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From Skills to Innovation: The Evolution of Human Capital in the Age of Technology

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Abstract. *Objective* – to analyze existing models of international branch campuses (IBCs) and identify the most optimal formats for their implementation and sustainable functioning within the higher education system of the Republic of Kazakhstan. *Methods* – comparative analysis, institutional approach, content analysis of regulatory and strategic documents, and analysis of secondary statistical data from international organizations (C-BERT, OBHE, UNESCO). *Results* – the study is based on a comparative analysis of international experience in the operation of IBCs in the Middle East, Asia, and Europe. Key IBC models were identified, including wholly owned campuses, joint universities, franchise models, leased campuses, and hybrid formats. Factors determining their sustainability were established, such as ownership structure, autonomy level, governance mechanisms, and state support. An assessment of IBC development dynamics in Kazakhstan was conducted, and institutional barriers and prospects for expanding the branch campus network in the regions were identified. *Conclusions* – the authors conclude that joint and hybrid IBC models involving state participation and national universities are the most applicable for Kazakhstan. The study emphasizes the need to improve the regulatory framework, develop state support mechanisms, and integrate IBCs into the national higher education system as a tool for internationalization and human capital development.

Keywords: international branch campuses, higher education internalization, economics of education, IBC models, internationalization, transnational education, government support.

Introduction

In the context of expanding educational globalization, there is a dynamic development of transnational forms of academic cooperation, among which international branch campuses of universities (IBCs) play a particularly important role (Ge, 2022; C-BERT, 2023). These structures

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provide students with the opportunity to obtain degrees from leading foreign universities within their home country, facilitate the transfer of knowledge and technologies, and stimulate the development of human capital and the academic environment in host countries.

According to data from the Cross-Border Education Research Team (C-BERT), by 2023, more than 330 IBCs were operating in 83 countries worldwide (C-BERT, 2023). The largest numbers of such campuses are located in the United Arab Emirates, Qatar, Singapore, China, and Malaysia, while the main donor countries are the United States, the United Kingdom, France, Australia, and Russia (Wilkins & Huisman, 2012; Lane & Kinser, 2013). These campuses represent a wide range of organizational and legal models, ranging from institutions fully owned by the foreign university to joint ventures involving the state or the private sector (Wilkins & Huisman, 2012).

Kazakhstan, aiming to integrate into the global educational space, has in recent years taken active steps toward attracting foreign institutions. To date, a total of 19 strategic partnerships have been established, including 15 branches of foreign universities, while an additional 8 strategic partnerships are currently under development (Нурбаев et al., 2025), and with plans to establish at least twelve more by 2029 (Kuzhabekova, 2024). The primary goal of these initiatives is to improve the quality of higher education, expand access to advanced academic programs, and develop a competitive human resource potential (МНБО РК, 2025; Zheldybayeva et al., 2025).

However, despite the progress achieved, the implementation of IBCs in the Kazakhstani context faces a number of challenges, including the absence of unified regulatory frameworks, difficulties in adapting academic programs, issues related to staffing, as well as institutional differences between donor countries and the host side (Нурбаев et al., 2025; Healey, 2015; OBHE, 2025). This situation emphasizes the importance of conducting a systematic review of worldwide experience and selecting models that are the most sustainable, effective, and adaptive to the requirements of the Republic of Kazakhstan.

The aim of the study is to determine the most suitable models of IBCs that can effectively adapt to the conditions of Kazakhstan, informed by foreign experience, regulatory frameworks, and educational policy.

Research Objectives:

1. to conduct a review and classification of existing models of international branch campuses;
2. to carry out a comparative analysis of international experience based on key criteria (governance, financing, regulatory environment);
3. to assess the applicability of these models in the Kazakhstani context;
4. to formulate recommendations for the strategic implementation and sustainable development of IBCs in Kazakhstan.

The study's scientific novelty is derived from the systematic typology of IBC models, which is followed by an evaluation of their relevance for Kazakhstan and the establishment of criteria for the selection of sustainable solutions within the context of regional educational policy. The object of the study is international branch campuses of universities. The subject of the study comprises institutional models of IBCs, forms of ownership, mechanisms of governance, and modes of interaction with the host education system. The methodological framework includes methods of comparative analysis, the institutional approach, content analysis of the regulatory framework, as well as the use of empirical data from international open sources (C-BERT, OBHE, UNESCO, the Ministry of Science and Higher Education of Kazakhstan, among others).

Thus, the study is aimed at shaping a well-grounded approach to the implementation of IBCs in Kazakhstan as one of the strategic directions for the development of higher education.

Literature review

The development of IBCs is regarded in academic literature as a significant aspect of the internationalization of higher education, providing access to academic resources, international programs, and global quality standards without requiring the physical relocation of students (Ge, 2022; Wilkins & Huisman, 2012). According to the definition by the C-BERT (2023), an IBC is a foreign campus of a university that offers full-time study and awards degrees on behalf of the parent institution. Lane and Kinser (2013) emphasize that IBCs operate under the brand of the foreign university, implement academic governance and quality assurance, and award diplomas comparable to those of programs in the home country. Wilkins and Rumbley (2018) highlight the institutional autonomy of IBCs, focusing not only on the delivery of academic programs but also on strategic management, infrastructure models, and the level of involvement of the parent university.

International experience demonstrates a wide range of approaches to the establishment of branch campuses. In Qatar and the UAE, state-funded campuses predominate (Walsh, 2019; Wilkins & Huisman, 2021). In contrast, Malaysia features models with strong private sector involvement and a high share of franchising (Girdzijauskaite et al., 2019). China shows a consistent trend toward the creation of joint universities, where institutional cooperation mechanisms and cultural adaptation play a key role (Lane & Kinser, 2013).

A comparative review shows that the sustainability of the IBC model is largely determined by the host country's regulatory framework, the level of government support, and the effectiveness of partnership mechanisms (Healey, 2015; Healey, 2016). Research by Morris and Li (2023), Wilkins and Huisman (2012), and Verbik (2015) emphasizes that the enduring viability of IBCs is contingent upon a series of interconnected elements (Morris & Li, 2023; Wilkins & Huisman, 2012; Verbik, 2015). Key factors include the level of institutional compatibility between the parent university and the host higher education system, along with the adaptability of the regulatory framework and accrediting processes that oversee their functioning. The provision of support at the national strategy level is equally important, since it guarantees alignment with overarching educational and socio-economic aims. Financial sustainability, encompassing the provision of co-financing arrangements, constitutes a critical issue, as does the proficient preparation and recruitment of qualified educators capable of upholding academic standards and providing high-quality programs. The main risks include potential conflicts between partnership participants, cultural barriers, challenges in ensuring quality, and instability of the regulatory framework (Healey, 2015; Guimón & Narula, 2019).

Lane and Kinser (2013) distinguish five models of IBC ownership, ranging from wholly owned to joint ownership structures. Verbik (2015) classifies models by sources of funding (Model A - fully financed by the university; Model B - supported by the host government; Model C - infrastructure provided by local entities). Girzijauskaite et al. (2019) further categorize IBCs by orientation: educational (bachelor's programs), research-oriented (master's and doctoral programs), and combined. This classification is practically significant for countries with different levels of scientific infrastructure.

In recent years, Kazakhstan has taken active steps toward the internationalization of higher education (Akkari et al., 2023; Kuzhabekova, 2024). Government policy includes the opening of branch campuses, the implementation of joint programs, and the adoption of international

accreditation standards. However, the literature emphasizes that the sustainable implementation of IBCs requires a clear regulatory environment, interagency coordination, and the institutional readiness of host universities (Healey, 2016). International experts note that Kazakhstan’s participation in the global IBC system can contribute not only to academic mobility but also to enhancing the status of national education in international rankings - provided that institutional conditions and cooperation models are aligned with the country’s context (Guimón & Narula, 2019; Zheldybayeva et al., 2025).

Based on the synthesis of data from C-BERT (2023), the Observatory on Borderless Higher Education (OBHE, 2025), and the analysis of publications by Lane and Kinser (2013), Verbik (2015), and Wilkins and Huisman (2012), five key models of IBCs can be identified:

1. *Wholly-owned campuses.* Full management and financing are carried out by the parent university. Such campuses are fully integrated into the structure of the donor institution. Example: New York University Abu Dhabi (USA-UAE) (Wilkins & Huisman, 2019).

2. *Joint universities.* Established on the basis of intergovernmental agreements or partnerships with local universities. Financing and management are shared. Example: Xi’an Jiaotong - Liverpool University (China-UK) (University of Liverpool, 2025).

3. *Franchise campuses.* A local educational institution delivers the programs of a foreign university, which oversees the academic content but does not participate in governance. Example: University of Nottingham Malaysia Campus (Sunway Education Group, 2025).

4. *Leased campuses.* These campuses operate on leased facilities, often located in educational hubs. Governance may follow a hybrid model. Example: Heriot-Watt University Dubai (UK - UAE) (Wilkins & Huisman, 2019).

5. *Hybrid models* (PPP - public-private partnerships). Campuses are established in cooperation with government, business, and/or universities, with risks and benefits shared. Example: Education City Qatar Foundation (Qatar) (Walsh, 2019).

Ownership Models and Institutional Formats. According to Lane and Kinser [4], IBC models differ in terms of ownership structures, which determine the level of autonomy, financial sustainability, and adaptability of the campus. The table below presents the classification by ownership:

Table 1 - Ownership Models of IBCs

№	Ownership Model	Description	Example Countries
1	Full Ownership	The university fully manages and funds the campus	Singapore, China
2	Government Partner	The campus is partially or fully funded by the government	Qatar, UAE
3	Private Investor	The campus is funded by business entities	Malaysia, Singapore
4	Leased Infrastructure	The campus rents facilities and infrastructure	UAE (Dubai Academic City)
5	Educational Partnership	Management is shared with a local university	China, Kazakhstan

Note: Compiled by the authors based on (Akkari et al., 2023; Walsh, 2019; Wilkins & Huisman, 2019; Girzijauskaitė et al., 2019; University of Liverpool, 2025).

Table 1 illustrates that ownership arrangements of IBCs vary from complete autonomy granted by the donor university to adaptable types of collaboration with governmental and

academic entities. Models 2 and 5 are of particular interest for Kazakhstan, as they involve joint implementation with participation from the government and local universities. This approach helps minimize risks and adapt international experience to the national education system.

Geography of IBCs: Quantitative and Qualitative Analysis. As of 2023, there are more than 330 IBCs operating in 83 countries worldwide, with five countries leading in terms of number (Table 2):

Table 2 - Top 5 IBC Host Countries

Country	Number of IBCs	Predominant Models	Government Support
UAE	37	Leased, government-funded	High
Qatar	14	Government-funded, joint ventures	Full
Malaysia	12	Private, franchise	Medium
China	10	Joint universities	High
Singapore	8	Hybrid, private	Moderate

Note: Compiled by the authors based on (Walsh, 2019; Wilkins & Huisman, 2019; Girzijauskaitė et al., 2019; University of Liverpool, 2025; Sunway Education Group, 2025).

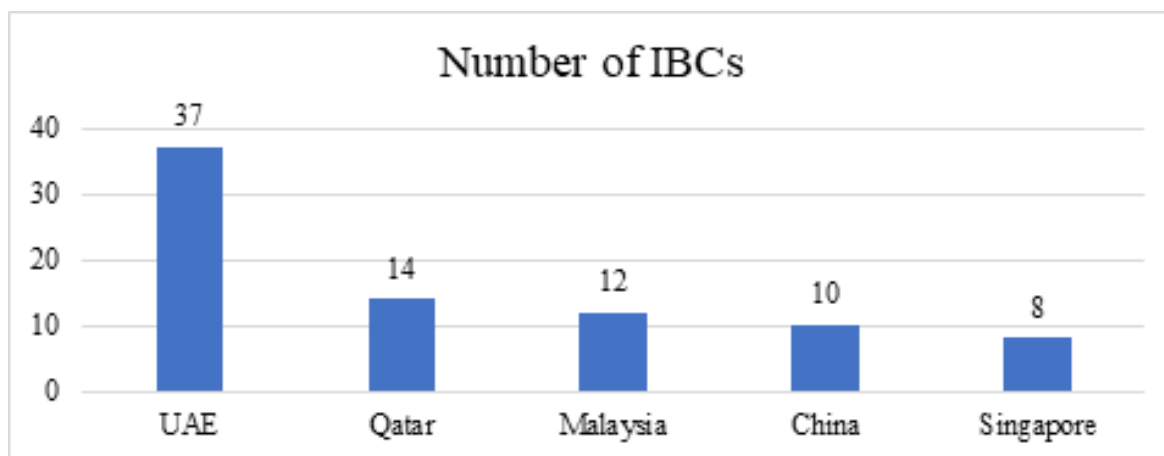


Figure 1 - Distribution of IBCs by Host Countries, 2023

Note: Compiled by the authors based on (C-BERT, 2023; Garrett et al., 2016).

The UAE is the absolute leader in the number of IBCs due to the establishment of special free economic zones such as Dubai Knowledge Village and Dubai International Academic City. In these clusters, foreign universities lease facilities rather than invest in construction. The advantages include rapid establishment, flexible regulation, and an English-speaking environment, whereas the disadvantages involve dependence on the rental market and limited academic integration with the national system. The UAE model is focused on attracting international students and promoting educational export, rather than developing the local education system.

Qatar has implemented a unique state-led model through the Qatar Foundation, within which branches of six leading Western universities (including Cornell, Georgetown, Carnegie Mellon, and others) have been established. Funding is provided by the government, while quality assurance is maintained by the donor universities. The advantages include academic autonomy, direct government funding, and long-term sustainability, whereas the disadvantages involve high dependence on the state budget and limited involvement of national universities. Qatar's model can serve as an example of strategic educational investment at the national level.

Malaysia attracts IBCs through private investment and franchising, offering tax and regulatory incentives. Campuses are established with a focus on the local and regional Southeast Asian market. The advantages include diversification of models (including franchising and PPP), and lenient regulatory framework, whereas the disadvantages involve differences in standards, limited autonomy of branch campuses, and potential conflicts of interest between business and academia. Malaysia serves as a vivid example of a market-driven model for attracting IBCs, which can be valuable for countries with limited public funding.

China prioritizes joint universities with dual governance. Examples include the University of Nottingham Ningbo and New York University Shanghai. These campuses enable foreign universities to adapt to the Chinese regulatory environment while maintaining their academic identity. The advantages include integration into the national education system, support from provincial and ministerial levels, and development of bilingual programs, whereas the disadvantages involve restrictions on academic freedom and complex bureaucratic procedures. The Chinese model is focused on long-term integration and technological exchange rather than merely branded presence.

Singapore employs a mixed strategy, combining direct investment, business partnerships, and targeted government support. Examples include the INSEAD campus and collaboration with Technische Universität München. The advantages include a high level of quality assurance and strategic positioning as a regional hub, whereas the disadvantages involve high competition and challenging conditions for long-term establishment. Singapore functions as an intellectual center of the region, focusing on premium education and innovation.

The comparative analysis of IBC models demonstrates that:

- Qatar and China demonstrate models with a high level of sustainability due to their integration into the national education system;

- The UAE and Malaysia implement flexible but more commercialized, market-oriented models;

- Singapore follows a niche strategy, focusing on high-quality, targeted projects.

For Kazakhstan, the most relevant models in terms of context and orientation are:

- the Qatari model, based on targeted state funding aligned with national priorities;

- the Chinese model, centered on joint universities with program adaptation and dual governance.

Thus, the sustainability of IBCs directly depends on institutional design: the greater the autonomy and government support, the higher the viability of the model. By contrast, models reliant on leasing or purely commercial participation remain vulnerable to market risks. For Kazakhstan, the most suitable options are joint universities and hybrid models involving state participation, particularly in the context of national projects on the modernization of higher education. Strategically, it is essential to strike a balance between localization and maintaining the academic standards of the donor university (MHBO PK, 2025; Akkari et al., 2023; Healey, 2016; Kuzhabekova, 2024).

Research methods

To achieve the stated aim, the study employs an interdisciplinary approach that combines elements of comparative analysis, institutional theory, and strategic analysis. The methodology is based on a systematic study of international models of IBCs, as well as on the empirical analysis of data concerning their practices of operation in different countries (C-BERT, 2023; Wilkins & Huisman, 2012).

The main research methods included:

- Comparative analysis of IBC models in different countries (UAE, Qatar, Singapore, China, Malaysia), taking into account institutional, legal, and financial aspects (Wilkins & Huisman, 2012; Verbik, 2015);

- Content analysis of strategic and regulatory documents related to transnational education, including national strategies, cooperation memorandums, and academic programs (МНБО РК, 2025; OBHE, 2025);

- Analysis of secondary statistical data, including databases from the C-BERT and the OBHE (C-BERT, 2023; OBHE, 2025; Garrett et al., 2016);

- Classification of IBC models proposed in academic literature, as well as identification of sustainability factors and risks (Lane & Kinser, 2013; Verbik, 2015).

To assess the applicability of international models in the context of the Republic of Kazakhstan, the following analytical criteria were employed:

1. Sustainability (availability of government support, financial model);
2. Academic autonomy (influence of the host country on branch campus governance);
3. Integration with the national education system (possibility of degree recognition, program adaptation);
4. Socio-economic impact (development of human capital, regional role, graduate employment) (Healey, 2015; Wilkins & Huisman, 2019).

The empirical basis of the study includes:

- data on more than 330 IBCs operating worldwide as of 2023 (C-BERT, 2023);
- open-source information from the Ministries of Education of donor and host countries (МНБО РК, 2025);

- reports of international organizations (UNESCO, OECD, World Bank) devoted to international cooperation in education (UNESCO, 2023; Morris & Lee, 2023; Akkari et al., 2023);

- official documents of the Ministry of Science and Higher Education of the Republic of Kazakhstan (including plans for the establishment of new branches in 2022-2029) (МНБО РК, 2025).

This comprehensive approach allows not only for the classification of existing practices but also for an objective assessment of their relevance to Kazakhstan, where a model of open and competitive higher education is actively being developed.

Results and discussion

The analysis of international practices in the development of IBCs has shown that the sustainability of these structures largely depends on the ownership model, the nature of interaction with the government, and the degree of adaptation to the local educational context. This section compares the identified international trends with the current situation in Kazakhstan, analyzes barriers and opportunities, and provides a forecast for development in the coming years.

Trends in the Establishment of Foreign University Branches in Kazakhstan. In recent years, Kazakhstan has demonstrated an active strategy for the internationalization of higher education. Since 2022, the country has been consistently opening branches of foreign universities, which is the result of a targeted government policy (MHBO PK, 2025; Akkari et al., 2023). Before turning to an assessment of future prospects, it is useful to consider the dynamics of IBC openings in Kazakhstan by year (Table 3):

Table 3 - Trends in the Establishment of Foreign University Branches in Kazakhstan

Year	Number of New IBCs	Example Partner Universities
2022	4	Lobachevsky University (Russia), MGIMO (Russia)
2023	4	Szechenyi István University (Hungary), Woosong (S. Korea)
2024 (expected)	4–5	Middle East, South Korea, Turkey
2029 (planned)	20+	USA, China, Germany, Russia

Note: the Ministry of Science and Higher Education of the Republic of Kazakhstan (2025) and official press releases issued by universities.

Table 3 indicates that by 2024, the number of operational IBCs in Kazakhstan will attain 12, with the possibility of increasing to 20 subsequently. The strategy envisions geographic diversification of partners, extending beyond the Eurasian region, and places emphasis on competitive academic programs in STEM, management, and IT.

International Comparison: Student Enrollment in IBCs. To assess the relative significance of IBCs within national education systems, it is appropriate to compare the share of students enrolled in branch campuses across different countries:

Table 4 - Comparative Share of Students Studying in IBCs by Country

Country	Number of IBCs	Number of IBC Students	Share of Total Student Population
UAE	37	~60,000	~18%
Qatar	14	~9,000	~30%
Malaysia	12	~20,000	~5%
Singapore	8	~8,000	~6%
Kazakhstan	8 (2024)	~4,000	~0.8–1%

Note: Source C-BERT, 2023; MoES RK; authors calculations (C-BERT, 2023; MHBO PK, 2025; Garrett et al., 2016).

Kazakhstan currently lags significantly behind the leading countries in terms of the share of students enrolled in IBCs. However, with consistent implementation of the roadmap, this share could increase three to four times by 2029, particularly with the development of regional hubs and the attraction of international students from Central Asia.

Barriers to the Development of IBCs in Kazakhstan. Despite the positive dynamics, the development of IBCs in Kazakhstan faces a number of systemic constraints (Healey, 2015; Healey, 2016; Guimón & Narula, 2015). These may be grouped by category (Table 5):

Table 5 - Key Barriers to the Development of IBCs in the Republic of Kazakhstan

Category	Description
Regulatory	Lack of a specific legal status for IBCs
Accreditation	Misalignment of quality assurance procedures between countries
Human Resources	Shortage of faculty with international experience
Financial	High infrastructure costs, especially in the regions
Institutional	Insufficient autonomy of Kazakhstani universities
Language/Cultural	Limited opportunities for integration of English-language programs

Note: Compiled by the authors

Overcoming these barriers is possible through the development of a separate law on international campuses, intergovernmental agreements, and support for adaptation programs.

Potential and Opportunities in the Kazakhstani Context. Despite the barriers, Kazakhstan has the potential for the sustainable expansion of the IBC network due to:

- the presence of political will (plans for 12+ new branches);
- high regional demand (particularly in South Kazakhstan, West Kazakhstan, and Turkestan);
- growing demand for international degrees alongside a decline in academic migration.

Table 6 - Forecast for IBC Development in Kazakhstan Until 2029

Year	Expected Number of IBCs	Projected Student Enrollment	Target Regions
2024	12	~6,000	Almaty, Astana, Shymkent
2026	16-18	~9,000	Karaganda, Kyzylorda
2029	20+	~12,000+	Turkestan, Aktobe, Uralsk

Note: Source authors forecast based on MoES RK data and international practice (MHBO PK, 2025; Akkari et al., 2023).

The most promising direction is the establishment of IBCs in medium-sized and smaller cities with high demand for quality education, which will strengthen regional balance within the education sector.

Conclusion

The conducted study has shown that IBCs are becoming an important tool for transnational education and an effective means of expanding the academic landscape beyond the borders of the donor country. The sustainability and effectiveness of these campuses are largely determined by the following factors:

- the ownership model and degree of autonomy;
- the regulatory environment and government support;
- mechanisms of accreditation and quality assurance;
- the ability to integrate into the local socio-economic and educational system.

The most successful practices are observed in countries with clearly defined strategies, such as the UAE, Qatar, China, Singapore, and Malaysia. Each of these countries implements its own model type - ranging from full government support to market-based leasing and franchising -

which enables them to flexibly attract leading universities (Walsh, 2019; Wilkins & Huisman, 2019; Girzijauskaite et al., 2019).

IBCs should be considered not only as instruments for the transfer of foreign knowledge but also as strategic platforms for broader national development in Kazakhstan, which is actively pursuing the internationalization of its education system. They facilitate the development of highly qualified specialists in accordance with international standards, thereby enhancing human capital. Additionally, they increase the availability of globally recognized educational programs for domestic students. Additionally, the establishment of IBCs strengthens the nation's status as a desirable regional hub for higher education in Central Asia, fostering favorable conditions for academic mobility and cross-border collaboration (Zheldybayeva et al., 2025). Lastly, IBCs have the potential to reduce the outflow of students abroad by providing high-quality educational opportunities within the country. This will help to retain intellectual resources and support the sustainable development of the national education system.

The study's results carry practical value and can be employed by various stakeholders in Kazakhstan's higher education industry. The Ministry of Science and Higher Education of the Republic of Kazakhstan may utilize the findings to formulate a comprehensive program for the support and regulation of IBCs at the national level. At the regional level, local administrations (akimats) may utilize the results to establish student clusters and formulate strategies to attract investment in the educational sector. The study's conclusions may provide a helpful resource for partner universities in choosing suitable cooperation models with international institutions, thereby ensuring lasting and mutually advantageous partnerships. Ultimately, expert and analytical centers may utilize the study's findings to evaluate the efficacy of current internationalization strategies, thereby enhancing evidence-based decision-making and the optimization of strategic priorities in higher education.

Recommendations:

1. Development of a special legal status for IBCs in Kazakhstan: Establish a regulatory framework that defines the concept of an international campus, its specific features, and the mechanisms for accreditation, licensing, and taxation;

2. Expansion of government support through infrastructure and financial incentives: Integrating IBCs into regional development programs, providing subsidies for rental and campus construction, and offering benefits related to faculty remuneration;

3. Promotion of hybrid and joint IBC models: Focusing on joint universities and partnerships with local institutions helps reduce costs and adapt academic programs to the context of Kazakhstan;

4. Development of bilingual and English-medium instruction: Supporting the training of faculty with international qualifications and creating conditions for academic staff mobility;

5. Creation of a national IBC database and open platform in Kazakhstan: Registering all branch campuses, providing open analytics, assessing regional impact, and ensuring transparency of operations;

6. Positioning Kazakhstan as a platform for IBCs in Central Asia (MHBO PK, 2025; Akkari et al., 2023; Healey, 2016): Promote the country as an "academic bridge" between East and West through joint sessions, investment forums, and exchange programs.

Prospects for Further Research. Future study could focus on several critical topics. One intriguing strategy is to assess the quality of educational outcomes at IBCs in Kazakhstan, which would provide information about their effectiveness in comparison to national institutions. Another avenue of investigation could be comparing the academic and career paths of IBC

graduates to those of graduates from domestic universities, revealing information on the added value and long-term benefits of international education. It is also critical to investigate the larger influence of IBCs on local educational ecosystems and regional economies, specifically in terms of innovation, competition, and workforce development. Finally, as previously stated, additional research should look into the potential risks of "academic dependency" on foreign institutions (Kairanbayev & Kudaibergenova, 2022; World Bank, 2022).

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Authors' contributions.

Nurzhanov A.R. – theoretical justification, collected and systematized materials, analysis of literature review, data collection, and analysis and interpretation of work results.

Abil Y.K. – theoretical justification, problem statement, and critically reviewing research content.

Apergenova R.S. – literature review, interpretation of results.

All the authors participated in the discussion of the research results and also jointly edited and approved the final version of the article.

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Халықаралық кампустар филиалдарының оңтайлы үлгілерін зерттеу: Қазақстан үшін ең тиімді стратегия

Андатпа. *Мақсаты* – халықаралық филиалдық кампустардың қолданыстағы үлгілерін талдау және оларды Қазақстан Республикасының жоғары білім беру жүйесіне енгізудің әрі орнықты жұмыс істеуінің ең оңтайлы форматтарын анықтау. *Әдістері* – салыстырмалы

талдау, институционалдық тәсіл, нормативтік-құқықтық және стратегиялық құжаттарға контент-талдау, сондай-ақ халықаралық ұйымдардың (C-BERT, OBHE, UNESCO) екінші реттік статистикалық деректерін талдау. *Нәтижелері* – зерттеу Таяу Шығыс, Азия және Еуропа елдеріндегі халықаралық филиалдық кампустардың қызмет ету тәжірибесін салыстырмалы талдауға негізделген. Филиалдық кампустардың негізгі үлгілері, атап айтқанда толық меншік, бірлескен университеттер, франчайзингтік, жалға алынған және гибриді форматтар айқындалды. Олардың орнықтылығын айқындайтын факторлар, соның ішінде меншік моделі, автономия деңгейі, басқару тетіктері және мемлекеттік қолдау анықталды. Қазақстандағы халықаралық филиалдық кампустардың даму динамикасына баға беріліп, институционалдық кедергілер мен өңірлерде филиалдық кампустар желісін кеңейту перспективалары айқындалды. *Қорытындылар* – Қазақстан жағдайында мемлекет пен ұлттық университеттердің қатысуымен жүзеге асырылатын бірлескен және гибриді халықаралық филиалдық кампус үлгілері ең қолайлы болып табылады. Авторлар нормативтік-құқықтық базаны жетілдірудің, мемлекеттік қолдау тетіктерін дамытудың және халықаралық филиалдық кампустарды жоғары білім беру жүйесіне интернационализация мен адами капиталды дамыту құралы ретінде интеграциялаудың маңыздылығын атап көрсетеді.

Түйін сөздер: халықаралық филиалдық кампустар, жоғары білімнің интернационализациясы, білім беру экономикасы, ІВС үлгілері, интернационалдандыру, трансұлттық білім беру, мемлекеттік қолдау.

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Изучение оптимальных моделей международных филиалов кампусов: лучшая стратегия для Казахстана

Аннотация. *Цель* исследования заключается в анализе существующих моделей международных филиалов кампусов и определении наиболее оптимальных форм их внедрения и устойчивого функционирования в системе высшего образования Республики Казахстан. *Методы* включают сравнительный анализ, институциональный подход, контент-анализ нормативно-правовых и стратегических документов, а также анализ вторичных статистических данных международных организаций (C-BERT, OBHE, UNESCO). *Результаты* основаны на сравнительном анализе международного опыта функционирования международных филиалов кампусов в странах Ближнего Востока, Азии и Европы. Выявлены ключевые модели филиалов (полная собственность, совместные университеты, франчайзинг, арендные и гибридные форматы), определены факторы их устойчивости, включая модель собственности, уровень автономии, механизмы управления и государственную поддержку. Проведена оценка динамики развития ІВС в Казахстане, выявлены институциональные барьеры и перспективы расширения сети филиалов в регионах страны. *Выводы* заключаются в том, что наибольшую применимость для Казахстана имеют совместные и гибридные модели международных филиалов кампусов с участием государства и национальных университетов. Авторы подчеркивают необходимость совершенствования нормативно-правовой базы, развития механизмов государственной поддержки и интеграции международных филиалов кампусов в национальную систему высшего образования как инструмента интернационализации и развития человеческого капитала.

Ключевые слова: международные филиалы кампусов, интернационализация высшего образования, экономика образования, модели ІВС, интернационализация, транснациональное образование, государственная поддержка.

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