Center. Students will be involved in professional tutoring, preparing children for Olympiads, organizing school-wide educational events, working with difficult teenagers, developing communication skills in Kazakh, Russian, English in the Speaking Club.

Abai's concept "Tolyk Adam" will become the basis of all areas of Abai University's activities, as well as the system of student self-government. *The Student Parliament* will become the core of Abai University's student government. Students will be included in the management bodies of the University.

The student theater "Abai" will be opened, the project of the Institute of Arts, Culture and Sports "*Art-Digital Institute*" will be implemented. For the development of university sports and a healthy lifestyle until 2025, it is envisaged:

– Infrastructure and material base improvement
– Opening of "*Work Out*" grounds at the territory of dormitories
– Opening of clubs of climbing, hiking (tracking), mountain tourism, cheerleading
– Creating *League of young chess players*
– Opening of a special zone for *cybersports and gamification*
– League "*Тоғыз Құмалақ*" (*"Togyz Kumalak"*).

As part of the "Rukhani Zhangyru" program, tourist tracking events will be organized in the foothills of Almaty, educational excursions to the sacred places of the Almaty region "Uly Zhibek zholymen". Abai University brings up highly intelligent young specialists with professional knowledge and skills, creative skills that will be in demand in the labor market.

The university's social policy strategy is to provide social services for certain categories of the population. The university has a flexible system of discounts for tuition for freshmen who have scored high UNT scores, students from among socially vulnerable categories (orphans, students with special educational needs, from low-income and large families). The total amount of discounts for training in the 2020-2021 academic year was 270 591 035 KZT.

**Abai University** is transforming into a modern metasubject, interprofessional and "transfessional" space of opportunities, in which new formats and teaching practices are formed, creating conditions for the personal self-development of students and their sociocultural self-determination.


## 4.5 ABAI UNIVERSITY – ENGAGED UNIVERSITY

Abai University will become an engaged university aimed at solving specific problems of education in Almaty and the country as a whole. Thus, in the process of implementing the Strategy, through extensive interaction with educational organizations, educational departments, subordinate organizations of the Ministry of Education and Science of the Republic of Kazakhstan, non-governmental organizations and other participants in the education system, Abai University will interact with all stakeholders.

Abai University's engagement is based on the following principles: transparency, publicity, credibility, dialogue, relevance and scale of educational programs, efficiency and social engagement. The basis of Abai University's activities is the balance of interests of all participants in the educational process (*students - teachers - university - society-state*).

Impact ideas (*city, district, society*) will be implemented through the directions of influence "*University - School*" and "*University - Community*". Educational institutions, NGOs, local authorities, socially oriented business in Almaty and Almaty region.

*The direction of impact "University – School"* will focus on expanding the scale of direct (high-quality training of school teachers) and indirect (training of applicants with a high level of knowledge by schools) cooperation of the University and school.

The permanent presence of the University at school (annual pedagogical practice of graduates, internship of teaching staff, systemic career guidance work, etc.) will contribute to early self-determination of schoolchildren in choosing the profession of a teacher, will allow identifying preferences of school leavers and demand for new training directions, in-demand by the regional economy, promote areas of specialists training (event "Student for one day").

Special groups will be created from among the best students who will actively practice in schools. Students who have shown good results during the internship period will have the opportunity to find a job.

Within the framework of the direction of influence "*University - Community*", Abai University will become a modern metasubject, interprofessional and "transfessional" space of opportunities, in which new formats and teaching practices are formed, creating conditions for personal self-development and socio-cultural self-determination of a person.

Abai University, applying for reference status in the city of Almaty, in the *"University – Community" project* will use social and cultural potential of the University campus in developing the city communities. It is planned to arrange events for: – *Society consolidating* (forums, conferences, festivals, etc.)

– *Society educating* (open public lectures, disputes, trainings, master classes, etc.)

– *Assistance to the society* (volunteering, social events, consultations for socially vulnerable citizens and other categories in need of support)

– *Mobilization of society* (city and nation-wide public forums on topical issues of social and economic, spiritual and cultural development of the city and the region jointly with akimats)

– *Strengthening of the Abai University brand as a socially responsible university* (informational, advertising, PR events, opening of audiences and laboratories in the name of outstanding people, which makes the names of these people related to the city and region, more recognizable).

Abai University develops student volunteering. Social project "*Accelerator of Good: Izgilik elshysi*" became a nation-wide volunteer movement, students of 17 HEIs of the Republic participate in it. The project is aimed at increasing the activity of civil society, attracting young people to volunteering, instilling humanism, responsiveness, compassion, decency and spirit of Kazakhstan patriotism. Project office of "Accelerator of Good: Izgilik elshysi" will become a volunteer hub implementing the policies of human decency among the population and providing legal assistance, social support for poor and persons who have found themselves in a difficult life situation. By 2025, the national volunteer movement "Accelerator of Good" will acquire international status; volunteer activities will be implemented with the participation of international organizations, foreign experts, volunteers. Within the framework of the "*Digital Volunteering*" project, a *digital front office* will be opened, where volunteer students will exercise cyber support of training sessions. Every student who is willing and academically successful will have the opportunity to support lagging students and students from low-income families through the "Web Tutor" tutoring system.

The *database of teachers of Almaty region* will be formed, which will give the opportunity to provide life-long professional and career support to graduates of Abai University and colleagues.

Youth of Abai University will be an active participant of the International student program of social entrepreneurial projects *Enactus*. It is planned to open a *business incubator*. This will create conditions for developing talent and abilities, demonstrating products of creative activity of young entrepreneurs.

Abai University plans to develop *social projects* for nursing homes, orphanages, children with special educational needs, and implement them jointly with city and district akimats, other city organizations.

A new discipline "Service Learning" is introduced into the educational process to educate high ethical and moral values in young people, to form social experience of serving society. Abai

University will become a methodological center for developing content for and teaching of this course.

At Abai University, students are fostered with integrity and anti-corruption values, and a survey is conducted to identify violations of academic integrity and corrupt behavior. The University staff applies anti-corruption management system standards, forms an anti-corruption worldview and prevents possible corruption manifestations. We provide open access and transparency of information on all issues of the scientific and educational process for self-realization of students and teaching staff. The "Good Accelerator" project also serves to foster the integrity of students.

In order to provide the best schools in the country with successful young teachers, the university will create **Honors College** (an elite group of the most advanced students). For the selection of students at **Honors College**, a special competition will be organized among second-year students of the Bachelor's level. The main requirement for the selection will be high academic performance and recommendations from teachers. The best students, according to the results of competitive selection, regardless of the main EP (pedagogical profile), will be provided with additional certification courses in pedagogical skills, intensive English courses. In addition, these students will receive an increased scholarship. Thus, the university will be actively involved in meeting the real needs of schools - potential employers. The practice base schools will become funding partners for this program.

## 4.6 ABAI UNIVERSITY - DIGITAL UNIVERSITY

Abai University successfully adapts a system of digital generation surrounded by a dense digital medium. Based on the "Leaning Ecosystem" concept, the University reconsiders the teaching process in connection with the rapid development of information technologies, systems and resources used also in the field of education. Digital Training Ecosystem is an integrated environment, where all subjects: students, teachers, administrators, librarians, parents interact not only among themselves, but also with many innovative products, technologies and teaching methods. Digital Learning Ecosystem of Abai University involves the introduction of digitalization tools into the educational process: artificial intelligence, virtual and augmented reality in teaching.

Digital Learning Ecosystem of Abai University will include:

– *Center for innovative educational digital technologies* that converts traditional didactic models into innovative ones using digital educational technologies and their constant updating;

– *Pedagogical STEM-park*, which develops start-up projects based on interdisciplinary knowledge in the field of scientific and engineering technologies, theory of solving inventive tasks (TSIT);

– *Workshop* for the development of digital educational resources based on pedagogical design;

– *Virtual (electronic) library* with access to video lectures, electronic interactive and multimedia educational materials, virtual simulators for the main courses of educational programs;

– Leading republican and global platforms of *open on-line education EdTech-kz, Open Edx-kz, Coursera, EdX*. Inclusion of the courses presented on them into Abai University curricula and posting of author courses by Abai University teachers;

– *System of educational data-engineering* implementing adaptive learning based on Big Data and artificial intelligence;

– *Technical support service for digital learning*, digital volunteering;

– *Digitalization and diversification* of educational programs (analysis of professions IT content);

– *Gamification* (use of game methods in non-game situations affecting an increase in the students involvement and motivation;

– *Development of credits accounting mechanisms*, recognition of the results of training and alternative certification of students studying via MOOC-platforms of rating universities (TOP 600 according to QS/THE) and global level IT-vendor certification courses;

– Control and assessment system based on Open-Book, Open-Paper, Thinking, Take-Home exam; introduction of proctoring technology using *biometric data of students* (verification by image,

tracking head turn, extraneous sounds and people in frame, distance from camera, switching tabs, fixing the "hot" key combinations, definition of the second monitor in the desktop version, automatic report on student violations to the proctor at the end of the exam).

Abai University stands for maintaining the key role of the teacher in e-learning process, by systematic improvement of ICT competence, improving the status of teachers – authors of digital educational resources: MOOC (mass open on-line courses), virtual laboratories, interactive simulators and other products in demand at the republican level. The University develops an IT-competence improvement programs for the teaching staff and employees.

*Digitalization of Management Processes.* Abai University will create a single information space by integrating and improving corporate subsystems – automation of financial and economic activities, educational process, research activities, educational work, the student service center "Shapagat", etc.

*Digital University Infrastructure*. Computer equipment and hardware peripherals park will be upgraded, training classes, laboratories and media studios will be created and provided with high-performance digital equipment. Development of network technologies will be provided by an increase of server and storage systems capacities in accordance with the growing needs of the subsystems of the corporate information system, modernization of the local network, access to the Internet and Wi-Fi. Abai University guarantees cybersecurity: advanced network infrastructure and data protection methods will be implemented; access control system will be improved in academic buildings and dormitories; IoT to create a secure environment at the campus with advanced face recognition technologies. *Situational center* will be created to manage the learning process and security systems.

## 4.7 ABAI UNIVERSITY - EFFICIENT UNIVERSITY

To ensure the implementation of the Development Strategy, the University will focus its efforts in several directions:

1) *Diversification of income sources*:

We intend to:

– Concentrate on developing those activities that can bring the greatest economic effect

– Attract actively funds of interested organizations, investors, sponsors, foundations to increase the University income base

– Bring the level of revenue and expenses planning to the level of institutions as if they are income-generating units simultaneously being major cost centers

– Develop a list of budget indicators of income and expenses for objective assessment of the University development by the Board of Directors

– Conduct an objective assessment of financial procedures of payments and achieve an increase in financial discipline

– Automate the budgeting process from the level of institutions and other structural units to the level of the University as a whole.

**Table. Anticipated revenue** *mln KZT*

| Parameters | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 |
|---|---|---|---|---|---|---|
| **Income from the state budget** | **4765** | **6573** | **6891** | **7509** | **7673** | **7837** |
| **Other revenues, including:** | **2616** | **2941** | **4022** | **4308** | **4521** | **4739** |
| – Paid education | *2365* | *2725* | *3597* | *3745* | *3830* | *3914* |
| – Research | *40* | | *60* | *85* | *120* | *170* |

| | | | | | | |
|---|---|---|---|---|---|---|
| – Advanced training | *16* | *12* | *40* | *100* | *140* | *170* |
| – Other incomes | *195* | *204* | *325* | *378* | *431* | *485* |
| **Total revenue** | **7381** | **9514** | **10913** | **11817** | **12194** | **12576** |

Growth of revenues for 5 years by 71 % (student body growth – 12 %).

*Risk assessment*

We have determined the first task of the risk management in implementing the draft development strategy of Abai University for 2020–2025 to be the identification of possible risks that are the process of identifying risks that can impact the project or the activities of the University as whole, documentary records of risks and their characteristics.

Education activities in all forms and types are related to various types of risks. We have assessed only the main risks that are peculiar for the process of implementing the Development strategy as a separate project.

First of all, the risks are divided into external in relation to the University and internal, inherent to the University activity itself.

The following *external risks* in relation to the University include:

1. Coronacrisis associated with the pandemic and its economic, socio-cultural consequences (decrease in the population's ability to pay, limited mobility of people, etc.)

2. Changes in legislation and regulations in the field of education that can reduce the University's ability to provide basic services (ambiguity and inconsistency of legislation in the field of education and research, the choice of grants distributed by the state represented by the Ministry of Education and Science of the Republic of Kazakhstan in favor of those educational programs).

3. High competition in the educational services market, a mistake in assessing the market potential and the entry of a strong competitor into the market.

4. Profiling of universities.

5. Digital transformation and deepening of the "digital divide".

6. Environmental risk - environmental pollution, natural disasters, etc.

7. The residual principle of financing scientific and educational activities.

At the same time, to the range of *internal risks* inherent to the University activity itself, we categorized the following main risks:

1. Reassessment of own's capabilities to achieve the goals of the Strategy in the planned time frame.

2. Difficulties in organizing business processes and communication with partners.

3. Lack of demand for educational programs and unprofitable recruitment for educational programs.

4. Decrease in funding for research activities.

5. Morally outdated IT architecture. Lack of qualified IT staff at the university due to low salaries.

6. Financial risks. These risks are associated with the likelihood of losses, losses, receipt of planned income not in full, reduction or non-receipt of planned income. Lack of diversification of sources of income.

7. Reputational risks (for example, the situation with the construction of a hostel in the area of the Central Park of Culture and Leisure).

Abai University strives not only to be the best in the field of education, but is also interested in being one of the most attractive employers in the Republic of Kazakhstan. We are introducing new processes and simplifying the existing ones, which are aimed at: intellectually saturated environment, develops a mechanism to ensure a competitive level of remuneration and social package. This will allow the University to ensure a balance between teaching and research, attracting qualified, creative human capital.

We introduce a new *HR policy* that is aimed at:

1. Implementation of 1C for the personnel policy department, which allows integrating personnel processes with the relevant services, such as the legal department, accounting, and also the office. This software will automate business processes in the field of personnel policy, help reduce the workload on employees, thereby focusing on the development and implementation of an internal training system for administrative and management personnel. The implementation of the program will reduce the average labor input of work processes by an average of 40%.

2. Introduce internal staff training through continuity using a cascading model. Administrative employees have planned a schedule of external training for 2022, it is planned to participate in external training courses, such as, "Requirements for the Organization and Remuneration for Various Forms of Work, Work Schedules with Changes and Additions in 2021" and many other topics. These training programs will allow administrative staff to conduct weekly internal trainings for various services that are directly involved in the University's business processes. Developing its own internal trainers will allow the University to reduce the cost of external training.

3. Formation of internal and external personnel reserve.

The purpose of the formation of the personnel reserve:
- Prevent the possibility of a crisis situation in the event of the departure of an employee occupying a key position;
- Provide the University with a reserve of highly professional and effective managers who are ready to develop business in accordance with the adopted strategy and culture;
- Retain and motivate talented executive leaders;
- Maintain a positive employer reputation;
- Reduce the cost of recruiting and onboarding a new employee.

4. "Advisor's Week" - a program for the exchange of experience between graduates of the last courses and Abai University as a potential employer. This program will allow graduates to immerse themselves in the work environment and understand the processes of recruiting and working with personnel. Implementation of a networking session with existing employees in order to organize joint brainstorming sessions, and identify the most appropriate solutions that will help improve the University's personnel policy. The most ambitious and promising students will be offered positions as interns, who will subsequently be able to find employment at the University, thereby helping to strengthen the brand and attractiveness of the University from the position of an employer.

5. Gradual implementation of KPIs (Key Performance Indicators) at the University. The purpose of which is:
- Determination of the effectiveness of the current activities of the University;
- Formation of plans, strategies and forecasts for the coming years;
- Timely identification of problems and elimination of them;
- Correction of all business processes in general;
- Assess the performance of employees.

The use of key performance indicators at the enterprise will help increase the productivity of processes and objectively assess the work of employees. All this together contributes to the achievement of the strategic goals of the University.

1. *Ensuring HR-Management Professionalism:*
- By 2025, it is planned to create HR department, introduce HR analytics, digital HR, new principles and mechanisms of recruitment, rejuvenation of staff potential, evaluation of the staff effectiveness and motivation
- Development and implementation of a system for assessing the effectiveness of top management KPI.

2. *Abai University human capital development:*
- Formation of *talent management policies* (determining the need for talents, attracting outstanding candidates, identifying leaders and formation of "stars" within the University, offering them individual paths of development and training);

– *Management of personal life and career paths* of employees
– Increase in investments in *human capital*

Abai University forms *talent management policy*, since it seeks to become an attractive place of employment for energetic and initiative people who can generate new ideas, master advanced educational technologies, actively engage in research, and promote the versatile development of employees and students.

By 2025, Abai University will ensure the share of women in the board and the share of women in structural divisions of at least 30%.

Flexible personnel policy aimed at achieving the Strategic Development Goals of Abai University will contribute to forming a creative corporate environment, in which contribution of each employee is appreciated and rewarded.

*Corporate culture.* Fulfillment of the mission and achievement of the strategic goals of Abai University requires strong corporate culture. Abai University Corporate Culture Code will be revised.

The University develops and strengthens corporate culture that is able to influence the active growth of performance indicators, increase the prestige of Abai University in the Eurasian and global scientific and educational space. We educate commitment to corporate values, spirit of innovative development of the University; develop initiative, leadership and self-development of the teaching staff, employees and students.

**Our key values:**

1. Professionalism is the key feature of Abai University representatives. The University teaching staff has professionalism manifested via a high level of teaching skill, talent to put heart and soul in their work, interest in the future teachers training. Employees qualitatively and timely fulfill the tasks set for the benefit of the University and the whole society.

2. Responsibility - the willingness to fulfill obligations, make decisions and be responsible for their results. Responsibility is the basic model of behavior of each employee of Abai University in the relationships with environment inside and outside, it is impossible to maintain reliability without responsibility.

3. Honesty - Abai University cultivates the virtue of honesty, which includes truthfulness, integrity, faithfulness to commitments, sincerity to others and to oneself. Abai University will do its utmost to promote respect for the rights and freedoms of all; intolerance to corruption; observance and protection of intellectual property rights.

4. Engagement: Abai University measures its actions against the impact on society as a whole. "Social responsibility is based on the belief that education plays an important role in the life of society as a whole, helping to solve the most complex problems of our time. The university is ready to take responsibility, share the solutions, share experiences, support social professionals, that will help make this world a better place today and in the future. We are open to dialogue with full information transparency and awareness in all areas of our university.

5. Student-centrism: "Student is our main value. We facilitate revelation of student's potential". Focusing on the personality of student, we create a harmonious educational space for mastering knowledge, professional socialization, and adaptation, we instill respect for the future profession, develop critical thinking and tolerance skills. Contributing to the development of initiative and leadership skills, attracting to corporate governance, we form civil activity of our students.

6. Leadership: "Abai University is the university for Leaders!" Our university is a community of idea-driven, initiative and responsible people, who seek to be always a step ahead in knowledge, technologies, ability to carry other people with them.

## 4.8 ABAI UNIVERSITY - FRIENDLY CAMPUS

Abai University campus located in the historic district of Almaty is the cultural center of attraction for citizens. The ecosystem consisting of academic buildings, scientific laboratories, sports and social cultural facilities, and dormitories also includes architectural monuments that form a unique appearance of the University campus.

The architectural concept of the University infrastructure complex will be radically revised to competently "fit" the Abai University campus into the city landscape, but at the same time all facilities

will be in equilibrium with the surrounding nature and human, forming a single environment-friendly and creative ensemble. The idea of harmonious integration of architectural masterpieces and modern academic buildings will allow transforming the infrastructure of the University and adjacent territories of the district, creating a favorable eco-surroundings for students and residents of the city. Each academic building will have arranged open co-learning spaces. In addition to teamwork rooms, there will be quiet and cozy reading zones, and areas for taking on-line courses, as well as cafes, comfortable zones for creativity, informal communication and leisure of students and employees.

Abai University will strengthen the development of its material and technical base via equipping class rooms, computer classrooms, scientific laboratories with innovative equipment, multimedia and software.

The M. Auezov educational sports complex, consisting of a stadium, running tracks, gyms, will be renovated due to a competent architectural concept and its unique location in the park area. Conditions for sports activities for students and teaching staff will be improved.

## STRATEGIC INDICATORS-2025

| | |
|---|---|
| Share of full-time teaching staff involved in scientific research, %   (25%) | 33 |
| Share of full-time teaching staff with publications in peer-reviewed international journals indexed in the Web of Science and Scopus databases, %   (16%) | 20 |
| Share of master and doctoral students, % (10%) | 15 |
| Number of joint international studies, units  (5) | 7 |
| Foreign students share, %  (3%) | 5 |
| Number of attracted foreign teachers, people  (10) | 10 |
| Number of dual diploma educational programs  (15) | 20 |