

**"THE NEED FOR THE HIGHER
EDUCATION PROVIDING HIGH
ETHICS AND SOCIAL COHERENCE IN
POST-SOVIET KAZAKHSTAN: THE
CASE OF SDU"**

**Dr.Mesut YILMAZ
Süleyman Demirel University, SDU
Kazakhstan, Almaty**

www.mesut-yilmaz.com

15 November 2011

KAZAKHSTAN AT A GLANCE

Independence Day–1990

- Population –16 million
- %63 Kazakhs
- %24 Russians
- %13 Others (Ukrainians, Germans, Uighur, Dungan (a Muslim people of Chinese origin)....). There are also Uzbek and Tatar minorities.
- **Language:** Kazakh is the official language. Russian, German, Ugric and other languages are also spoken.

ECONOMY

- GDP 141 billion US\$
- GNI per capita 7200 US\$
- International Reserves 74.5 billion US\$
- (for Turkey, it is 80 billion\$. Population is 72 million)
- Economy depends on OIL , gas and Energy sectors.
 - Mineral resources(73%)
 - Agricultural production (4.2%)
- There are 99 elements out of 118, which are in Periodic Table (A table of chemical elements)
 - has **4% of the global iron** reserves
 - mined around **25% of the world's uranium** in 2009, making it the world's largest producer.

SOVIET ERA

- In Soviet times, higher education was free
- Only 25percent of all the applicants could enter the University.

POST-SOVIET ERA

Public Spending on Education

- In 2008, expenditure on education increased 2.8 times compared with 2004 and amounted to 5.7 billion dollars in Kazakhstan .
- Their share in total GDP is 3.9%. This corresponds to the level of countries such as *Germany, Slovakia, Spain.*

HIGHER EDUCATION INSTITUTIONS (HEIs)

- These are called **universities, academies or institutes.**
- There are currently **177 universities, 68 public and 109 private, plus 5 branches of Russian universities.**
- To increase the international relevance and competitiveness of its higher education system, Kazakhstan has decided to adopt a major structural reform taking place in the European Union, commonly known as “the **Bologna Process**”, and is already **reshaping most university courses into Bologna’s three levels:**
 - Bachelor degrees (four years),
 - postgraduate Master’s degrees (two years) and
 - PhDs (four to five years).

INTERNATIONALISATION

- **Adaptation of Kazakhstan higher education to Bologna process.**
- About many thousands Kazakh students study in more than 35 countries of the world. (Only, by the Bolashak program, 6000 students went to abroad.)
- Education of Kazakh students abroad realizes according to the following trends:
 - **international educational exchange programs;**
 - **grants of the foreign countries governments**
 - **international organizations;**
 - **private education;**
 - **international grant of “Bolashak”.**

Preparing students abroad: The Presidential Bolashak Scholarship Programme

- In 1994 the government of Kazakhstan established a scholarship for studying abroad, **not only at the graduate level, but also at the undergraduate level.**
- In the aggregate, 3000 students should be abroad in each year. Preferences are USA, EU, Singapore, Malaysia
- From World Leading Universities, There are only 450 in the Bolashak list.
- For Instance, there are 3 Universities in Bolashak list from Malaysia.
- **UM**
- **APIIT**
- **MMU**

(up to present, 6000 were sent by Bolashak. In Malaysia 2000)

FOREIGN UNIVERSITIES IN KAZAKHSTAN

- **SDU, KAZAKH-TURKISH UNIVERSITY**
- **KBTU, KAZAKH-BRITISH UNIVERSITY-joint program with LSE.**
- **KIMEP, KAZAKH-AMERICAN UNIVERSITY**
- **KAZAKH-GERMAN UNIVERSITY**
- **GREAT CHALLENGE \SUCCESS IS a *INTERNATIONAL NAZARBAYEV UNIVERSITY***

It was founded in 2010. There are 500 students fully granted by the government. %70 percentage of academic staff are from USA and UK universities. (only 12.7 percent of the 4,038 applicants)

Prof.Dr.Sultan Abu-Orabi-American University in Beirut in 1866 and Saint Joseph in 1885

RELIGIONS

Kazakhstan is Secular State.

- **Religions:** Islam and Christian Orthodox(not in constitution).
- All of the muslims are affiliated with the "**Spiritual Association of Muslims of Kazakhstan**", headed by a **supreme** mufti.
- 2,300 Mosques.
- 265 registered Orthodox churches
- 93 Catholic churches
- 543 Protestant churches and prayer houses

Kazakhs are Sunni Muslims of the Hanafi school

- By tradition, Kazakhs are Sunni Muslims of the Hanafi school.
- The Slavic peoples of Kazakhstan are traditionally Orthodox Christians, and the Russian Orthodox Church is the largest Christian denomination (School of Thought) in the Republic.
- There are few countries in the world today with such a variety of ethnic and religious groups as Kazakhstan.
- According to a 2009 national census, approximately 70% of Kazakhstan's population is Muslim. The majority are Sunni of the Hanafi school are Kazakhs, who constitute about 63% the population, as well as by ethnic Uzbeks, Uighurs, and Tatars.
- The Eid al-Adha is recognized as a national holiday.

Other Christian groups include Roman Catholics and Protestants. There are a total of 265 registered Orthodox churches, 93 Catholic churches, and 543 Protestant churches and prayer houses. The Russian Orthodox Christmas is recognized as a national holiday in Kazakhstan.

-

Other religious groups include Judaism, the Baha'i Faith, Hare Krishnas, Buddhists, and The Church of Jesus Christ of Latter-day Saints.

SCHOOLS OF THEOLOGY

- Nur- Egyptian University of Islamic Culture, a religious educational institution located in Almaty, the Kazakh capital. Founded in 2001 as a joint Kazakh-Egyptian initiative.

HALAL STANDARDS

- The government and industry are co-sponsoring the First Kazakhstan International Halal Expo 2010 in October in Astana.
- Kazakh meat producers offering Islamic-law-compliant products

RELATIONS WITH ISLAMIC DEVELOPMENT BANK

- The Bank's principal office is in Jeddah in the Kingdom of Saudi Arabia. Two regional offices were opened in 1994; one in Rabat, Morocco, and the other in Kuala Lumpur, Malaysia. In July 1996, the board of Executive Directors also approved the establishment of an IDB Representative Office at Almaty, Kazakhstan, to serve as a link between IDB member countries and Central Asian Republics. The office became operational in July 1997 and is now a full-fledged Regional Office.

ISLAMIC FINANCE

(Interest Free Banking System)

- The first country of the Commonwealth of Independent States (CIS) to introduce legislation on Islamic finance. Kazakhstan is aiming to become a **Central Asian hub for Islamic finance**, with plans to launch its first corporate sukuk this year and a new Sharia-compliant bank up to the end of this year. Because, Foreign direct investment in Kazakhstan is the second-highest among member countries of the Commonwealth of Independent States after Russia, with \$122bn worth of inflows since 1993.
- There are a few islamic Banks in Astana and Almaty.

OIC

- Kazakhstan was the second Central Asian country to hold the chairmanship of the Council of Foreign Ministers (CFM) since the OIC's (Organization of Islamic Conference) establishment in 1969. Kazakhstan itself joined the OIC in 1995.
- Kazakhstan took over the presidency of the Organization of the Islamic Conference (OIC)

- Kazakhstan is different from Post-Soviet union members called CIS by its gigantic natural resources, economic and political power and huge support for education. After 1991, Kazakhstan had launched many educational programmes as bolashak (3000 students abroad) etc. The government made costly provisions for the Nation` future.
- Kazakhstan also has an increasingly wellregarded private university sector with well-developed links with European and Turkish universities. In the last decade Kazakhstan has seen the growth of its private higher education sector with an expansion of existing institutions and increased number of newly established private universities. On the other side, the soul of this education should be fed by ethical values. Because, there are many harmful and mischievous inheritances from Soviet era as bribe , corruption etc.

Jalal al-Din Muhammad Rumi

- **Jalal al-Din Muhammad Rumi** philosopher,, teacher, and founder of the Mawlawi order of Sufism; also known as **Mevlana Jalaluddin Rumi**, or simply **Rumi**.
- Mevlana was a Muslim. His doctrine advocates unlimited tolerance, positive reasoning, goodness, charity and awareness through love. To him all religions were more or less truth. **Mevlana looked with the same eye on Muslim, Jew and Christian alike.** His peaceful and tolerant teachings have appealed to men of all sects and creeds. In 1958, **Pope John XXIII** wrote a special message saying: **“In the name of the Catholic World, I bow with respect before the memory of Rumi”**.

- Come, come again, whoever you are, come!
- Heathen, fire worshipper or idolatrous, come!
- Come even if you broke your penitence a hundred times,
- Ours is the portal of hope, come as you are.

KAZAKHSTAN

- We realize it, and we go across beyond the words. We did not wait for their coming and stay in Turkey. Thus, we went to meet them with many institutions to share what we have. In Kazakhstan, today, you can see the 31 colleges and 1 university called Suleyman Demirel University and 25 course buildings throughout the whole Kazakhstan. Each city has at least one college and one course building.

KAZAKH-TURKISH FOUNDATION in 1991,

**(KATEV) called as Kazakh-Turkish
litsei(School)**

Joint Kazakh-Turkish initiative

- According to Prof. Dr. William Fierman: “the situation appears to be changing, there has been a generally lower level of achievement for pupils of KMCs. One indication of this is that in 2002, only 37 (19 percent) of the 186 winners of academic Olympiads in Kazakhstan were pupils of the 1172 “elite” Kazakh schools (litsei, gymnasia, and those with enriched academic programs); even pupils of the handful of Kazakh-Turkish litsei(only 24 schools total) had more winners among their pupils—45.”

***Professor, Central Eurasian Studies, Indiana university.Ph.D.from Harvard**

- Turkey has a very close historical relation with Kazakhstan. This historic linkage can also make more opportunities for cooperation in the field of higher education between two countries. The proof of this consideration is Süleyman Demirel University called SDU in Almaty. SDU is privately owned by the 'KATEV' – Kazakh- Turkish Educational Foundation, university committed to provide world quality education. The role and importance of SDU in the sector of Higher education in Kazakhstan can be summarized as the following:

As a Case: SDU

- 1) One of the distinguishing features of SDU in educational landscape of Kazakhstan is the SDU's commitment to provide 'ethical education'. The KATEV and administration of SDU firmly believe that the human's life must be accompanied by both knowledge and ethical education. Therefore academic staff are chosen so as to they can provide for students along-side with professional knowledge as well the high ethical values. As a result in the SDU there is not the problem of bribery and corruption, which is not rare in many post-Soviet universities.

- 2) Secondly SDU being a branch of non-profit oriented educational foundation presents different models of charity to both students and Kazakhstan's society. E.g. in SDU the practice of organizing charity fairs is well-established tradition, several students' clubs function in this direction, receiving direct support of the SDU's administration and academic staff

- 3) SDU plays highly valuable and positive role in strengthening of the ‘social coherence’, ‘interreligious and interethnic’ tolerance among different ethnic and religious groups and communities in Kazakhstan.

4) SDU's administration and academic staff pay great importance to establish the 'sincere, warm and friendly atmosphere in the university. The relationship between academic staff and students is characterized by sincerity and warmth in comparison with the classic post-Soviet classic universities, both state and private.

Conclusion

- After gaining independence Kazakhstan encountered with the tremendous task of building independent state with all its attributes. As it is well known, good functioning competitive education is vital, even indispensable for obtaining real independence.
- The higher education today faces the substantial problems, which must be dealt with and tackled in the global scale. One of them is the problem of the lack and erosion of ethics, another one is the education **overwhelmed with bureaucracy in Kazakhstan**.
- So it is the time for universities, especially for the privately-run universities to confront with these problems and tackle them. It must be recognized that the high ethical values should constitute the foundations of the higher education.
- We believe that the modern universities have to adopt the ethical virtues not as the result of being imposed them from outside, but in contrary they must perform this task by ethical revival from within, by reconsidering own mission in a society. In our opinion, academic staff and university administration are central actors in safeguarding and promoting high ethical values.
- The contemporary universities have special responsibilities towards society beyond giving mere professional education and raising awareness about some rights and responsibilities. As well they must direct citizens to behave ethically.

- The university as a whole must integrate and transmit ethical values (firstly the honesty and trustworthiness) and healthy way of life. **High ethical values must be defining features of the real university, which has to shape and form “new model of human”, possessing both professional knowledge and high ethical values.** Real high education must teach that the ethical virtues are the most important element of personal success. The neglect of ethics would have negative repercussions.

- Real university has to make sure students receive both an excellent academic experience high ethical standards coupled with positive living experience. Academic staff and administration have to set high ethical standards and serve as models for students and society in different ways.
- In other words, we think that high ethical values and considerations should define the real university, value-based principles such as honesty and trustworthiness, sincerity should be adopted by the real universities in their mission.
- KATEV and SDU bears a deep conviction of the worth and dignity of the advancement of both knowledge and humanistic values. Also KATEV and SDU's administration strongly believe that academic personal must adhere to high ethical standards

- One of the distinguishing features of the SDU in educational landscape of Kazakhstan is the SDU's commitment to provide 'ethical education'. The KATEV and administration of SDU firmly believe that the human's life must be accompanied by both knowledge and ethical education. Therefore academic staff are chosen so as to they can provide for students along-side with professional knowledge as well the high ethical values (e.g. the absence of bad habits, such as smoking must be reminded). As a result in the SDU there is not the problem of bribery and corruption, the widespread disease of the countries and societies in transition. Also the academic staff fights against plagiarism, which is one of the most acute problems of the contemporary academia in particular and education sector in general.
- SDU adheres to the philosophy that higher education must provide students with society-friendly, people-friendly education and that higher education has to protect young generation from absorbing nihilist, anarchist, especially terrorist ideas.
- **The spirit of charity, forgiveness is inherent in traditions and cultural and philosophical heritage of Kazakhs, Turks and other Muslim nations of Turkic origin. And SDU tries to revitalize this centuries-long tradition by organizing charity fairs, encourage both students and personal to "compete in doing good deeds".**

Thank you

Dr.Mesut YILMAZ
Süleyman Demirel University, SDU
Kazakhstan, Almaty

www.mesut-yilmaz.com

15 November 2011