

NATIONAL HIGHER EDUCATION EQUITY POLICY

Kazakhstan



Policy Frameworks

Does equity with regard to supporting students from low-income or marginalized populations to enter or succeed in higher education feature in any government produced policy documents? If so, which government policy document(s) are these and can you provide website link(s) to them?

According to the resolution of the Government of the Republic of Kazakhstan dated February 28, 2012 № 264 “On the statement of sizes of a quota of reception at receipt on study in the organizations of education realizing educational programs of technical and professional, post-secondary and higher education”.

- <http://adilet.zan.kz/rus/docs/P1200000264>
- <http://adilet.zan.kz/rus/docs/V1800017800>

What policies and actions are described in these government policy documents in terms of supporting students from low-income or marginalized populations to enter or succeed in higher education?

Each year 30% of the state scholarships (free full education) are given to the rural applicants, 1% are for the disabled of I, II groups, children with disabilities and disabled since childhood, another 1% are for orphans, and 4% are distributed among people of Kazakh nationality, which do not have Kazakh citizenship, 10% are distributed among citizens from among rural youth moving to regions determined by the Government of the Republic of Kazakhstan and 0,5% among persons equated on privileges and guarantees to participants and injured of World War II.

Is there a standalone policy document dedicated to equity promotion in higher education? If so, which document(s) is/are these? Can you provide a link(s)?

Yes, resolution of the Government of the Republic of Kazakhstan dated February 28, 2012 № 264 and order of the Minister of Education and Science of the Republic of Kazakhstan dated November 26, 2018 № 646.

Which equity target groups are identified in the policy documents? (Please choose as many groups as apply in your own country)

- Low-income or lower socio-economic background students
- Indigenous populations
- People from rural backgrounds
- Other groups under-represented in HE
- Students with disability
- Refugees of all kinds (internally and externally displaced; deported)
- Children of people affected by historical violence
- Students with care experience, orphans, youth without parental care

Does the country have concrete targets for the participation of specific equity groups in higher education?

Higher Education Institutions usually set their own targets, although individual data was not available as of this article.

Which agency has responsibility for policies related to equity in student participation/success in higher education?

The Ministry of Education and Science.

Which stakeholder groups are consulted during the equity policy formulation? (Please choose all the stakeholders that are invited to the consultation process in your own country)

- Higher Education Institutions' Associations
- Private sector organisations
- International Organisations
- Student Organisations/Association

Achieving Policy Targets

Are there any non-monetary instruments such as outreach work between schools and universities, reforms to university admission etc. used to promote access/success for students from specific equity groups in higher education? If so, can you describe what they are?

There are reforms to university admissions as were mentioned above, through quotas with more benefits for higher education.

Are there any financial instruments such as bursaries, scholarships and loans used to promote access/success for students from specific equity groups in higher education? If so, can you describe what they are?

State scholarships (free full education) for 6 equity groups, such as citizens with disabilities, persons equated on privileges and guarantees to participants and injured of World War II, citizens from among rural youth on specialties that determine the socio-economic development of the village, persons of Kazakh nationality who are not citizens of the Republic of Kazakhstan, orphans and children without parental care, as well as youth citizens of Kazakhstan who have lost or are left without parental care before they reach the age of majority, citizens from among rural youth moving to regions determined by the Government of the Republic of Kazakhstan.

Who is responsible for monitoring the impact of measures used to promote access/success for students from specific equity groups in higher education?

The Ministry of Education and Science and its subordinate organisation, the Bologna Process and Academic Mobility Center.

What instruments, methods and data are in place to carry out the monitoring and evaluation?

Every six months the Bologna Process and Academic Mobility Center monitors the development of the social aspect of higher education by collecting analytical information from Higher Education Institutions.

What kind of autonomy do higher education institutions enjoy in reaching the policy targets set by government?

Grants are given to the students themselves. The student has the right to choose an educational institution after receiving a grant according to these quotas.

How do you see the role of inter-governmental/international organisations in supporting higher education equity policies? In which areas would be their contribution the most valuable? (1= most valuable contribution 4=least valuable contribution)

1. Facilitating peer learning, exchange of experience among countries
2. Technical assistance and capacity building
2. Financial assistance (grants, loan financing, scholarships)
3. Policy setting

COVID-19 and Equitable Access and Success in Higher Education

How, if at all, has Covid-19 affected the existence and implementation of policies designed to encourage greater access and success on higher education of those from low-income/marginalized groups?

During the pandemic, students with disabilities face difficulties due to a lack of equipment, access to the Internet, usable materials, and support that would allow them to participate in online programs. Kazakhstan, for students who do not have their own computer and access to the Internet, provides places in the university dormitory where computer classes are available.

Sources

This country brief was prepared as part of the [“ASEM National Equity Policies in Higher Education”](#) report, a collaboration between the [Asia-Europe Foundation \(ASEF\)](#) and the [National Education Opportunities Network \(NEON\)](#). The report was launched at the [8th ASEF Regional Conference on Higher Education \(ARC8\)](#) on *“Inclusive and Diverse Higher Education in Asia and Europe”* on 10 September 2021.

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