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Стратегия развития
Almaty Management
University
2025

www.alma.edu.kz
Development Strategy of Almaty Management University 2025

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1. **Almaty Management University today**

AlmaU is an entrepreneurial, socially responsible university, business school #1 in Kazakhstan.

There are 4 schools functioning in the university: Graduate School of Business, Graduate School of Public Policy and Law, Graduate School of Management, Graduate School of Engineering Management, and the Faculty of Basic Training.

AlmaU conducts training in the sphere of economics as well as provides undergraduate, graduate, PhD, MBA (Master of Business Administration) and DBA (Doctor of Business Administration) programs.

The University conducts training in 15 bachelor degree programs, 11 – master degree programs, 4 - doctoral degree studies. There are 6 MBA programs, 2 training programs for DBA.
<table>
<thead>
<tr>
<th>First business school in Kazakhstan (30 years of success)</th>
</tr>
</thead>
<tbody>
<tr>
<td>First entrepreneurial university in RK</td>
</tr>
<tr>
<td>First globally recognized university in Kazakhstan and the Asian part of the CIS</td>
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<tr>
<td>The driver of the development of the MBA and the pioneer of DBA education</td>
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<tr>
<td>First university that launched the School of Engineering Management, and knowledge management program</td>
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<tr>
<td>Pioneer in promoting the format of creative zones, the design of thinking, innovation and start-ups</td>
</tr>
<tr>
<td>First university, which implemented the subject «Service learning» educational process</td>
</tr>
<tr>
<td>First socially responsible university</td>
</tr>
</tbody>
</table>
The international cooperation

Almaty Management University cooperates with more than 100 of the best universities and business schools in the world, giving its students the opportunity to study abroad through exchange programs, double diploma, academic internships and summer schools.
**AlmaU as an IMPACT University**

Our projects for the development of society, business, state and education of the country contribute to the formation of the University as a socially responsible organization that promotes the strengthening of positive relations in society.

**Society**

- Project "Support to rural teachers" (321 participants, since 2008)
- Cultural and linguistic camp "Ulytau" (576 participants, since 2010)
- National Competition "Zachyot" among the media for the best articles on education (130 people, from 2011)
- The "Academic Honesty" award among researchers in Kazakhstan (14 winners, 2013)
- Grant for persons with disabilities to MBA programs (100% 5 grants, 50% 1 grant, 25% 6 grants from 2014)
- For the first time in Kazakhstan introduced the discipline "Service Learning" (865 participants, since 2014)
- Expert center of NGO AlmaU
- MBA programs for NGOs (2015)
- Social entrepreneurship (AlmaU laboratory of social entrepreneurship) (since 2015)

**Government and Almaty city**

- Project MET Program - training of rectors (90 people, 2012)
- MBA program for state bodies of cities and regions of Kazakhstan (2013)
- The modular program of MPA (2013)
- MBA in the public sector (2014) and MBA in education (2016) for the Mangystau region.
- Initiators of the concept "Almaty is a city of startups" and "Almaty is a social city" (2016)
- Joint Project "MISTI" with Almaty city akimat and MIT (USA) (2017)

**Education**

- MBA in Education - the first program (2014)
- Assistance in the transformation of the regional universities of the Republic of Kazakhstan into entrepreneurial universities (ERG) (2017)

**Business**

- MBA in Public Health (2012)
- The first collection of business cases in Kazakhstan with the Bolashak Association (2015)
- The book "Legends of Kazakhstan Entrepreneurship" (2016)
- The MBA and DBA education driver in the Republic of Korea (~ 50% and ~ 67% of the market) (2017)
2. Mission, Vision, Key Values

AlmaU mission

Мы формируем новое поколение лидеров с предпринимательским мышлением и вносим вклад в развитие экономики знаний динамично развивающихся обществ

We shape a new generation of leaders with entrepreneurial mindset and make an impact for development of knowledge economy in dynamic societies.

Біз көсіпкерлік сапалы кешбашшылардың жаңа бұының даярлаймыз және қарқынды дамушы қоғамдарда білім экономикасының дамуына ықпал етеміз.

AlmaU vision 2025

Алматы Менеджмент Университет - предпринимательский, социально-ответственный университет мирового уровня.

Almaty Management University is an entrepreneurial, social responsible and world class university

Алматы Менеджмент Университеті – әлемдік деңгейдегі кәсіпкерлік, әлеуметтік-жауапты университет

Our Values

1. Partnership for the benefit of society

Implementation of the "Win-Win-Win" principle according to which any mutually beneficial cooperation between the two parties (Win-Win) should be beneficial, and the effect of synergy and the third party - the society (Win).

2. Leadership

The proactive worldview "I am the Leader" of every student, employee, teacher and partner of AlmaU allows us to be agents of change, demonstrate entrepreneurial thinking and culture, manage ourselves, our emotions, our development, show our own individuality, have dignity and honor, respect ourselves and others.

3. Freedom

University promotes the philosophy of freedom of the spirit, thoughts and words, the value of the balance of work and life. We hold high the foundations of academic, research and entrepreneurial freedom.

4. Responsibility

Almaty Management University is responsible for its results to partners, customers, colleagues and society as a whole, anticipating the needs of the society, working ahead of schedule.

5. Team spirit and synergy

The success of the university depends on the team of people, its composition, professionalism, efficiency, solidarity, focus on results and synergy.
3. Strategic aims of Almaty Management University 2025

1. Join the list of:
   - the top 200 business universities in the world (QS World University Rankings, Times Higher Education), 5 palms of Eduniversal;
   - the top 3 of the best business universities of the countries of the Eurasian Economic Union (EAEC);
   - the top 100 business universities in the world;
   - of universities that have the accreditation of the "Triple Crown" *
     \*EFMD (EQUIS, EPAS), AMBA, AACSB.

2. To become a benchmark for Kazakhstan and dynamically developing communities
   - entrepreneurial education
   - knowledge management systems in universities
   - socially responsible university
4. **Strategic directions of AlmaU**

To achieve the vision of AlmaU 2025, the implementation of strategic objectives and strengthening the contribution of AlmaU to the development of society (Meaningful & Impactful University) identified 4 strategic areas:

**Strategic direction 1. Generation and knowledge management**
1. Academic superiority
2. Research
3. Knowledge management
**Result:** a new generation of change leaders open to new challenges, with social responsibility, creativity and strategic thinking.

**Strategic direction 2. Enterprise Ecosystem**
1. Ecosystem of Entrepreneurship and Innovation
2. Smart infrastructure
3. AlmaU Knowledge Park
**Result:** development of business culture, entrepreneurial education in Kazakhstan: promotion of academic programs on entrepreneurship, creation of an effective business ecosystem in the country's economy.

**Strategic direction 3. AlmaU’s contribution to the development of business, government, society and education**
**Results:** development of regions, cities, rural areas, industries and intellectual capital of the country through:
1. Learning the competencies of the future
2. The development of applied research (Urban Studies, regional development strategies, Smart cities and the region)
3. Implementation of consulting
4. Dialogue platforms between businesses, the state, formation by a society.

**Strategic direction 4. People, Culture and Leadership**
**Result:** the development of the university’s Team, the creators of creativity and synergy culture, the class of creators with entrepreneurial thinking and high social responsibility, initiating and implementing changes.
4.1. Knowledge generation and management

4.1.1. Academic excellence

AlmaU – AnotherU!

Territory of new opportunities. AlmaU will become a territory of broad opportunities, a source of inspiration, an ecosystem for acquiring not only professional knowledge, and skills, but also personal development, design of life.

The value of the university lies in the fact that we give all the necessary tools that may be needed to someone who wants to make a successful business or career. The community: the board of trustees, management, teachers, mentors, graduates will help to achieve the success of everyone who wants to develop in AlmaU.

We will develop the concept of partnership with the student throughout life. Teacher AlmaU - spiritual mentor, tutor, coach, professional expert, business consultant. Graduates are partners- adherents, future mentors, experts who are open to dialogue, cooperation with the university, and their organizations, companies, and businesses will act as sustainable sites for consulting, AlmaU students' practical training, and implementation of applied research.

A bachelor's student who will study at our university will begin to change, will become a person with new qualities, will gain out of box thinking, creativity, social responsibility. While studying at our university, the student will receive a qualitative development of all four types of intelligence. A key factor in the success of our students will be the entrepreneurial thinking. AlmaU student will be able to create and implement start-ups, generate new ideas, manage a portfolio of different projects, find resources for their implementation.

**Development of all types of intelligence (by Stephen Covey) in AlmaU**

- **Spirituality, philosophy, life ecosystem, family integrates through education**
  - Service learning, Life Design, "Ulytau" project, courses oratory and acting skills development

- **Leadership, teamwork, stress resistance, time-management, multitasking skills**
  - Courses on leadership and teamwork, author courses on leadership from experts, public opinion leaders, involvement in university projects, student government and clubs

- **Professional knowledge, innovations, research, entrepreneurial thinking, digital literacy**
  - Center for entrepreneurship development and innovations, youth entrepreneurship ecosystem, startups and hackathons, entrepreneurship camps, Babson Collaborative project, Minor in Entrepreneurship, Minor in IT

- **healthy lifestyle concept, reproductive health, healthy eating**
  - AlmaU Mountain Club, Sport&Art Zone, dance, Viennese Ball, yoga, karate, healthy eating programs, first aid (paramedicine)
Students of master’s programs, MBA and DBA will be given the opportunity to:

1. gain knowledge to work in more complex and interesting projects;
2. grow through the career ladder;
3. change the corporate sector to the entrepreneur’s career.

Entrepreneurs, business owners will receive:

1. new ideas for business, investment search;
2. development and scaling of existing business;
3. access to new markets.

For researchers, experts, international consultants, Almaty Management University will become a center of expertise and attraction for those who are studying entrepreneurship, doing business, economics, politics of Kazakhstan, Central Asia and dynamically developing communities.

For people with work experience, an opportunity will be created for an “upgrade” of professional and personal potential: additional vocational education, short-term courses and seminars, retraining, advanced training, personal development, restart of life.

In 2025, due to our new opportunities, the number of AlmaU students will increase to 7,000, of which the proportion of undergraduates, PhD researchers, MBA and DBA students will be at least 50%.

Leadership. Almaty Management University student is a leader with a high degree of proactivity, a driver of change in the society, having the competence of the future and able to work in a multicultural environment.

To this end, the University will develop the AlmaU Leadership Center, which will provide training to leadership competencies, will become a platform for implementing projects on leadership, a platform for interaction of leaders from different countries and different spheres.

Spiritual code. Almaty Management University students are carriers of intellectual and spiritual leadership, national code, custodians of Kazakh culture and traditions. The Ulytau project, aimed at popularizing the culture, history, traditions and customs of the Kazakh people, will become a platform for the development of traditional values among students. At the university, the student will receive education based on the principles of pedagogy of Kazakh thinkers, teachers, philosophers: Abay, Magzhan Zhumabayev, Ahmet Baitursynov, Shakarim, Ybyrai Altynsarin, and will immerse himself in the atmosphere of Kazakh culture, studying national traditions and customs, language and music, literature and history.

The graduate’s competencies model will encompass four key areas:

1. Cognitive abilities;
2. Managerial and social-behavioral knowledge;
3. Digital skills;
4. Entrepreneurial mindset
### Academic Excellence

**Academic Excellence.** We will continue the modernization of educational programs in accordance with the requirements of certification of international professional associations. Educational processes will be based on the values of academic freedom:

- creation and implementation of author’s educational programs and courses;
- formation of students’ own educational trajectory of learning (choice of disciplines, teachers, time, language of instruction);
- possibility of simultaneous education in two or more specialties in three languages (Major & Minor).

#### Academic freedom:

- **Automated access**
  For student - an automated learning management system
- **Ability to choose:**
  - Disciplines
  - teachers
  - the language of the disciplines
  - training time
  - the format of the thesis and the number of participants (individual / group) - track track / business case of the company / own startup / social project / solving social significant problems / solving problems at the level of the state and society / order from the university

The educational program of AlmaU will be aimed at developing these competencies and will include the following I-blocks: basic knowledge, entrepreneurship, management, professional knowledge and skills, personal development, project management, practical **skills**.
Entrepreneurial content of educational programs. The XXI century is the golden age of entrepreneurship. Entrepreneurial competencies, which are the core of AlmaU's educational programs, will ensure the integration of academic content with business, government and NGOs. Thus, AlmaU will give the experience of organizing its own business, interacting with mentors from business, creating a bank of mistakes.

Center for Entrepreneurship Development and Academic Entrepreneurship studio, being a hub for the development of entrepreneurial education not only in AlmaU, but also in Kazakhstan, will provide opportunities to gain knowledge and experience on entrepreneurship and innovation. Students will actively participate in projects of top international universities on entrepreneurship (Babson College, MIT, Tel-Aviv University, etc.); will receive the most current knowledge and experience on entrepreneurship from the founders of successful businesses; will have direct access to investors and business angels; do joint projects with leading companies in the country; receive expert support from practical teachers.

Summer schools on entrepreneurship for students of all levels of training will be unique platforms for the development of a cultural and communicative environment, the exchange of knowledge and experience, the generation of ideas and the search for effective ways to implement their projects. Under the programs Discovery expedition, Tugan Jer and Sacred Geography, undergraduate, graduate and MBA students will also go on a short trip and meet with business leaders in different regions of Kazakhstan and dynamically developing countries. This will allow you to see the cultural heritage, historical sights, natural resources of different regions, as well as create a powerful network.

The skills of project management will allow AlmaU students to solve non-standard tasks and work in conditions of uncertainty. During the training, the student will be involved in a large number of different projects, as in academic work, and in student life. The diploma work will be carried out in the form of projects, where business problems will be solved.
**Interaction with business**

### Bachelor degree

<table>
<thead>
<tr>
<th>1st year</th>
<th>2nd year</th>
<th>3rd year</th>
<th>4th year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dual education, training, &quot;DoingBusiness&quot; - introduction (knowledge of laws / regulators, basic institutions and tools of business support, key players by industry, companies)</td>
<td>Visits to Benchmark companies</td>
<td>Work in companies (in companies of members of the Board of Trustees and AlmaU alumni, industry leaders)</td>
<td>Diploma project - the solution of the real case of the company, employment</td>
</tr>
</tbody>
</table>

### Master degree
- Research
- Consulting
- Internships

### MBA
- Expanding relationships
- New opportunities
- Founding of companies, holdings
- Foundation of business schools

### PhD
- Leaders of research directions
- Foundation of research schools

### DBA
- Leaders in Applied Research
- Founding of consulting centers

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**Goal: opening a start-up (graduates start-ups) - 30% by 2025**

**Minor in IT.** Student of AlmaU will be advanced in the key skill of XXIst century-digital skill. To achieve it disciplines of IT will be strengthened and "Minor in IT" of School of Engineering management program will be realised for all faculties. This program will make students to be professional in IT sphere.

**Connection with business.** Educational programs of AlmaU are focused on integration with real business

- **Dual education.** More than 5 subjects in each specialty will be realized by dual format; students and their professors will have practice in conditions of real business

- **Practice in companies.** AlmaU will give opportunity to do practice not only for fourth courses but also for 2-3 courses during summer. In national companies, students learn features of how to run a business in Kazakhstan, international and global field-western business models.

  Dual education and practice work will allow students to watch the organization as unite system, extend the worldview, learn strategic thinking and change the view.

- **Experts.** More than 40% of AlmaU professors are excellent business experts. During whole educational process CEO of top companies will pass master classes and share with their business experience.

  Integration of professional certifications in educational programs. Content of each educational program will be integrated in a requirement of professional certifications in each field (ACCA, CFA, PMI etc.), that will provide deeper degree of professionalism.

- **Consulting.** At the request of the companies AlmaU students in the groups will solve business problems, which will allow them to develop their professional skills, and to the business to receive advice on the decision of a particular case.

- **On the part of the MBA students.** For MBA students, business consulting will become an obligatory component in the educational program, within the framework of which they will form the company's strategy, study new markets, and give recommendations on
business development. This activity will be carried out with the constant support and under the supervision of the consultant-teacher AlmaU.

**On the part of the faculty.** AlmaU faculty members, as key business experts, will carry out consulting projects on business transformation, entering new markets, introducing a knowledge management system, innovative development, etc.

**International environment.** To develop global thinking and skills of intercultural cooperation, we will expand the opportunities for the AlmaU student to study in the international environment: we will increase the number of academic mobility programs (student, scientific, teaching); at least 30% of teachers will be the best experts-researchers, scientists, practitioners; we will provide 100% access to the primary sources of world educational literature; increase the share of internships and employment in a multicultural environment. All AlmaU alumni will achieve at least IELTS 5.5 band.

Obtaining international accreditations (Triple Crown, CEEMAN, ACEEU, CEEMAN IQA) and joining the top ratings will allow not only to develop a strategic partnership with the best universities for the implementation of joint projects, academic exchanges and two-diploma programs, but will also ensure that educational programs are in line with international standards.

AlmaU will become an attraction for entrants from dynamically developing countries. Multicultural environment, multilingualism, a platform for the development of entrepreneurial experience will enable international students to gain unique experience and knowledge.

Thus, we will strengthen our positioning in the international academic environment, as a world-class entrepreneurial university.

**Career development.** Center of career in conjunction with the personal development coaches will help the student to build various career development scenarios. To this end, we will provide an opportunity to practice, summer internships in the best companies in the country and the world, and form an ecosystem of entrepreneurship to gain experience in creating their own start-ups.

**Work with graduates.** Strengthening the activities of the **Alumni Association** will strengthen the corporate spirit among students, graduates of all generations, preserve the unity of values, and interests, implement large-scale development projects of AlmaU, support business ideas of students, and assist in the promotion of start-ups. Creation and development of the **endowment fund** will allow us to realize a culture of gratitude, pride in belonging to Alma Mater among graduates.

We will develop the **Alumni Mentorship program**, through which students will be able to apply to graduates (who graduated from university 5 or more years ago) for advice and assistance both in questions of the proper career development in the corporate sector and in the issues of starting their own business.

**Innovative Schools AlmaU 2025**

Each of the AlmaU Schools is a hub of knowledge and innovation, a generator of meanings for society and an interactive platform for the expert community.

Each AlmaU School is a unique brand in the market of educational, research and consulting services. Schools have a high degree of autonomy, adhere to the principles of corporate governance (own strategy, budget management, unique programs, advisory council, star structure of teachers, etc.)

Schools AlmaU develop a strategic international partnership with top universities in the areas of academic mobility, joint degree programs, research activities, joint projects.

The educational programs of the AlmaU Schools are accredited by the relevant international agencies and have high positions in international program ratings.

The share of international students in each school will be at least 15%.

Each school of AlmaU will be taught and conducted by at least 5 key international professors.
### AlmaU Schools 2018

<table>
<thead>
<tr>
<th>School</th>
<th>International Partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Graduate School of Business (1988)</td>
<td>MSM (the Netherlands); IBS RANEPA (Russia); Rennes School of Business (France); Antai College of Economics and Management (China) / School of Management Tongji University;</td>
</tr>
<tr>
<td>2. Higher School of Public policy and Law (2014)</td>
<td>Columbia University (USA), SDA Bocconi (Italy), Kazan Federal University (Russia); Beijing International Studies University (China), the UK, USA, Iran</td>
</tr>
<tr>
<td>3. Higher School of Management (2015)</td>
<td>Singapore Management University (Singapore), ESC Rennes Business School (France), Nagoya University of Commerce and Business (Japan), Kozminski University (Poland); Higher School of Economics (Russia)</td>
</tr>
<tr>
<td>4. Faculty of General Education (2015)</td>
<td>Lingnan University (Hong Kong), IESEG School of Management (France)</td>
</tr>
<tr>
<td>5. School of Engineering Management (2017)</td>
<td>Leonardo da Vinci University (France), PolyU (Hong Kong) Universiti Teknologi Malaysia (Malaysia), India</td>
</tr>
</tbody>
</table>

### Future schools and faculties of AlmaU* 2025

<table>
<thead>
<tr>
<th>School</th>
<th>International partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. School of Entrepreneurship and innovations (2018)</td>
<td>MIT, Babson College (USA), KAIST (Republic of Korea), Zhejiang University (China), Tel-Aviv University (Israel), Aalto University (Finland); Karel de Grote (Belgium), Em Lyon (France)</td>
</tr>
<tr>
<td>6. Hospitality School (2018)</td>
<td>IMD (Switzerland), Taylor’s University (Malaysia), Management Centre Innsbruck (Austria)</td>
</tr>
<tr>
<td>7. Education development Institute</td>
<td>Finland, Hong Kong, Russia</td>
</tr>
<tr>
<td>8. School of Media and Communications (2018)</td>
<td>Columbia University (USA), SDA Bocconi (Italy), Kazan Federal University (Russia); Beijing International Studies University (China), the UK, USA</td>
</tr>
<tr>
<td>9. Faculty of public health management (2019)</td>
<td>John Hopkins University (USA), Koc University (Turkey)</td>
</tr>
<tr>
<td>10. School of Industrial Design and Urban Studies (2019)</td>
<td>Tongji School of Management (China), Inclusive Design Department at Hadassah College (Israel), Hof University of Applied Sciences (Germany)</td>
</tr>
<tr>
<td>11. Faculty of Arts and Production (2020)</td>
<td>UC Berkeley, New York Film Academy (USA), RISEBA (Latvia), India</td>
</tr>
</tbody>
</table>

* Faculties will be created at schools.

The Institute is a structural subdivision of the University, which, along with research, conducts educational activities.

Schools are autonomous structural units of the university.
4.1.2 AlmaU research

The University's research strategy aims at integrating AlmaU into the international scientific community and focuses on the contribution of research results to the development of the economy and society (Impact Research).

AlmaU develops and maintains the spirit of research and culture of discovery, the involvement of everyone in research-relevant industries.

Improving research environment ecosystem AlmaU, which consists of:
1) Pool of teachers-researchers, contributing to the development of scientific name schools (drawing up a portrait of the researcher AlmaU, taking into account the requirements of a knowledge economy);
2) Focus on the key research topics of AlmaU: entrepreneurship, education, knowledge management, social responsibility, urban studies, and regional development
3) The synergy of researchers with business, government and society for:
   - integration of research results into the educational process,
   - conducting global and regional studies,
   - commercialization of projects, results of research activities;
4) The conditions for the development of a culture of research activities (databases, infrastructure, the system of motivating and involving PPP, staff and students in research activities).

AlmaU plans to focus on the development of strategic academic / research clusters by 2025:

**Management and Entrepreneurship**
- Entrepreneurship
- Social responsibility
- Social Entrepreneurship
- Leadership
- Corporate Entrepreneurship and Innovations
- Neuromarketing - neurolinguistics
- Lean
- Kaizen

**Management in Education**
- Model of Entrepreneurial Education
- Corporate governance in educational institutions
- Strategic development of educational institutions

**Knowledge Management**
- Economics of knowledge
- Knowledge management system in organizations
- Self-learning organizations; Learning organizations

**Urban Studies and Sustainable Development of Territories**
- Modeling and planning of cities and their ecosystems
- Urban Design
- SMART city / region
- Development of regions
- Tourism and Hospitality

**Information and Communication Technologies**
- Big data
- Neural networks and artificial intelligence

**Regional development and Public policy**
- Good governance
Development of Central Asia
Economics and politics in dynamically developing communities

We will increase the PhD pool of researchers specializing in the topics of research clusters at AlmaU.

Innovative training and research laboratories will ensure the development of knowledge capital in AlmaU and contribute to the development of research activities of cities and the country.

Scientific and research laboratories AlmaU created in cooperation with business, government, NGOs and international partners:
1) Laboratory of Social Entrepreneurship (NGO)
2) International Laboratory for Regional Development (Regional Hub in the Public Service in Astana)
3) Laboratory of Neuromarketing (Magnum)
4) Knowledge Management Laboratory (JSC Kazatomprom) *
* Planned for opening

AlmaU will launch its own Eurasian Leadership Journal (EAJoL), which will focus on the issue of leadership in the context of Eurasia and publish research papers on topics such as intellectual leadership, scientific leadership, leadership ethics, leadership and gender in the context of religion and values, history and political relations. In the field of leadership and management, the key disciplines of EAJoL will be economic sustainability, the dynamism of changing societies, leadership and management in entrepreneurship.

Due to participation in research projects, AlmaU will attract at least 300 million tenge in funding per year.

4.1.3. Knowledge Management

Almaty Management University will become an expert platform for the development and implementation of knowledge management in Kazakhstan and EurAsEC.

We will improve the knowledge management system to ensure the efficiency of business processes, generate revenue, and develop a culture of readiness for knowledge sharing.

The University will develop a knowledge management infrastructure: Knowledge Management Office, IT platform, portal, programs.

AlmaU’s knowledge management system will become a dynamically developing social, organizational and technical, globally accessible 24/7 system for developing the intellectual capital of a self-learning organization.

4.2 Ecosystem of Entrepreneurship at the University

AlmaU is actively developing the idea of entrepreneurship for people of all ages and professions (the principle of Entrepreneurship for All). The University strengthens the development of the entrepreneurial university ecosystem, which will enable AlmaU to become a driver of entrepreneurial education in the Eurasian space and to achieve competitiveness at the global level. AlmaU will become a university 4.0 - a generator of knowledge and innovation for the
country. The university will implement a systematic approach to the formation of the ecosystem of entrepreneurial education.

The entrepreneurial education ecosystem of AlmaU will be based on the following interacting elements:

**I. The strategy, policy, culture and organizational structure of the university**

In accordance with the vision and mission of AlmaU, we will promote the creation and promotion of entrepreneurship among students, teachers and staff of the university.

We will create an integrated approach for the development of entrepreneurial culture and entrepreneurial spirit, where training and continuing education, coaching, counseling and supervision will be of great importance. We will provide a wide range of networking opportunities for start-up entrepreneurs, we will help develop business plans, apply for funding from businesses and government agencies, help professionalize start-ups, incubators and improve their growth prospects. We will develop courses, continuing education and qualification programs, as well as seminars on topics of interest to entrepreneurs.

We see the core of our faculty as self-employed entrepreneurs, business consultants and coaches.

We will move to a more flexible, decentralized, horizontal (matrix, project) management structure that will ensure speed and efficiency in the implementation of projects and initiatives, as well as in interaction with external elements of the AlmaU ecosystem.

**II. Innovative educational programs and methods of teaching**

We will continuously improve courses and programs of entrepreneurship at all levels of education, such as Major / Minor in Entrepreneurship, dual training.

AlmaU will develop innovative and interactive teaching methods to achieve students’ sustainable interest and develop their creative activity and creative thinking: such as augmented reality, flip training, business and role-playing games, situational analysis, gaming, training simulators, simulation, design thinking, design-organized technologies for teaching teamwork on a complex solution of practical problems, etc.

We will strengthen communication with successful entrepreneurs as invited teachers in business courses.

AlmaU will create an entrepreneurial education portal for the dissemination of approaches, methods, tools and educational programs in the field of entrepreneurship.

**III. Entrepreneurial Infrastructure**

We will continue to improve and modernize the infrastructure (physical and IT) and make the campus comfortable, hospitable, inclusive and modern for the work and development of our students, teachers and employees.

We will intensify the digitalization of educational processes and student services for the active use of the information technology platform both within the university and for creating synergies with external sources of entrepreneurship.

The Student Services Center will be the key front office in providing quality student service in registration, performance monitoring, academic mobility, legal, financial and migration issues.

We will continue to develop the activities of existing centers and laboratories of AlmaU, supporting entrepreneurship:

- Center for Entrepreneurship and Innovation Development,
• Academic Entrepreneurship Studio,
• Center for Social Entrepreneurship,
• Business incubator

AlmaU Knowledge Park will be functioning by 2025, which will become a comfortable environment for the development of elements of the fifth helix (interaction of science, business, government, society and the environment) for the purpose of creating and developing businesses and businesses based on knowledge (knowledge driven business)

AlmaU Knowledge Park will create conditions for researchers and scientists to "explore technology" and promote academic entrepreneurship, in particular:

- Commercialization of R&D,
- Creation of prototypes,
- Patenting and commercialization of intellectual property,
- Cooperation with foreign partners, business and the state,
- Transfer of technology and knowledge,
- Spin-off.

AlmaU Knowledge Park will create conditions for entrepreneurs, such as:

- preferential tax treatment,
- a unique ecosystem of business and innovation,
- business, marketing and engineering services for the "cultivation" and "acceleration" of business,
- an innovative infrastructure for research,
- assistance in entering new markets (including foreign markets),
- a platform for finding financing for projects.

IV. Student initiatives and interaction with the external environment

The university's student initiatives are based on the creation and development of student organizations, incubators, start-ups and accelerators, centers and laboratories for the development of entrepreneurship.

We will strengthen work in the direction of existing and potential student initiatives, clubs, contests and events for business purposes. We will provide an integrated approach to the creation and development of business incubators and accelerators of AlmaU students.

We scale the vision and concept of entrepreneurial education at the national level. We will continue the development of Academic Entrepreneurship Studio, an intellectual center for the development of innovative entrepreneurship programs with the goal of introducing entrepreneurship programs into the system of preschool, secondary, vocational, higher and postgraduate education.

AlmaU will be a platform for interaction with the state, business, society, venture funds, investors through the implementation of projects and initiatives such as business camps and forums, bar camps, hackathons, business evenings, start-up tours, etc.

For the sustainable development of entrepreneurship, we will focus on reaching a critical mass of entrepreneurs by creating networks with regional business communities, business associations and non-governmental organizations. We will actively promote the idea of social and mass entrepreneurship in the country.

We will strengthen cooperation with partners, organizations, companies, associations of other countries (international, global) in order to achieve competitiveness at the global level.
4.3. AlmaU's contribution to the development of business, government, society and education (Impactful and Meaningful Education)

**Meaningful AlmaU**

AlmaU is the **territory of meanings**. We create the "University for ages", we will lay down values, develop culture, shape our outlook not for five or ten years, but for many years.

We build the **Temple of knowledge, science and innovation**, the center of spiritual enrichment of man, a source of moral and cultural values. As a temple of science we carry a high socially significant mission - we raise the nation’s education, its intellectual, cultural and moral potential, form new spiritual values and educate the younger generation.

**Service to the society, patriotism, freedom, openness and tolerance** are the key ideologems of the AlmaU educational code.

AlmaU will educate the younger generation based on **national identity**, knowledge of Kazakh history, culture, on the high moral principles and values of the Great Steppe. The principles of education of Kazakh thinkers, teachers, philosophers Abai, Magzhan Zhumbayev, Ahmet Baitursynov, Shakarim, Ybyrai Altynsarin will be fundamental foundations in the education of our students.

Mandatory study of the Kazakh language, culture, traditions and customs will become an obligatory component of the educational program of AlmaU.

**Influence on society.** AlmaU as a **cultural and intellectual center** will become a platform for the exchange of ideas, search for joint solutions of pressing issues of society, a source of inspiration for the class of creators.

Philosophical clubs, Good Governance discussion site, public discussions (AlmaU talks), literary duels, discussions of communities studying historical heritage, conferences, seminars, competitions, social debates, exhibition centers of contemporary art are all different **formats of activities** in AlmaU.

Any partnership in AlmaU is carried out on the principle of Win-Win-Win, according to which any mutually beneficial cooperation between the two parties (Win-Win) should be beneficial, and the synergy effect and the third party - the society (Win).

**Impactful AlmaU**

**Almaty development catalyst**, a platform for economic activity, a tool for determining the identity and positioning of the region and the city.

**Great universities** are key participants in the ecosystem of the region in which they are located. As Almaty University we will contribute to the success of the city and enhance our economic, social and cultural impact. We will carry out research on innovative development, attract investment, find new growth points, develop the ecosystem of entrepreneurship. AlmaU will become a consultant for the **Urban development** of the city in cooperation with the world’s top business universities (such as Babson College, MIT, KASIT Business School, Technion, etc.) in the following areas:

- definition of the city's identity and positioning, branding of territories
- modeling, planning and management of cities
- promotion of Smart City concepts, Start-up city, Social city, Innovation city, etc.
- innovative, entrepreneurial ecosystem
- development of priority industries in cities: tourism, entrepreneurship, innovation, IT, HoReCa, finance, etc.
AlmaU Knowledge Park will become a part of the innovative ecosystem of Almaty and a comfortable environment for the development of the elements of the fivefold helix (the interaction of science, business, the state, society and the environment) for the creation and development of knowledge driven businesses and businesses. AlmaU will become the center of attraction of the local community: residents of the surrounding areas will strive to come into contact with creative culture, a special atmosphere of cooperation, use open-space sites, study in educational programs, participate in AlmaU events, in the theater, in sports clubs. This will improve the social background of the city and inculcate a culture of continuing education. Creative Center, Art & Sport Zone, library, open-space areas will be open to the local community.

In order to develop the "silver economy" will be launched training programs for elderly people, through that programs they can improve the quality of their lives. In open courses in computer literacy, foreign languages, life design, psychological training, they will be able to acquire new competencies and integrate into the economy.

Contribution to the development of regions. In 2025, AlmaU will become a catalyst for regional development, will participate in the formation of regional foresights, develop strategies for the development of regions, monitor the processes of social and economic development of regions (accumulation of information, statistical data, creation of situational centers).

AlmaU will become a consultant on the development of ideology and culture of entrepreneurship in the regions, knowledge management systems in universities and companies.

Training of civil servants, top managers of the regions on the "Management in the Public Sector" program will provide a qualitative breakthrough in the development of the regions.

The role of AlmaU as a development institution - Think Tank - will be strengthened to broadcast ideas and proposals from business and society to the public sector. Research, preparation of analytical reports, reviews, implementation of strategic consulting of regions, examination of legislative projects and programs will make a significant contribution to the development of the country.

Think Tank AlmaU will create a communicative platform for professional and public discussion of key issues of socio-economic, innovative and technological development with the participation of experts, government and business representatives.

Contribution to business development. AlmaU will become the center of creation and transfer of innovations in business, training of innovative managers, and a model of effective interaction between business, government and universities.

Creation of start-ups based on AlmaU, attraction of investors, acceleration, as well as their support over the next few years will become the key competence of the university.

Consulting AlmaU for business will focus on management issues, organizational development of the company, strategy formation, market research, entry into new markets, introduction of a knowledge management system, innovative development, etc.

Contribution to the development of education. AlmaU, being a training ground and a platform for introducing new education technologies, will broadcast best practices in the education system of Kazakhstan.

AlmaU Institute of Education Development will become a powerful resource, methodological education hub in Kazakhstan, a center for professional development of managers of educational organizations, advanced training of teachers.

Our competence in training managers of education at all levels, as well as experience in the development of corporate governance, the transformation of traditional educational institutions into entrepreneurial ones, the approbation of innovative teaching methods, the construction of the concept of a socially responsible education institution and the introduction of a knowledge
management system will allow to provide consulting and expertise to implement qualitative changes in the country's education system.

Our successful experience will allow us to become an exporter of educational services for dynamically developing communities (including Uzbekistan, Kyrgyzstan, Tajikistan, China, India, Iran, etc.). We are ready to share technologies, tools, models of business school development and entrepreneurial education for dynamically developing communities.

4.4 People, Culture and Leadership

The people of Almaty Management University are the key factor of our competitive advantage. The effectiveness will be achieved through a team of proactive persons - leaders.

Leadership in AlmaU is the value of every member of our team who thinks and acts as a "I am a leader", being an agent of change, contributing to change and overcoming the emerging resistance.

Each Person AlmaU is a team player who develops and supports entrepreneurial culture, is able to work in projects in the agile mode.

The success of the university depends on the team of people, its composition, professionalism, efficiency, solidarity and focus on results.

The culture of the project activity will be extended at all levels and all members of the AlmaU team will bear a horizontal responsibility and have a holistic perception of the University's initiatives.

AlmaU Culture. Corporate culture is the "soul" of the university. We will promote the development of a corporate culture of continuous improvement and create a special corporate climate that will be respectful, trusting, tolerant and environmentally friendly.

University values will be shared by most employees, and broadcasted by management in the form of key ideas. Values will appear in business processes, HR systems, ways of communication, employee relations between themselves and with clients, as training programs. Changes in personnel behavior, change in ideology and engineering of business processes are the main ways in the transformation of AlmaU culture.

The HR policy and strategy will be aimed at creating the conditions for a "happy teacher", a "happy employee", which will form the basis for the creation of the concept "Zhanuyam AlmaU" (AlmaU my Family).

Happy and enthusiastic faculty and staff of AlmaU will become the basis for the success of the university and creating a creative, free and innovative atmosphere.

Multicultural environment. We will continue improving the conditions and comfortable environment for attracting foreign experts to cooperation. The attraction of talents from the Central Asian region, the EEMP, Central and Eastern Europe, the South Caucasus, the dynamic communities will ensure the strengthening of the international composition of the AlmaU team. International internships, exchanges and refresher courses will become an obligatory component for the career development of our teachers and employees.

We will continue to take care of the spiritual development of faculty and staff, develop creative culture. AlmaU creative center and Art & Sport Zone will become centers of attraction for such events and clubs as: Viennese Ball, AlmaU Living Room, Theater Studio, Chorus, Drawing, Sport, Mountain club, Literary Club, etc.
Adherence to the principles of **healthy lifestyle** will ensure the high physical intelligence of the AlmaU team. Providing access to the best fitness centers, compulsory medical insurance, check-up of physical health, and active conquest of mountain peaks (not only Almaty and Kazakhstan, but beyond them) will help our teachers and employees to be healthy spirit and body. We will develop physical intelligence of our employees through such initiatives as, AlmaU mountain club, Spot & Art Zone, dances, Viennese ball, yoga, karate, healthy eating programs, first aid (paramedicine).

Effective staff management will be achieved through innovative approaches in the development of personnel, tools of the self-learning organization:

- application of the competency model
- organization of the system of personnel assessment and attestation
- preparation of unique development and staff training programs
- organization of a system of incentives, motivation and differentiation of labor remuneration
- talent management

**Talent management.** Faculty and staff with high potential are the key asset of the university. Identification, involvement and retention of HiPo and the personnel reserve is carried out through the assessment technologies, the creation of long-term development and training programs, the introduction of a mentoring and mentoring culture in AlmaU. HiPo among the faculty is the scarcest resource to which will be given special attention: recruiting, the budget for training, coaching sessions with business representatives. HiPo's strategy in the development of human capital will allow for the organizational transformation of the university for the project approach and the formation of Agile teams.

Manage the effectiveness of staff. An effectively functioning organizational structure, cost reduction, cost minimization, monitoring and statement of tasks are the main prerequisites for the implementation of the Strategy. The effectiveness of the staff will be assessed through the creation of tools (KPI, grades) and an incentive system to ensure the fulfillment of the objectives and a fair reward for achieving them.
5. **Financial sustainability of the strategy**

In conditions of unstable economic environment, moderate expected growth rates of the AlmaU economy, it is necessary to significantly improve the financial performance indicators of the university, providing competitiveness and holding the leading positions not only at the national, but also international level. To implement the strategy in AlmaU, a number of measures will be taken:

1) diversification of sources of income;
2) ensuring the growth of income from project and fundraising activities of less than 20% of total revenues in 2025;
3) uniform planning of the flow of funds during the year, by providing training in the summer semester;
4) budgetary planning, results-oriented;
5) optimization of staff costs through automation of operations, improvement of business processes;
6) self-financing through project activities;
7) search for investors, sponsors for anchor projects;
8) creation of an endowment fund;
9) receiving dividends from entrepreneurial projects of students, where the university has made investments, etc.

It is expected that the net profit of educational services will grow 3 times, taking into account the contingent of students no more than 7,000 in 2025.

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<td>2 946</td>
<td>3 203</td>
<td>3 495</td>
<td>3 925</td>
<td>4 448</td>
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<td>3 508</td>
<td>3 976</td>
<td>4 443</td>
<td>4 828</td>
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<td>Profit</td>
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<td>314</td>
<td>371</td>
<td>417</td>
<td>473</td>
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6. **Success measurement**

6.1. **Mission, Vision and Strategic Goals**

<table>
<thead>
<tr>
<th>№</th>
<th>Indicators</th>
<th>Fact</th>
<th>Planned</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
<th>2024</th>
<th>2025</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Join the list of Top-200 business universities in the world (according to QS World University Rankings)</td>
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<tr>
<td></td>
<td>Place in QS EECA ranking</td>
<td>Top-500</td>
<td>Top-450</td>
<td>Top-400</td>
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<td>Top-300</td>
<td>Top-300</td>
<td>Top-200</td>
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<tr>
<td>2.</td>
<td>Enter to the list of Top-3 business universities of Eurasian Economic Union (EAEU)</td>
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<tr>
<td></td>
<td>Place in Эксперт РА</td>
<td>Top-5</td>
<td>Top-3</td>
<td>Top-3</td>
<td>Top-3</td>
<td>Top-3</td>
<td>Top-3</td>
<td>Top-3</td>
<td>Top-3</td>
<td>Top-3</td>
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<tr>
<td></td>
<td>Place in QS EECA ranking</td>
<td>Top-45</td>
<td>Top-35</td>
<td>Top-30</td>
<td>Top-25</td>
<td>Top-20</td>
<td>Top-10</td>
<td>Top-3</td>
<td></td>
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<td>3.</td>
<td>Enter to the list of Top-100 entrepreneurial universities in the world</td>
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<td>Top-100</td>
<td>Top-100</td>
<td>Top-100</td>
<td>Top-100</td>
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<td>4.</td>
<td>Enter to the list of Top-100 world universities in knowledge management</td>
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<td>Top-100</td>
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<tr>
<td>5.</td>
<td>Triple Crown accredited university (EFMD (EQUIS, EPAS), AMBA, AACSB) *</td>
<td></td>
<td></td>
<td>Top-100</td>
<td>Top-100</td>
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<td>Get AMBA reaccreditation</td>
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<td></td>
<td>Get AACSB accreditation</td>
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<td>Get EQUIS accreditation</td>
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6.2. **AlmaU Students contingent***

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<th>Indicators</th>
<th>Fact</th>
<th>Planned</th>
<th>2017</th>
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<th>2019</th>
<th>2020</th>
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<th>2022</th>
<th>2023</th>
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<td>1.</td>
<td>Bachelors</td>
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<td>2 200</td>
<td>2 400</td>
<td>2 600</td>
<td>2 900</td>
<td>3 300</td>
<td>3 700</td>
<td>4 000</td>
<td>4 500</td>
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<tr>
<td>2.</td>
<td>Masters</td>
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<td>700</td>
<td>750</td>
<td>800</td>
<td>850</td>
<td>900</td>
<td>950</td>
<td>1 000</td>
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<tr>
<td>4.</td>
<td>DBA</td>
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<td>75</td>
<td>80</td>
<td>85</td>
<td>90</td>
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<td>5.</td>
<td>PhD</td>
<td>18</td>
<td>36</td>
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<td>70</td>
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<td>6.</td>
<td>Total:</td>
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<td>5 370</td>
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### 6.3 Quality of AlmaU Graduates

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<td>1</td>
<td>Foreign students (full-time)</td>
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<td>100</td>
<td>120</td>
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<td>250</td>
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<td>2</td>
<td>Foreign Faculty (full-time)</td>
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### 6.4 Scientific and research development

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<td>152</td>
<td>187</td>
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<td>3</td>
<td>in publications indexed in the Scopus database</td>
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<td>100</td>
<td>130</td>
<td>170</td>
<td>220</td>
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### 6.5 Effective project activity in AlmaU

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<tbody>
<tr>
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<td>27</td>
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<td>35</td>
<td>40</td>
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<tr>
<td>2</td>
<td>Number of projects with the state</td>
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<td>8</td>
<td>10</td>
<td>15</td>
<td>17</td>
<td>20</td>
<td>23</td>
<td>25</td>
<td>28</td>
</tr>
<tr>
<td>3</td>
<td>Income from the project activity mln. KZT</td>
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<td>300</td>
<td>300</td>
<td>350</td>
<td>350</td>
<td>350</td>
<td>400</td>
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</tr>
<tr>
<td>4</td>
<td>Number of regional and international projects</td>
<td>2</td>
<td>2</td>
<td>3</td>
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<td>3</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
7. Basic definitions and abbreviations

**Business accelerator** – a model of business support at an early stage, which involves intensive development of the project in the shortest possible time. To quickly enter the market, the project is provided with investment, infrastructure, and expert evaluation.

**Vision** – a management structure that reflects the management's representation of the management situation, the current and desired position of the management object, the path from the current situation to the desired one.

**External environment** is the external environment of the organization that can influence its activities.

**Internal environment** is the internal components of an organization that can influence its activities. The internal environment includes the main functional resources, production, technology, personnel, organizational culture, traditions, etc.

The **globalization of science** is the free movement of scientific knowledge, as well as access to them, throughout the world.

**Dynamic communities** are a society that is in the process of constant change; there are high rates of change that conceptually transform society; a constant state of turbulence is assumed; there are permanent significant changes in the legal environment.

A **road map** is a management structure that has become widespread in the practice of strategic management and occupies an intermediate position between the strategy and the strategic plan. It allows to specify the strategy of the management object development, visually representing its implementation in the form of a sequence of mutually connected, mutually connected actions.

**Innovation** is the process of translating an idea or invention into a good or service that creates value or for which customers will pay [http://www.businessdictionary.com/definition/innovation.html](http://www.businessdictionary.com/definition/innovation.html)

**Intellectual capital** - organizational, human, client capital.

**Tobin's q** – shows the value of the company's intangible assets, such as talent of staff, the effectiveness of management systems, intellectual capital.

**Creator** is a proactive, creative person.

A **leader** is a person in an informal or formal organization that has the influence necessary to implement the decisions that he makes.

A **mission** is a management structure that determines the purpose for which the organization was created, its purpose, positioning in the external world, internal culture. The main components are: 1) philosophy and purpose; 2) why and for what reason there is an organization (the purpose of creation); 3) difference from other organizations; 4) reflection of interests of interested persons; 5) formation of the corporate spirit.

**Motivation** is a process that activates the motives for the employee to perform actions to achieve the organization's goals.

**Research activities** are the activities aimed at obtaining and applying new knowledge, including: fundamental scientific research and applied scientific research.

**OECD** - Organization for Economic Cooperation and Development.

**Entrepreneurial University** is a new type of university, the basis of which is the capitalization of knowledge, when scientific research is surrounded by a corresponding infrastructure (G. Itskowitz).
Teacher (professor) of international level - a teacher who meets the following criteria (one or more):

- high level of Hirsch index,
- membership in international associations,
- an international expert.

**Reengineering** is a restructuring on the modern information and technological basis of the organization of economic activity and management.

**Risk** – decision-making under conditions when an unfavorable outcome is possible; probability of the deviation of the value of the actual investment income from the expected value, the uncertainty of obtaining a loss in insurance.

**Social responsibility of business** – voluntary contribution of business to the development of society in the social, economic and environmental spheres, directly related to the core business of the company and beyond the scope of current activities.

**Strategic plan** is a management structure used in the process of strategic management at the stage of implementation of the strategy adopted in the organization. It defines the sequence of actions for its implementation, technologies and resources, the executors needed to achieve the strategic objectives of the organization's development, the timing of the planned work.

**Students** - studying on the Bachelor's, Master's, Doctoral, MBA, DBA, PhD, courses of qualification improvement programs, master classes, seminars-trainings etc.

**Smart infrastructure** is the result of combining physical infrastructure with digital infrastructure, which allows providing more information for making management decisions.

**Knowledge management** is a systematic process through which the basic elements of intellectual capital necessary for the success of an organization are created, stored, distributed and applied; A strategy that transforms all types of intellectual assets into higher productivity, efficiency and new value.

**Financial stability** is the stability of the financial position of the enterprise, provided by a sufficient share of equity in the composition of sources of financing.

**Values** are a set of standards and criteria that a person follows in his life; common beliefs, the belief of a person about what is good and what is bad, or what is indifferent in life.

**Ecosystem of entrepreneurship** in the university is a special environment, which includes intellectual resources, which contributes to the development of entrepreneurial competencies among students.

**Export of services** is the process of the implementation of works and services by enterprises and organizations of one state to citizens of other countries for the consumption of which foreign buyers can come to the country of the seller's organization or consume the result of the service remotely.

**Endowment fund** is a trust fund of the university, which is in the trust management of the management company, whose income is sent for development.

**AlmaU Knowledge Park** is the platform for interaction of the quadruple spiral (science, business, state and society) for the development and support of start-ups and enterprises through the transfer of knowledge, skills and technologies.

**EQUIS** - International network for assessment, quality improvement and accreditation of management and business universities.
**Good governance** is a new concept of public administration based on the principles of separation of powers, electorate and succession of senior officials, accountability of institutions of executive power, rule of law, political pluralism, inclusiveness and transparency, participation, independence of the media, democratic.

**The Quinery helix** (five helix) is the interaction of science, business, the state, society and the environment for the generation and transfer of knowledge, science and technology.

**Think Tank** - research organizations that tend to focus their efforts in the humanities - politics, economics, sociology, law etc.
8. Macroeconomic preconditions and educational trends affecting Strategy 2025

8.1. Macroeconomic assumptions and trends in the world, on the Eurasian space and in Kazakhstan

Tendencies of development in the world until 2025

1. The cardinal shift of the center of economic activity towards developing countries and markets, such as China, continues, and the unprecedented transfer of relative wealth and economic influence from the West to the East is currently under way. The markets of the East simultaneously pass through the phase of the industrial revolution and the revolutionary process of urbanization. By 2025, more than half of corporations with a turnover of more than $1 billion will be located in developing countries.

2. Accelerated distribution and economic influence are obtained by technology. The peculiarity of today's time is in the ubiquitous and fullest accessibility of technologies and in the speed of change. The tremendous speed of technological change and innovation shortens the life cycle of companies and makes their management much faster to implement investment and management decisions. Entrepreneurs and start-ups now often have advantages over large operating companies.

3. There is a rapid aging of the population not only in developed countries but also in developing countries. The demographic deficit now extends to China and Latin America. Reducing the number of labor forces to shift the emphasis in economic growth to labor productivity and to re-evaluate the potential of the global economy.

4. The interdependence of the countries of the world is growing due to the flows of trade, capital, people and information. Instead of a series of linear interrelationships of major shopping centers in Europe and North America, the global trading system has evolved into a complex ramified expanding network, the web of certain links. Asia is becoming the world's largest trading region.

5. Continuing economic growth (combined with a population growth of 1.2 billion) by 2025 will lead to a shortage of energy, food and water resources.

6. The next Fourth Industrial Revolution began in the world. The world enters an era of profound and rapid changes: technological, economic and social. The widespread digitalization of the economy will lead to the disappearance of entire industries and the creation of fundamentally new ones.

7. Stable GDP growth is expected in most European and Asian countries (up to 4%).

8. One of the fundamental problems of the world economy today is the problem of global imbalances that indirectly affect world-wide crises. The existence of imbalances is connected with the prices of resources and the growing competitiveness of the Asian economies in comparison with the economies of the West.

9. Common global trends and challenges are changing the patterns of behavior of the population and business, the main trading partners, "squeezing space and time" from the point of view of doing business and as a result of technological shifts, the emergence of "new centers" of economic development.

10. In the era of the digital revolution, breakthrough technologies, genomics, energy storage and automation, in the next few years will contribute to serious economic and social transformations. With the potential economic effect between $14 trillion and $33 trillion per year in 2025, the cost of these new technologies could amount to one-third of world GDP.

11. Countries of the "top" development trajectory have entered the knowledge economy.
Development trends until 2025 at the Unified Energy System

1. The growth trajectory of the EAEU countries is becoming more stable, positive dynamics is spreading across more and more industries. Inflation in all countries will be at the level of unambiguous indicators and correspond to medium-term benchmarks in each state. The increase in production leads to an increase in employment and a decrease in the level of unemployment. The quality of economic growth will be determined by increasing the competitiveness of "traditional" industries and sectors of the economy and developing new high-tech industries, offering new "global products" (including new technologies as a kind of product), and occupying new segments of the world market.

2. The stability of the external position of the EAEU in the world is growing. The export of not only raw materials but also goods related to manufacturing sectors is increasing, where the share of added value is quite high: machinery, equipment, vehicles.

3. The growth of the economies of partner countries contributes to the growth of incomes of the population and firms and the restoration of aggregate, including consumer, demand. The mechanism of the accelerator will be involved, that is, the growth of consumer demand will contribute to the further growth of production of the means of production.

4. Investment activity in the EEA states will become one of the factors of economic growth. Conditions for increasing the investment activity of the private sector will be created, including through price stabilization.

5. By 2025, it is planned to create a common market for transport services, a common gas market, the oil market and the oil products market, the general electric power market and the general financial market.

6. Russia will remain the determining economic force in the EAEU, therefore the state of its economy will directly affect the main macroeconomic parameters of partner countries, and its resources will continue to support the development of integration.

7. Digital technologies will have a fundamental impact on all sectors of the economy and the social sphere. An indicator of success will be the integrated EAEU, which, as a result of the digital transformation process, has achieved high rates of economic growth, global competitiveness and a high level of social welfare.

8. The specific challenges of the development of the EAEU include the exhaustion of the primary integration effects achieved through the transition to the Customs Union and the Common Economic Space, the duration of the formation of new drivers of integration processes (joint programs, investment projects, development strategies) Trends in recent decades associated with the deployment of transnational companies their production capacities in countries with low labor costs, are gradually giving way to the policy of re-industrialization. Post-industrial economies of the leading countries are gradually returning production to their territory, while not only focusing on the development of production technologies ("intellectual rent"), but also ensuring the loading of national production capacities, creating jobs for the population, and stimulating import substitution opportunities and the growth of export potential.

9. The role of Member States in creating global value added and the formation of efficient production chains within the product life cycle in the common market, including those involving third country companies, is increasing.
8.2 Tendencies of development until 2025 in Kazakhstan

1. The output of the economy of Kazakhstan from the economic crisis, the revival and growth of production. In 2017, economic growth was 4%. A new stage of technological and infrastructural development of the Republic of Kazakhstan begins. The development of non-extractive industries will be a new driver of economic growth. Until 2025, it is forecasted that positive economic growth and social stability will continue in the country.

2. Decrease in the inflation rate in annual terms. This will be facilitated by stabilization of inflationary expectations, preservation of predictability of the situation in the domestic money and foreign exchange markets.

3. Growth in the purchasing power of the population and firms due to the effect of lower rates of price growth, higher real wages, higher investment in fixed assets

4. Changing the structure of the economy of the country, its branches, and also enterprises as a result of the implementation of the State policy of digitalization of the economy. New high-performing industries will develop through the creation of supply chains and the development of services around and at the interface of existing industries, the localization of technology companies, the transfer of technology and the commercialization of innovations. The technological direction of people, enterprises and industries involves the development of creative, cognitive skills at all stages of life, the widespread penetration of technology and universal digitalization.

5. Reducing the share of the state and monopolies in the economy due to the extensive privatization of state-owned enterprises. Barriers to business will be reduced and measures taken for the growth of medium-sized enterprises, the procedures for closing down companies are simplified, and measures to promote exports are stepped up.

6. Improvement of the investment climate in the country through the modernization of regulation and interaction with investors and strengthening the protection of investors' rights, proactively attracting domestic and foreign investments, as well as improving the infrastructure for attracting investments in the public policy for active investment attraction.

7. Maintaining macroeconomic stability and stabilizing the financial sector by improving the efficiency of public financial management, improving monetary and exchange rate policies, ensuring the stability of the financial sector to increase lending to the economy.

World Trends in Higher Education

1. The development of digital technologies and telecommunication systems changes the ways in which knowledge is recorded, transmitted and created, and skills are formed.

2. A significant part of the new solutions for education is implemented in the form of technological start-ups, which are estimated by investors as one of the most promising directions.

3. Economic dynamics in industrially developed countries, associated with the intensification of competition, the rapid change of technologies and the increase of economic uncertainty, sets the demand for new types of competencies and new forms of training.

4. Education is increasingly perceived as an intangible investment asset, the process of formation, fixation and capitalization of which must be made as manageable.
5. The change in values and preferences in societies of industrially developed countries, connected with the "closing of basic needs" in the consumer society, presents the educational system with a new type of "human material".

**Key findings: the landscape of new education in developed countries**
Kazakhstan’s higher education market review

According to the Committee of Statistics of the Ministry of National Economy of the Republic of Kazakhstan and the Department of Higher and Postgraduate Education of the Ministry of Education and Science of the Republic of Kazakhstan, 5 branches of foreign universities and 125 Kazakhstan universities operate in early 2017/18 academic year, including 78 private and 47 public universities; 10 national universities, 80 - universities, 18 - institutes, 17 - academies.

In recent years, according to the education reform launched in 2012, the number of higher education institutions has been steadily declining, and the institutions themselves have been optimized. Higher educational institutions are located in all regional centers and major cities of Kazakhstan. As before, the educational center of the country remains the city of Almaty. The number of higher education institutions decreased in Astana (-1), in the Akmola region (-1) and in the West Kazakhstan region (-1).
At the same time, in 2017 the number of students in higher educational institutions of the Republic of Kazakhstan increased by 4% (or 19.1 thousand people) in relation to 2016. Leadership in the number of students held the city of Almaty, in 2017 the share was 26.5%, the least in Mangystau oblast, the share was 1%. However, among the regions in the last five years, the largest increase in the number of students is 23%. Next is the South-Kazakhstan region with a growth of 6.5%, Atyrau 6.2%. The largest decrease in the period under review in the number of students is observed in the Akmola region -31.5%.

**Dynamics of changes in the number of students in higher educational institutions of Kazakhstan**

<table>
<thead>
<tr>
<th>Region</th>
<th>Changes (%) 2017/2016</th>
<th>Changes (%) 2017/2013</th>
<th>share 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kazakhstan</td>
<td>4.0</td>
<td>-5.9</td>
<td>100.0</td>
</tr>
<tr>
<td>Almaty city</td>
<td>0.4</td>
<td>-11.6</td>
<td>26.5</td>
</tr>
<tr>
<td>South-Kazakhstan</td>
<td>11.4</td>
<td>6.5</td>
<td>16.0</td>
</tr>
<tr>
<td>Astana city</td>
<td>1.1</td>
<td>-2.2</td>
<td>10.6</td>
</tr>
<tr>
<td>Karaganda reg</td>
<td>2.1</td>
<td>-8.2</td>
<td>8.6</td>
</tr>
<tr>
<td>West Kazakhstan</td>
<td>4.9</td>
<td>23.0</td>
<td>6.3</td>
</tr>
<tr>
<td>East Kazakhstan</td>
<td>4.9</td>
<td>0.4</td>
<td>5.9</td>
</tr>
<tr>
<td>Aktobe reg</td>
<td>3.9</td>
<td>-8.4</td>
<td>4.4</td>
</tr>
<tr>
<td>Zhambyl reg</td>
<td>6.2</td>
<td>-22.1</td>
<td>4.2</td>
</tr>
<tr>
<td>Kostanay reg</td>
<td>2.4</td>
<td>-8.1</td>
<td>4.1</td>
</tr>
<tr>
<td>Pavlodar reg</td>
<td>7.2</td>
<td>-4.7</td>
<td>2.9</td>
</tr>
<tr>
<td>Atyrau reg</td>
<td>9.4</td>
<td>6.2</td>
<td>2.4</td>
</tr>
<tr>
<td>Kyzylorda reg</td>
<td>-1.0</td>
<td>-27.6</td>
<td>2.0</td>
</tr>
<tr>
<td>Akmola reg</td>
<td>11.7</td>
<td>-31.5</td>
<td>1.9</td>
</tr>
<tr>
<td>Almaty region</td>
<td>-0.8</td>
<td>-12.7</td>
<td>1.9</td>
</tr>
<tr>
<td>North Kazakhstan reg</td>
<td>15.1</td>
<td>3.1</td>
<td>1.2</td>
</tr>
<tr>
<td>Mangystau reg</td>
<td>1.7</td>
<td>-10.0</td>
<td>1.0</td>
</tr>
</tbody>
</table>

1. In 2017, the number of students in the Kazakh language was 318.8 thousand people, in Russian - 158.2 thousand people, in foreign languages - 18.6 thousand people. Every year the number of students receiving higher education in the Kazakh language of instruction increases. Most of the students of Kazakh departments from their general contingent are studying at universities in Almaty (23.1%), South Kazakhstan region (22.3%) and Astana (9.2%). There is a
steady increase in the indicator of students studying in foreign languages. In 2017, 18,659 students were enrolled in English, whereas in 2011 the number was 8,703.

2. There is also a continuing positive dynamics in the education of students in private universities. While in higher education institutions in foreign ownership there is a decline.

<table>
<thead>
<tr>
<th>Year</th>
<th>State</th>
<th>Private</th>
<th>Foreign</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>268.7</td>
<td>6.8</td>
<td>1.2</td>
</tr>
<tr>
<td>2014</td>
<td>222.5</td>
<td>6.4</td>
<td>0.8</td>
</tr>
<tr>
<td>2015</td>
<td>211.6</td>
<td>5.8</td>
<td>0.8</td>
</tr>
<tr>
<td>2016</td>
<td>217.2</td>
<td>5.63</td>
<td>0.8</td>
</tr>
<tr>
<td>2017</td>
<td>227.7</td>
<td>5.60</td>
<td>0.8</td>
</tr>
</tbody>
</table>

Shares of the market of the main universities-competitors in the Republic of Kazakhstan

3. In the direction of Bachelor’s Degree in AlmaU specialties, according to data for 2017, the largest share in Narkhoz - 4.2%. Following is the University of Al-Farabi with a share of 2.6%, in the top three of the ENU with a share of 2.0%. AlmaU takes the fourth place in this sample of universities, the share was 1.8%. The highest growth rate of market share in the reporting year showed UIB by 74%, SDU by 9.6%. The biggest decline in the market share in the reporting year at KazGYU by 24.5%, AlmaU by 8.7%.

4. In the direction of master's degree in AlmaU specialties, according to data for 2017, AlmaU is the leader with 2.23% share. The second place is occupied by the People's Commissariat of Agriculture with a share of 0.93%, KBTU took the third place - 0.47%. The highest growth rate of market share in the reporting year was demonstrated by KBTU more than 10 times. Also a good increase is observed at the University of Turan at 11.15%. The largest decrease in the market share in the reporting year for KIMEP by 41%.

Distribution of AlmaU bachelor programs’ contingent in Kazakhstan universities
Comparative portfolio analysis

It is noted that new specialties have been opened in all universities-competitors, except for KazNU, ENU, KIMEP, Narkhoz and Turan. However, an analysis of the composition of the programs in the context of specialties showed that KBTU, AlmaU, Narkhoz and UIB created new topical specializations within existing specialties, for example, Digital Cinema and Television Technologies (Information Systems, KBTU), Economic Cybernetics (Economics, AlmaU), Management knowledge (Management, AlmaU), Real estate management (Finance, Narkhoz), Sales management (Marketing, UIB), etc.

Portfolio of universities-competitors

<table>
<thead>
<tr>
<th>Programs</th>
<th>Bachelor degree</th>
<th>Master degree</th>
<th>PhD</th>
<th>Total</th>
<th>new</th>
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</thead>
<tbody>
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<td></td>
<td>total</td>
<td>MBA</td>
<td>total</td>
<td>DBA</td>
<td></td>
</tr>
<tr>
<td>Nazarbaev University</td>
<td>17</td>
<td>23</td>
<td>2</td>
<td>3</td>
<td>43</td>
</tr>
<tr>
<td>SDU</td>
<td>21</td>
<td>8</td>
<td>5</td>
<td>34</td>
<td>3</td>
</tr>
<tr>
<td>Al-Farabi KazNU</td>
<td>81</td>
<td>91</td>
<td>3</td>
<td>66</td>
<td>238</td>
</tr>
<tr>
<td>ENU</td>
<td>65</td>
<td>68</td>
<td>39</td>
<td>172</td>
<td>0</td>
</tr>
<tr>
<td>KBTU</td>
<td>13</td>
<td>7</td>
<td>3</td>
<td>9</td>
<td>29</td>
</tr>
<tr>
<td>IITU</td>
<td>11</td>
<td>5</td>
<td>2</td>
<td>18</td>
<td>2</td>
</tr>
<tr>
<td>KIMEP</td>
<td>9</td>
<td>10</td>
<td>1</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>AlmaU</td>
<td>15</td>
<td>11</td>
<td>6</td>
<td>4</td>
<td>30</td>
</tr>
<tr>
<td>KazGUU</td>
<td>11</td>
<td>7</td>
<td>3</td>
<td>1</td>
<td>21</td>
</tr>
<tr>
<td>Narkhoz</td>
<td>20</td>
<td>16</td>
<td>3</td>
<td>7</td>
<td>43</td>
</tr>
<tr>
<td>UIB</td>
<td>19</td>
<td>14</td>
<td>3</td>
<td>4</td>
<td>37</td>
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<tr>
<td>Turan</td>
<td>23</td>
<td>15</td>
<td>9</td>
<td>5</td>
<td>43</td>
</tr>
</tbody>
</table>

Admission of students for bachelor’s degree in AlmaU specialties in the Republic of Kazakhstan

In 2017, the admission of students for bachelor’s programs increased in all areas of training. The biggest increase (2017 in comparison with 2016): "Management", "Marketing", "Communication with the public".

Admission of students to the specialty AlmaU fell by 6.4% relative to the set of 2016.
The ratio of the contingent enrolled in bachelor program on a paid basis and at the expense of the state educational grant, a person

- Due to state educational grants and orders under the bachelor's program, 137,841 people receive education, which is 27.8% of the total number of students, on a paid basis - 352,715 people, or 71.1%.
- Students who pay higher education themselves predominate.
In 2017, the most popular specialties of studying doctoral students were in the field of education (11.7%) and the humanities (11.3%). Another 17.6% preferred social sciences, economics and business, 23.7% preferred technical specialties.

In 2017, the number of doctoral students enrolled in the profile is 113 people.

In 2017, for the first time in five years, the number of the state educational order for the training of specialists with higher and postgraduate education increased. By comparison with 2016 for admission to the bachelor's degree, 37,932 educational grants were allocated, increased by 6,000 places; in the magistracy - 10,004 seats, increased by more than 2.5 thousand seats; in PhD doctoral studies - 1285 grants, as a result, increased by 2 times.

Training of highly qualified specialists in technical specialties is conducted in the profile magistracy. In 2017, the total number of undergraduates studying on the state educational order amounted to 10,288 people. Of these, 4,000 people were enrolled in the master's program in the profile, including in English, and 5,524 people in the scientific and pedagogical direction.

As a result of the analysis, the following trends were identified:
1. The population prefers private universities. The share of private higher education institutions in terms of the number of students demonstrates stable growth, while state and foreign universities show a decline.

2. Training in Kazakh and foreign languages is steadily increasing. Training in Russian has slowed down.

3. The following popular areas are identified: education, law, services, agricultural sciences, health and social welfare (medicine).

4. Interest in learning by educational grant is growing in the regions. Compared to 2013, the number of applications for an educational grant in the context of the regions shows a significant increase in East Kazakhstan (+ 7.8%), Kyzylorda (+ 10.8%). For 2013-2016 academic year the total number of holders of educational grants in Almaty maintains a stable growth and averages 2,757 people.

5. There is a general decrease in the number of students who applied for an educational grant in connection with the increase in state grants for TVE organizations in connection with the implementation of the programs of industrial and innovative development of the country.

6. The contingent of students enrolled in absentee form has decreased 3 times in recent years, since from 2010, the right to study by correspondence is provided only for graduates of colleges and universities.

7. The admission to the master’s program in business specialties has grown rapidly. This trend will continue, as the Ministry of Education and Science intends to increase the number of undergraduates in the country. The number of doctoral candidates is also steadily increasing.
Analysis of the development of research activities in the world, as well as in Kazakhstan

Trends in the development of research activities in the world

Trend 1. More money is invested in science

Despite the crisis, from 2007 to 2013, the world's spending on science increased by 30.7%, surpassing the growth of global GDP (20%). Rapidly developing countries in South-East Asia are growing particularly rapidly in their investments - from 29 to 37%, Brazil, India, and Turkey invest more.

Almost a third of the world's spending on science is taken by the US, a fifth of China and the EU, a tenth of Japan. The rest of the world, in which two-thirds of humanity live, pays less than a quarter of our total research expenditure. Even African countries increasingly rely on research and innovation, trying to get out of the poverty trap.

Trend 2. Growth of the role of private business in science

One of the main trends of recent years is the sharp growth of non-state investments. In Canada, Italy, the United Kingdom, France, Australia, private sector investments compensated for a very substantial decrease or even a freeze in government spending on science. In Russia, Brazil and other developing countries, scientific results do not always manage to be converted into applied developments, and innovations often do not bring profit. As a consequence, the support of science from private investors in Russia is much weaker than in other countries.

The problem associated with increasing the share of private capital in science is that business is invested mainly in applied industries, and this is against the background of a reduction in state budgets for basic research.

Trend 3. Science is becoming more popular

In 2013, there were 7.8 million scientists working in the world (20% more than in 2007. At such rates in each generation, the number of scientists will double, most of the scientists that have ever worked live in our time in the European Union, China and the United States.

At the same time, the number of scientific articles is growing even faster: in comparison with 2008, they have increased by 23%. In China, rapidly turning into a third scientific superpower, along with the US and the EU, the number of publications has doubled in five years, and in ten years they have increased their share in the world bank of scientific articles from 5 to 20%. In the USA, out of almost two million scientific articles published between 2008 and 2014, more than half are devoted to biomedicine, in the EU countries about 58% of all publications.

Trend 4. Globalization of science and education

Science is becoming increasingly global and open, coming into conflict with the closed borders of states. A key element of modern research is the ease of creating scientific collaborations with colleagues around the world.

Due to the availability of on-line training courses from new university consortia, so-called open education is becoming increasingly popular. Scientists have become not just much more. They became much more mobile. Despite the development of the Internet and the spread of online platforms, having received a doctoral degree, scientists are beginning to feel the need for a change of places.

Trends in the development of research activities in Kazakhstan

In the Republic of Kazakhstan there is an extensive network of scientific organizations (392 in total, including 245 research institutes, 89 universities, and 58 others). The number of employees
engaged in research is 24,735 people. Within the framework of state grant financing, 1,581 research projects and 70 scientific and technical programs are being implemented.

Over the past 5 years, the indicators for the publication activity of Kazakhstani scientists have grown significantly. According to the Skopus database, for ten years from 2006 to 2016 the number of published documents grew more than tenfold (326 articles in 2006 and 3308 in 2016). The explosive growth of publications became especially noticeable after 2012, when new rules for awarding scientific degrees and titles came into force (adopted in March 2011).

A sharp increase in the number of publications, including at the expense of predatory journals, has led not only to reputational losses, but also to a significant decrease in the qualitative indicator - the citation of Kazakhstani scientists in the international scientific community.

Figure 2. Citations per documents
5.4. Analysis of modern models of entrepreneurial universities

The concept of entrepreneurial university was presented in 1998 by Burton Clark, a professor at the University of California. According to Clark, to be entrepreneurial, the university must have an organizational culture that fosters entrepreneurship and willingly accepts risky decisions. The success of entrepreneurial universities is based on effective management and implementation of a strategy that includes monitoring the self-fulfillment of graduates. Organizational structure and developed interfaculty cooperation, financial policy and cooperation with external participants, both at the national and non-international levels, are also key drivers of success in these universities.

In the development of entrepreneurial universities, the functioning environment plays an important role. The high concentration of transnational companies and their interest in introducing innovations, due to the high level of competition, provide universities with a wide choice of sources of project financing.

MIT and Stanford University can be named as the leaders in the development of innovative technological solutions. Universities have developed a strong infrastructure for supporting start-up projects, and their subsequent implementation. At the same time, Harvard is distinguished by its leadership in researching entrepreneurial skills development.

### Traditional university vs. Entrepreneurial university

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Traditional university</th>
<th>Entrepreneurial university</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources</td>
<td>Government, self-financing</td>
<td>More self-financing; financial investments of large corporations and other investors</td>
</tr>
<tr>
<td>Activity area</td>
<td>Education and research</td>
<td>+ financial investments of large corporations and other investors</td>
</tr>
<tr>
<td>Culture</td>
<td>Traditional academic culture</td>
<td>A new academic culture (risk culture, culture of entrepreneurship)</td>
</tr>
<tr>
<td>Management</td>
<td>Hierarchical</td>
<td>Program and project oriented</td>
</tr>
<tr>
<td>Environment</td>
<td>Stable, well-established</td>
<td>Creative, dynamic, innovative</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Criteria</th>
<th>USA</th>
<th>UK</th>
<th>Israel</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Entrepreneurial universities</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Harvard, Yale, Columbia University, University of Berkeley</td>
<td>Cambridge, Imperial College, University of Birmingham, Oxford, University College London (UCL), London Business School (LBS)</td>
<td>Technion – Israel Institute of Technology Interdisciplinary Center Herzliya</td>
</tr>
<tr>
<td><strong>Innovative structure</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Silicon Valley, Research Triangle park, &quot;Boston Road 128</td>
<td>&quot;National Center for Entrepreneurship in Education&quot;</td>
<td>16 institutes of the Interdisciplinary Center Herzliya</td>
</tr>
<tr>
<td>Programs</td>
<td>State support of research and development (R&amp;D) and development of business support policies</td>
<td>&quot;Program for the development of leadership of the entrepreneurial university&quot; for the leaders of higher education, &quot;International program for entrepreneurs&quot;</td>
<td>More than 20 programs, including companies on researchers’ and academicians’ patents promotion</td>
</tr>
<tr>
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<td>---</td>
</tr>
<tr>
<td>Financing</td>
<td>sufficient financial resources, in the formation of which the graduates actively participate</td>
<td>Providing financial assistance from the state</td>
<td>A powerful state support for the development of innovations was created</td>
</tr>
</tbody>
</table>
## 5.4. SWOT analysis of AlmaU (evaluation of external experts)

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Realization of academic freedom</td>
<td>There is no international accreditation of undergraduate and graduate programs (except for MBA programs and the bachelor's program &quot;Accounting and Audit&quot;).</td>
</tr>
<tr>
<td>• Transformation of classical education into entrepreneurial education</td>
<td>• There is no hostel, insufficient support of out-of-town students for accommodation in Almaty</td>
</tr>
<tr>
<td>• Emphasis on mathematics and the strengthening of trilingualism in baccalaureate education</td>
<td>• Small campus</td>
</tr>
<tr>
<td>• Educational programs have a business-oriented approach</td>
<td>• Low pass mark for applicants (55 in 2016-2017 academic year)</td>
</tr>
<tr>
<td>• Introduction of Service learning in undergraduate programs</td>
<td>• Low% of incoming mobility in bachelor and master programs</td>
</tr>
<tr>
<td>• Introduction of a modular educational trajectory and multilingual teaching of disciplines</td>
<td>• A very small number of staff foreign PPPs (10 people in 2015-2016 academic year)</td>
</tr>
<tr>
<td>• Individual trajectory of training in a bachelor's degree with a career plan orientation</td>
<td>• Insufficient number of educational literature in the state (Kazakh) language</td>
</tr>
<tr>
<td>• Flexible form of education in bachelor's degree: choice of language and time of study, the format of the thesis (research, business case, start-up, etc.) and the number of participants in it</td>
<td>• The main language of instruction is Russian (The basic language of instruction is understood when more than 60% of students study in one language or another in the context of language learning groups - entered the Russian department / Russian training group, etc. According to the published report of AlmaU in 2015 we concluded that the Russian language continues to be the main language for the set groups)</td>
</tr>
<tr>
<td>• Innovative educational product in bachelor's degree: development of all types of intelligence</td>
<td>• Insufficient number of professional certifications</td>
</tr>
<tr>
<td>• Support startups for undergraduate and graduate programs through the Center for Entrepreneurship and Innovation (Business Incubator)</td>
<td></td>
</tr>
<tr>
<td>• Ability to obtain interdisciplinary skills in Major / Minor programs</td>
<td></td>
</tr>
<tr>
<td>• Entrepreneurial content in the educational program</td>
<td></td>
</tr>
<tr>
<td>• A new intellectual-innovative educational building</td>
<td></td>
</tr>
<tr>
<td>Possibilities</td>
<td>Threats</td>
</tr>
<tr>
<td>• Expansion of the portfolio of programs due to current specializations and specialties</td>
<td>• Annual inadequate recruitment of undergraduate and graduate students (here there are possible risks / threats in the future if the university does nothing to select the best applicants in subsequent years.</td>
</tr>
<tr>
<td>• Introduction of the entrepreneurial university model</td>
<td>• Later (not) the passage of international accreditations</td>
</tr>
<tr>
<td>• Passing professional certification of training programs</td>
<td>• A small number (%) of graduates of undergraduate and graduate programs becoming entrepreneurs (creating their own business)</td>
</tr>
<tr>
<td>• Construction of a hostel for students and undergraduates</td>
<td>• Failure to achieve the strategic goal: to create a multi-disciplinary university by opening new educational programs</td>
</tr>
<tr>
<td>• Increase in outgoing academic mobility in undergraduate programs</td>
<td></td>
</tr>
<tr>
<td>• Development of multi-profile university</td>
<td></td>
</tr>
</tbody>
</table>


9. **Appendix**

1. ASSESSMENT OF HIGHER EDUCATION LEARNING OUTCOMES. OECD, 2013.
5. Доклад Юнеско по науке. UNESCO, 2015.
18. Innovating Educationand Educating for Innovation. THE POWER OF DIGITAL TECHNOLOGIES AND.
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