

Table 1. Repartition of admission and graduation of students (B - Bachelor, M – Master, D – Doctorate level) by fields of knowledge, 2014-2017, in persons¹

Field		2014-2015			2015 -2016			2016-2017		
		B	M	D	B	M	D	B	M	D
Total	Total number	474 841	20 819	2 063	454 116	29 882	2 288	477 074	14 595	2 710
	Admission	124 723	16 941	729	113 972	15 261	794	147 692	7 430	1 086
	Graduation	177 678	15 880	503 (including 314 with thesis defense)	146 227	15 816	533 (including 175 with thesis defense)	121 829	4 802	619 (including 117 with thesis defense)
Aviation equipment	Admission	120	0	0	123	0	0	0	0	0
	Graduation	167	0	0	122	0	0	0	0	0
Education	Admission	32436	2 567	72	30 978	2 130	83	42 508	1 417	131
	Graduation	44712	2 595	45 (including 27 with thesis defense)	40 116	2 546	50 (including 16 with thesis defense)	33 250	1 145	50 (including 13 with thesis defense)
Humanities	Admission	4030	1 180	78	3 782	1 036	84	4 869	502	112
	Graduation	4264	980	61 (including 46 with thesis defense)	3 976	1 071	61 (including 8 with thesis defense)	3 573	711	59 (including 5 with thesis defense)

¹ The Committee on Statistics under the Ministry of National Economy of the Republic of Kazakhstan. Statistics on education. Bulletins for 2014, 2015, 2016. http://stat.gov.kz/faces/publicationsPage/publicationsOper/homeNumbersEducation/EducationpublBullS13-2015;jsessionid=7JyPY91Wjwknc2RxSzVhQBRTf2qD6F1Bp9L4vJ8kTBHDNdtgyvT!-171251091!NONE?_adf.ctrl-state=10gx1hcu9z_4&_afLoop=22225598320033853#%40%3F_adf.ctrl-state%3Dj2nth89f7_4

Law	Admission	13718	1 827	15	11 399	1 794	34	16 048	165	111
	Graduation	26616	1 934	19 (including 13 with thesis defense)	19 342	2 024	42 (including 22 with thesis defense)	16 870	267	32 (including 6 with thesis defense)
Art	Admission	9841	307	10	6 545	174	14	7 408	134	12
	Graduation	25993	234	18 (0 with thesis defense)	2 277	260	10 (including 10 with thesis defense)	2 618	181	-
Social Sciences, Economics and Business	Admission	19111	4 291	58	15 770	3 919	120	20 234	463	211
	Graduation	41933	4 693	115 (including 64 with thesis defense)	27 696	4 478	92 (including 49 with thesis defense)	20 560	897	77 (including 32 with thesis defense)
Natural Sciences	Admission	3732	1 026	69	3 511	909	68	4 057	676	80
	Graduation	4605	952	67 (including 39 with thesis defense)	4 358	1 066	66 (0 with thesis defense)	3 384	729	75 (including 8 with thesis defense)
Technical Sciences and Technologies	Admission	25328	3 222	194	0	4 030	209	31 102	3 275	236
	Graduation	36 130	2 889	124 (including 76 with thesis defense)	9	2 974	137 (including 45 with thesis defense)	25 736	2 124	182 (including 8 with thesis defense)
Agricultural Sciences	Admission	2 829	470	66	2 787	365	36	3 007	339	38
	Graduation	2190	354	21 (including 11 with thesis defense)	2 315	366	35 (including 6 with thesis defense)	2 420	430	41 (including 13 with thesis defense)
Services	Admission	5259	391	9	4 783	239	15	6 228	96	14
	Graduation	7735	383	7 (including 6 with thesis defense)	6 352	461	3 (including 3 with thesis defense)	4 210	226	3 (including 1 with thesis defense)
Military Affairs and	Admission	0	6	2	611	16	2	834	4	-

Security	Graduation	0	0	0	476	13	0	730	5	-
Health care and social security (Medicine)	Admission	5 779	307	88	854	275	92	1 082	268	96
	Graduation	3 066	158	147 (including 25 with thesis defense)	1 562	342	27 (including 13 with thesis defense)	1 484	293	83 (including 19 with thesis defense)
Veterinary Science	Admission	1 163	130	13	1 225	110	12	1 373	91	15
	Graduation	812	111	10 (including 7 with thesis defense)	752	118	10 (including 3 with thesis defense)	855	125	11 (including 10 with thesis defense)

Table 2. Repartition of PhD graduates by fields of study for the last 5 years, in persons²

² [The Committee on Statistics under the Ministry of National Economy of the Republic of Kazakhstan](#)

Field		2012	2013	2014	2015	2016
Education	Admission	42	52	72	83	131
	Graduation	7	35	45	50	50
Humanities	Admission	51	56	78	84	112
	Graduation	20	29	61	61	59
Law	Admission	29	37	33	34	111
	Graduation	12	31	22	42	32
Art	Admission	10	8	10	14	12
	Graduation	10	8	-	10	-
Social Sciences, Economics and Business	Admission	66	78	58	120	211
	Graduation	75	115	115	92	77
Natural Sciences	Admission	94	72	69	68	80
	Graduation	73	53	67	66	75
Technical Sciences and Technologies	Admission	186	185	194	209	236
	Graduation	37	63	124	137	182
Agricultural Sciences	Admission	41	43	66	36	38
	Graduation	7	13	21	35	41
Services	Admission	-	2	9	15	14
	Graduation	2	7	7	3	3
Military Affairs and Security	Admission	35	-	2	2	-
	Graduation	10	-	-	-	-
Health care and social security (Medicine)	Admission	-	83	88	92	96
	Graduation	-	15	25	27	83
Veterinary Science	Admission	11	10	13	12	15
	Graduation	4	4	10	10	11

Table 3. Number of doctorate students who defended their thesis, for the last 5 years, in persons³

³ [The Committee on Statistics under the Ministry of National Economy of the Republic of Kazakhstan](#)

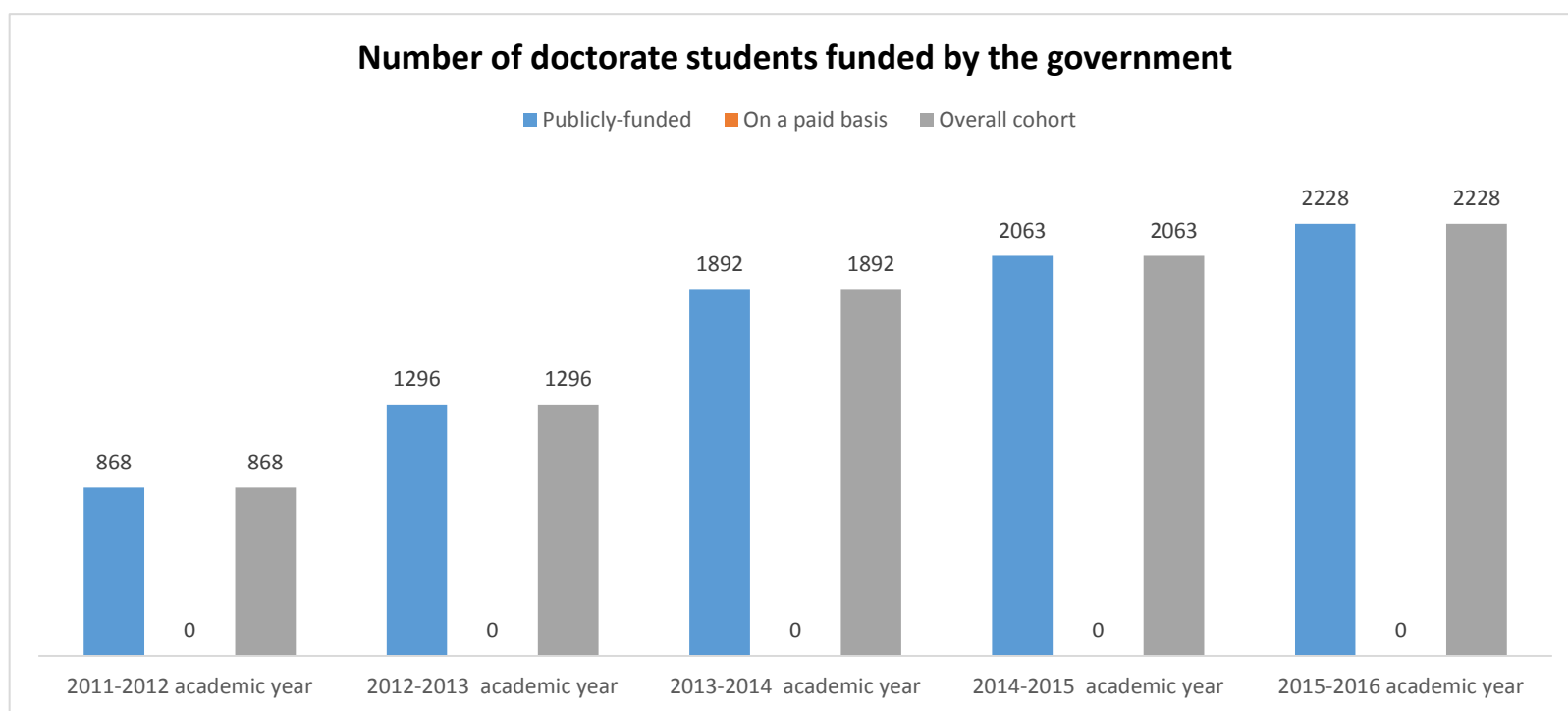
Field	2012	2013	2014	2015	2016	Total
Education	5	10	21	16	13	65
Humanities	12	4	11	8	5	40
Law	3	7	10	22	6	48
Art	10	8	-	10	-	28
Social Sciences, Economics and Business	16	30	43	49	32	170
Natural Sciences	39	9	19	-	8	75
Technical Sciences and Technologies	18	13	11	45	8	95
Agricultural Sciences	2	6	1	6	13	28
Services	-	-	3	3	1	7
Military Affairs and Security	2	-	-	-	-	2
Health care and Social Security (Medicine)	-	10	6	13	19	48
Veterinary	3	3	-	3	6	15
Total	110 (42,8%)	100 (26,8%)	125 (24,8%)	175 (32,8%)	117 (18,9%)	621 (27,1%)

Table 4. The number of PhD students receiving state funding, 2011-2016, in persons⁴

⁴ [The Committee on Statistics under the Ministry of National Economy of the Republic of Kazakhstan](#)

Level of education	2011-2012 academic year	2011-2012 academic year	2013-2014 academic year	2014-2015 academic year	2015-2016 academic year
PhD	868	1 296	1 892	2 063	2 228

Figure 1. The number of PhD students by funding sources, 2011-2016, in persons⁴



Annex 2

Chapter 3, Interview of KAZGUU University

3.2 Interview with the HEI

1. *Does your university provide Cycle 3 programs?*

Yes

2. *What are the objectives of your Cycle 3 programs? What are their positioning in the university's strategies?*

The joint-stock company "KAZGUU University" is a higher education institution created under the strategic initiative of the President of Kazakhstan N.A. Nazarbayev on March 14, 1994.

The mission of the University is the formation of a competitive humanitarian and legal elite of the country, devoted to the idea of national patriotism in the context of a possible choice and focused on solving the problems of advancing development of the most important areas of law, economics and science.

The main mission of the University is to serve people by providing quality and accessible education. The vision of the University is to achieve the status of a world-class university by entering the top 100 universities in the world.

In the years of independence, the state was in dire need of its own qualified personnel for the civil service, law enforcement agencies and the renovation of the judicial system. In this regard, the university was tasked with the training of highly qualified lawyers who, under conditions of socioeconomic reforms, could ensure the legal reform carried out in the country.

Initially, this educational program was aimed at realizing the tasks set by the state before the University of KAZGUU in the year of its formation in 1994. The main task was to train highly qualified lawyers who will be able to ensure the implementation of legal reforms in the country within the framework of social and economic transformation. This goal is reflected in the mission of the University and to this day. The objectives of the educational program are aimed at educating professionals in the field of law for public authorities, state, business organizations and non-profit organizations.

During the training, doctoral students acquire valuable theoretical and practical knowledge in the field of law. Graduates of the doctorate specialty have a high level of research in the field of law and law making that are able to work in research institutes, universities, work as judges, lawyers, prosecutors, consultants in legal departments or other departments of state bodies, as well as specialists and experts in Tax authorities, insurance companies.

3. *How is Cycle 3 Program articulated with...*

– *with Master programs of your university?*

– *with research strategies and activities?*

– The doctoral program is designed for three-year training, which implies 180 ECTS credits. Disciplines of the doctoral program have a logical sequence. The program is coordinated by the Institute of Postgraduate Education. Disciplines included in the curriculum of the program are developed in accordance with the European system of re-crediting and accumulation of credits (ECTS). The content of the modules is well balanced, logically

linked and focused on obtaining the expected learning outcomes. Each semester consists of 30 ECTS credits, which represent the principle of modularity, where each module includes a certain number of training units that must be mastered by trainees. The courses of modules reflect a certain, specified topic and are structured for the possibility of conducting independent research projects.

– The first semester includes basic disciplines, follow-up elective disciplines and involvement in research activities. It is important to note that these disciplines are of a research nature, focused on the content and concept of the methodology of scientific research. Main disciplines include fundamental and in-depth knowledge of subjects with a focus on the field of law, such as criminal law: advanced law, criminal procedure law: advanced law, administrative law, Anglo-Saxon law, international commercial arbitration, etc. At the same time, doctoral students attend research seminars that allow carrying out research projects both individually and jointly with teachers. Doctoral students are given the right to choose the disciplines that help them develop an individual training program aimed at achieving academic and professional goals, and expand training in the legal field. Thus, the training schedule is planned in advance and available for each group, both in electronic format and as a hard copy, which are provided to students along with other teaching materials. Each curriculum of the course is provided to the trainees, where the subjects, goals, learning outcomes, topics and requirements for each discipline are described. Classes are usually scheduled on weekdays, including weekends. Also, the results of the training are presented, which help the students to acquire the necessary knowledge to become a professional in the relevant field of work. In general, the curriculum of jurisprudence is designed in a balanced way. All modules of the program are associated with learning outcomes, in accordance with ECTS credits and Dublin descriptors. In general, program modules reflect the strategic orientation of the training program. They clearly meet the requirements of the labor market.

4. *Describe how Cycle 3 is organized (from recruitment to degree awarding) in your Cycle 3 programs?*

- *Do you meet any difficulties to recruit students? students?*
- *Do you meet any difficulty to recruit and motivate professors with accurate competencies?*
- *Explain any other difficulties or challenges you meet?*

The purpose of PhD program in Jurisprudence is the qualitative training of highly qualified specialists with a high level of legal culture and legal awareness, fundamental knowledge and professional competencies in the development and implementation of legal norms, law and order, legal education and upbringing.

The content of the educational program is formed in accordance with the State Educational Establishment of the Republic of Kazakhstan, standard curricula, based on the list of qualifications and posts, the qualification characteristics of trainees in the specialty, the content of the disciplines of the mandatory component based on the National Qualifications Framework, taking into account the Dublin descriptors and the European Qualifications Framework. The content is up-to-date and up-to-date, corresponds to the qualification characteristics, the requirements for the graduate in the labor market. The target points of the educational program correspond to the current level of development of postgraduate education and the PhD degree awarded to the graduate.

After the successful completion of the doctoral program on the specialty "6D030100 - Jurisprudence", graduates will be able to:

- demonstrate systemic understanding in the field of legal knowledge, as well as the ability to apply in-depth theoretical methodology in research activities;
- synthesize topical issues related to national legislation, carry out a comparative and qualitative analysis of international experience in designing, planning, implementing and evaluating tools and mechanisms that affect the functioning of legislative and regulatory frameworks.
- identify a specific research problem in a specific area of law and be able to implement in the process of scientific research;
- identify innovative research methods and their application in independent research activities in the legal field;
- be able to apply a critical analysis of thinking, evaluating and synthesizing new results in research;
- demonstrate the professional skills, skills and knowledge necessary for teaching in their discipline;

The doctoral program "6D030100 - Jurisprudence" is constantly updated taking into account the frequent changes taking place on the one hand in the field of education, and on the other hand in the legal system of the Republic of Kazakhstan. In addition, the objectives of the program are constantly revised taking into account the requirements of students, the recommendations of employers and the labor market.

Thanks to the influence of the European educational field, the doctoral program was developed taking into account international educational standards and criteria. The program was developed jointly with a working group that includes specialists practicing in the international educational field, as well as other interested parties who want to contribute to the educational market.

The international orientation of the educational program in the specialty "Jurisprudence" is evidenced by the entry of the KAZGUU University into the Bologna Process (KAZGUU signed the Bologna Agreement in September 2007) with the aim of implementing the European system of higher education.

Within the educational program of the specialty "Jurisprudence" the main parameters of the Bologna process are realized, which clearly demonstrates the international orientation of the program:

- realization of multilevel training of specialists in the field of "Jurisprudence" (bachelor's - master's degree-doctoral studies);
- Implementation of the credit technology of teaching at the University since 2003, which expanded the boundaries of academic freedom of the University in the formation of the educational program of doctoral studies. Along with compulsory disciplines, the program includes courses for the selection of students, it is possible to develop individual training plans for students, which is widely used in the practice of European universities;
- development of academic mobility of students and teachers: doctoral students are sent to foreign partner universities for the purpose of training for a certain academic period (semester) with mandatory re-registration of established educational programs in the established order in the form of loans at KAZGUU University; Teachers are sent to partner universities with the purpose of internship for different terms.

So, the educational program of the specialty "6D030100-Jurisprudence" has a number of advantages, which ensures its high competitiveness in the market of educational services.

5. Is there any follow up system of the PhD graduates?

Yes, the Association of graduates of doctoral studies has been established, with regular meetings. There is monitoring of employment both from the side of the university and from the Ministry of Education and Science of the Republic of Kazakhstan.

6. Can you explain if there are any mechanisms (internal or external) to guarantee quality assurance of Cycle 3 programs?

It should be noted that in the light of recent developments, in particular, the approval of the revised ESG by the Ministers responsible for higher education in the European Higher Education Area in May 2015 in Yerevan, Armenia, the University of KAZGUU has attempted to adapt its quality control system in the context of the new ESG updates. For example, the University of KAZGUU takes an active part in the project "EQUIP Project", aimed at the introduction of the updated ESG in the quality assurance system of world universities.

Since 2015, the quality assurance system at KAZGUU University is coordinated by a special Quality Assurance Department, which is directly accountable to the rector. The Quality Assurance Department is responsible for the cooperation between the Registrar's Office, the Institute of Postgraduate Education and International Relations and the Rector. So, the policy in the field of quality assurance of the educational program is realized at all levels of the organization of education. All members of the team, including students, take an active part in the development of programs. Every year the Academic Council reviews and discusses the content of educational programs taking into account the labor market requirements. The University's policy in the field of quality is to prepare competitive personnel with higher education by providing quality educational services on the basis of integrating science, education and production in the current conditions of innovative development of the Republic of Kazakhstan. The quality policy provides for:

- Improvement of the system of innovative education, introduction and development of modern educational technologies;
- development of scientific activity and its integration with the educational process;
- integration into the world educational space, participation in the International scientific and educational projects;
- Increasing the professional level of the teaching staff;
- creation of corporate culture and internal competitive environment;
- development of the material and technical base;
- use of modern information resources and educational technologies.

Thus, the functions of the Office of Quality Assurance include the following:

1. Planning for academic quality assurance activities;
2. Coordination of the implementation of quality assurance measures;
3. Data collection and preparation of a summary report on quality assurance;

Ensuring the quality of programs is carried out at the Institute of Post-Graduate Studies and International Relations. Studies are conducted by Registrars through the Platonus system, which ensures data reliability and provides up-to-date information to the Rector and Director of the Institute of Postgraduate Studies and International Relations.

Quality management allows you to comprehensively monitor the effectiveness of the university in the field of education, provides continuous monitoring of the quality of training and management of it by:

- University administration;
- the leadership of the Institute of Post-Graduate Studies and International Relations;
- teachers;
- students;

- representatives of external stakeholders in quality assurance (employers, graduates).

The quality assurance in the Institute of Postgraduate Education and International Relations takes into account the results of evaluation and analysis of the student's workload, the level of success and employment of graduates. At the cathedral level, teachers and trainees participate in the planning and evaluation of the quality assurance and development process.

3.3 Interview with PhD students

Interview 1.

1. What were the rationales for you to start a PhD in your country?

I have made this decision to apply for a PhD program in KAZGUU University because I'm satisfied with the quality of education and study conditions here. If I didn't enter this program maybe I could try to apply to a foreign university.

2. Information about PhD programs is clear and transparent.

3. Do you feel you have enough support from your professors? From the academic staff?

Yes, the support is sufficient.

4. What are your expectations after your PhD?

I hope to work on research and teaching activities after my graduation.

5. What would you suggest to improve Doctorate studies in your university/country?

I'm completely satisfied with my PhD program. However, it would be good if theoretical part would finish a bit earlier. At the same time I realize that the university needs to negotiate the dates with foreign professors within the academic calendar. By the way, I'm really satisfied with the quality of teaching given by foreign professors.

Interview 2.

1. What were the rationales for you to start a PhD in your country?

Во первых ВУЗ один из сильнейших ВУЗов в РК, и я не жалею о выборе First of all, this university is one of the top in Kazakhstan and I don't regret about my decision to apply here. Secondly, I think that it's better to study in Kazakhstan than for example in the Russian Federation after which you need to do nostrification (recognition) to your diploma. I didn't consider other countries.

2. Information about PhD programs:

- clear?

yes

- easily accessible?

yes

- transparent?

yes

3. Do you feel you have enough support from your professors? From the academic staff?

Yes, it's enough

4. What are your expectations after your PhD?

Big experience exchange, broadening of the horizon, personal enrichment with knowledge, the possibility of raising the career ladder.

5. What would you suggest to improve Doctorate studies in your university/country?

With paid studies, make the program more affordable in terms of price or consider monthly payment.

Everything else I consider to be at the proper level.

Interview 3.

The interviewee suggests:

1. To agree the entrance examinations with the requirements for research skills. Current examinations (on the subject + English) do not give an assessment of the applicant's knowledge of the nature of the study, as well as his skills in conducting at least basic research because she noticed that some enrolled students do not even know how to report the results of the research;

2. In the process of admission, both exams weigh 50% each. She is disappointed why English takes the same weight (50% of the maximum score of 100%) as the exam on the field. Even if they understand the importance of English to acquire knowledge and skills in research, she insists that for people who do not study in Russian. Thus, a foreign language should take less weight in points for entrance examinations;

3. She needs a PhD thesis. Because it is required by the system. Since she plans to work, she needs to improve her knowledge and skills. In addition, she believes that KAZGUU provides high quality in Ph.D. Training. Suddenly she was told that she was studying some options for studying abroad, and she was not on the financial side. It was decided to study in Kazakhstan to avoid the procedure of nostrification (recognition), which is also very burdensome and takes a lot of time in the country.

Chapter 3, Interview with the M.Auezov South Kazakhstan State University

3.2 Interview with the HEI

1. *PhD studies in the direction of Chemical Technology* is conducted.

2. *The objectives of the Cycle 3 programs:* ensuring the quality of education by presenting mandatory requirements for the level of training doctoral students and educational activities of higher education institutions, increasing the objectivity and informative evaluation of training doctoral students and the quality of educational programs; Training doctors possessing leadership qualities and skills of logical analysis of assigned tasks, able to work in an international team, and engage in organizational and managerial activities.

3. *How is Cycle 3 Program articulated with...*

- *with Master programs of your university?*
- *with research strategies and activities?*

Prerequisites for doctoral studies are the main disciplines of the Master's program; Scientific results obtained in the course of the master's thesis, are the basis (basis) for scientific research of doctoral students.

How is the doctoral program coordinated with the strategic planning and activities of the university: the implementation of scientific research by doctoral candidates lies in the mainstream of the strategic plan for the development of our innovative-oriented university for 2015-2020. In the direction of "Advanced research and commercialization of research results." Doctoral students are involved in the implementation of funded scientific projects, carry out part of the research on the project topic and upon completion of the work conduct tests of the experimental results obtained under industrial conditions and then, when they are confirmed, they are introduced into production. The main scientific results are necessarily published in rating scientific journals in Kazakhstan and in the countries of near and far abroad. The doctoral program includes foreign scientific internships for trainees and the involvement of professors from foreign partner universities as co-supervisors of a doctoral dissertation.

4. *Describe how Cycle 3 is organized (from recruitment to degree awarding) in your Cycle 3 programs?*

- *Do you meet any difficulties to recruit students? students?*
- *Do you meet any difficulty to recruit and motivate professors with accurate competencies?*
- *Explain any other difficulties or challenges you meet?*

- there are no difficulties connected with the admission of students; Doctoral students coming to study under our program, as a rule, have a corresponding basic education;

- there are no difficulties associated with attracting and motivating qualified personnel. The department has a high scientific and pedagogical potential - it employs 7 doctors of science and 13 candidates of sciences with extensive experience.

- other difficulties in the preparation of doctoral students - a very small training load of teaching staff, calculated for the scientific management of doctoral students, does not allow them to be given sufficient time, since the professors spend most of their working hours in conducting baccalaureate, master's and doctoral studies.

5. *Is there any follow up system of the PhD graduates?*

Yes, the employment of graduates and their work is monitored by both the department and the Center for Postgraduate Education of the University. The majority of doctoral students, after defending dissertations and approval in the Committee for Supervision in the Ministry of Education and Science of the Republic of Kazakhstan, remain working at the university as a research assistant or teacher, but there are also doctoral students - representatives of industrial enterprises from the management team who, in preparing their doctoral dissertation, carry out targeted research on the problems of their enterprise. And then, after protection, they introduce the developed method or technology into the existing production.

6. *Can you explain if there are any mechanisms (internal or external) to guarantee quality assurance of Cycle 3 programs?*

- at the end of each semester, doctoral students are certified; Provide an extended report on the implementation of the theoretical training program and on the intermediate results of their research in the form of presentations and answers to questions. Attestation is carried out in 2 stages - first at the meeting of the department, and then at the Scientific and Technical Council of the Higher School. During the attestation at the meeting of the department, scientific articles prepared for publication (their effectiveness, breadth of known literary references and their own research results) are reviewed and recommendations for their improvement are given. The results of scientific internships of doctoral candidates are also discussed at the meeting of the department. - the distinctive feature of the theoretical training courses of doctoral studies is the inclusion in their content of the latest achievements in the field of the chemical technology of inorganic substances, which will allow the doctoral students to master modern knowledge in this field and apply them in the performance of a doctoral dissertation.

3.3 Interview with PhD students

Interview 1

1. What were the rationales for you to start a PhD in your country?

Because I live here.

2. Information about PhD programs:

- clear - yes
- easily accessible
- transparent

3. Do you feel you have enough support from your professors? From the academic staff?

Yes, everything what needed is done.

4. What are your expectations after your PhD?

Award of the degree and work in the industry.

5. What would you suggest to improve Doctorate studies in your university/country?
I'm satisfied with everything.

Interview 2

1. What were the rationales for you to start a PhD in your country?
I wanted to receive a research degree.

2. Information about PhD programs:

- clear
- easily accessible - yes
- transparent

3. Do you feel you have enough support from your professors? From the academic staff?
Yes, all the teaching staff provides good teaching and consulting.

4. What are your expectations after your PhD?
Work in the university and become an Associate Professor

5. What would you suggest to improve Doctorate studies in your university/country?
To increase the amount of scholarship.

Interview 3

1. What were the rationales for you to start a PhD in your country?
I decided to study on PhD program here because I live here.

2. Information about PhD programs:

- clear - yes
- easily accessible
- transparent

3. Do you feel you have enough support from your professors? From the academic staff?

The faculty provides consultations in enough scope.

4. What are your expectations after your PhD?

ОТВЕТ: After completing PhD, I plan to continue my research activity at the university.

5. What would you suggest to improve Doctorate studies in your university/country?

To increase state grant placements for PhD.

Interview 4

1. What were the rationales for you to start a PhD in your country?

Because of a good level of education here.

2. Information about PhD programs:

- clear

- easily accessible

- transparent - yes

3. Do you feel you have enough support from your professors? From the academic staff?

Yes

4. What are your expectations after your PhD?

Thesis defense and work afterwards.

5. What would you suggest to improve Doctorate studies in your university/country?

Improvement of the material and technical base of the university in order to conduct the necessary research here.

Interview 5

1. What were the rationales for you to start a PhD in your country?

Because I live in Kazakhstan.

2. Information about PhD programs:

- clear - yes
- easily accessible - yes
- transparent - yes

3. Do you feel you have enough support from your professors? From the academic staff?

Yes, there is enough support.

4. What are your expectations after your PhD?

I will continue a career in the university.

5. What would you suggest to improve Doctorate studies in your university/country?

First, to involve PhD students to research in the university. Second, decrease the period of studies. Third, decrease the tuition fee.

Interview 6

1. What were the rationales for you to start a PhD in your country?

To have a managerial position in a company.

2. Information about PhD programs:

- clear - yes
- easily accessible - yes
- transparent

3. Do you feel you have enough support from your professors? From the academic staff?

Yes, it's enough.

4. What are your expectations after your PhD?

Promotion at work

5. What would you suggest to improve Doctorate studies in your university/country?

The purchase of equipment by the university, the access of doctoral students to it. Help in the publication of articles with impact factor. Reduce the three-step intermediate reporting on the performance of work.

Interview 7

1. What were the rationales for you to start a PhD in your country?

I decided to apply to get a research degree.

2. Information about PhD programs:

- clear - yes
- easily accessible
- transparent

3. Do you feel you have enough support from your professors? From the academic staff?

Yes, there is a good support.

4. What are your expectations after your PhD?

To continue working in the university and have promotion.

5. What would you suggest to improve Doctorate studies in your university/country?

Nothing.

Interview 8

1. What were the rationales for you to start a PhD in your country?

By specialty.

2. Information about PhD programs:

- clear - yes
- easily accessible
- transparent

3. Do you feel you have enough support from your professors? From the academic staff?

Yes, there is a good base.

4. What are your expectations after your PhD?

To continue work in the university.

5. What would you suggest to improve Doctorate studies in your university/country?

To enter PhD by specialty.

Interview 9

1. What were the rationales for you to start a PhD in your country?

Ответ: Для получения большей информации и возможности обогащения знаниями.

2. Information about PhD programs:

- clear - yes
- easily accessible
- transparent

3. Do you feel you have enough support from your professors? From the academic staff?

Support is quite on a high level.

4. What are your expectations after your PhD?

Further work in local executive bodies to lead to a positive change in the situation in the region.

5. What would you suggest to improve Doctorate studies in your university/country?

Would increase the duration of the internship in the domestic and foreign research institutes in order that the doctoral students were more developed when applying their developments in practice.

3.4 Interview with the socio-economic world (employers)

Interview 1

1. Is there a need for PhD graduates in your socio economic sector?

Yes, there is a need for graduates of PhD in phosphorus, thermal phosphoric acid and phosphoric salts. Doctors of sciences we need to conduct analytical work to identify bottlenecks in production and to conduct research to improve the work of shops.

2. Are the PhD graduated well adapted to your needs?

Yes, they meet our requirements, because this doctoral program is coordinated with the management of our company - Kazfosfat LLP, and we know what knowledge graduates have.

When they come to work for us, we also additionally check them for qualification so that they confirm their level. Are you associated to Cycle 3 programs? 3. Would you like to be more involved in the training/research activities?

No, I do not participate in the training of doctoral students at the university. But it would be possible to participate not in the educational process, of course, but in carrying out doctoral research.

4. Precise the positive and negative aspects of Cycle 3, from your perspective.

Positive aspects of the program - doctoral students carry out their thesis on topical problems of production of inorganic substances.

I cannot determine any negative aspects.

Interview 2

1. Is there a need for PhD graduates in your socio economic sector?

No, usually, doctoral students after the defense of the thesis do not come to us, we need specialists - graduates of Bachelor's and Master's programs.

2. Are the PhD graduated well adapted to your needs?

Yes, they meet our requirements, because we have known for a long time the department on which they study, and the professors who teach them. And we know that they give good knowledge and practical skills.

3. Would you like to be more involved in the training/research activities?

No, I do not participate in the training of doctoral candidates in disciplines, but we always accept doctoral students so that they can practice and internship and conduct their research on our equipment.

4. Precise the positive and negative aspects of Cycle 3, from your perspective.

Positive aspects of the program - usually theses of doctoral candidates are related to the utilization of waste products of phosphorous plants, and the proposals that they bring to us for consideration have a rational grain, and we take them as an option to solve the environmental problems of our industries.

In my opinion, there are no negative aspects, only there can be a shortage of time for doctoral students to complete their studies within three years and defend their thesis.

Interview 3

1. Is there a need for PhD graduates in your socio economic sector?

Yes, we would gladly hire a PhD, who would be engaged in technological development of productions, but so far we have not found PhD after defending the thesis.

2. Are the PhD graduated well adapted to your needs?

Yes, the graduates of the doctoral program meet our requirements, because they conduct their experiments during research practice, and we know what they have learned.

3. Would you like to be more involved in the training/research activities?

No, I do not participate in the training of doctoral students, but I could be a consultant in conducting scientific work.

4. Precise the positive and negative aspects of Cycle 3, from your perspective.

Positive aspects of the program-theses of doctoral dissertations are always relevant and always these works end with at least experienced tests of the proposed new technology or a new technological regime of one stage of production.

There are no negative aspects.