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**AN ANALYSIS OF THE WAYS TO ENHANCE THE ROLE OF WOMEN IN
HIGHER EDUCATION AND THEIR INVOLVEMENT IN DECISION MAKING
PROCESSES IN KAZAKHSTAN****Abstract**

The issue of increasing women's involvement in the higher education systems of Kazakhstan and other countries remains relevant. Women's participation in crucial university decisions nationwide is equally important. This article focuses on women's unique organizational abilities, which have led to significant successes and dividends for the institutions and companies they lead. Identifying solutions to these issues is crucial. One key approach to enhancing women's roles in Kazakh society and the country's higher education system is to boost their political engagement, involvement in political parties and women's organizations, and participation in elections. This pathway often paves the way for women to assume leadership roles, especially in higher education. Advocating for their rights through Kazakh laws and international gender conventions is another effective strategy to empower women in the higher education systems of Kazakhstan and beyond. Seeking support from governmental bodies like Parliament, the Government, ministries (including the Ministry of Science and Higher Education of the Republic of Kazakhstan), the Commissioner for Human Rights in the Republic of Kazakhstan, and trade union institutions can help women protect their rights, including the right to hold leadership positions.

Key words: woman, gender equality, ways to enhance the role of women, leadership position, convention, law.

Introduction

To begin with, we would like to determine why the world needs a large number of women in positions through which they could make leadership decisions. First of all, it is necessary for any woman to feel equal, equal to a man, that she is the same intellectual, determined, brave, and talented creature as a representative of the opposite sex. In terms of their organizational qualities, women can sometimes surpass men. In particular, such women who have made their presence felt in the political and humanitarian spheres of the United States include Madeleine Albright, Condoleezza Rice, and Hillary Clinton. Another example is equally interesting: in the Fortune 500 list in the United States, although only 15 per cent of women hold CEO (Chief Executive Officer) positions, it is their companies that surpass those companies in several indicators, including profit, in which there are either no women or very few of them. Some studies on this topic prove this thesis [1]. In turn, companies and institutions are obliged to create conditions so that they can, without much psychological stress, take a step forward in their desire to move to a managerial position and create appropriate conditions for women to work [2]. It is worth noting that in 2019, the proportion of women in senior management positions worldwide, including those in higher education, reached 29 per cent. 2020 brought no changes to the statistics on this issue; however, in 2021, this figure increased significantly to 31%. Such increasing percentage figures inspire aspiring women leaders not only to increase the proportion of women leaders in the world, but also to set new records in this direction [3].

Here, it is necessary to emphasise that the proportion of women in high government positions in Western countries ranges from about 20 to 25 per cent. This is despite the high gender indicators of the Nordic Scandinavian countries [4], as well as the existence of discussions about the degree of involvement of European women in the field of making important political decisions, including in the field of education. A relatively low percentage of European countries is associated with a large percentage of women participating in important decision-making at the highest state level in many African countries. Although some efforts are being made in Kazakhstan to ensure equality for all citizens, discrimination and violation of women's rights continue to occur. This, in particular, concerns the "difficulty of access to senior positions" [5].

In several British companies and institutions studied, there is significant gender diversity in the composition of senior executives within the relevant departments [6]. It was in them that the most tremendous increase in labour productivity was observed. These data indicate that female leaders have

a significant impact on the growth of the final indicators in the companies and organisations they lead. Why is this happening? This is since it is women managers who tend to consider structural differences and small details in the leadership process, which sometimes increases the amount of her awareness by an order of magnitude. And this allows you to make more balanced and accurate decisions.

The managerial work environment in any system, including in the field of higher education, which experienced and competent managers often dominate, is also a tough, competitive environment. A female leader cannot claim that men have diminished their high-quality and high-speed work characteristics to match them. Therefore, it must correspond to the established level of high-quality management work; otherwise, it will simply be quickly replaced.

It should be borne in mind that women can often make bold and correct decisions as leaders in unusual situations. She works well in a team, knows how to mobilise the team to fulfil the tasks facing the team, and can bring a friendly, creative atmosphere to the team at almost any stage of managerial work. Women in difficult situations can make bold and extraordinary decisions as leaders [7]. Having become the head of the team, they can use the potential of each team member more efficiently, and they can find an approach to each of them. Thus, she achieves impressive success in her managerial position. The ability to communicate with people is one of the natural skills of a woman. This is one of the powerful components of a leader's organizational work.

The presence of gender diversity in offices, office spaces, and educational laboratories helps to increase productivity and creativity in performing specific tasks, and strengthen cooperation between teachers and staff. Research suggests a growing trend towards an increase in the global proportion of women in managerial positions. For example, in 2021, 90 per cent of global companies will have at least one woman in a senior management position. However, the World Economic Forum report shows that it will take at least 170 years for women to achieve economic parity on a global scale [8].

The main idea of this research is to substantiate the objective necessity of developing gender equality in Kazakhstan's higher education system as an element for the country's sustainable socio-economic development. This idea is based on the postulate that gender equality represents not only a moral value or political goal, but also an economically justified strategy for enhancing the efficiency of the educational system. The authors proceed from the theoretical proposition that underutilization of women's intellectual and managerial potential in higher education constitutes a systemic deficiency that impedes the development of the national educational system.

The authors believe that achieving parity representation of women in higher education management generates a multiplicative effect of improving the quality of educational services, scientific research, and international recognition of Kazakhstan universities. Gender balance in managerial decision-making ensures more complete utilization of society's collective intellectual resources. Under conditions of global competition for educational resources and scientific achievements, countries that artificially restrict women's participation in educational management lose significant competitive advantages and doom themselves to lagging in knowledge-intensive sectors of the economy

We want our proposed organizational and legal ways through which it is possible to increase the role of women in higher education, including their participation in decision-making in the same system, to contribute to shortening the time frame for the establishment of genuine gender equality in the world.

Literature review

There are few scientific works in the Republic of Kazakhstan on increasing the role of women in the higher education system and their participation in making important decisions. Thus, R.E. Sarbayeva analyzes the participation of women in Kazakhstan in domestic politics and the activities of international institutions [9]. Moreover, she examines their participation from the point of view of international political science. A.M. Nogaeva and J.M. Shupanova [10] explore the role of women in the Central Asian region, including in Kazakhstan, in the light of pedagogical science. Gender stereotypes and inequality in Kazakhstan in the light of the works of Nobel laureate Claudia Goldin [11] are examined in the light of labour and economics. The provisions of the analytical study by S. Dzhanenova, A. Kuzhabekova, A. Almukhambetova, who studied the experience of women leaders in the field of public service in Kazakhstan, are interesting. In their opinion, this category of women finds themselves "trapped between traditional expectations of society and Western values". Considering the position of women

leaders from an administrative and organizational point of view, they write: "A woman in Kazakhstan is faced with competing expectations of traditional society about her role as a mother/spouse, and neoliberal Western expectations about her role as a leader and an equal economic player" [12]. A. Sagintayeva, as one of the academic leaders, shares her management experience, provides "an assessment of various aspects of the candidate's leadership potential, his managerial skills and readiness for professional growth" [13]. Her scientific article on the search for academic leaders, A. Sagintayeva wrote in line with scientific trends in the development of pedagogy of higher education in the republic.

However, there are no scientific papers in Kazakhstan analyzing ways to increase the role of women in higher education, and their participation in making important managerial decisions in the republic. The proposed scientific article on the role of women in Kazakhstan in the higher education system, in their participation in decision-making from the point of view of the sciences of Kazakh law, comparative law, and international law in the republic, is published for the first time. Countries with unresolved gender issues in education and management can draw on this research experience and the various solutions analysed in the article to implement them in practice.

Materials and methods of research

This research represents a combined qualitative-quantitative mixed-type study. The object of the study is the higher education system of the Republic of Kazakhstan in the context of gender representation in managerial positions. In comparison, the subject of the study encompasses the organisational and legal mechanisms for enhancing the role of women in managerial decision-making in Kazakhstan as a whole and in the higher education sector in particular.

In our research, we utilised empirical, legal, and analytical methods. The empirical method involved evaluating ways to increase the role of women in Kazakhstan's higher education system within domestic and international legal contexts. The legal method allowed for an analysis of enhancing women's involvement in significant managerial decisions and leadership within higher education, considering both Kazakh and international norms. Content analysis was conducted on more than 40 international and national legal acts of Kazakhstan.

A study of successful female leadership in leading universities of Kazakhstan was conducted based on open data and public reporting of educational institutions.

The article focuses on strategies to enhance women's participation in Kazakhstan's higher education system. Using the comparative legal method, researchers compared approaches to promoting women's roles in society and higher education in Kazakhstan with successful practices in Scandinavian countries, such as Sweden, Norway, and Finland, regarding gender equality. Comparative analysis of international experience was based on the study of official statistical data, international conventions and protocols, as well as analytical materials from the parliaments and governments of Scandinavian countries.

The scientific and legal forecasting method helped in proposing potential new Kazakh laws on gender equality and equity for the future.

The proposed legislative recommendations were developed based on the synthesis of empirical data, theoretical generalizations, and adaptation of successful foreign practices to the specifics of Kazakhstan's legal system.

Results and their discussion

Suppose the policy of gender equality in Sweden, Norway, and Finland turned out to be more than successful. In that case, the same can hardly be said about the gender policy of the Republic of Kazakhstan. Strategic documents on the country's gender policy were adopted, but they brought rather modest results. The decision to develop and adopt a Concept on family and gender policy by 2030, it seems to us, was not a very good idea. This is shown in Figure 1.



Figure 1 - Pros and cons in gender politics

Note: compiled by the authors

We think it would be advisable to separate these two directions and adopt a Concept that would be devoted exclusively to gender policy aimed at realizing gender equality. Figure 2 shows which components can make up the success of Kazakhstan's gender policy.



Figure 2 - Gender policy in Kazakhstan

Note: compiled by the authors

In the parliaments of the Scandinavian States, the number of women deputies ranges from 36 to 47 per cent of the total number of all deputies. Against the background of such indicators in terms of the number of female deputies in the Kazakh parliament (26.9%) [14], the country is losing quite significantly.

This is one of the indicators of the insufficient effectiveness of our gender policy. Meanwhile, the experience they have gained in leadership at the legislative level enables them to hold ministerial positions in the Ministry of Science and Higher Education, as well as in other ministries and departments of the republic. A comparison of the percentage of women deputies in the Scandinavian countries and Kazakhstan suggests that Kazakhstan should more thoroughly address the increase in the number of women in the Kazakh parliament. This is seen in the Fig 3.

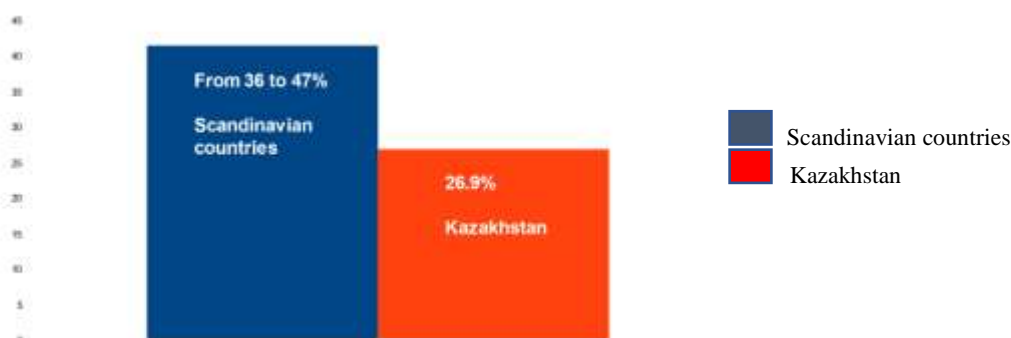


Figure 3 - Proportion of women MPs in parliaments

Note: compiled by the authors based on the source [14]

To provide an objective overview of the current situation regarding the representation of women in the governing bodies of leading universities in Kazakhstan as of 2025, an analysis was conducted. The results reveal significant differences between institutions, with the proportion of women ranging from 0% to 64%. Detailed information is presented in Table 1.

Table 1 - Representation of women in the Governing Bodies of leading universities in Kazakhstan in 2025

Name of the university	Name of the governing body	Total number of members	Number of women	Percentage of women
Maqsut Narikbayev University	Management Board	11	7	64%
Al-Farabi Kazakh National university	Board of Directors	8	0	0%
	Management Board	5	1	20%
L.N. Gumilyov Eurasian National University	Board of Directors	7	0	0%
	Management Board	7	4	57%
Kh.Dosmukhamedov Atyrau University	Board of Directors	6	3	50%
Nazarbayev University	Managing Council	7	2	29%
KazNTU named after K. I. Satbayev	Management Board	5	1	20%
KIMEP University	Board of Directors	10	2	20%
SDU University	Executive Board	13	2	15%

Note: Information obtained from the official websites of higher education institutions

In any country, as the experience of the Scandinavian countries has shown, the expansion of women's participation in political processes and events to achieve a managerial position depends on women themselves, on their irrepressible desire and activity. And waiting for a woman to be presented with a leadership position is not the most effective way to achieve this goal. But the mere activity of women, women's, feminist organizations, their active participation in various events on gender equality is not enough [15]. Their social activity must lead to the creation of a political party (or parties), as well as women's sections within existing parties that would engage in competition with other political parties [16]. Having come to power through participation in the election campaign process, characterised by fierce competition, male-dominated parties are unlikely to share power, especially if they have already distributed leadership positions among themselves before the election campaigns. In other words, men come to power, occupy high leadership positions on the top-down principle, and those women who hope to obtain leadership positions in various fields, including in the higher education system, on the bottom-up principle, receive a small number of leadership positions, mainly the positions of deputy ministers of science and education, heads of departments of the Ministry, vice-rectors of universities.

What we have given is a general rule that has become stable. Nevertheless, this stability can and will need to be shaken. A powerful women's movement in the country, represented by women, women's organizations [17] and parties, may well influence the deputies of the country's Parliament to adopt appropriate gender legislation. In such laws, representatives of women's organizations and parties, civil society organizations can insist on the need to formulate a norm on the gender (female-male) balance (50x50) of leadership positions in all spheres of government and management and propose candidates from among women activists who have educational and other grounds to hold a managerial position. The Government, as an executive authority, is obliged to implement all laws, including the recommended law.

The participation of women in the political life of Kazakhstan, for example, should be based on the constitutional norm on equality of women and men, which, unfortunately, is not in the basic law of the country [18], as well as on the functioning law of the Republic of Kazakhstan dated December 8, 2009 "On State guarantees of equal rights and equal opportunities for men and women". But the law alone is still not enough. In this regard, we recommend that the Kazakh legislator in the future adopt the following laws aimed at protecting women's rights and freedoms: "On gender equality", "On women's political rights in full", "On gender equality", "On the inadmissibility of discrimination against women by gender in the exercise of political rights, including in employment they hold public management positions from the lowest to the highest level inclusive", "On the scientific and managerial share of

women in university research activities", "On the introduction of a 30% quota for women to occupy senior positions in higher education in the republic, taking into account their data on meritocracy". A framework of this magnitude would be a significant step towards increasing the role of women in various fields, including the higher education system of the republic.

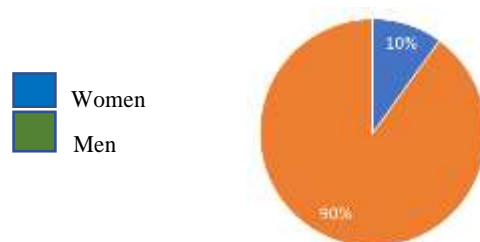
Women, for the most part, especially women leaders, should carefully study the laws of their country in general, as well as laws on gender equality in particular. Thanks to their knowledge of the laws and the ability to apply them professionally in their activities, women leaders bring significant benefits, for example, to the field of higher education, consolidate their positions within the current leadership position, prepare the basis for the transition to the next, higher leadership position. Along with studying the laws on gender equality of their country, these women, including Kazakhstani ones, should no less scrupulously study international legal documents related to women's issues and women's rights. In particular, they should pay attention to the Convention on the Political Rights of Women [19], the Convention on the Elimination of All Forms of Discrimination against Women [20], and the Convention against Discrimination in Education [21]. Comparing the norms of domestic legislation with similar norms in international legal documents, they can identify flaws in their legislation and ask the legislator (the country's parliament) questions about aligning domestic gender norms with international legal gender norms. The legislator will be obliged to do this, since the Republic of Kazakhstan has ratified these Conventions and is therefore obliged to eliminate these flaws in legislation. Using Diagram 2, the authors of this article aim to visually illustrate, through Fig. 4, the directions in which the gender legislation of the republic is comprised.



Figur 4 - Gender legislation in Kazakhstan

Note: compiled by the authors

Thus, article 9 (paragraph 2) of the Law of the Republic of Kazakhstan dated December 8, 2009 "On State guarantees of equal rights and equal opportunities for men and women", guaranteeing equal access for men and women to public service, formulates: "The State ensures the observance of equal partner relations between men and women in the legislative, executive and judicial branches of Government". None of the formulations of this Law, including the above wording, contains the wording of article III of the Convention on the Political Rights of Women, which clearly states: "Women shall be entitled to hold public office and to exercise all public functions, established by national law, on equal terms with men, without any discrimination". Women leaders should demand that in this Kazakh law, paragraph 2 of article 9 looks like this: "Kazakh women have the right, on equal terms with men, without any discrimination, to hold all positions of an administrative civil servant, a political civil servant and perform all state functions established by the law of the Republic of Kazakhstan". This is important because the President of the Republic of Kazakhstan criticized the practice of appointing officials: "A significant imbalance is observed among political employees, less than 10% of whom are women" [22]. The Fig 5 shows that the gender representation of political officials in Kazakhstan has clearly not developed in favor of the women of the republic.



Figur 5 - Gender representation of political officials in Kazakhstan

Note: compiled by the authors based on the source [22]

The same imbalance is stated in an interview with an academician of the National academy of sciences of the Republic of Kazakhstan Z.K. Shaukenova: "In the political corps, where there are employees who determine strategic directions of development, there were only 8.1% of women at the beginning of last year (59 out of 726)" [23].

Kazakhstan's current and proposed new laws on gender issues must comply with international norms and standards. It should be emphasized that the above functioning and recommended Kazakh laws are in accordance with the provisions of the Convention on the Elimination of All Forms of Discrimination against Women of December 18, 1979 (the Republic of Kazakhstan ratified on August 26, 1998) [24], the Optional Protocol to this Convention of October 6, 1999 (ratified by Kazakhstan on August 24, 2001 year) [25], the Convention on the Political Rights of Women of December 20, 1952 (the Republic officially joined on December 30, 1999) [26], articles 6, 13 of the International Covenant on Economic, social and cultural rights dated December 16, 1966 (Kazakhstan ratified the Covenant on January 24, 2006) [27]. Based on these international legal documents, the Republic of Kazakhstan, having ratified them, assumed high international obligations to ensure strict observance of the rights of Kazakhstani women, not to allow a shadow of discrimination against them in any circumstances, including in the process of competitive and other participation in senior positions in the field of higher education of the country.

Kazakhstan also pledged to grant all its citizens, including female citizens the right to file individual complaints with the UN Committee on the Elimination of Discrimination against Women to restore violated rights. This means that Kazakhstani women leaders have the official right to appeal against the actions of those government officials in the field of higher education who committed discriminatory actions when deciding whether to fill a managerial vacancy on a competitive basis. In other words, such a protection procedure is another way to enhance the role of women in the republic's higher education system.

For the first time in the world, an ombudsman has been functioning in Norway since 1979 [28] — the State Commissioner for Gender Equality and the appeals commission for consideration of gender equality issues. A similar position and commission arose in Sweden in 1980. Ombudsmen in both countries are required to monitor compliance with laws and other regulations on gender equality. Suppose you look closely at the activities of the Swedish Ombudsman. In that case, you can see his difficult work to ensure the enhancement of the role of women at the senior level in ministries and executive authorities. To this end, a Government program was adopted in 1998, which provides for periodic statistical reporting to Parliament on the representation of women in government bodies. In relation to our topic, this means that Kazakhstan should also adopt the law "On the Ombudsman for the Observance of Women's Rights" and establish a commission to consider complaints about violations of legal norms of gender equality. On the basis of this Law, the Government of the Republic of Kazakhstan will be obliged to develop and adopt a detailed resolution on providing the Parliament of the Republic of Kazakhstan with regular statistical reports on the representation of women in the positions of ministers, deputy ministers, heads of government departments, heads of departments and executive authorities of the Republic. This means that women and men will become ministers of science and higher education, their deputies, heads of departments and departments of this ministry, rectors of universities, vice-rectors of universities on the basis of unconditional observance of the legal norm of gender balance. With this approach, the country's parliamentarians, having specific names, numbers, and information on

their turnover, could immediately recover for violation of the norms of the recommended Law of the Republic of Kazakhstan "On Gender Equality". Filing complaints with the Commission on Gender Equality and considering them at its meetings will be another means of strengthening women's rights and freedoms. All this taken together would be an effective way to enhance the role of Kazakh women in the republic's higher education sector.

The activity of women will logically lead to the creation of institutional structures through which women leaders, including candidates for leadership in higher education, can influence the Ministry of Science and Education, the government, and the presidential administration. Competent organisations, such as the Society of Women Scientists of Kazakhstan, which relies on the laws of Kazakhstan in its activities, can assist women leaders in their career growth within the country's higher education system. One such organization is not enough. To strengthen the institutional framework for the protection of women's rights, it would be advisable to establish such non-governmental organizations as the Association of Women Legal Scholars of Kazakhstan, the Association for the Promotion of Women Leaders in Higher Education in Kazakhstan. Such a more organized institutional framework for women organizers of science and higher education in the country could be a significant way to assist in enhancing the role of women in higher education.

Mentoring in obtaining practical knowledge, skills and abilities on various issues of leadership is one of the significant ways to enhance the role of women in higher education. And here it should be emphasized that female leaders provide mentoring and nurture young talents in the best possible way. A considerable number of women believe that their belonging to the female sex will become an indispensable obstacle to their career advancement. And to overcome this psychological bias, women who already occupy high leadership positions should take advantage of their leadership opportunity to convince the bright young minds of the next generation of the right managerial choice and teach them all the subtleties of leadership.

From the 60s of the 19th century to the present, research on women's issues has been actively conducted in Scandinavian countries. States fund research because they attach importance to it. The results of such scientific work contributed to Governments that pursued a policy of equal opportunities. The Governments of Central Asian countries, following the example of the Scandinavian States, could establish a position of coordinator of research in the region on women's issues [29], on women's rights and their protection. Part of such scientific and practical research from the point of view of political science, sociology, economics, and law can be devoted to methods of increasing the managerial role of women in the Central Asian region in general, ways to strengthen the leadership role of women in various spheres within the states of the region, in the field of higher education in each country, including Kazakhstan.

Stereotypes in the mass consciousness of the population of the Republic of Kazakhstan about the not always appropriate place of a woman in society, in science, higher education, and about her holding leadership positions [30] in a dosed volume have not yet been eliminated. Therefore, the essence of the key strategy is to raise public awareness about the inadmissibility of stereotypes regarding gender inequality and the invalidity of statements that gender inequality is a completely normal social phenomenon. That is why it is necessary to partner women's organizations with all mass media of the Republic of Kazakhstan [31]. Socio-political, socio-economic, legal, pedagogical and other newspapers and magazines, with daily systematic and critical coverage of gender issues, can gradually contribute to the elimination of these conservative stereotypes from the mass consciousness of the population. The sooner such stereotypes become obsolete in society, the easier and simpler the tasks of increasing the role of women in higher education will be solved, the easier it will be to solve the tasks of involving more women in the process of making important, leading decisions in the higher education system in the republic.

Among the ways to increase the role of women in the higher education system is a way that can be called a way to attract men as allies and even defenders of women's interests in the educational space of the university. Men could create equal and fair conditions for women so that they have access to successful career opportunities and participation in important decision-making. They could support women in their career advancement based on their professional skills, achievements, and potential. Men,

together with women, can carry out mentoring by supporting programs that help women develop leadership skills, as well as providing guidance and advice from more experienced leadership colleagues. Stimulating and creating a supportive environment for men in which women can feel more confident and support one another in achieving their educational, scientific, and leadership goals. It is men who could really ensure the promotion of gender equality: to work on a positive change in culture and the erasure of negative stereotypes, which would lead to the establishment of real equality for all members of the educational community, regardless of their belonging to one gender or another.

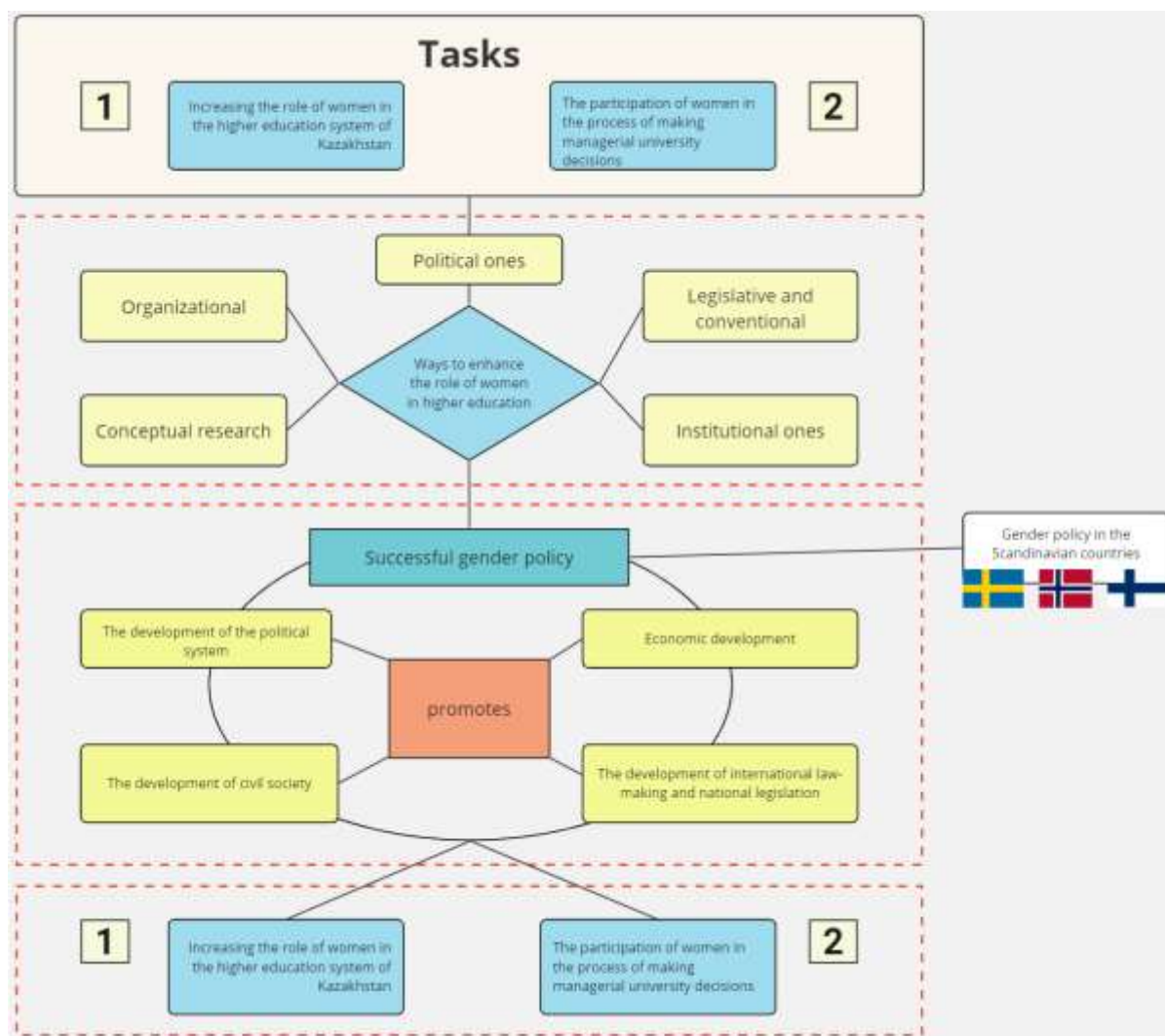
Men can be members of women's organizations, committees, commissions, associations for the promotion of women leaders [32] in the field of higher education (at least 10-15 percent of the total number of all members). These men, thanks to their participation in meetings of women's organizations, will deeply understand the essence of women's problems (which many other men may simply not suspect), so their speeches in defense of women's rights will make an indelible impression on the male audience. This is also a way of long-term influencing the creation of a real gender balance in society, including gender balance in the leading sphere of higher education in the republic. It is advisable to take measures to promote a work-home balance. This would create the necessary favorable conditions for the leadership work of women in the higher education system of the Republic of Kazakhstan. To do this, it is necessary to improve the existing Kazakh laws and propose new Kazakh laws. Thus, in Articles 6, 70-72, Chapters 6 and 7 of the Code of the Republic of Kazakhstan dated December 26, 2011 "On Marriage (Matrimony) and family" it would be desirable to include norms on encouragement, on equal distribution, division of family responsibilities; in the Code of the Republic of Kazakhstan "On Taxes and other mandatory payments to the budget" (Tax Code) dated December 25, 2017, to place provisions on tax benefits and incentives in the additionally introduced Article 197-a in the order proposed by the authors. It makes sense to think about the expediency of developing and adopting a new Kazakh law "On establishing gender equality to promote a balance of responsibilities in the family." The state, represented by the Republic of Kazakhstan, should legislatively, financially, organizationally, systematically help each family so that husband and wife (father and mother) have the same opportunities to achieve success in work, career growth, and holding senior positions in their fields [33], including in the country's higher education system. This approach can be called another effective way that has a real impact on increasing the leadership role of women in the educational system of the university.

The trade union movement, based on the principles of social justice and equality, aims to protect the rights of employees within the framework of their professional affiliation. Since trade unions play a central role in protecting the interests of workers, the creation of strong trade unions will help eliminate any discrimination against women in their workplaces. The country's leadership believes that the trade union of education and science workers in Kazakhstan needs to be transformed in light of modern realities. Women should be active in transforming this trade union into an effective tool for protecting the interests of all university employees, including women [34]. With this approach, it is possible to turn a trade union into a real way to protect those women who are employed in the managerial field of higher education, to protect the interests of those women whose rights were violated during competitive and other selection for managerial positions in this field.



Figur 6 - Ways to increase role of women in higher education

Note: compiled by the authors



Figur 7 - Article`s flowchart

Note: compiled by the authors

Conclusion

To enhance the role of women in higher education and encourage them to take on leadership positions to formulate, adopt, and implement crucial managerial decisions in the university sector, specific effective strategies can be categorized as follows: 1) political ways of solving the above gender issues; 2) organizational ways of solving them; 3) legislative and conventional ways of solving them; 4) institutional ways of solving them; 5) conceptual and research ways of solving these problematic issues. All these methods become effective due to their clear legal regulation. If these methods are used properly, the goals of increasing the role of women and their participation in senior positions in higher education in Kazakhstan and other countries will be achieved. According to Fig 6, we see ways to increase the role of women in higher education in the republic by class.

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ҚАЗАҚСТАНДАҒЫ ЖОҒАРЫ БІЛІМ БЕРУ САЛАСЫНДАҒЫ ӘЙЕЛДЕРДІҢ РӨЛІН АРТТЫРУ ЖӘНЕ ОЛАРДЫ ШЕШІМ ҚАБЫЛДАУ ПРОЦЕСТЕРІНЕ ҚАТЫСУЫНА ТАЛДАУ

Аңдатпа

Қазақстан мен басқа елдердің жоғары білім беру жүйесіндегі әйелдердің қатысуын арттыру мәселесі өзекті болып қалуда. Елдегі университеттердің маңызды шешімдеріне әйелдердің қатысуы да маңызды. Бұл салада әйелдердің басқарып отырған мекемелері мен компанияларына айтарлықтай табыс пен дивидендтер әкелетін бірегей ұйымдастырушылық қабілеттері қарастырылады. Осы мәселелердің шешімін табу өте маңызды. Қазақстан қоғамындағы және елдің жоғары білім беру жүйесіндегі әйелдердің рөлін арттырудың негізгі тәсілдерінің бірі - олардың саяси белсенділігін, саяси партиялар мен әйелдер ұйымдарына қатысуын және сайлауға қатысуын арттыру. Бұл тәжірибе әйелдерге, әсіресе жоғары білім беру саласында басшылық қызметтерге жол ашады. Қазақстандық заңдар мен халықаралық гендерлік конвенциялар арқылы олардың құқықтарын қорғау - Қазақстан мен одан тыс жерлердегі жоғары білім беру жүйесінде әйелдердің құқықтарын кеңейтудің тағы бір тиімді стратегиясы. Парламент, Үкімет, министрліктер (соның ішінде Қазақстан Республикасының Ғылым және жоғары білім министрлігі), Қазақстан Республикасының Адам құқықтары жөніндегі уәкіл және кәсіподақ мекемелері сияқты мемлекеттік органдардың қолдауы әйелдерге өз құқықтарын, соның ішінде басшылық лауазымдарды атқару құқығын қорғауға көмектесе алады.

Негізгі сөздер: әйел, гендерлік теңдік, әйелдердің рөлін арттыру жолдары, басшылық қызмет, конвенция, заң.

АНАЛИЗ СПОСОБОВ ПОВЫШЕНИЯ РОЛИ ЖЕНЩИН В ВЫСШЕМ ОБРАЗОВАНИИ И ИХ ВОВЛЕЧЕНИЯ В ПРОЦЕССЫ ПРИНЯТИЯ РЕШЕНИЙ В КАЗАХСТАНЕ

Аннотация

Вопрос увеличения участия женщин в системе высшего образования в Республике Казахстан и других странах остается актуальным. Не менее важным является участие женщин в принятии ключевых решений в университетах по всей стране. В данной статье рассматриваются уникальные организационные способности женщин, которые привели к значительным успехам и возможности получения выгоды в учреждениях и компаниях, которыми они руководят. Определение решений этих вопросов имеет первостепенное значение. Одним из ключевых подходов к укреплению роли женщин в казахстанском обществе и системе высшего образования является повышение их политической активности, участия в политических партиях и женских организациях, а также в выборах. Этот путь часто открывает женщинам дорогу к руководящим должностям, особенно в высшем образовании. Защита их прав через казахстанское законодательство и международные конвенции по гендерным вопросам является еще одним эффективным методом расширения прав и возможностей женщин в системе высшего образования Казахстана и за его пределами. Поддержка со стороны государственных органов, таких как Парламент, Правительство, министерства (включая Министерство науки и высшего образования Республики Казахстан), Уполномоченного по

правам человека в Республике Казахстан и профсоюзных организаций, может помочь женщинам защитить свои права, включая право занимать руководящие должности.

Ключевые слова: женщина, гендерное равенство, пути повышения роли женщин, руководящая должность, конвенция, закон.

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