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**Partnership in Higher Education  
on the New Silk Road (on the  
example of Al-Farabi KazNU)**

This article is about the development of cooperation in higher education in terms of mutual benefit for cooperation participants. It is assumed that the New Silk Road can be the way of knowledge and technology transfer. Theoretical background of mutual benefit in educational cooperation, even with unequal opportunities of participants, are the principles of the so-called neighborhood policy (on the example of Chinese and European Neighbourhood Policy). The author analyses Al-Farabi KazNU successful experience in international partnership. The article presents the main directions of international cooperation of the university, including in the regional context. The data on the inbound and outbound exchange students, Dual Degree Diploma programmes is provided.

**Key words:** education, partnerships, internationalization, New Silk Road, mobility.

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**Жаңа Жібек жолы аясында  
жоғары білімдегі серіктестік  
(әл-Фараби атындағы ҚазҰУ  
мысалында)**

Автор жоғары білім беру саласындағы халықаралық ынтымақтастықты сәтті жүзеге асырудың мысалы ретінде әл-Фараби атындағы ҚазҰУ-ды қарастырған. Мақалада аймақтық контекстегі университеттің халықаралық ынтымақтастығының негізгі бағыттары келтірілген. Сонымен қатар қосдиплом бағдарламасы, білім беруді интернационализациялау сияқты өзекті бағытты дамыту туралы, академиялық ұтқырлық бойынша шетелге шыққан және шетелден қабылданған студенттердің саны туралы мәліметтер келтірілген.

**Түйін сөздер:** білім беру, серіктестік, интернационализациялау, Жаңа Жібек жолы, ұтқырлық.

Кудайбергенова Р.  
**Партнерство в высшем  
образовании в рамках Нового  
Шелкового пути (на примере  
КазНУ имени аль-Фараби)**

В данной статье рассматривается развитие сотрудничества в сфере высшего образования с точки зрения обоюдной выгоды участников кооперации. Предполагается, что Новый Шелковый путь может вновь стать путем передачи знаний, трансферта технологий. Теоретическим обоснованиям взаимной выгоды образовательного сотрудничества, даже при условии неравных возможностей участников, являются принципы так называемой политики соседства (в качестве примера приводится европейская и китайская политика соседства). В качестве примера успешной реализации международного партнерства в сфере высшего образования автор рассматривает КазНУ имени аль-Фараби. В статье приведены основные направления международного сотрудничества университета, в том числе в региональном контексте. Приводятся данные о количестве входящей и исходящей академической мобильности студентов, о развитии такого актуального направления интернационализации образования, как программа двойного диплома.

**Ключевые слова:** образование, партнерство, интернационализация, Новый Шелковый путь, мобильность.

**PARTNERSHIP IN  
HIGHER EDUCATION  
ON THE NEW SILK  
ROAD (ON THE  
EXAMPLE OF  
AL-FARABI KAZNU)**

In the paper we consider the value of the New Silk Road as a way of transferring knowledge. «Perhaps the most lasting legacy of the Silk Roads has been their role in bringing cultures and people in contact with each other, and facilitating exchange between them. On a practical level, merchants had to learn the languages and customs of the countries they travelled through, in order to negotiate successfully. Cultural interaction was a vital aspect of material exchange. Moreover, many travelers ventured onto the Silk Roads in order to partake in this process of intellectual and cultural exchange that was taking place in cities along the routes. Knowledge about science, arts and literature, as well as crafts and technologies was shared across the Silk Roads, and in this way, languages, religions and cultures developed and influenced each other. One of the most famous technical advances to have been propagated worldwide by the Silk Roads was the technique of making paper, as well as the development of printing press technology. Similarly, irrigation systems across Central Asia share features that were spread by travelers who not only carried their own cultural knowledge, but also absorbed that of the societies in which they found themselves» [1].

Scientists have always understood the importance of collaboration for the development of science. In today's world one of the turning points in the development of research became open access. Open Access model began to develop in the United States as a reaction to higher subscription prices of scientific journals. There was another reason - an objective necessity for prompt exchange of scientific knowledge. The term was adopted in 2002 in the Budapest Declaration and the refined in the Berlin Declaration on Open Access to Knowledge in the Sciences and Humanities in 2003 [2].

According to John Willinsky, what is clear at this point is that open access to research archives and journals has the potential to change the public presence of science and scholarship and increase the circulation of this particular form of knowledge [3].

We suppose that the New Silk Road might be a way of transfer and exchange of knowledge which stresses the importance of partnership in the field of education, specifically higher education today, and to build peaceful dialogue of civilizations leading to a harmonious society. We consider the following rationales:

1. Education - it is not so much a means of training, but rather of enhancing the overall intellectual, technological and cultural level of society. Education today is the ability to maintain progressive changes of society, the formation of the modern lifestyle, realization of human potential. Education is a crucial factor in the distribution of social factors and human well-being.

2. This is a dynamic moment for international academic partnerships, a time of renewed vitality and broadened scope. For many colleges and universities, such partnerships are no longer simply one tactic of internationalization among many, but rather a core, driving philosophy. Institutions are rethinking their reasons for pursuing international partnerships and the processes by which they form them. The result is a fascinating, constantly changing landscape of new partnership forms, policies, and procedures [4].

3. We also proceed from the idea that the state can steadily develop only if its neighboring countries prosper. The education system today is a key factor in building a prosperous society, and it is also one of the main aspects of national security. Consequently, the states of the same region are interested in prosperity and well-being of each other, they are interested in development of their neighbors' system, preparing competent specialists, who, in turn, are the key to building a society of well-being. Thus, partnership in education, and specifically in higher education is a necessity as between equal partners specifically in cases where one is more of a donor, and the other the recipient. The Neighborhood Policy is now an important part of foreign policy. We know about the European Neighborhood Policy and the neighbor policy of China, which is postulated on the three principles of «friendly neighbors, a rich neighbor and peaceful neighbor», Hu Jintao' Theory of a harmonious world, implying joint efforts of all participants of International Relations to ensure «common security» in order to achieve sustainable and prosperous society.

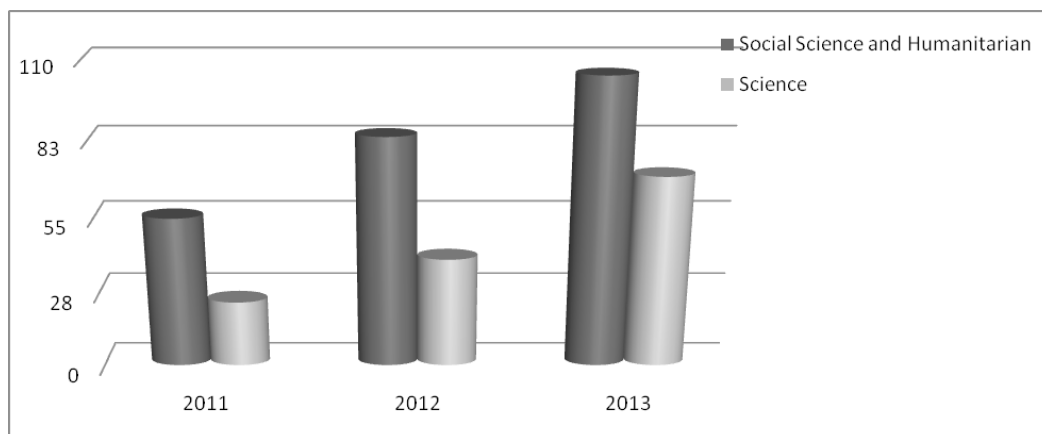
According to Xi Jinping Initiative of Jointly Building the Silk Road Economic Belt one of the important dimensions is mutual benefit. «In the 21st century, a new era marked by the theme of peace, development, cooperation and mutual benefit, it is all the more important for us to carry on the Silk

Road Spirit in face of the weak recovery of the global economy, and complex international and regional situations». The Initiative seeks mutual benefit. It accommodates the interests and concerns of all parties involved, and seeks a conjunction of interests and the «biggest common denominator» for cooperation so as to give full play to the wisdom and creativity, strengths and potentials of all parties [5].

In higher education, the experts distinguish two basic levels of internationalization of education: national and institutional. And although they are both very important, the national level has an important influence on the international dimension of higher education through policy, funding, programs and regulatory frameworks, yet it is usually at the individual, institutional level that the real process of internationalization takes place [6].

International activity of the Al-Farabi Kazakh National University began recently. The fact is that before Kazakhstan gained independence in 1991, participation of students and teachers in international activities permitted in cases planned by the Ministry of Education of the Soviet Union. In order to study abroad, it was necessary to prepare a lot of different documents and go through many tests. Direct contacts of Kazakh Universities with universities abroad were out of the question. After Kazakh's Independence it was obligatory to develop their own educational policy, including international cooperation. In 1998 the law declaring the opening of the international departments in universities, was passed and joint international schools, universities and, branches of foreign universities were opened.

In the early 2000s, Kazakhstan economic growth was the cause of intensive development of international cooperation in higher education. And in the last 10-15 years we have seen tremendous progress in this area. Great attention has been paid to international cooperation in KazNU too. The Department of International Cooperation was opened in KazNU. One of the key directions of the international activity of Al-Farabi Kazakh National University is an academic partnership with foreign universities, in the framework that implements international educational and scientific projects [7].



**Table 1** – International education and scientific projects of Al-FarabiKazNU in 2011-2013

Al-Farabi Kazakh National University has established partnerships with more than 300 universities, various international organizations (UNESCO, CRDF, NATO, InWent, IAEA, etc.) and foreign scientific funds. The university participates in educational programs such as TEMPUS, ERASMUS MUNDUS in the framework of the European Commission.

Strategic objectives of development of the international activity of university:

- achievement of quality international standards in the field of research and training programs;
- harmonization of Al-Farabi Kazakh National University curricula with curricula of world leading universities on appropriate educational programs;
- increase in mobility of students and academic staff in the international educational process;
- introduction and implementation of programs in joint diplomas as most important means of increase of competitiveness of Al-Farabi Kazakh National University in the market of educational services;
- development of the international scientific activity of university, improvement of quality and participation scales of Al-Farabi Kazakh National University in the international scientific, scientific and technical and innovative programs and projects;
- increase in international authority of Al-Farabi Kazakh National University, by participation in the international ratings and accreditation of educational programs and an institutionalization of higher education institution in the leading international agencies;
- development of language training of teachers, employees and students;
- increasing contribution of the international activity to financial stability of university [8].

As it was mentioned, Al-FarabiKazNU has concluded more than 300 international agreements, of which 160 agreements with Asian universities: East Asia (China, Korea, Japan) - 95, Western Asia (Azerbaijan, Israel, Jordan, Cyprus, United Arab Emirates, Oman, Saudi Arabia, Turkey) - 33, South and Southeast Asia (Malaysia, India, Iran, Pakistan) – 24, Central Asia (Kyrgyzstan, Uzbekistan, Tajikistan) – 8. And about 180 agreements were signed with universities in those countries, which passed the Silk Road, not counting the states through which the Silk Road did not lay, but who plied their trade through the Silk Road. The main areas of cooperation are: 1) the academic exchange, 2) joint research, 3) joint training of specialists, in particular, PhD students, 4) joint scientific conferences, 5) research and information exchange, 6) exchange of lecture activities including online lectures.

A new direction, known as the establishment of joint innovation clusters on the basis of mutual investment, has been developing successfully. The first step was the opening of the medical diagnostic center in the KazNU in cooperation with the clinic «Gangnam Severance» of Yonsei University. There was joint work on the opening of this medical cluster which is a very good example of how countries should cooperate with each other. In this case, the university Yonsei shares his experience in the medical field with the Kazakh National University. This is a very good example of mutual benefit. As a result, collaboration of the university with companies such as «Hewlett-Packard», «Cisco», «Konica minolta», «Microsoft», «Intel», «Samsung» and new educational and scientific centers were opened. The other example is the agreement with Inspur company on the supply of supercomputers by the grant of the Chinese government.

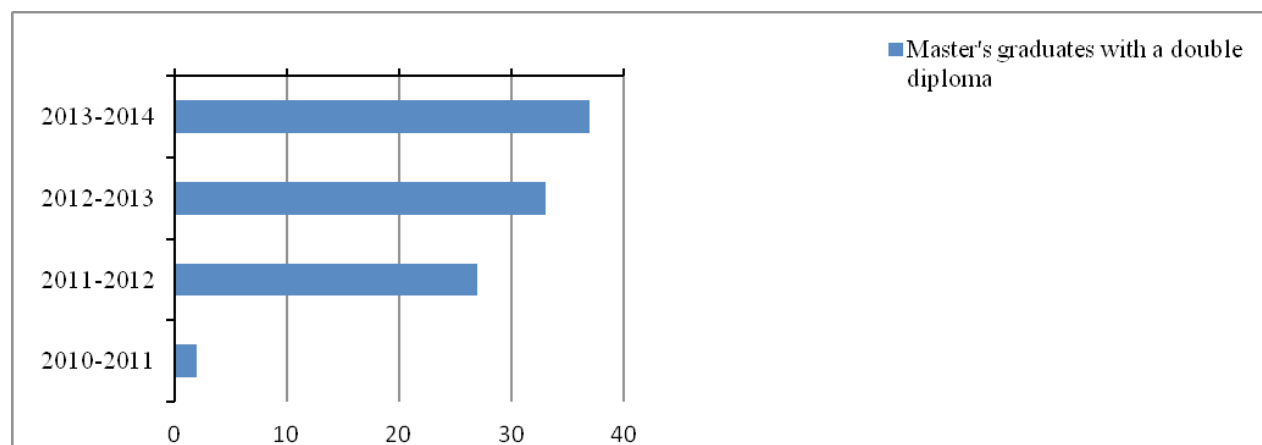
In addition to investments in international projects of academic exchange programs are an excellent way to strengthen the relationship, as they allow people to know the culture, the language, the mentality of each other, make them open-minded. Students enrolled in the exchange, is one of the threads that connect the country. Each year, about 1,000 students of KazNU leave to study in foreign countries, mainly during the period from 6 months

to 1 year. Thus, in the 2013-2014 academic year have left 200 undergraduate students, 504 graduate students, 203 doctoral students. A nice trend for us is the increase of number of foreign students who are going to study in the KazNU. If in 2008 the bulk of the exchange students were students, held training on the basis of bilateral free exchange, now we are talking about students who consciously choose the KazNU to pass the winter or summer school.

**Table 2** – Inbound exchange students of Al-FarabiKazNU, 2015 [9]

Countryoforigin	numberofstudents	Universityoforigin
China	1	LanzhouUniversity
Turkey	6	Gazi University-5 Universityof Mugla-1
France	59	StrassbourgSchoolof Journalism-58 Highschool of Agriculture of Ange-1
USA	43	AmericanCouncils
Japan	6	Toktyo University-4 Saitama University-2
Jordan	4	JordanUniversity
Korea	32	Cangnam University-5 Daeggu University-6 Hankuk University of Foreign Studies-9 Donguk University-5 PusanUniversity -7

**Table 3** – Al-FarabiKazNU Master's graduates with a double diploma





A good example of good-neighborly policy of Kazakhstan is to provide the government educational grants for training for foreign citizens, residents of the region. For example, 434 scholarships for citizens of Turkic states, Turkey, Afghanistan, Tajikistan, Mongolia and others to study in the universities of Kazakhstan were granted this year. 400 scholarships were granted for the Foundation students, including from Tajikistan - 100, from Turkey and other Turkic states - 200. Long experience of academic exchanges should be allowed to expand the scope of cooperation between universities and to start the programs of dual diploma. To date, we have more than 10 dual diploma programs. [10]

Positive aspects of a university partnership are obvious:

- improving the quality of education

- training of teachers
- increasing the investment attractiveness of the university and its competitiveness.

While internationalization's purposes and anticipated benefits differ from institution to institution and from country to country, the overall expectation is widely shared that internationalization will contribute to the quality and relevance of higher education in a more interconnected and interdependent world. [11] Universities of the Silk Road from China, Korea, Kazakhstan, Russia, Mongolia, Uzbekistan, Italy, Spain, Vietnam, Iran and others, in fact, have much in common in terms of geography, history and culture. Very often we feel the common mentality, we can easily understand each other. The rapid development of economic cooperation between the countries of the Silk Road will only stimulate, to give new impetus to educational cooperation.

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