

## Higher Education In Kazakhstan Homepage Eacea

This Handbook covers a wide range of historical perspectives, realities, research and practice of internationalization of higher education (IHE) in the global south and makes comparisons to IHE issues in the global north. Drawing on the expertise of 32 academics and policy makers based in and originating from four key regions of focus: Sub-Saharan Africa; North Africa and the Middle East; Asia Pacific; Latin America and the Caribbean. Across 24 chapters the editors and contributors provide a diverse and unparalleled expose of the status and future aspirations of institutions and nations in relation to IHE. This is the first comprehensive analysis of this growing field and expands the scope of research in the field of comparative and international education in terms of theory and policy development. Includes 36 chapters written by: Hadiza Kere Abdulrahman, Salem Abodher, Giovanni Anzola-Pardo,

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Aref Al Attari, Norzaini Azman, Teklu Abate Bekele, Abdellah Benahnia, Andrés Bernasconi, Daniela Craciun, Hans de Wit, Futao Huang, Jocelyne Gacel-Ávila, Evelyn Chiyevov Garwe, Javier González, Gifty Oforiwaa Gyamera, Xiao HAN, Mohamed Salah Harzallah, Bola Ibrahim, Annette Insanally, Sunwoong Kim, Aliya Kuzhabekov, Kamel Mansi, Simon McGrath, Francisco Marmolejo, Georgiana Mihut, Sabelo J. Ndlovu-Gatsheni, Ibrahim Ogachi Oanda, Bandele Olusola Oyewole, Rakgadi Phatlane, Francisca Puyol, Laura E. Rumbley, Chika T Schoole, Wenqin SHEN, Luz Inmaculada Madera Soriano, Wondwosen Tamrat, Juliet Thondhlana, Julie Vardhan, Chang Da Wan, Anthony Welch, Ayenachew A. Woldegiyorgis, Renée Zicman.

This research project has been supported by the Ford Foundation, the Lynch School of Education at Boston College, and the Program of Research on Private Higher Education at the University at Albany.

Presenting leadership of educational change in higher education as a dynamic, collaborative, and evolving area, Delivering Educational Change in

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Higher Education provides rich examples of how new ways of working are being adopted and adapted. It brings together leaders and practitioners, as authors and readers, to share their experiences of whole organisational change. Across the chapters, common threads highlight the importance of organisational context, of shared or distributed leadership, and the critical need for continuous learning in and on action by reflective readers. Linking case studies to a range of practical models and theories, this book: Explores established paradigms and models of change management and leadership. Offers examples from a diverse range of institutional contexts. Models critical reflective practice in the leadership of educational change. Addresses the future of educational developers working collaboratively with an increasingly diverse higher education workforce. Providing rare insights into 'the what' and 'the how' of change management and leadership, this book will be of interest to senior managers, educators, programme leaders, and educational developers who are all

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working in collaborative ways to enact positive change for student learning and experience.

This book discusses Kazakhstan's transitioning trajectory to a market economy since it declared its independence from the Soviet Union in 1991.. It analyses the evolution of key policy areas and sectors through the lens of policy development and implementation, and evaluates their suitability in pursuing the country's strategic objectives. Topics include policy initiatives for economic development, new policy paradigms in public service delivery and infrastructure improvement, and water-energy-food (WEF) nexus thinking in governing the WEF sectors. The book argues that policies developed in the 1990s and 2000s have so far served the nation's needs. Nevertheless, as Kazakhstan seeks to achieve a competitive edge worldwide, many of these policies would require adjustment, or a paradigm shift. Providing a unique outlook on policy and governance, this book will appeal to scholars, students, and

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practitioners involved with Kazakhstan and Central Asia and interested in the transformation of ex-Soviet nations, their policy, and sustainable development.

Nargiza Abdullaeva examines student migration phenomenon from Central Asia to Germany. In her research she combines inimitably three levels of analysis: micro level explores Central Asian students' and graduates' individual characteristics, their life courses before and during their studies in Germany, students' return/non-return intentions after graduation in Germany and their motivations. Meso level deals with circular migration and social remittances' transfer, and the macro level looks into policy mechanisms on the part of sending Central Asian republics and Germany as a receiving country. The findings reveal that the student migration serves as a realistic channel for the out-migration of highly qualified people (brain-drain) and that the brain circulation practically does not exist.

Higher education policy is the key to lifelong learning and this is

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particularly important as the ageing population is increasing in many countries. It is a major driver of economic competitiveness in an increasingly knowledge-driven global economy and it also brings social cohesion and ...

The Annual Review of Comparative and International Education (ARCIE) is a forum for stakeholders and scholars to examine current trends and identify future directions in comparative and international education.

[Cases of Kazakhstan, Kyrgyzstan and Uzbekistan](#)

[The European Higher Education Area](#)

[OECD Reviews of Innovation Policy: Kazakhstan 2017](#)

[The Challenges of Education in Central Asia](#)

[Higher Education in Kazakhstan](#)

[The Case of School Reform in Kazakhstan  
A Contested Concept](#)

[Reviews of National Policies for Education: Kazakhstan, Kyrgyz Republic and Tajikistan 2009 Students with Special Needs and those with Disabilities](#)

[International Education](#)

[Annual Review of Comparative and International Education 2016](#)  
[Student Engagement and Quality Assurance in Higher Education](#)  
[Coming of Age](#)  
[Comparing Post-Socialist Transformations](#)

In today's modernized world, implementing technology into the infrastructures of communities has become a common custom. The idea of digital economy has proven to be an efficient, dynamic, and highly adaptable mode of performance, and regions across the globe have begun applying these digital approaches to their populated foundation. One region of the world that has recently begun using modern technologies is Eurasia. As they continue their technological transition from "theory" to "practice," significant research is needed on the emergence of sustainability in these countries. *Toward Sustainability Through Digital Technologies and Practices in the Eurasian Region* is a pivotal reference source that provides vital research on the implementation of digital initiatives within Eurasian countries and their social and economic principles. While highlighting topics such as educational technologies, mobile applications, and sustainable business, this publication explores the cultural aspects and social interaction of digital applications within this region of the world. This book is ideally designed for economists, IT professionals, educators, researchers, social scientists, policymakers, academicians, and students. This book investigates the political implications of country promotion through practices of 'nation-branding' by drawing on contemporary examples from the sports, urban

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development and higher education sector in Kazakhstan and Qatar. Nation-branding has emerged as a central practice of international politics, where it is commonly understood as a vain, superficial selling technique with little political salience. Drawing on shared insights from practice theory and constructivist notions of nationalism, identity and power, this book challenges this reading and instead argues that nation-branding is neither neutral nor primarily economically motivated, but inherently politicised and tied to the legitimation of current political regimes. The starting point for the analysis is a range of everyday practices and sites long ignored by international relations scholars. In particular, the book traces how the political leadership in Kazakhstan and Qatar have used participation in the international sports circuit, spectacular urban development, and the construction of 'world-class' universities to first produce and then stabilize new ideas about their state. Providing a new analytical perspective on nation-branding, this book will be of interest to students and scholars of Middle Eastern and Central Asian studies, International Relations, and Cultural and Political Geography.

Chapter 1. Higher education in Kazakhstan Chapter 2.

Quality and relevance of higher education in Kazakhstan

Chapter 3. Access and Equity in higher education in

Kazakhstan Chapter 4. Internationalisation and higher

education in Kazakhstan Chapter 5. Integration of

education, research and innovation in Kazakhstan Chapter

6. Financing higher education in Kazakhstan Chapter 7.

The governance of higher education in Kazakhstan Chapter

8. Concluding remarks

The Globalization of Internationalization is a timely text which gives voice to emerging perspectives as an increasing range of countries engage in the process of

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internationalization. The pressure to internationalize cannot be ignored by institutions anywhere in today's world, yet the dominant paradigms in the conception of internationalization traditionally come from the English-speaking world and Western Europe. This book sets out to offer alternative viewpoints. Different dimensions and interpretations of internationalization in countries and regions whose perspectives have received little attention to date provide food for thought, and help to broaden understanding of its application in alternative contexts. Combining diverse perspectives from around the world, this new volume in the Internationalization in Higher Education series seeks answers to key questions such as: What are the main characteristics of internationalization viewed from different cultural and regional backgrounds and how do they differ from traditional models such as in Western Europe, North America and Australasia? What issues in different global contexts have an impact on internationalization processes? What are the key challenges and obstacles encountered in developing innovative and non-traditional models of internationalization? With contributions from world-renowned international authors, and perspectives from countries and contexts seen only rarely in the literature, *The Globalization of Internationalization* offers distinctive overviews and insights while exploring a range of thematic and regional issues arising from these considerations. This will be essential reading both as an academic resource and a practical manual for university leaders, academics, higher education policy advisers and non-governmental organizations which fund higher education.

This OECD publication reviews the current state of education policies for children with special education needs and those with disabilities in Kazakhstan, the Kyrgyz

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Republic, and Tajikistan.

This open access book focuses on the dimensions of the discourse of 'The World Class University', its alleged characteristics, and its policy expressions. It offers a broad overview of the historical background and current trajectory of the world-class-university construct. It also deepens the theoretical discussion, and points a way forward out of present impasses resulting from the pervasive use and abuse of the notion of "world-class" and related terms in the discourse of quality assessment. The book includes approaches and results from fields of inquiry not otherwise prominent in Higher Education studies, including philosophy and media studies, as well as sociology, anthropology, educational theory. The growing impact of global rankings and their strategic use in the restructuring of higher education systems to increase global competitiveness has led to a 'reputation race' and the emergence of the global discourse of world class universities. The discourse of world class universities has rapid uptake in East Asian countries, with China recently refining its strategy. This book provides insights into this process and its future development.

Corruption in Higher Education: Global Challenges and Responses discusses the magnitude of this phenomenon, its complexity, and the actions that are needed to mitigate it.

[Higher Education in Kazakhstan 2017](#)

[country evidence and policy recommendations](#)

[World Yearbook of Education 2006](#)

[Language Politics in Contemporary Central Asia](#)

[International Collaborations for the Enhancement of Learning](#)

[An International Dialogue](#)

[Higher Education Reform and Development: The Case of Kazakhstan](#)

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[Ensuring lifelong learning for all in Kazakhstan, Kyrgyzstan, Tajikistan and Uzbekistan](#)  
[Higher Education in Kazakhstan \(Russian version\)](#)  
[The Bloomsbury Handbook of the Internationalization of Higher Education in the Global South](#)  
[Between Critical Reflections and Future Policies](#)  
[Education, Research and Policy: Steering the Knowledge-Based Economy](#)  
[Kazakhstan](#)

*This encyclopedia is the most current and exhaustive reference available on international education. It provides thorough, up-to-date coverage of key topics, concepts, and issues, as well as in-depth studies of approximately 180 national educational systems throughout the world. Articles examine education broadly and at all levels--from primary grades through higher education, formal to informal education, country studies to global organizations.*

*This report provides an independent and comparative assessment of the overall performance of Kazakhstan's innovation system since independence, with recommendations on improving performance drawing on the experience of other OECD countries in innovation processes, systems and policies. While ... Discussions on globalization now routinely focus on the economic impact of developing countries in Asia, Africa, the Middle East, the former Soviet Union and Latin America. Only twenty-five years ago, many developing countries were largely closed societies. Today, the growing power of "emerging markets" is reordering the*

*geopolitical landscape. On a purchasing power parity basis, emerging economies now constitute half of the world's economic activity. Financial markets too are seeing growing integration: Asia now accounts for 1/3 of world stock markets, more than double that of just 15 years ago. Given current trajectories, most economists predict that China and India alone will account for half of global output by 2050 (almost a complete return to their positions prior to the Industrial Revolution). How is higher education shaping and being shaped by these massive tectonic shifts? As education rises as a geopolitical priority, it has converged with discussions on economic policy and a global labor market. As part of the Routledge Studies in Emerging Societies series, this edited collection focuses on the globalization of higher education, particularly the increasing symbiosis between advanced and developing countries. Bringing together senior scholars, journalists, and practitioners from around the world, this collection explores the relatively new and changing higher education landscape. This collection presents new investigations into the role of heritage languages and the correlation between culture and language from a pedagogic and cosmopolitical point of view. Using a range of international examples to compare the reality, purpose and effect of student engagement in universities across the globe, Student Engagement and Quality Assurance in Higher Education argues that teachers and students need to collaborate to improve the*

*quality of university education and student learning. The growing trend of assessing and assuring quality in higher education is incredibly complex, as there are so many variables affecting both experiences and measures. With case studies from ten countries, covering a variety of cultural and environmental settings, this book focusses on ways of working with students to produce applicable, implementable strategies for universities the world over. Internationally applicable, this book presents ideas from a range of cultures, which can be adapted to be implemented in a variety of cultures. The reader is provided with a range of approaches where both the advantages and disadvantages are clearly presented. The ten case studies consider the macro, meso and micro levels of each approach, allowing for an exploration of the growing area of research and practice that is student–staff partnerships, showcasing ways of working with students to enhance engagement and quality, which are vital for a long-term approach. Focussing on one of the main reform topics for universities, Student Engagement and Quality Assurance in Higher Education is essential reading for educational researchers, institutional leaders and all concerned with the implementation and progression of student engagement and quality assurance in higher education.*

*The Historical Dictionary of Kazakhstan covers the history of Kazakhstan through a chronology, an introductory essay, appendixes, and a bibliography. The*

*dictionary section has over 400 cross-referenced entries on important personalities, politics, economy, foreign relations, religion, and culture. This book is an excellent access point for students, researchers, and anyone wanting to know more about Kazakhstan.*

*Bridging the gap between higher education research and policy making was always a challenge, but the recent calls for more evidence-based policies have opened a window of unprecedented opportunity for researchers to bring more contributions to shaping the future of the European Higher Education Area (EHEA). Encouraged by the success of the 2011 first edition, Romania and Armenia have organised a 2nd edition of the Future of Higher Education – Bologna Process Researchers' Conference (FOHE-BPRC) in November 2014, with the support of the Italian Presidency of the European Union and as part of the official EHEA agenda. Reuniting over 170 researchers from more than 30 countries, the event was a forum to debate the trends and challenges faced by higher education today and look at the future of European cooperation in higher education. The research volumes offer unique insights regarding the state of affairs of European higher education and research, as well as forward-looking policy proposals. More than 50 articles focus on essential themes in higher education: Internationalization of higher education; Financing and governance; Excellence and the diversification of missions; Teaching, learning and student engagement; Equity and the social dimension of*

*higher education; Education, research and innovation; Quality assurance, The impacts of the Bologna Process on the EHEA and beyond and Evidence-based policies in higher education. "The Bologna process was launched at a time of great optimism about the future of the European project – to which, of course, the reform of higher education across the continent has made a major contribution. Today, for the present, that optimism has faded as economic troubles have accumulated in the Euro-zone, political tensions have been increased on issues such as immigration and armed conflict has broken out in Ukraine. There is clearly a risk that, against this troubled background, the Bologna process itself may falter. There are already signs that it has been downgraded in some countries with evidence of political withdrawal. All the more reason for the voice of higher education researchers to be heard. Since the first conference they have established themselves as powerful stakeholders in the development of the EHEA, who are helping to maintain the momentum of the Bologna process. Their pivotal role has been strengthened by the second Bucharest conference." Peter Scott, Institute of Education, London (General Rapporteur of the FOHE-BPRC first edition)*

[Emerging Voices and Perspectives](#)

[Reviews of National Policies for Education Higher Education in Kazakhstan 2017](#)

[Policies and Initiatives for the Internationalization of Higher Education](#)

[\*Students with Special Needs and those with Disabilities\*](#)

[\*Corruption in Higher Education\*](#)

[\*Private Higher Education\*](#)

[\*Reviews of National Policies for Education: Higher\*](#)

[\*Education in Kazakhstan 2007\*](#)

[\*Kazakhstan - Ethnicity, Language and Power\*](#)

[\*An Encyclopedia of Contemporary Issues and Systems\*](#)

[\*Entrenched Paradigms, Achievements, and the\*](#)

[\*Challenge of Global Competitiveness\*](#)

[\*purposes, policies, and practices in education\*](#)

[\*Nation-branding in Practice\*](#)

[\*National and Ethnic Identity and the Soviet Legacy\*](#)

A look at the challenges facing education in Central Asia. In this study, the author contests that understanding the challenges throughout the 15 former republics of the former Soviet Union is helpful in understanding the progress and setback in the Central Asian Republics.

This comprehensive work, *Kazakhstan, Coming of Age*, places this remarkable country in that scene: its prospects, its history, geography, ways of life, ecology, economy and political structure, its astonishing cultural heritage. Here is Kazakhstan in a work combining sound scholarship and research, written and assembled by experts, with over 400 photographs and many maps. It is the foundational work on the country, presented in the long-recognised Stacey International mould.

While research into intercultural teaching has grown exponentially during the past two decades, the research has primarily resorted to the use of quantitative data collection instruments and the interpretation of scores calculated through them. As such, studies in the field can seem somewhat decontextualized, ignoring in some cases setting-specific parameters. Therefore, further study is needed to bring together theory, research, and practice demonstrating how

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this teaching is reflected in research design and how it is undertaken in different settings. *Intercultural Foreign Language Teaching and Learning in Higher Education Contexts* is an essential reference source that provides a series of rich insights into the way intercultural education is practiced in numerous international contexts and showcases practical examples of teaching situations and classroom activities that demonstrate its impact within the classroom. Featuring research on topics such as higher education, multilingualism, and professionalism, this book is ideally designed for educators, researchers, administrators, professionals, academicians, and students seeking pedagogical guidance on intercultural teaching.

A collaborative series with the University of Cambridge Faculty of Education highlighting leading-edge research across Teacher Education, International Education Reform and Language Education. The Kazakhstan government has sought to radically overhaul its education system, moving from a highly centralised system to one that allows for more institutional autonomy and responsiveness at the local level. This book investigates the key reforms involved, including increasing the academic and fiscal autonomy of universities, the creation of a world-class university, and the implementation of a large-scale international scholarship programme. The case of Kazakhstan underscores the significant challenges of enacting reforms, which require new policies and structures and an entirely new set of assumptions about academic quality, the work of universities, and the role of education in society. Kazakhstan is emerging as the most dynamic economic and political actor in Central Asia. It is the second largest country of the former Soviet Union, after the Russian Federation, and has rich natural resources, particularly oil, which is being exploited through massive US investment. Kazakhstan has an impressive record of economic growth under the leadership of President Nursultan Nazarbaev, and has ambitions to project itself as a modern, wealthy civic state, with a developed market economy. At the same time, Kazakhstan is one

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of the most ethnically diverse countries in the region, with very substantial non-Kazakh and non-Muslim minorities. Its political regime has used elements of political clientelism and neo-traditional practices to bolster its rule. Drawing from extensive ethnographic research, interviews, and archival materials this book traces the development of national identity and statehood in Kazakhstan, focusing in particular on the attempts to build a national state. It argues that Russification and Sovietization were not simply 'top-down' processes, that they provide considerable scope for local initiatives, and that Soviet ethnically-based affirmative action policies have had a lasting impact on ethnic élite formation and the rise of a distinct brand of national consciousness.

Today, globalization highlights the importance of cultural diversity within countries, communities, and institutions while providing a better understanding of individuals and groups. By encouraging a focus on international perspectives in learning, teaching, and recruitment, educational institutions are able to adapt to a globalized society. Policies and Initiatives for the Internationalization of Higher Education in Developing Nations provides emerging research exploring the theoretical and practical aspects of implementing the processes of internationalization, as well as its political, economic, historic, and organizational barriers. Featuring coverage on a broad range of topics such as systems theory, student mobility, and risk management, this publication is ideally designed for education researchers, academicians, policymakers, graduate-level students, and administrators seeking current research on the policies and initiatives practiced by institutions and individuals in order to compete with the influences of globalization.

"Up-to-date material continues the Kazakhs' story from the dismissal of Dinmukhamed Akhmedovich Kunaev, chairman of the Council of Ministers (December 1986) to independence (December 1991) to the present. Outlining changes in Kazakh historiography since the fall of the Soviet Union, this volume identifies areas of

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contention and ways in which new groups of scholars, using new sources, are approaching them."--BOOK JACKET.

[Policy, Practice and Promise in Emerging Societies](#)

[Education Reform and Internationalisation](#)

[Delivering Educational Change in Higher Education](#)

[The Kazakhs](#)

[A Transformative Approach for Leaders and Practitioners](#)

[Toward Sustainability Through Digital Technologies and Practices in the Eurasian Region](#)

[The Politics of Promoting Sports, Cities and Universities in Kazakhstan and Qatar](#)

[The Globalization of Internationalization](#)

[Reviews of National Policies for Education Higher Education in Kazakhstan \(Russian version\)](#)

[INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY PERSPECTIVES IN HIGHER EDUCATION](#)

[Reform and Continuity](#)

[Reviews of National Policies for Education Reviews of National Policies for Education: Higher Education in Kazakhstan 2007](#)

[Historical Dictionary of Kazakhstan](#)

**This volume revisits the book edited by David Phillips and Michael Kaser in 1992, entitled Education and Economic Change in Eastern Europe and the Former Soviet Union**

**(<https://doi.org/10.15730/books.42>). Two and a half decades later, this volume reflects on how post-socialist countries have engaged with what Phillips & Kaser called 'the flush of educational freedom'. Spanning diverse geopolitical settings that range from Southeast and Central**

**Europe to the Caucasus and Central Asia, the chapters in this volume offer analyses of education policies and practices that the countries in this region have pursued since the fall of the Berlin Wall and the dissolution of the Soviet Union. This book explores three interrelated questions. First, it seeks to capture complex reconfigurations of education purposes during post-socialist transformations, noting the emergence of neoliberal education imaginaries in post-socialist spaces and their effects on policy discussions about education quality and equity across the region. Second, it examines the ongoing tensions inherent in post-socialist transformations, suggesting that beneath the surface of dominant neoliberal narratives there are always powerful countercurrents - ranging from the persisting socialist legacies to other alternative conceptualizations of education futures - highlighting the diverse trajectories of post-socialist education transformations. And finally, the book engages with the question of 'comparison', prompting both the contributing authors and readers to**

**reflect on how research on post-socialist education transformations can contribute to rethinking comparative methods in education across space and time.**

**Nationalist leaders in the former Soviet states strive for national identity in both the political and cultural domains. Their language policies contend with Russian-speaking intelligentsias, numerous ethnic minorities and sizeable Russian communities backed by the Russian Federation - all presenting major challenges to facing the legacy of Soviet rule. Drawing on many years of research, interviews with educators and officials, and visits to the region, Barbara Kellner-Heinkele and Jacob M. Landau explore the politics of language and its intersection with identity in Azerbaijan, Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan and Uzbekistan. With special attention to language education in schools and universities within each state and debates over bilingualism versus multilingualism, their insights offer researchers of politics, linguistics and Central Asian studies a comprehensive account of a highly**

**politicised debate.**

**This book is open access under a CC BY 4.0 license. This open access book is a result of the first ever study of the transformations of the higher education institutional landscape in fifteen former USSR countries after the dissolution of the Soviet Union in 1991. It explores how the single Soviet model that developed across the vast and diverse territory of the Soviet Union over several decades has evolved into fifteen unique national systems, systems that have responded to national and global developments while still bearing some traces of the past. The book is distinctive as it presents a comprehensive analysis of the reforms and transformations in the region in the last 25 years; and it focuses on institutional landscape through the evolution of the institutional types established and developed in Pre-Soviet, Soviet and Post-Soviet time. It also embraces all fifteen countries of the former USSR, and provides a comparative analysis of transformations of institutional landscape across Post-Soviet systems. It will be highly relevant for students and researchers in the fields**

**of higher education and and sociology, particularly those with an interest in historical and comparative studies. This volume considers the ways in which educational research is being shaped by policy across the globe. Policy effects on research are increasingly influential, as policies in and beyond education drive the formation of a knowledge-based economy by supporting increased international competitiveness through more effective, evidence-based interventions in schooling, education and training systems. What consequences does this increased steering have for research in education? How do transnational agencies make their influence felt on educational research? How do national systems and traditions of educational research - and relations with policy - respond to these new pressures? What effects does it have on the quality of research and on the freedom of researchers to pursue their own agendas? The 2006 volume of the World Yearbook of Education explores these issues, focusing on three key themes: globalising policy and research in education steering education research**

**in national contexts global-local politics of education research. The 2006 volume has a truly global reach, incorporating transnational policy perspectives from the OECD and the European Commission, alongside national cases from across the world in contrasting contexts that include North and South America, Canada, France, Singapore, China, Russia and New Zealand. The range of contributions reflect how pervasive these developments are, how much is new in this situation and to what extent evidence-based policy pressures on research in education build on past relationships between education and policy. This book considers the impact of the steering processes on the work and identities of individual researchers and considers how research can be organised to play a more active role in the politics of the knowledge economy and learning society.**

**This book gives a brief overview of regional issues and the history of post-secondary education in Kazakhstan and describes the development of higher and tertiary education in the country since the transition began, along with a set of**

**key recommendations for improvements. This volume is a collection of eleven papers written by scholars from around the world, who came together in their shared interest to discuss current trends and issues in higher education. Rich in a diversity of topics, Current Trends and Issues in Higher Education represents a valuable contribution to the fields of language, culture, teaching methodology, education, linguistics and central Asian studies. This book synthesises current theoretical and practical insights in higher education provided by active researchers and practitioners in their respective areas. It is comprehensive in dealing with the issues facing educators today, such as changing perceptions in education and research, and learning and teaching in traditional and non-traditional settings. With today's constant changes in the field of education as a result of new legislation and globalization, and new instructional practices and research investigations, this book will help all involved in education to keep up with these transformations and be up-to-date in all areas relating to higher education.**

**Higher education policy is the key to lifelong learning and this is particularly important as the ageing population is increasing in many countries. It is a major driver of economic competitiveness in an increasingly knowledge-driven global economy and it also brings social cohesion and well-being. Countries are increasingly aware that higher education institutions need to foster the skills required to sustain a globally competitive research base and improve knowledge dissemination to the benefit of society. Kazakhstan's higher education system has made progress over the past ten years. However, there is scope for improvement in delivering labour-market relevant skills to Kazakhstanis, and in supporting economic growth through research and innovation. In examining the higher education system in Kazakhstan, this report builds on a 2007 joint OECD/World Bank review: Reviews of National Policies for Education: Higher Education in Kazakhstan 2007. Each chapter presents an overview of progress made in the past decade across the main areas explored in the 2007 report. These**

**include quality and relevance, access and equity, internationalisation, research and innovation, financing and governance. The report also examines policy responses to evolving dynamics in higher education and the wider socio-economic changes.**

**[Kazakhstan's Developmental Journey](#)**

**[An International Bibliography](#)**

**[Global Challenges and Responses](#)**

**[World Class Universities](#)**

**[Current Trends and Issues in Higher Education](#)**

**[25 Years of Transformations of Higher Education Systems in Post-Soviet Countries](#)**

**[Tertiary Student Migration from Central Asia to Germany](#)**

**[Intercultural Foreign Language Teaching and Learning in Higher Education Contexts](#)**

**[Higher Education in the Global Age](#)**