**Summary on the main challenges of the EHEA**

Social and economic reforms which are taking place in Kazakhstan in higher education lead to such positive trends, such as:

- democratization of higher education and decentralization of management;

- diversification of the network and structure of higher education institutions;

- creation of new legislative and regulatory framework;

- implementation of new state standards in higher and postgraduate education;

- increase of students who study not at the expense of the state budget.

To  the main challenges the EHEA is facing taking into account the major political, economical, social and technological developments we refer:

1) The employability of graduates;

2) Accessibility of qualitative higher education within external academic mobility;

3) Balance of mobility flows;

4) Integration into the international research area (third cycle mobility problems, mobility problems of researchers and university staff).

**The first problem** is due to a number of objective and subjective factors. The objective factors are related to growing unemployment in the context of the global economic crisis. Subjective factors are due to ineffective interaction between labor market and education. This means that the education system prepares professionals in accordance with their vision, rather than the requirements of the labor market:

- poor orientation of educational standards on the formation of professional competence of students;

-employers in the field of most branches of the real economy sector lack the professional standards and clear understanding of the competencies required for their employees;

- underdevelopment of the system of independent assessment of professional competence of employees.

**The second problem** is due to the barriers associated with financing and language training. We focus on the accessibility of higher education within the academic mobility as in Kazakhstan annually increases the amount of government procurement for training of personnel in higher education, quotas for the support of certain categories of people (residents of the village, orphans and children left without parental care , the disabled, etc.) in admission to universities were set up. Overall, the government procurement is a significant achievement of Kazakhstan in the field of higher education funding. That means, accessibility of higher education in Kazakhstan is problematic within the academic mobility.

Emphasizing of financial barrier of mobility shows rather non-usage of internal resources by universities, inadequate searching of alternative sources of mobility funding, since external academic mobility programs from the state budget in 2011, have been used by 350 students of Master programs in 2012 - this contingent has increased by 45%, that is 637 by Bachelor and Master programs students. Consequently, the main obstacle for external mobility is the language barrier.

Linguistic aspect of mobility is a factor of **third problem**, which is due to   
unavailability of study programs in foreign languages. That is why outward mobility of students dominates the inward mobility, despite the significant presence of international students in higher education institutions of Kazakhstan from countries who are not part of the EHEA.

**The fourth problem** is related to the imperfection of the legal framework and poor adaptability of visa regime to the conditions of the academic mobility.

In addressing these challenges the role of structural reforms of the EHEA is:

1. development of National Qualifications System, further improvement of framework conditions of preparation in the educational system of qualified personnel in accordance with the requirements of employers;
2. develop effective mechanisms of implementation of goals and objectives of mobility EHEA-2020 through the development of national strategies for mobility and internationalization of higher education;
3. search for and development of joint educational and research programs.

Thus, the main political goals of the Bologna process in the context of corresponding events in Kazakhstan’s higher education are:

1) quality assurance of external mobility;

2) to ensure the quality of staying of foreign teachers, researchers and students in Kazakhstan (inward mobility);

3) implementation of the principles of multilanguage education (adequate teaching of Kazakh, Russian, English and other foreign languages​​, training courses and training programs based on co-learning of language and culture);

4) expansion of direct links with foreign universities and international organizations.

In order to achieve these goals, the following must be done:

1. realization of the strategy of achieving the EHEA political and educational purposes within the Bologna process context;

2) improvement of the National Qualifications Framework through the development of learning outcomes and ensure comparability of Kazakhstan Qualifications Framework with the European Qualifications Framework;

3) development of academic mobility and internationalization of Kazakhstan’s higher education;

4) improving the tools of the Bologna process.