

Effective Strategy for Kazakhstan Higher Education Institutions (Heis) According to Best Practice in UK

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Abstract

This chapter explores the process of strategy-making in higher education and the development of an effective strategy for universities. The author analyzes the strategies of 3 universities in Kazakhstan and a number of regulatory documents on strategy development. The strategies of leading universities in the UK such as the University of Oxford, and Falmouth University have been studied. The results of the study indicate the need to improve the strategy of universities in Kazakhstan and identifies external and internal factors impeding the implementation of strategies.

Keywords: *Strategy in Higher Education, Quality of Education, University Development, Academic Freedom.*

Introduction

It is essential for Kazakh universities to identify and comprehend their strengths and weaknesses, examine underlying problems, and determine the vectors of further development. We need an effective strategy-making process for universities based on monitoring, taking into account the opinions of experts and involving all stakeholders who are concerned about the development of the higher education system in order to identify these issues. Why are these issues more relevant for Kazakhstan than ever? External factors such as Kazakhstan's relationship with giant neighbours, namely China and Russia, the current geopolitical situation, and economic instability require universities to develop an effective strategy. For this purpose, it is necessary to analyze external and internal factors affecting the activities of the University, and conduct in-depth research in terms of preserving the national interest. The strategies for the sustainable development of Kazakhstani universities are impossible without studying foreign experience and finding ways to harmoniously adapt to the higher education system of our country.

The Purpose of this Project is to study the experience of creating an effective strategy within selected UK universities and identify possible ways of applying it in the development of the strategy of Kazakhstani universities.

Project Objectives

to consider the scientific definitions of the strategy of universities;

to study regulatory legal acts in the field of higher education in Kazakhstan;

to investigate the strategy features of the University of Oxford and Falmouth University;

to analyze the strategies of Nazarbayev University (hereinafter – NU), Yassawi International Kazakh-Turkish University (hereinafter – IKTU) and Turan University (hereinafter – TAU);

to provide general recommendations for further preparation of strategies of Kazakhstani universities.

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Research Design and Methods

The project was prepared as part of our research internship on the Leadership in Higher Education Management programme at the School of Management, University of Bath. In choosing the topic and constructing the main ideas of the project, we were motivated by the lecture materials. Visits to Arts University Bournemouth, University College London, London Metropolitan University, the University of Westminster, Brunel University, Universities of Bristol and Oxford, Falmouth University, as well as meetings with colleagues from these universities have assisted in conducting the research.

The project included a systematic review of the literature on the strategy of universities in order to analyze and determine its role in ensuring the competitiveness of universities. We analysed 35 articles published between 1985 and 2024. The articles have been published in English-language journals from the scientometric databases Mendeley, Scopus and Taylor. Search keywords included: strategy, strategy in higher education, key factors for the implementation of the strategy, the development of an effective strategy. The analysis of the literature allowed me to identify the characteristic features of an effective university strategy and critical aspects of the strategy that Kazakh universities should consider when preparing an effective strategy.

In the course of analysing the strategies of British universities, we sought answers to the following questions: ‘What is strategy in the global context, in particular strategy in higher education institutions?’ ‘What are the peculiarities of the strategies of British universities?’ ‘What ensures sustainable development of British universities?’.

When researching regulatory documents, we sought to conceptualise the following questions: ‘What state-level documents are universities guided by?’ ‘Do regulatory documents assist universities in preparing and implementing a strategy?’.

The next method is a SWOT analysis of universities in the UK and Kazakhstan. The purpose of this milestone was to explore the strengths and weaknesses of the strategies of universities in Kazakhstan. The object of the study was the strategies of 3 universities in Kazakhstan, namely Nazarbayev University (hereinafter - NU), Yassawi International Kazakh–Turkish University (hereinafter - IKTU), Turan University (hereinafter – TAU); The strategy of each university is published on the official websites of universities.

What Is Strategy in A Global Context?

Why is it important to develop an effective strategy for university development? The sphere of higher education of any state has gone beyond the national framework and entered the world educational space. Universities are trying to attract talented students so that they rise to the international level and become leaders in education and science.

In a globalized world, knowledge, research and innovation are becoming crucial resources, and this also affects the public role of universities (Välímáa & Hoffman, 2008; Sanat, at al., 2022). In a global marketplace where national economies compete with each other, higher education institutions are the main force in improving the positions and reputation of their countries through innovation (Marginson, S. 2006). This role supports a strong national link between higher education institutions and national resources as an engine of growth and economic recovery (Lewis, 2014) . This can be compared with the main sectors of the country's economy, such as the automotive industry in Germany or the fashion industry in France. Higher education institutions can be considered as industries serving the national resource in all countries of the world.

A “young” country such as Kazakhstan should explore ways to ensure sustainable development in addition to providing quality education in emulation of the strategy of UK universities and their life-style.

Most British universities have become research universities; that is, their academic staff undertake research, though not all are 'research-intensive'. Additional sources of funding, endowment funds, research funding are an important source of funding for universities. Tapping into these funding sources requires well-designed strategies.

The development of the theory of effective strategy was influenced by scientific research that dates back to the 1990s. Scientific interest in creating an effective strategy is becoming more relevant due to the emergence of new challenges such as marketisation, competition, digital transformation and internationalisation.

Strategy in higher education is interpreted in various ways in the studies of Mortimer, 1985; Chaffee, 1987; Maassen & Potman, 1990; Jones & Lewis, 1991; Sizer, Spee & Bormans, 1992; Rudzki, 1995; Mouwen, 1997; Pounder, 1999; Trim, 2003; Srikanthan & Dalrymple, 2007; Zechlin, et al., 2016; Altbach, 2007; Wespel, Orr & Jaeger, 2013; Friga, Bettis & Sullivan, 2003; Schofield, et al., 2013; Estermann, Pruvot & Claeys-Kulik, 2013; Salmi, 2017; McCartney & Lee, 2014; Casarejos, Frota & Gustavson, 2017; Altbach, Reisberg & Rumbley, 2019; Cheng, 2021; Ma & Ploner, 2023. There are also plenty of studies by Kazakh scientists, such as Hartley, et al., 2016; Yessimova, 2022; Saparova, et al., 2023; Kelgembayeva, et al., 2024; Kaldybay, et al., 2024; Shon, 2024.

Where Does the University Strategy Begin?

The time frame for strategy development and implementation tends to be two to three years in business and five years in universities. Typically, a university's strategy includes statements of mission, vision and values followed by an analysis of the internal and external environment, strategic goals and an action plan for the strategy period. The results of the strategy will be perceptible within five years. For instance, the University of Oxford strategy covers the period from 2018 to 2024, whilst the Falmouth University strategy covers the longer period from 2022 to 2030. The strategy of Nazarbayev University is designed for 2018-2030, and the strategy of Khoja Ahmed Yassawi University is for 2021-2026.

In the process of creating a strategy, the leadership of an educational institution studies the factors contributing to the university advancement, and considers the development of a particular country and region combined with its mission.

Universities have three main missions: teaching, research and public service. These missions have always been in conflict with each other (Faas, et al., 2014; Shaikhova, et al., 2024). The university's strategy will be ineffective unless it is able to skillfully coordinate these contradictory missions in its activities, set specific directions for fulfilling its responsibility to society and plan its implementation within the specified time frame.

An effective strategy includes clear and systematic strategic directions, goals, objectives and anticipated results. The anticipated results are shown by indicators.

The purpose of developing a strategy is related to the need for sustainable development of the university and the successful implementation of its mission and values. The strategy enables universities to achieve their goals within the scheduled time frame. Strategy indicators make it possible to objectively evaluate all aspects of the university's activities.

Recently, the higher education sector has been adapting to the international market for academic qualifications. On the one hand, higher education institutions must behave like for-profit organizations, prioritizing revenue generation in order to survive. On the other hand, they should serve as non-profit organizations that serve the development of education that prioritizes the public good (Council of the European Union, 2014).

Factors Influencing the Strategies of Universities in Kazakhstan

Institutional reforms have been carried out in state universities of Kazakhstan since 2014, According to the State Program for the Development of Education in 2016-2019 (State Programme, 2016), approximately 50% of state universities were to develop according to the NU model and gradually gain academic freedom and institutional autonomy. In 2018, the Law of the Republic of Kazakhstan "On Amendments and Additions to Some Legislative Acts of the Republic of Kazakhstan on the expansion of academic and managerial independence of higher educational institutions" was adopted.

In a university autonomy context, it is an effective strategy that ensures the competitiveness of the university. However, at present, only one university in Kazakhstan – NU has an autonomous status. Its budget is 250 million US dollars per year. The university has excellent opportunities to independently build academic policy.

Despite the adopted law on the autonomy of universities, in fact, other Kazakh universities do not have academic freedom. The evidence of this is the strengthening of total control by the Ministry. The Ministry aims to systematically check universities according to the well-known Order No. 719, which includes 46 indicators (previously there were 105). The lack of actual autonomy is an obstacle to building an effective strategy.

According to the description of university models made by Ronald Barnett (Barnett, 2014), "University 3.0" is a model of an entrepreneurial university that promotes new knowledge, innovations, and intellectual ideas. In my opinion, NU can be classified as a "University 3.0".

The next external factor necessary for the development of an effective strategy is awareness of factors affecting position in world rankings (QS, THE, Academic Ranking of World Universities, US News and World Report and others).

According to (Hartley, 2016) an analysis of the state of the existing 120 Kazakhstani universities reveals that they belong to the "University 1.0" model. Some universities can be ranked as universities 2.0, and only some reach the 3.0 level. This is evidenced by the positions of domestic universities in world rankings (QS, THE, Academic Ranking of World Universities, US News and World Report and others), which demonstrates the low level of their academic and scientific activities and attractiveness.

For instance, according to the to the data of 2022 of QS World University Rankings 2023, a National and Research University in Kazakhstan, namely KazNU is in 150th place, L.N. Gumilyov occupies the 277th place, Satbayev Kazakh National Technical University takes 405th place, while IKTU ranks 701-750th place

Participation in international rankings leads to a revision of the development strategy of universities. In addition, it is engaged in benchmarking the achievements of other universities. For example, the Chamber of Entrepreneurs of Kazakhstan, as an employer, makes an internal rating for professions and universities. On the basis of this rating, i.e. depending on the level of employment of graduates, state grants are allocated in specialties for the next academic year. Based on these works, universities strive to develop an effective strategy to improve their goals, mission and quality level.

However, in the realities of Kazakhstan, the corporate governance of the university adopted during institutional changes does not allow for quick and flexible decision-making and prompt response to challenges.

The transformation of Kazakhstani universities into a non-profit joint-stock company with one hundred percent participation of the state in their authorized capital involves the creation of a Board of Directors, according to the "On Joint-Stock Companies" Law of the Republic of Kazakhstan. The role of this body is to determine strategic priorities for the development of the university, to address issues of spending budget resources, and etc.

How does this body work in Kazakhstan? The Chairman of the Board of Directors is a representative of the Ministry of Education and Science of the Republic of Kazakhstan (hereinafter – the Ministry) recently divided into two ministries (often the Minister himself and his deputies), and also includes the rector of the university, representatives of the business community and civil society. A majority of the members of the Board of Directors are representatives of the Ministry. The problem is that civil servants, who are the chairmen of the councils, are always occupied and lack the opportunity to meet often, which contributes to the deceleration of universities' activities. In addition, decisions convenient for the Ministry are pressed, since decisions are made by the Chairman of the Board of Directors by a majority of votes. We believe that there is a need to change the corporate governance policy, which is not conducive to the effective implementation of the strategy and the selection of professional staff to run the university. The next problem is frequent changes in the regulatory legal acts of the field of education. As a result, universities do not have time to revise and harmonize their strategies with the regulatory documents of the departmental organization.

Strategy Features of UK Universities

Scientific research of (Lynch & Baines, 2004; Strike, 2017; Broad, Goddard & Von Alberti, 2007) on the experience of UK universities provides an opportunity to understand the role of strategies in ensuring the quality of education and university development.

When developing a strategy in all universities in the UK, strategy-makers aim to fulfill each institution's mission. Preserving the values of universities, the whole strategy works to achieve these goals.

Below is a list of the external factors that, in our opinion, favorably influence the creation of an effective strategy and its implementation:

The Existence of an Association of Universities in the UK

UK universities are united in an association representing the interests of universities and university colleges. The Association of British Universities includes 136 institutions.

Seventy-seven universities are members of the Association of Universities in Kazakhstan. This organization is a public organization that formally protects the academic freedom and interests of universities.

Academic Freedom of Universities

Ten universities in the UK occupy leading positions in the world university ranking (The Times Higher Education World University Rankings, 2023). All universities have academic freedom, have an effective start strategy that allows them to fulfill the Mission of the university while respecting accepted values.

Involvement of Stakeholders in Strategy Development

In UK universities, complex democratic processes are carried out to form a strategy, and 100-200 people are directly involved in the organization of the strategy department. In addition, all interested parties (employers, teaching staff, students of all faculties and departments of universities) jointly submit and discuss their proposals for the formation of an effective strategy of the university.

A characteristic disadvantage of educational institutions in Kazakhstan is that the strategy is prepared by comparatively few people and is formed only from their point of view. In our universities, the percentage of stakeholder participation is very low, whilst interest is discouraged.

Internationalization

According to News and World Report, which determines the rating of each University, their popularity increases when foreign students enter the University. For instance, universities in the United Kingdom, the

United States and Europe are currently participating in their regions and working to educate students at a global level.

The number of foreign students in UK universities is around 500,000, coming from a total of 200 countries. Even during the Covid-19 period, foreign students were brought to universities by special planes for training, because international student fees are a major source of funding for universities. Sustainable development of universities will be ensured on the basis of attracting more foreign students, conducting research and commercializing scientific discoveries around the world.

The University of Oxford, Falmouth University and University of Bath all have special international departments that work with foreign students, as do most other UK universities

Focus On Regional Development

Falmouth University as anchor University of Cornwall has been identified as one of the main objectives of the 2030 Strategy aimed at bringing Cornwall to the global level. The strategy says: "We strive to help solve social and economic problems through our research and innovation activities." The HEI aims to address the social and economic challenges facing Cornwall through research and innovation. All over the world during the COVID-19 period, new sources of funding have been found. These objectives are in line with Falmouth University's priority "Taking Cornwall Global" 2030 development strategy.

Social Innovation Orientation Needs

UK HEI strategy focuses on creating innovation and contributing to the digital economy. (Falmouth University Strategy) (Digital Economy). For instance, Falmouth University's strategy focusses on digital technology creative industries and other sectors, such as Health and Wellbeing, Space and Aerospace, Marine and Agricultural Engineering. The development of new products and services, new ways and locations to enter the market, will be aimed at investors and suppliers in the UK and thousands of other countries. Attracting additional financial sources, increasing the regional reputation of the educational institution mentioned in the strategy of the university as a sign of its effectiveness. Table 1 shows the strengths, weaknesses, opportunities and threats of Oxford University's strategy:

Table 1. SWOT Analysis of Oxford University, UK

<i>Strengths:</i>	<i>Opportunities:</i>
First place in the world ranking; Centuries-old management style A large number of students; Annual growth rate of international students; Diversity of resources; Center of world experience of education and scientific research; Numerous talented scientists of the world; An abundance of opportunities for innovation and creativity advancement; Continuous quality improvement; Wide geography of the internship; More partnerships with the private sector; The ability to promote ambitious research of exceptional quality; Breadth and depth of subject experience;	The ability to mobilize interdisciplinary and international teams for collaboration on solving important global problems; Increasing the number of undergraduate students to 200 based on strategically important disciplines, including joint degrees in computer science, engineering, biomedical sciences and economics by 2024; Increasing the number of students for postgraduate studies to 450; Offering an additional 2,000 student internships for students of all levels by 2024; Opening of a new college for 1000 places; Supporting the business environment in expanding innovation and investment; Improving the efficiency of support services by simplifying systems and collaboration;

Research priorities in social sciences and humanities; Financing sources for ideas; Supporting the motivation of young people to science.	Providing a sustainable platform to support education and research; Financial assistance in the implementation of modern research.
Weaknesses:	Threats:
Educational inequalities, traditional orientation	State attempts to influence the management style; Requirement to pass accreditation centers; Numerous demands of entrepreneurs during the construction of an additional building of the magistracy together with the private sector.

In terms of strengths, the centuries-old culture of the University of Oxford and the management style remain unchanged; With a large number of the world's most talented scientists with research excellence, the strategies planned by the University of Oxford are implemented thanks to its rich resources.

The next HEI is University Falmouth. The university strategy consists of separate strategies for each area.

The 2030 portfolio strategy states that: 'We are campaigning to attract a richer mix of talented applicants to Falmouth including those from science, technology, mathematics, social science, humanities and engineering backgrounds -that understand their potential in the creative value chain and are able to cross the creative bridge into other high growth sectors. This richer mix will also graduate with all the human, emotional skills.'

2030 Strategy innovation: 'These plans align to our four pillars. 1) Culture and ways of working OPEN TO IDEAS, 2) Talent management The way in which we work is diferent. We no longer organise ourselves in traditional departments. 3) Development, leadership Instead, we anticipate and address real-world challenges through innovation and co creation and coaching across disciplines and with our industry partners . 4) Performance and reward'.

Table 2. SWOT Analysis of Falmouth University

Strengths:	Opportunities:
Creative Industries as a priority Giving priority to new technologies with innovations World leading university for creative institution Leadership in Art Education Innovative Methods of teaching Computer Engineering Availability of modern equipped workshops on Design and Architecture Availability of a botanical garden for the development of agricultural science To be one of the large-scale universities in the region; Being a leader in innovation and creativity Continuous improvement of quality Support from local businesses	Becoming a center of world experience in distance education and research Increasing the number of foreign students Increase the directions of training of local businessmen Increasing the number of specialties of accelerated education Opening of other specialties for bachelor's, master's and doctoral studies automation & robotics, opening centers of artificial intelligence classroom and courses in different markets, accelerated courses, work-based and industrial and academic experiential offerings
Weaknesses:	Threats:

The university is located in a remote region; Unnecessary process and bureaucracy.	Low employment rate of graduates in the local area. Failure of creative projects;
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Falmouth Weaknesses: The location of the university in a remote area, obstacles from the bureaucracy are mentioned as weaknesses.

Threats: Low employment rate of graduates in the local area, failure of creative projects.

1 Swot analysis of the strategy of Kazakhstan higher education institutions

In order to examine the state of the matter under consideration, we have familiarised ourselves with the strategies of universities in Kazakhstan. There are no separate strategies, such as academic strategy, employment strategy, digitalisation strategy, internationalisation, human resources policy and financial strategy, which would cover all areas of university activities. The general strategy of the university defines its mission and goals and includes the main directions of their implementation. In studying the strategy, a SWOT analysis is necessary to identify the university's strengths, distinguish its opportunities, and prevent threats. Now let's look at the strategies of Kazakhstani HEIs. Firstly, let's consider TAU's strategy.

TAU sets development goals until 2025 and plans to create at least 5 small innovative enterprises. The proportion of income of the university obtained from scientific and entrepreneurial activities will increase to 20%. Practice-oriented and dual training will also be provided thanks to the modification of interaction with the external environment, giving priority to the development of corporate culture. The SWOT shows the stable financial position of the university as its strong point; it is sustainable with the funds received from the state. According to the internal rules of the university, the fees paid by students can be used for capital expenditure, for instance: building a new building.

TAU has a higher degree of independence compared to state universities; a flexible university management style; the presence of a business incubator, contributing to the achievement of the goal of transformation into a full university.

Table 3. SWOT Analysis of TAU

<p>Strengths:</p> <ul style="list-style-type: none"> • high general rating of the university according to the Independent Agency for Quality Assurance in Education; • institutional accreditation for five years has been successfully completed; • all 27 educational programs have successful accreditation for a period of 3 and 5 years; • all educational programs of the university are included in the register of programs of the Ministry of Education and Science of the Republic of Kazakhstan; • fairly good material and technical base of the university; • stable financial situation of the university; • relatively high degree of university autonomy compared to public universities; • flexible university management style; • the presence of a business incubator, which contributes to the achievement of the goal of 	<p>Opportunities:</p> <p>receive and use of extra-budgetary sources of financing by the university due to diversification of income sources and initiation of other activities (promotion of startups, creation of legal entities, commercialization of scientific developments, fundraising, endowment fund, etc.);</p> <p>ensuring a qualitative breakthrough in the development of the university in all areas of the university's activities through the transformation process;</p> <p>participation in the processes of international integration, orientation to the international accreditation of the university;</p> <p>adaptation of educational programs to professional standards, taking into account the interests of key employers;</p> <p>development of distance and electronic educational technologies</p> <p>additional education system development (soft skills, business incubator, technopark, business</p>
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transformation to an innovation-entrepreneurial university. • creating conditions for the education of persons with special educational needs.	school, etc.); construction of a new academic building to improve learning and working conditions.
Weaknesses: insufficient publication activity in publications indexed in Web of Science and Scopus; insufficient degree of participation in international scientific projects and foreign conferences; low citation index of university staff publications; low level of commercialization of innovative projects and scientific developments of university scientists; poor interaction with business representatives on orders for R&D; weak focus on international activities; insufficiency of joint educational programs for the mobility of teaching staff and students; low percentage of international students; the absence of a military department at the university.	Threats: new state requirements for the quality of education, implemented through various control tools (requirements of by-laws, licensing, preventive monitoring of the effectiveness of universities, accreditation, ratings, etc.).

Our second example, NU's strategy is based on "Kazakhstan – 2030": "NU should become one of the best universities in the world and a national "brand"; NU graduates will take a leading role in the modernization of the country and in the realization of the vision." Its overarching goal: "Global excellence", national significance of innovation development. (NU Strategy).

Table 4. SWOT Analysis of NU

Strengths: The quality of students; The success of graduates ("NU ambassadors"); Student involvement in communities – giving back; A growing domestic & international reputation; National reputation: pride in NU's brand; High-quality international faculty; Departing faculty leave for high-quality appointments, signaling both the quality of NU's faculty and NU assignment as a good stepping stone for further career development; Departing faculty as ambassadors; Strong support from the Head of State; Robust quality enhancement system; Low walls around NU Schools (as yet); Youthful, energetic & flexible institution with willingness to change as needed; Foundation laid for innovation ecosystem; Attractive to high-quality national staff; High motivation of all members of the NU community (students, faculty, staff);	Opportunities: Country's global position; Short initial contract of faculty – need a moreflexible system; Less than optimal-relations with the rest of thecountry's universities; Overdependence on government support; Communications, both externally andinternally; Isolation from rest of country's universities; The spread of NU values still work inprogress; Lack of agreement on what a "world class university" is; International/national divide; Faculty/administration divide; Weak essential services: IT and HR; Bureaucracy, especially in financial and procurement matters;
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A residential campus, increasingly important as NU raises its intake of international students;	
Weaknesses: Research leadership in Central Asia (CA) and increasingly beyond; CA regional leadership; Strong relationship with neighboring countries; Growing geopolitical importance of Central Asia; Strengthen support to Faculty, including more faculty exchanges; Increased student exchanges and internships; ABC's potential as an outlet for NU graduates; Continuous innovation, especially digital; Strong contribution to "Digital Kazakhstan" Increased interdisciplinary research; Internationalization of student body; Review School structures for efficiency gains; Collaboration with other universities within Kazakhstan and in Asia; Development of traditions and brand: the "NU way".	Threats: Country's increasing risk aversion and intolerance of failure; Global and regional competition for faculty, researchers, and students; Instability from neighboring countries; Uncertain research budget: amount and predictability; High government funding relative to the rest of the university system makes NU a target; Government fiscal situation, reducing its ability to support the next phase of NU's development, especially ABC construction; Staff burnout especially among "first generation" national staff; Diminished ability to attract the best national staff and the best international faculty/researchers because of reduction in competitiveness; Brain drain.

NU is able to clearly implement its mission and strategic directions. The HEI has academic freedom. The educational institution is funded by the Government of the Republic of Kazakhstan, and business centers.

The strategic development plan of **IKTU for 2022-2026** is aimed at turning the university into an excellent international educational institution with a strong image and reputation. The strategy includes seven areas: improvement of the university management system; achieving leadership positions in the transformation of academic activities; development of an integrated model of academic, scientific and clinical training of medical personnel; development of the ecosystem of science and innovation; contribution to the development of society and the region; development of university infrastructure and resources; and to help position "Turkestan as the spiritual capital of the Turkic world".

During the analysis of **IKTU's** strategy, it is possible to highlight the following **strengths** of the HEI: having an international and special status; the possibility of simultaneous use of financial and intellectual resources of Kazakhstan and Turkey; the ability to attract famous scientists from leading universities of Turkey; potential to be the first international level multidisciplinary university in Kazakhstan training medical specialists; and the availability of state education grants for students offered by Kazakhstan and Turkey.

Weaknesses of the university include: weak teaching and laboratory base; lack of teaching areas and dormitories; weak level of language skills of teaching staff; lack of modern educational technologies; and absence of joint educational programs with leading foreign universities. As threats: lack of large enterprises, industries and scientific centers in the region where the university is located; high competition in the field of higher education at the national and international level; and a lack of young qualified specialists in the region.

In connection with the status of the regional center of the city of Turkestan since 2017, the strategy of **IKTU** included cooperation with the industrial zone of the city of Turkestan and the use of the scientific potential of the university in production. We believe that these are important changes made to avoid the

forementioned hazards. In addition, after the Covid-19 pandemic, IKTU revised the issues of teaching in digital format and included it in its strategy.

Table 5. SWOT Analysis of IKTU

<i>Strengths:</i>	<i>Opportunities:</i>
<p>* The university has an international and special status and the ability to use the financial and intellectual resources of the Republic of Kazakhstan and Turkey.</p> <p>Opportunity to attract teaching staff and managers from leading universities in Turkey.</p> <p>To be the first Multidisciplinary University of the international level in Kazakhstan to train medical professionals in its structure.</p> <p>Availability of state educational grants for students offered by Kazakhstan and Turkey.</p> <p>* Availability of a modern campus and infrastructure.</p> <p>Education of 42 Turkic peoples from 19 countries of the world at the University, creation of a unique living laboratory of Turkic languages.</p> <p>In national and international rankings, the university is ranked among the best educational institutions of the country and region.</p> <p>Implementation of quality management and its sustainable implementation.</p> <p>Commissioning of a new library that meets modern requirements, access of international scientific bases to full texts.</p> <p>The presence of programs aimed at teaching students English and Turkish, the presence of a "language improvement course (Foundation)", the organization of free courses for students under the TTE grant</p> <p>Ability to teach languages (Turkish, Kazakh, English and Russian languages).</p> <p>Having memorandums and contracts on close cooperation with advanced higher educational institutions of the Republic of Turkey.</p> <p>The existence of a system of evaluation and motivation of the work of professors and teachers, departments and faculties based on their work results.</p> <p>Having a well-equipped simulation center for developing and evaluating the clinical skills of medical students.</p> <p>Renewal and development of the system of adaptation of gifted and talented young people to scientific research ("Yasaui Discipline Olympiad" and direct connection with "Daryn" Republican scientific and practical organization).</p> <p>Concentration of young representatives of Turkic-</p>	<p>The formation of the Turkestan region and the revival of the city of Turkestan as the spiritual center of the Turkic world initiates new challenges and opportunities for the development of the IKTU.</p> <p>Support of the university from two states.</p> <p>Opportunities for cooperation with Turkish universities in training, joint research, student mobility, etc. (Gazi, Marmara, Hacettepe).</p> <p>The desire on the part of employers for joint cooperation in the creation of practice-oriented training for students (KTP, schools, clinics, akimat of the city and region and government agencies, etc.).</p> <p>The possibility of implementing global educational programs based on KAZTEP and TURTEP using distance learning technology, which will allow access to knowledge in Kazakh, Turkish, English and Russian from anywhere in the world.</p> <p>Opportunity to increase the proportion of graduate teachers through targeted training in Turkey for PhD doctoral programs.</p> <p>Opportunity to become a world-class Hub in the field of Turkic studies, archeology, theology, Yasawi studies.</p> <ul style="list-style-type: none"> • Possibility to create a digital platform of universities of the Turkic world for the harmonization of educational programs, which will resolve the issue of mutual recognition of documents on education, youth mobility, will contribute to the joint promotion of universities of the Turkic world in international rankings.

speaking countries and communities in the university. Own medical clinic. High level of internationalization among students and teachers. 15% of university students are foreign students.	
<i>Weaknesses:</i>	<i>Threats:</i>
Weak educational and laboratory facilities, lack of study areas and dormitories. Weak level of language competencies of teaching staff, as well as proficiency in modern educational technologies. Lack of double-degree and joint educational programs with leading foreign universities. Low level of settling down in some specialties (medicine, dentistry, electric power industry). The proportion of young teachers with a scientific degree is also small, about 45% of teaching staff are young teachers under 40 years of age, of which only 25% have an academic degree. To date, the university's capabilities to bring scientific research in the field of archeology, Turkology, and yasaviedenis to the world level have not been realized. A weak indicator of the timely defense of doctoral dissertations, only 40% of graduates defended themselves on time. Weak participation in international grant research projects and low citation in international scientometric databases. Undiversified sources of IKTU financing. Low level of provision of housing and living conditions for young teachers.	Absence of large enterprises, industries and scientific centers in the region where the university is located. High competition in the field of higher education at the national and international level. Lack of young qualified specialists in the region. The prolonged Covid-19 pandemic.

Since the mausoleum of Khoja Ahmed Yassawi is located in Turkestan and has been assigned the status of a "common spiritual center of the Turkic peoples", "what should IKTU do with the support of the founding states to play a more active role in the region and the Turkic world?". The staff of the university aims to address this question by achieving several advantages: academic superiority; science superiority; the University's contribution to the development of the region and the Turkic-speaking world; infrastructure development; improving management; informatization, etc.

Among international universities in Kazakhstan, **IKTU** ranks first in terms of the number of foreign students; the total enrollment is 10,136, including 1,210 international students. **IKTU's** strategy states that the mission is to unite students from the Turkish world in a common interest and to serve the Turkish world. Most of the foreign students come from Turkey, Turkmenistan, Russia, Azerbaijan and China. Foreign students are funded by the Republic of Turkey.

IKTU is located in a small town in Turkestan like Falmouth University. Due to the concentration of small and densely populated industries in Turkestan, in the first 5 years of the strategic plan in order to develop small industries, we have adapted the experience of Falmouth University in the field of agriculture and construction to support disadvantaged peoples. The strategy has the aim of increasing the socio-economic potential of the region. In this regard, in the previous 5 years, the University's strategy planned to develop and open new educational programs in interdisciplinary, innovative, as well as in technical areas in demand in the region (agriculture, construction, architecture, veterinary medicine), etc. The strategy of the university

is to connect each department with production in the next 5 years and base scientific priorities on the field of production. IKTU is connected with production; it currently works with the transformer plant in Kentau, using the system of dual education in the fields of energy and computing.

Conclusion

There are internal and external factors that hinder the creation of effective strategies for Kazakhstani HEIs. The following can be mentioned as external factors: lack of academic freedom; frequent updating of regulatory documents; corporate governance in need of improvement; passive participation of interested parties in the development of university strategy and a general lack of interest.

Internal factors include the followings: the setting of very ambitious goals in strategies that do not correspond to the university's capabilities; lack of in-depth analysis of real opportunities and necessary resources; the absence of a special structure dealing with strategy creation in universities; and the lack of development of individual strategies for each field of university activity.

Clarity of regional development goals can be noted as the achievements of Kazakhstan's HEIs' strategies. For example, IKTU unites the youth of the Turkic world, the influence of the Republic of Kazakhstan on the development of the economically underserved region is comprehensively shown; NU's role in improving the medical hub and modern technologies in Astana can be mentioned.

To conclude, it is necessary to create a single Center for developing strategies in the Republic of Kazakhstan. It is also necessary to monitor the quality of University strategies. Universities have the opportunity to learn from the experience of UK universities in fulfilling their mission, preserving their values and achieving their strategic goals. We can pay attention to the following features of the practice of UK universities in creating effective strategies:

Involvement of all interested parties in the development of the University strategy;

Academic freedom of universities;

Differences in management style;

Increasing the importance of universities in the development of the region;

Creation of an endowment fund.

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