Dear friends!

I invite you to read the Development Strategy 2025 of Almaty Management University.

The world faced new global challenges and threats, such as the coronavirus pandemic, as well as new opportunities, and we decided to adjust our priorities and main development directions of the university. The world changes, and so does AlmaU, maintaining the intention to be a driver of positive transformations.

AlmaU brought to life many projects and ideas: we opened new schools, initiated the creation of the entrepreneurship ecosystem, became the regular venue for international conferences, forums and specialized schools of competence improvement. Furthermore, AlmaU does contribute to the UN Sustainable Development Goals.

Universities must be able to adapt, cooperate, generate new ideas and have a positive impact on the social development, instead of just training specialists for the labor market. Therefore, our goals are diverse and set numerous connected directions of development, including not only education, but science and entrepreneurship.

We prioritize strengthening links with the world outside through internationalization, deep digital transformation, fulfilling the Third Mission, bearing in mind the principles of sustainable development.

We see the need to concentrate on three main directions:

1) to become the center of academic excellence;
2) to stimulate the research and innovation in university;
3) to promote the development of socially responsible business.

We will fulfill our mission, adhering to the principles and values that have formed over the long history of our university, and we will realize our vision of becoming a world-class entrepreneurial, socially responsible university.

Rector,
C.Sc. in Mathematics

Suleimenov E.
AlmaU TODAY

**1-st** business school in Kazakhstan and the CIS (32-year success story)

**1-st** Entrepreneurial University in the Republic of Kazakhstan

**1-st** in Kazakhstan and the Asian part of the CIS received global recognition and global accreditation

**1-st** to develop the platform of a socially responsible university in the Republic of Kazakhstan

Driver of development of MBA programs and pioneer of DBA education in Kazakhstan

**1-st** launched a School of Engineering Management and a major in Urban Studies

THE FIRST introduced the subject "Service learning" as an educational discipline

PIONEER IN PROMOTING the format of creative zones, design thinking, innovation and startups at the university
<table>
<thead>
<tr>
<th>Program amount</th>
<th>Almaty School of Management</th>
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<tbody>
<tr>
<td>15+ short-term</td>
<td>International Academy of Business</td>
</tr>
<tr>
<td>7 bachelor</td>
<td>15 bachelor</td>
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<tr>
<td>6 master</td>
<td>7 master</td>
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<tr>
<td>20+ short-term</td>
<td>5 PhD</td>
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<tr>
<td>4 MBA</td>
<td>6 MBA</td>
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<td>2 DBA</td>
<td>1 DBA</td>
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<table>
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<tr>
<th>Number of students</th>
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<tr>
<td>200</td>
<td>2000+ students</td>
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<tr>
<td>70 international</td>
<td>7000+ students</td>
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<td>280+ international</td>
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<tbody>
<tr>
<td>15 non-staff teachers</td>
<td>100 full-time teachers</td>
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<tr>
<td>10 employees</td>
<td>10 foreign teachers</td>
</tr>
<tr>
<td>10+ foreign teachers</td>
<td>215 full-time teachers</td>
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<tr>
<td>100 employees</td>
<td>6 foreign teachers</td>
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<td>210 employees</td>
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<td>20+ short-term</td>
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<td>6 MBA</td>
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<td>1 DBA</td>
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<tr>
<th>Infrastructure</th>
<th>Almaty Management University</th>
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<tbody>
<tr>
<td>900 sq. m. rented</td>
<td>8000 sq. m. owned</td>
</tr>
<tr>
<td>15 845 sq. m. owned</td>
<td>15 845 sq. m. owned</td>
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RATINGS

**TOP-100** in the QS global ranking of EMBA programs (2020)

**TOP-200** in the QS global ranking of MBA programs (2020)

**TOP-20** in the QS global ranking of MBA programs in Asia (2020)

**TOP 3** in the region of Central and South Asia according to Expert RA (2019)

**TOP-3** business schools actively promoting in the global market according to Expert RA (2020)

**301-400** place in the Times Higher Education Impact Ranking (2020)

**TOP-5** universities in the national ranking of educational programs of NPP "Atameken" (2019)

ACCREDITATIONS

**AMBA** (2016)
**IQA** (2017)
**IQA CEEMAN** (2017)
**IQAA** (2020)

CERTIFICATES

ACCA certification of the Bachelor's program «Accounting and Auditing» (2019)

GARP Certification of the MBA in «Financial Engineering» (2019)
STRATEGIC GOALS
AND MAIN DIRECTIONS
OF THE UNIVERSITY
DEVELOPMENT

MAIN CHALLENGES AND PRECONDITIONS

WE HAVE TO COMPLETE THE TRANSFORMATION OF AlmaU INTO AN ENTREPRENEURIAL UNIVERSITY USING DIGITAL TECHNOLOGIES. WE WILL FORM AN ECOSYSTEM TO FOSTER RESEARCH AND INNOVATION AND ACCELERATE THE DEVELOPMENT OF ONLINE EDUCATION.

Design of the development strategy pays respect to the main directions of the new state program for the development of education and science of the Republic of Kazakhstan until 2025:

1. Development of 21st century skills in students: leadership, communication, research, entrepreneurship.
2. Improving the quality of education in terms of skills of graduates.
3. Increasing the independence of universities through the appointment of rectors on the principle of election, as well as the transfer of rights to make academic, personnel and managerial decisions to the university level.
4. Integration of post-secondary education programs with 1st and 2nd year undergraduate programs.
5. Increasing the motivation of higher education workers to scientific work.

The coronavirus pandemic also strongly influenced the design of this strategy. Quarantine measures complicated the procedures of educational migration, some segments of the labor market (IT, medicine, education) were insufficiently provided with qualified specialists, and other segments (finance, law) were “overheated” and lost a large number of jobs. Finally, the governments of many countries were forced to revise the volume of investments into education.

At the same time, the pandemic showed how important education and science are for society. It has fueled a massive shift to online education around the world. It drew the attention of universities to new opportunities: an increase in the number of students in Kazakhstan due to a decrease in educational emigration, an increase in demand for online education, deepening cooperation between universities to develop innovative educational programs, diversification of income through research, entrepreneurship and donations, the introduction of corporate governance practices to universities, improving the quality of cash flow control and developing digital marketing.
OUR MISSION
We are making the world better through the development of education, research and entrepreneurship.

OUR VISION 2025
Almaty Management University is an entrepreneurial, socially responsible world-class university.

OUR VALUES
1. Leadership - we strive to be agents of change, demonstrate an entrepreneurial mindset and culture, and control our development.
2. Diversity and inclusion - we value social and cultural diversity and strive to create an atmosphere of mutual respect, where every employee and student contributes to each other’s success.
3. Responsibility - we are responsible for the results of our activities to partners, students, colleagues, create strong ties with them, working for the good of society.
4. Integrity and openness - we are adherents of intellectual honesty and openly communicate our intentions in work and communication, always ready to exchange ideas and improve.
5. Team spirit and synergy - we are a close-knit team working on the principle of “Win-Win-Win” to ensure the synergistic success of the university, society, business and government.

STRATEGIC GOALS AND DIRECTIONS
THE GOAL OF THE UNIVERSITY IS TO PREPARE STUDENTS FOR A SUCCESSFUL CAREER AND A CONSCIOUS LIFE, AND TO CONTRIBUTE TO THE DEVELOPMENT OF SOCIETY, ENTREPRENEURSHIP AND THE STATE.

We will actively take part in solving local and global challenges through education, research and initiatives.

The AlmaU community: the board of trustees, university management, teachers, mentors, students and alumni will promote the success of everyone who wants to develop at AlmaU.

AlmaU 2025 (Meaningful & Impactful University) vision and mission fulfillment will take place through the prism of three strategic directions:
1. ACADEMIC EXCELLENCE: student-centered education, personification, online education and lifelong learning.
2. RESEARCH AND INNOVATION: strengthening research competencies, developing conditions for generating knowledge and developing innovations.
3. ENTREPRENEURSHIP FOR ALL: development and dissemination of entrepreneurial mindset and skills among people of all professions and ages, increasing the influence of the university on the country’s economy and public life.

Each strategic direction is imbued with three principles:
1. Sustainable development - a positive contribution to the development of the state, society and business; balanced and effective university activities; inclusion, adherence to the principles of kaizen.
2. Internationalization - attracting foreign students, teachers and staff, academic mobility, participation in international research and commercial projects.
3. Digitalization - the implementation of digital technologies to facilitate and speed up operational processes, and to create new opportunities for the university.
AlmaU will become a territory of opportunities for students, a source of inspiration, an ecosystem giving not only professional knowledge, but also personal development, life design through the Lifelong Learning.

**Our tasks to achieve academic excellence:**
1. Development of personality-oriented, personalized education and development of the student community AlmaU.
2. Improving the quality of the education.
3. Internationalization and impact on the international education agenda.
4. Online education development.
5. Expanding influence on the education system and the higher education market.

**1. DEVELOPMENT OF PERSONALITY-ORIENTED, PERSONALIZED EDUCATION**

We are moving from a competence-based approach to a personality-oriented education, giving the student not only a profession, but also life guidelines, a certain worldview, human values.

In accordance with global trends and demands, AlmaU has defined an approach to education - personification. Personalized education means the inclusion of the student, as an equal subject in determining goals, approaches, assessment criteria of educational and professional activities. The role of the teacher is to ensure that students are aware of their own internal stimuli that guide their educational and professional activities.

We provide students with opportunities to define an individual learning path according to their personal and career goals. We achieve personification and student-centered education through:
1. Expanding the opportunities of students to customize the educational process: choosing the format and language of instruction, elective disciplines, payment schedule.

2. Career planning and development assistance. Specialists of the Students Service Office will assist students in the development of their career, while tracking, supporting and advising graduates.

3. The implementation of innovative and digital teaching methods that stimulate the active participation of students in the educational process, instead of passive perception.

4. Collecting a digital trail of a student for the timely adjustment of educational programs and approaches to training in order to improve them.

5. Effective combination of Majors and Minors to expand the student’s opportunities to choose an individual educational trajectory.

6. Strengthening the integration of AlmaU educational programs with real business through dual training, student internships in companies, inviting teachers-practitioners, involving students in consulting.

2. IMPROVING THE QUALITY OF EDUCATION

The quality of education is the cornerstone of the academic process and the key to the competitiveness of graduates. Constant changes in the world create new demands for the quality of education, which must be answered in a timely manner. The university is committed to a scientific approach in education and actualizes modern methods for organizing an effective and fruitful educational process with through:

1. Continuous improvement of the educational process methodologically, analytically and practically, including the implementation of programs of pedagogical mastery.

2. The introduction of an automated metasubject approach to assess students’ competencies.

3. Creation of opportunities for advanced, benchmark-based training of teachers AlmaU and other universities.

4. Providing teachers with opportunities for creative organization of the educational process, and introduction of advanced teaching methods.

5. Cultivating the principles of academic integrity. AlmaU is a co-founder of the Academic Integrity League in the higher education market in Kazakhstan.

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3. DEVELOPMENT OF THE ALMAU STUDENT COMMUNITY

AlmaU promotes student self-government - a real form of student democracy that allows students to independently determine topics that are important for the community, and choose ways to perform tasks. AlmaU student clubs are the basis of student self-government that forms citizens involved in the life of society, striving to contribute to the sustainable development of the country, broadcast the culture of creativity, lifelong learning, entrepreneurship.

We want to expand and improve the AlmaU community by:
1. Increasing the number of bachelors, masters and doctoral students involved in student life.
2. Development of infrastructure supporting creative, sports, educational student activity.
3. Involvement of alumni in the life of the university by the development of the Alumni Mentorship program. AlmaU alumni could help current students in the career building, fundraising and headhunting for their projects.
4. Supporting the graduates through Lifelong Learning, unlimited access to university infrastructure, expertise from faculty and staff.
5. Educational inclusion, so every student, regardless of their needs and characteristics, has access to the services of the university.
6. Prioritizing and encouraging the activities of research, socially responsible (SDG) and professional student clubs.

4. INTERNATIONALIZATION AND IMPACT ON THE INTERNATIONAL EDUCATION AGENDA

Maintaining the status of a world-class University is ensured through quality education and involvement in global research initiatives. AlmaU will increase its participation in the global education development process through:
1. Expanding opportunities for students to make educational and research trips, participate in the international academic community and cross-cultural exchange.
2. An increase in the number of double or triple degree programs that widen the choice of training programs and enhance cross-cultural communication.
3. Increasing the share of foreign teachers and management personnel at the university.
4. Encouraging university professors for academic mobility to share ideas and best practices in teaching and research.
5. Internationalization of strategic initiatives and participation in international educational alliances.

5. ONLINE EDUCATION DEVELOPMENT

Digital technologies allow us to overcome the physical limits of the university, accelerate and facilitate all its processes. AlmaU integrates into the digital space by solving the following tasks:
1. Complex standardization and automation of academic business processes.
2. Development of a university platform for online education and services that ensure its effective use.
3. Collaboration with international online education platforms and other universities. AlmaU will expand the number of available online courses on educational platforms Coursera, EdX, Udemy, etc.
4. Development of the teachers’ professional skills in creating online courses, teaching in blended format, and accompanying online courses.

6. EXPANDING IMPACT ON EDUCATION SYSTEMS AND THE HIGHER EDUCATION MARKET

AlmaU always strives to make a positive impact on the development of education, to be a trendsetter in a competitive environment, to go beyond the borders of its city and country. We will expand our influence by opening new AlmaU Schools, creating new educational products, exporting educational services to the countries of Central and South Asia, Europe, increasing the availability of education.
Expanding Influence on Education Systems:

1. AlmaU Institute for Educational Development (IED) will become a center for the knowledge generation and transfer of effective management methods in the field of education (primary, secondary, tertiary education). AlmaU sees this as a contribution to the development of education management and an opportunity to positively influence the educational system.

2. Creation of a platform for the development of the education system: development and promotion of technologies and methods of effective management of educational institutions, transformation of educational organizations based on the author’s methodology of the AlmaU IED, creating a platform for universities to exchange the best practices, and implement strategic initiatives.

3. Development of educational research: collection and analysis of information on the work of education systems, the involvement of experts in the development of legislative acts, participation of experts in international projects as consultants.

Expanding Influence on the Higher Education Market

1. Opening the School of Health Care Management, which will train specialists in health care management. The specificity of the school implies an interdisciplinary approach at the intersection of medicine, management, social sciences.

2. Opening the International School of Communications and Almaty Film Academy, with the focus on technologies and methods of communication, creation of media content and interaction with the information space.

3. Creation of Extension AlmaU platform. Extension AlmaU is educational programs that go beyond the main educational programs of the university. We are expanding and ready to provide educational programs for the population, from teenagers to people of silver age.

Main directions:
- programs for children and adolescents;
- programs for the corporate sector, SMEs;
- professional development programs for private and public sector managers;
- programs for the elderly.

4. Opening the branches in Tajikistan and Uzbekistan. AlmaU conducts consulting in these countries, and an MBA program was launched in Tajikistan jointly with the Academy of Management and Business of the National Association of Managers and Marketers and the Tajik State Financial and Economic University.

5. Opening the admission office in India. India is a country with great potential, and we strive to discover it for in order to establish strong cooperation in the field of higher education, student exchange, joint research.
EXPECTED RESULTS IN THE FIRST STRATEGIC DIRECTION "ACADEMIC EXCELLENCE":

1. Each educational program will be able to offer an individual approach to the formation of the curriculum, taking into account the individual goals and needs of students. A sustainable process of improving the quality of education will be formed.
2. Employers will gain highly competent world-class specialists, able to creatively and effectively solve problems. Graduating from any educational program will be a guarantee of employment anywhere in the world due to the international professional certificates and double degree programs.
3. The state will get active citizens involved in the life of their country and investing their knowledge and skills in the socio-economic development of the country.
4. Public organizations will find in graduates the enthusiastic people ready to solve social problems. Service Learning programs and charity clubs will create conditions to raise awareness of students about social problems and opportunities for their solution.
5. Students will gain a diverse and useful student experience through international internships, developed infrastructure and support for extracurricular student activities, and then remain the part of an AlmaU community, always ready to support each of its participants.
Our mission and vision demand research and innovation - to generate knowledge and transform it into practical changes. We apply the entrepreneurial university model as it meets global requirements and future challenges.

Our tasks to develop research and innovation:

1. Participation in fundamental research and leadership in applied one.
2. Research and innovation ecosystem development.
3. Improving intellectual property management.
4. Strengthening the impact of research and consulting on society, government and business.
5. Addressing global problems through participation in international projects.
6. Development of the Knowledge Management portal.

1. PARTICIPATION IN FUNDAMENTAL RESEARCH AND LEADERSHIP IN APPLIED ONE

AlmaU plans to focus on developing strategic research clusters by 2025. The purpose of creating research clusters is to develop the following scientific areas:

1. Management and entrepreneurship.
3. Management in healthcare.
5. Regional Development and Public Policy.
6. EdTech - development of its own and transfer of advanced technologies.
8. Information and communication technologies.
9. Media and art management.

To enhance research activity, we planned the following:
- Increasing the motivation of researchers and teaching staff to publish in rating journals.
- Creation of the "AlmaU Development Fund" aimed at financing research and entrepreneurial activities using internal and external funds.
- Stimulating the research activity of students. AlmaU will create opportunities for students to participate in the ongoing research projects of the university to gain real research experience.
- Establishment of a dissertation council of the university, which will help to fill the scientific and pedagogical personnel reserve of the university.
- Development of a post-doctoral program in the scientific clusters of the university.

2. RESEARCH AND INNOVATION ECOSYSTEM DEVELOPMENT

We will strengthen the innovative activity of the university by:

1. Building the infrastructure that facilitates the knowledge transfer. Researchers will have access to additional services and consulting on the development of innovations based on their research, as well as will be provided with premises, equipment, amenities for this activity.
2. Motivating students, staff and teachers of the university to participate in the development of innovative solutions, obtain patents, broadcast new knowledge.

3. Improve the university service for researchers, including the launch of the AlmaU Research Bot to review global scientific publications, translation services for articles, and a database of local and international reviewers.

4. Creation of the Center for Sustainable Development, with the purpose to form recommendations and propose initiatives to improve human well-being and protect the planet. The center will monitor, analyze the current activities of the university in terms of contribution to the achievement of the SDGs.

5. Building the AlmaU Knowledge Park, which will become a comfortable environment to develop the five spiral (interaction of the university, business, government, society and environment) based on knowledge.

6. Creation of the Center for Creative Economy. The center will deal with creative economy projects involving real business cases in cooperation with international organizations.

7. Development of the Expert Resource Center for New Technologies in Management, Labor Productivity and Quality (Kaizen, Lean Manufacturing, Service Management, Neuromarketing, Aromarketing, etc.).

8. Establishment of the Information Technology Development Center (Fintech, Cybersecurity, Business Analytics and Big Data) support. FabLab for creating startups, attracting business angels and venture financing.

3. INTELLECTUAL PROPERTY MANAGEMENT
The University protects the intellectual property of its students, employees and teachers. The University will improve the management of the intellectual property of its authors through:

1. Support systems for authors obtaining patent, licenses, etc.
2. Intellectual property database, which will store proofs of authorship of an author.
3. Promotion and capitalization of the intellectual property of the authors of the university.

4. STRENGTHENING THE IMPACT OF RESEARCH AND CONSULTING ON SOCIETY, GOVERNMENT AND BUSINESS
AlmaU will reinforce its reputation as a research center conducting high-quality research, with the results used by the state, public organizations and business.

Links with business, government and society will be of great help in the development of research, as they create requests for research "from the field" based on immediate current needs.
EXPECTED RESULTS OF THE SECOND STRATEGIC DIRECTION
"RESEARCH AND INNOVATION":

1. Living research and innovation ecosystem. A stable process of development and implementation of innovations, especially on the basis of scientific developments of the university.
2. Integration of education and applied research, allowing students to receive relevant knowledge and skills.
3. As a result of increased interaction between the university and business in the field of applied research, innovative activity will increase. The business will get the best solutions for operational and production activities and scaling.
4. Growth of income from research and innovation activities. Increased demand for research and consulting from the state and the real sector of the economy of the Republic of Kazakhstan.
5. Society will receive an increase in the quality of life in the country and a stable economy, technological sovereignty.

We will strengthen the impact of our research and consulting on business, government and society by:

1. Establishment of a reward system for project managers who will attract commercial projects to the university and accompany their execution by departments. Project managers will free researchers and consultants from paperwork and the search for new projects.
2. Registering the results of research and consulting with the real impact on the state, society and business, i.e. changes in public policy, public practices and business solutions.
3. A strong pool of experts and researchers. Specialists will be nurtured within the university, as well as by attracting talent outside the university.

5. ADDRESSING GLOBAL PROBLEMS THROUGH PARTICIPATION IN INTERNATIONAL PROJECTS

AlmaU develops research partnerships, updates its research in accordance with the UN global SDG agenda. We will expand the university’s participation in research activities internationally through:

1. Work in international research projects that bring both reputational and practical benefits, giving university researchers experience in an international environment, as well as increasing participation in competitions for grant funding.
2. Inviting international experts to university projects in order to exchange useful experience and improve the quality of research.
3. Encouraging university staff and teachers to review and edit articles for rating journals, and participate in international conferences.
4. Development of the AlmaU scientific journal and its inclusion into the CCSES and Scopus databases.

6. DEVELOPMENT OF THE KNOWLEDGE MANAGEMENT PORTAL

AlmaU will become an expert platform developing knowledge management in Kazakhstan, Central Asia and Eastern Europe. The AlmaU knowledge management system is a dynamic, social, organizational and technical, globally accessible 24/7 system empowering the intellectual capital of the university and country.

The development of the AlmaU Knowledge Management portal will go through:

1. Creation and development of the automated management system for research and innovation activities of the university, freeing researchers and innovators from routine work not directly related to research and development of innovations.
2. Providing researchers with access to specialized software corresponding to their specialization and profile.
AlmaU actively develops the idea of entrepreneurship for people of all ages and occupations. This idea will allow AlmaU to become a driver of entrepreneurial education and achieve international competitiveness.

AlmaU achieve Entrepreneurship for All by:
1. **Entrepreneurial university model advancement.**
2. **Development of an entrepreneurial ecosystem at the university.**
3. **Strengthening the influence of the entrepreneurial university in society.**
4. **Becoming a benchmark for an entrepreneurial university in Eastern Europe and Central Asia.**
5. **Creation and constant upgrade of an online school of entrepreneurship.**

### 1. ENTREPRENEURIAL UNIVERSITY MODEL ADVANCEMENT

AlmaU is devoted to the entrepreneurial university model. AlmaU has introduced entrepreneurship as a separate discipline and educational program. The next step is to involve everyone associated with AlmaU in entrepreneurship, be it a student, teacher or administrative worker. Ideally, every “person of AlmaU” will try to create their own entrepreneurial project at least once in their career.

We set the following tasks to develop deeply the AlmaU entrepreneurial university model:

1. **Improve the concept, methodology and standards of entrepreneurial education, entrepreneurial corporate governance.**
2. **Promote the AlmaU entrepreneurial university model with the assistance of the Association for Entrepreneurial Education that we have created. Our initiatives to promote entrepreneurship: transformation of classical universities into entrepreneurial ones; entrepreneurship in the creative class; family and social entrepreneurship.**
3. **Strengthen cooperation with strategic partners on the implementation of the entrepreneurial university model. Such partners for AlmaU are Babson College, Tel Aviv University, IE University, Maastricht School of Management, Management Center Innsbruck and others.**
4. **Develop joint initiatives and projects with major international organizations in the field of entrepreneurship.**
5. **Increase the share of income from entrepreneurial activity in the total income of the university.**
2. DEVELOPMENT OF AN ENTREPRENEURIAL ECOSYSTEM AT THE UNIVERSITY

We will improve the entrepreneurial ecosystem through:

1. Development of entrepreneurial skills and entrepreneurial mindset of AlmaU people by creation of startups, participation in applied projects. To teach entrepreneurship to everyone, regardless of age, background, profession, membership in social groups.

2. Creation of a platform that ensures interaction between students of different educational programs and universities in order to implement interdisciplinary ideas.

3. Deployment of support services for entrepreneurs through university structures, including access to financial, legal, organizational services (legal clinic, etc.).

4. Support the business incubator and accelerator, adapting theoretical knowledge to entrepreneurial practice.

5. Implementation of effective mechanisms to involve employees and teaching staff in student startups and to motivate them to start their own projects.

Enhancing the participation of AlmaU graduates in the entrepreneurial activity of the university. They may fund projects of students, teachers and employees, provide expertise, create joint ventures with students.

3. STRENGTHENING THE INFLUENCE OF THE ENTREPRENEURIAL UNIVERSITY IN SOCIETY

AlmaU will be a crossroad for interaction between the state, business, society, venture funds, investors. We will set up projects and initiatives such as entrepreneurial camps and forums, barcamps, hackathons, business evenings, start-up tours, etc. for this purpose.

To achieve this goal, we must:

1. Ensure a sustainable positive impact of the university's entrepreneurial projects on business practices, professional standards, and public policy. Introduce the principles of professional management in Kazakhstan companies, develop an entrepreneurial approach to activities in them.

2. To implement the project of the urban space "KAYNAR BULAK" in AlmaU - a progress space, convenient for joint work on projects of the future. Anyone can organize or participate in an independent and free educational event here. The high density of events, the involvement of leaders and talents enable participants to quickly test ideas, gather project teams, find like-minded people, learn and teach, change the life of the university, city, region, country and the world for the better.
4. BECOME A BENCHMARK FOR AN ENTREPRENEURIAL UNIVERSITY IN EASTERN EUROPE AND CENTRAL ASIA

Eastern Europe and Central Asia are regions with great potential for entrepreneurship development. AlmaU will become an entrepreneurial university benchmark using the following:

1. Geographical expansion of consulting activities for the development of the entrepreneurial university model, supported by the project "Ecosystem of student entrepreneurship".

2. Organization of international conferences and forums together with the "Association for Entrepreneurial Education in the Republic of Kazakhstan" to promote the entrepreneurial university model and exchange experience.

5. CREATE AND CONSTANTLY UPGRADE AN ONLINE ENTREPRENEURSHIP SCHOOL

Online School of Entrepreneurship "Open AlmaU" is a platform for teaching entrepreneurship regardless of geographic location, age, background, profession, belonging to social groups.

To achieve this goal, AlmaU will take the following steps:

1. Create a system that connects entrepreneurs, mentors, trainers into a single structure that provides information collection, analysis and management.

2. Develop and implement educational programs, courses and trainings that reveal the opportunities of digital entrepreneurship skills education.
EXPECTED RESULTS OF THE THIRD STRATEGIC DIRECTION "ENTREPRENEURSHIP FOR ALL":

1. AlmaU will fully integrate the entrepreneurial university model into its activities. Every employee, teacher, student will share the philosophy of entrepreneurship.

2. Living entrepreneurial ecosystem of the university, integrated into the life of the city, generating new ideas and solutions aimed at improving the well-being of citizens, culture, environment, etc.

3. The spread of entrepreneurship outside the university, positive changes in the state and society, in business and the environment, embodied in projects and initiatives implemented by entrepreneurs who studied at AlmaU.
3. STRATEGIC RESOURCES AND RISKS

3.1. STRATEGIC RESOURCES

As one of the drivers of management development in Kazakhstan, AlmaU always strives to improve corporate governance methods and apply best practices.

UNIVERSITY POLICY AND ORGANIZATIONAL STRUCTURE

AlmaU takes an integrated approach to develop an entrepreneurial culture. Training, continuing education, coaching, consulting and supervision are of immense importance. AlmaU provides a wide range of networking opportunities for employees, facilitates the development of business plans, applications for funding from business and government, helps to professionalize startups / projects and improve their growth prospects.

AlmaU CULTURE

We foster a corporate culture of continuous improvement and a distinct corporate climate that is respectful, trusting, tolerant and environmentally friendly.

The project culture is widespread at all management levels and all members of the AlmaU team bear horizontal responsibility and have a holistic view on the university initiatives.

The values of the university are shared by all employees, and are also transmitted by the management in the form of key ideas. Values are woven into business processes, HR systems, communication methods, employee relationships with each other and with clients.

MULTICULTURAL ENVIRONMENT

We will continue to improve our environment to attract foreign specialists in AlmaU. Attracting talents from different "corners of the world" will ensure the strengthening of the international pool of the AlmaU team. International internships, exchanges and refresher courses are an essential component of the career development of our faculty and staff.

TALENT MANAGEMENT

High-potential faculty and staff are a key university asset. The identification, attraction and retention of talents is carried out through the use of 360-degree assessment technologies, the creation of long-term development and training programs, the introduction of a mentoring culture in AlmaU.

HiPo's strategy in the development of human capital will carry out the organizational transformation of the university to matrix structure and the formation of Agile teams. An efficiently functioning organizational structure, cost reduction, cost minimization, task setting are the main prerequisites for the implementation of the strategy.
2. Academic processes, including the organization and management of the educational process, management of academic mobility, examination, recruitment, enrollment and others.

1. Management processes, including organizational structure and schedule management, search and selection of personnel, budget and risk management, strategy and infrastructure management, and others.

2. Academic processes, including the organization and management of the educational process, management of academic mobility, examination, recruitment, enrollment and others.

3. Research processes, including the organization of scientific research work, laboratory management, library and archive management.

**DIGITAL CORPORATE MANAGEMENT OF THE UNIVERSITY**

With the rapid development of digital technologies, we are able to carry out our business faster and more efficiently. We will improve the knowledge management system in order to ensure the efficiency of business processes, generate income, and develop a culture of readiness to share knowledge. We will provide opportunities for employees to work from anywhere in the world in a prompt and accessible format.

The University standardizes and automates all business processes so that employees can easily and quickly master their responsibilities, and the business processes become faster and more efficient. This applies to processes in three directions:

1. **Management processes**, including organizational structure and schedule management, search and selection of personnel, budget and risk management, strategy and infrastructure management, and others.

2. **Academic processes**, including the organization and management of the educational process, management of academic mobility, examination, recruitment, enrollment and others.

3. **Research processes**, including the organization of scientific research work, laboratory management, library and archive management.

**INFRASTRUCTURE DEVELOPMENT**

The AlmaU campus is developing both in the direction of expanding opportunities and improving the quality of available services, an inclusive environment.

The university will provide extensive and affordable opportunities for living in a dormitory, providing not only accommodation services, but also combining the functions of coworking, a creative platform, a place for meetings and conferences, and sports.

The university will improve the availability and performance of digital equipment on the campus: increasing the number of computers and related peripheral equipment per student, improving their technical characteristics, increasing the speed and coverage of the Internet on the campus.
The infrastructure of AlmaU will fit “green” standards: by 2025, the university will completely switch to the use of water and energy-saving technologies, expand parking for environmentally friendly types of personal transport (bicycles, scooters, electric vehicles, etc.), will transfer over 100% of recyclable waste for recycling.

**FINANCIAL RESOURCES**

The university will take the path of reducing the loan portfolio and diversifying sources of income, which will ensure the implementation of the strategy with the necessary financial resources.

Loan portfolio. AlmaU will achieve a stable decrease in the loan portfolio by controlling cash flows, optimizing expenses, attracting investments and revising credit conditions. The loan portfolio is expected to decrease by 20% per year.

Diversification of income sources. AlmaU will significantly increase the share of income from research, consulting, entrepreneurial and project activities. We plan to increase the share of university income from secondary activities.

**RISKS IN IMPLEMENTING THE STRATEGY**

We have taken into account a set of risks that can slow down or disrupt the implementation of the AlmaU Development Strategy. The university attracted 45 experts from various professional fields to analyze the risks. The analysis was carried out in the format of a survey, where each expert had to assess the proposed risks according to their degree of influence on the possibility of executing the strategy and the likelihood of risk realization. The results of the expert survey are presented in a table.

To manage risks, the university will apply a differentiated approach, which implies a qualified risk assessment, monitoring of changes in the external environment, standardization of university processes, diversification of income, development of specialized strategies and plans, improvement of employee competencies, and insurance.

---

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<table>
<thead>
<tr>
<th>Risk type</th>
<th>Influence</th>
<th>Probability</th>
<th>Risk mitigation measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRATEGIC RESOURCES AND RISKS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Political risks associated with the possibility of changing state policy</td>
<td>High</td>
<td>Medium</td>
<td>Consider the influence of political risks on the activities of the university. Conduct a</td>
</tr>
<tr>
<td>in the field of education and science, instability in the social sphere:</td>
<td></td>
<td></td>
<td>qualified risk assessment. Insure political risks.</td>
</tr>
<tr>
<td>a decrease in the autonomy of the university, a decrease in funding for</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>education and science, a decrease in enrollment on a grant basis.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Legal risks arise from the ambiguity or inconsistency of legislation in</td>
<td>High</td>
<td>Medium</td>
<td>Monitoring changes in the regulatory framework. Standardization of university processes.</td>
</tr>
<tr>
<td>the field of education, research or entrepreneurship: the emergence of</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>legal barriers to the implementation of the strategy directions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial and economic risks are associated with the emergence of the</td>
<td>High</td>
<td>Medium</td>
<td>Diversification of university income. Analysis of the market for higher education.</td>
</tr>
<tr>
<td>crisis and the state of the country’s economy: the insolvency of the</td>
<td></td>
<td></td>
<td>Adaptation of pricing policy to changes in the economy of the Republic of Kazakhstan.</td>
</tr>
<tr>
<td>university, a decrease in financial stability.</td>
<td></td>
<td></td>
<td>Cost optimization.</td>
</tr>
<tr>
<td>Social risks associated with changes in migration flows, demographic</td>
<td>High</td>
<td>High</td>
<td>Adaptive, flexible university management using digital technologies. Improving distance</td>
</tr>
<tr>
<td>situation, deterioration of public health (including a pandemic):</td>
<td></td>
<td></td>
<td>learning technologies. Implementation of the foundation program. Raise the requirements</td>
</tr>
<tr>
<td>destabilization of the university workflow, insufficient level of training</td>
<td></td>
<td></td>
<td>for university applicants (raise the passing score, conduct interviews).</td>
</tr>
<tr>
<td>of applicants.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marketing risks associated with errors in assessing market potential,</td>
<td>Medium</td>
<td>Low</td>
<td>Analysis and forecasting of the external environment based on marketing research.</td>
</tr>
<tr>
<td>choosing channels of communication with customers, shaping the image and</td>
<td></td>
<td></td>
<td>Monitoring and control over the implementation of marketing and PR strategies.</td>
</tr>
<tr>
<td>positioning of the university, the emergence of strong competitors:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>deterioration of the university's image, decrease in market share,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>decrease in students recruitment.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technological risks associated with low coverage and bandwidth of the</td>
<td>Medium</td>
<td>High</td>
<td>Consider the impact of technological risks on the activities of the university.</td>
</tr>
<tr>
<td>Internet, lack and low quality of equipment for university activities,</td>
<td></td>
<td></td>
<td>Renovation and purchase of additional equipment. Increasing the digital competencies of</td>
</tr>
<tr>
<td>low digital literacy: reduced efficiency of business processes,</td>
<td></td>
<td></td>
<td>students, employees and teaching staff.</td>
</tr>
<tr>
<td>deterioration in the quality of educational services.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environmental risks, which include natural disasters, environmental</td>
<td>High</td>
<td>Low</td>
<td>Natural disaster insurance. Implementation of the “Green University” concept.</td>
</tr>
<tr>
<td>pollution: destruction of the university infrastructure, reduced</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>recruitment, deterioration of the working conditions of employees.</td>
<td></td>
<td></td>
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</tbody>
</table>

**RISK TABLE FOR THE EXECUTION OF THE DEVELOPMENT STRATEGY AlmaU 2025**

**Risk type**

<table>
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<tr>
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<th>Risk mitigation measures</th>
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<td>Low</td>
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</tr>
<tr>
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<td></td>
<td></td>
<td>Monitoring and control over the implementation of marketing and PR strategies.</td>
</tr>
<tr>
<td>positioning of the university, the emergence of strong competitors:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>deterioration of the university's image, decrease in market share,</td>
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<td></td>
</tr>
<tr>
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<td></td>
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<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>recruitment, deterioration of the working conditions of employees.</td>
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### 4. KEY STRATEGY INDICATORS

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Unit</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
<th>2024</th>
<th>2025</th>
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<tbody>
<tr>
<td>University total income</td>
<td>mln.tenge</td>
<td>2 574</td>
<td>2 700</td>
<td>2 970</td>
<td>3 200</td>
<td>3 500</td>
<td>3 700</td>
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<tr>
<td>Share of research income in total income</td>
<td>%</td>
<td>0</td>
<td>1</td>
<td>1,2</td>
<td>1,4</td>
<td>1,6</td>
<td>2</td>
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<tr>
<td>Share of income from entrepreneurship in total income</td>
<td>%</td>
<td>0</td>
<td>0</td>
<td>0,3</td>
<td>0,5</td>
<td>0,6</td>
<td>0,7</td>
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<tr>
<td>Teaching staff</td>
<td>People</td>
<td>210</td>
<td>230</td>
<td>250</td>
<td>270</td>
<td>290</td>
<td>300</td>
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<tr>
<td>Total student contingent</td>
<td>People</td>
<td>3 288</td>
<td>3 859</td>
<td>4 030</td>
<td>4 345</td>
<td>4 600</td>
<td>4 855</td>
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<tr>
<td>Contingent bac.</td>
<td>People</td>
<td>2 347</td>
<td>2 796</td>
<td>2 900</td>
<td>3 100</td>
<td>3 300</td>
<td>3 500</td>
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<tr>
<td>Contingent mas.</td>
<td>People</td>
<td>137</td>
<td>147</td>
<td>170</td>
<td>190</td>
<td>210</td>
<td>230</td>
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<td>Contingent PhD</td>
<td>People</td>
<td>34</td>
<td>26</td>
<td>35</td>
<td>40</td>
<td>45</td>
<td>50</td>
</tr>
<tr>
<td>Contingent MBA</td>
<td>People</td>
<td>610</td>
<td>650</td>
<td>650</td>
<td>720</td>
<td>740</td>
<td>750</td>
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<tr>
<td>Contingent DBA</td>
<td>People</td>
<td>60</td>
<td>74</td>
<td>75</td>
<td>75</td>
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<tr>
<td>Contingent SHE</td>
<td>People</td>
<td>100</td>
<td>166</td>
<td>200</td>
<td>220</td>
<td>230</td>
<td>250</td>
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<tr>
<td>The share of international students in the contingent</td>
<td>%</td>
<td>5</td>
<td>7</td>
<td>9</td>
<td>11</td>
<td>13</td>
<td>15</td>
</tr>
<tr>
<td>Share of employed graduates</td>
<td>%</td>
<td>75%</td>
<td>80%</td>
<td>83%</td>
<td>85%</td>
<td>87%</td>
<td>90%</td>
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<tr>
<td>Rating QS WUR</td>
<td>Position range</td>
<td>Her</td>
<td>Her</td>
<td>Her</td>
<td>Her</td>
<td>Her</td>
<td>801-1000</td>
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<tr>
<td>Rating QS by Subject</td>
<td>Number of programs in the top 100</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>THE Impact Ranking</td>
<td>Position number</td>
<td>301-400</td>
<td>301-400</td>
<td>301-400</td>
<td>301-400</td>
<td>301-400</td>
<td>201-300</td>
</tr>
<tr>
<td>Accreditation AMBA</td>
<td>Received</td>
<td>Received</td>
<td>Received</td>
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<td></td>
<td></td>
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<tr>
<td>Accreditation AACSB</td>
<td>Received</td>
<td>Received</td>
<td>Received</td>
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<tr>
<td>Accreditation EQUIS</td>
<td>Received</td>
<td>Received</td>
<td>Received</td>
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<tr>
<td>Accreditation ACEEU</td>
<td>Received</td>
<td>Received</td>
<td>Received</td>
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<tr>
<td>Accreditation IQA CEEMAN</td>
<td>Received</td>
<td>Received</td>
<td>Received</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rating Eduniversal</td>
<td>Рейтинги по сферам</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>5</td>
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<tr>
<td>Branch in Uzbekistan</td>
<td>Opened</td>
<td>Opened</td>
<td>Opened</td>
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<td></td>
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<tr>
<td>Branch in Tajikistan</td>
<td>Opened</td>
<td>Opened</td>
<td>Opened</td>
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<tr>
<td>Office in India</td>
<td>Opened</td>
<td>Opened</td>
<td>Opened</td>
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<td></td>
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<tr>
<td>Average number of publications in rated journals per teacher</td>
<td>Unit</td>
<td>0,05</td>
<td>0,1</td>
<td>0,2</td>
<td>0,5</td>
<td>1</td>
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<tr>
<td>Number of projects funded by the state</td>
<td>Unit</td>
<td>2</td>
<td>9</td>
<td>10</td>
<td>12</td>
<td>15</td>
<td>17</td>
</tr>
<tr>
<td>Number of projects financed from non budgetary funds</td>
<td>Unit</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
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<tr>
<td>Center for Creative Economy</td>
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<td>Center for Sustainable Development</td>
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<td>AlmatU Knowledge Park</td>
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<tr>
<td>School of Health Care Management</td>
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<td>International School of Communication</td>
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<td>Almaty Film Academy</td>
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</table>

*Possible changes in indicators*
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
</tr>
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<tbody>
<tr>
<td>ACCA</td>
<td>Association of Chartered Certified Accountants</td>
</tr>
<tr>
<td>AlmaU</td>
<td>Almaty Management University</td>
</tr>
<tr>
<td>AMBA</td>
<td>Association of MBAs</td>
</tr>
<tr>
<td>CEEMAN</td>
<td>The International Association for Management Development in Dynamic Societies</td>
</tr>
<tr>
<td>DBA</td>
<td>Doctor of Business Administration</td>
</tr>
<tr>
<td>EMBA</td>
<td>Executive Master of Business Administration</td>
</tr>
<tr>
<td>GARP</td>
<td>Global Association of Risk Professionals</td>
</tr>
<tr>
<td>IQAA</td>
<td>Independent Agency for Quality Assurance in Education</td>
</tr>
<tr>
<td>MBA</td>
<td>Master of Business Administration</td>
</tr>
<tr>
<td>PhD</td>
<td>Philosophiae Doctor</td>
</tr>
<tr>
<td>SHE</td>
<td>second higher education</td>
</tr>
<tr>
<td>THE</td>
<td>Times Higher Education</td>
</tr>
<tr>
<td>IAB</td>
<td>International Academy of Business</td>
</tr>
<tr>
<td>MES RK</td>
<td>Ministry of Education and Science of the Republic of Kazakhstan</td>
</tr>
<tr>
<td>IAAR</td>
<td>Independent Agency for Accreditation and Rating</td>
</tr>
<tr>
<td>UN</td>
<td>United Nations</td>
</tr>
<tr>
<td>EP</td>
<td>educational program</td>
</tr>
<tr>
<td>RK</td>
<td>Republic of Kazakhstan</td>
</tr>
<tr>
<td>TPSE</td>
<td>technical and professional secondary education</td>
</tr>
<tr>
<td>UN SDGs</td>
<td>United Nations Sustainable Development Goals</td>
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</tbody>
</table>
The UN SDGs are the Sustainable Development Goals, formally known as Transforming Our World: The 2030 Agenda for Sustainable Development - a set of goals for international cooperation that replaced the Millennium Development Goals at the end of 2015.

Hackathon – a forum for developers, where specialists from different areas of software development (programmers, designers, managers) jointly solve any problem within a limited time frame.

Digitalization – the use of digital technologies to improve the efficiency of the organization, which implies a change in processes and even a complete change of the operating model.

The UN SDGs are the Sustainable Development Goals, formally known as Transforming Our World: The 2030 Agenda for Sustainable Development - a set of goals for future international cooperation that replaced the Millennium Development Goals at the end of 2015.

Entrepreneurial ecosystem is a combination of individuals (including their skills), organizations and institutions that create favorable conditions for entrepreneurship and develop an entrepreneurial culture.

LIST OF DEFINITIONS

BarCamp is an intense event with discussions, demos, and interaction from attendees. The event doesn’t cost any money, but there is a price: all attendees must give a demo, a session, or help with one.

Business incubator – an organization designed to accelerate the growth and success of entrepreneurial companies through an array of business support resources and services that could include physical space, capital, coaching, common services, and networking connections.

Inclusion – the idea and practice based on it that all people should be able to enjoy the same amenities, take part in the same activities and have the same experiences, regardless of their features and special needs.

Innovation – is production or adoption, assimilation, and exploitation of a value-added novelty in economic and social spheres; renewal and enlargement of products, services, and markets; development of new methods of production; and the establishment of new management systems.

Entrepreneurship – active and conscious activity of a person or organization to introduce innovations for personal and / or public benefit.

Entrepreneurial university – a university in which, in addition to education and research, there is a constant process of innovation and entrepreneurship training.

Synergy – the combined power of a group of things when they are working together that is greater than the total power achieved by each working separately.

Spin-off – a company founded with the participation or solely by a teacher, employee or student of a university based on a scientific idea or technology developed at that university.

Start-up – a company created to find, reproduce and scale business ideas.

Trendsetter is an opinion leader, an innovator who perceives ideas or trends earlier than others and by his example introduces innovations into mass use.

World-class university is a university characterized by three elements:
1. Concentration of talents. World-class universities can select the best students and attract the most qualified professors and researchers not only from the country in which they are located, but also from other countries.
2. Abundance of resources. These universities have four main sources of funding: government funding for operating expenses and research, contract research with government organizations and private firms, financial profits from donations and gifts, and tuition fees.
3. A high degree of academic and managerial autonomy. World-class universities operate in an environment that fosters competitiveness, exploration, critical thinking, innovation and creativity. Autonomy is necessary, though not sufficient, to build and sustain world-class universities.

1. What is a BarCamp? // URL: https://www.quora.com/What-is-a-BarCamp
2. Business Incubator Definition // URL: https://www.entrepreneur.com/encyclopedia/business-incubator
6. UN SDGs // URL: https://www.undp.org/content/undp/en/home/sustainable-development-goals.html
WE EXPRESS OUR GRATITUDE TO EVERYONE INVOLVED IN UPDATING THE DEVELOPMENT STRATEGY OF ALMAU 2025: DEANS, DIRECTORS, EMPLOYEES, TEACHERS, ATTRACTED EXPERTS, STUDENTS AND ALUMNI, PARTNERS, MES RK.

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2. Suleymenov E. - Rector
3. Kurenkeeva G. - First Vice-Rector
4. Aryn A. - Vice-Rector for Academic Development
5. Kaumenova A. - Corporate Secretary
6. Yuzhaninova-Karadenizli K. - Executive Director of the School of Entrepreneurship and Innovation
7. Nikiforova N. - Doctor of Economics, Professor
8. Smykova M. - Ph.D., professor
9. Khan I. - Ph.D., professor
10. Kondykazakova M. - PR director

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1. Kalambayeva A. - Director of the Department of Strategic Development and Monitoring of Education Quality
2. Digel I. - Chief Business Analyst of the Department of Strategic Development and Monitoring of Education Quality
3. Pichugina E. - Chief Designer of the Marketing Department
A - Achieve
I - lead
m - manage
a - apply
U - Undertake

Alma Mater.
AlmaU matters!