



SDG Commitment Report 2025-2026



**SUSTAINABLE DEVELOPMENT
GOALS IN KAZAKHSTAN**

REPORT ON THE UNIVERSITY'S PARTICIPATION IN THE IMPLEMENTATION OF THE UN SUSTAINABLE DEVELOPMENT GOALS (2025–2026)

Almaty, 2026



UNIVERSITY PROFILE

Abai Kazakh National Pedagogical University (Abai University) is the first and oldest pedagogical university in Kazakhstan, founded in 1928. The University is one of the leading higher education institutions of the Republic of Kazakhstan in the field of teacher education, with almost a century of experience in training pedagogical personnel. It plays a significant role in preparing a new generation of educators, advancing educational research and introducing innovative pedagogical practices that respond to global challenges, while actively integrating the principles of education for sustainable development into its academic programmes, research and institutional policy.

Today, Abai University confidently holds the position of a national and regional leader in teacher education and sustainable development, serving as a strategic partner of UNESCO in Central Asia. The University's commitment to the principles of sustainable development and the UN Sustainable Development Goals (SDGs) is confirmed by its recognition in leading international rankings.

In the QS World University Rankings 2026, the University ranked 628th in the world, rising by 43 positions, and entered the group of four leading universities of Kazakhstan, becoming the leader in teacher education in Kazakhstan and Central Asia (<https://www.kaznpu.kz/en/43022/news/>).

In the QS Asia University Rankings 2025, the University ranked 131st among the universities of Asia (<https://abai.university/en/news/75-abai-university-zanial-131-e-mesto-v-reitinge-qs-asia-university-rankings-2025>). In the sustainability ranking UI GreenMetric World University Rankings 2025, the University ranked 356th in the world — one of the best results among the country's universities (https://rus.baq.kz/rejting-ui-greenmetric-podtverdil-liderstvo-kazahstana-v-tsa_300030016/).

Abai University consistently integrates the UN Sustainable Development Goals into its educational, research and management activities and participates in the international Times Higher Education (THE) Impact Rankings, which assess universities' contribution to achieving the SDGs. In the **2025** edition of the ranking, the University was awarded the status of "Sustainability Impact Rated" with an overall position of **1001–1500** in the world.

At present, the University is actively developing international cooperation with leading foreign universities, international organisations and research centres, implementing joint projects aimed at improving the quality of teacher education and advancing the Sustainable Development Goals. The University is also strengthening its position as an ***emerging Central Asian regional hub for education for sustainable development (ESD)***, acting as a platform for international academic cooperation, scientific dialogue and the exchange of best practices in the field of

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sustainable development of education. Infographic of the achievements of Abai University in international rankings (<https://abai.university/en>).



Abai Kazakh National Pedagogical University entered the ranks of the world's best universities according to the global higher-education analytics agency QS Quacquarelli Symonds in the ranking "QS World University Rankings — 2026": ABAI UNIVERSITY IN THE TOP 700. It is also the leading pedagogical university in Central Asia and Kazakhstan (<https://www.kaznpu.kz/en/43022/news/>).





The University hosts the **UNESCO Chair in Pedagogy and Teacher Training**, which serves as a coordinating platform for the integration of international educational practices and the advancement of the Sustainable Development Goals (SDGs) (<https://kaznpu.kz/ru/2764/page/>).

The UNESCO Chair in Pedagogy and Teacher Training of Abai University is part of the structure of the National Commission of the Republic of Kazakhstan for UNESCO and ISESCO, carries out its activities in close coordination with the UNESCO Regional Office in Almaty, and operates within the Department of International Cooperation of Abai University.

The aim of the Chair is to promote the development of higher education and the retraining of pedagogical personnel through systematic research, educational, informational and documentation activities.

The Chair forms the methodological foundation for embedding the principles of sustainability in education, global citizenship and inclusiveness into the preparation of future teachers. Its activities are aimed at developing pedagogical innovations, strengthening research capacity and implementing strategic initiatives in the field of **quality education (SDG 4)** and **education for sustainable development**.

The Chair takes an active part in reflecting the University's systematic activities in the field of sustainable development on a dedicated portal (<https://sdgs.abaiuniversity.edu.kz/eng/>), which demonstrates the institution's concrete contribution to achieving all 17 UN Sustainable Development Goals.

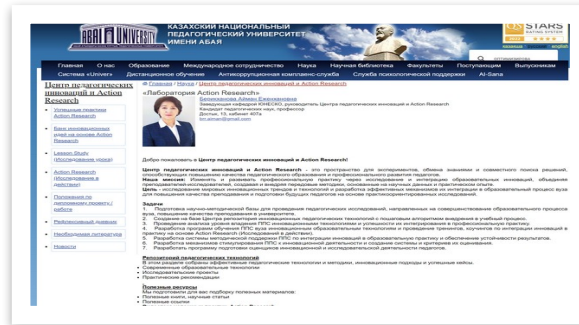


To support the University's innovation policy and ensure the sustainability of the higher-education system amid global challenges, the **Centre for Pedagogical Innovations and Action Research** was established under the UNESCO Chair in Pedagogy and Teacher Training (<https://kaznpu.kz/ru/3037/page/>).

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The mission of the Centre is to change and develop the professional practice of the teaching staff through research and the integration of educational innovations, bringing together teacher-researchers and creating and implementing advanced, evidence-based methods grounded in scientific data and practical experience. Its goal is to study global innovation trends and technologies and to develop effective mechanisms for integrating them into the University's educational process, thereby improving the quality of teaching and the preparation of future teachers on the basis of practice-oriented research.

The Centre has become the core of the University's research and methodological transformation, ensuring the professional development of educators through the implementation of the concept of research-based education. In this regard, in the 2025–2026 academic year, by decision of the University's Academic Council, a decision was made to change the formats for completing diploma works/projects in pedagogical specialties towards research practice and the introduction of **Action Research** and **Lesson Study** approaches into the educational process (<https://kaznpu.kz/docs/docs/unesco2025/2801262.pdf>). Here a research culture based on evidence-based pedagogy is being formed. In this direction, in order to improve the quality of professional education (SDG 4 — ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all), the necessary scientific and methodological literature and QR cases were systematised for final-year students to facilitate their teaching practice at school.

The University is oriented towards a research-based path of development and implements the concept of research-based education, justifying this approach as an effective mechanism for solving global and local problems and the challenges of the future. The University's main task is to prepare a new generation of educators and leaders in education in order to ensure the quality of education for the preservation of peace, cultural diversity, good health and the well-being of society, the provision of equality, the preservation of climate diversity and effective partnership in the interests of sustainable development.

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Today, Abai University represents an **intellectual and educational centre of a new generation**, where academic traditions and innovation are harmoniously combined. The University brings together departments of pedagogical, humanitarian, natural-science and technological fields, actively develops international cooperation and introduces new models of teacher training based on inquiry-based learning, digitalisation and sustainable development.

The University's activities are fully aligned with the priority UN Sustainable Development Goals, with a pronounced emphasis on the following SDGs:

- SDG 3 - Good Health and Well-being
- SDG 4 - Quality Education
- SDG 4.7 - Education for Sustainable Development and Global Citizenship
- SDG 5 - Gender Equality
- SDG 6 - Clean Water and Sanitation
- SDG 8 - Decent Work and Economic Growth
- SDG 9 - Industry, Innovation and Infrastructure
- SDG 12 - Responsible Consumption and Production
- SDG 13 - Climate Action
- SDG 15 - Life on Land
- SDG 16 - Peace, Justice and Strong Institutions
- SDG 17 - Partnerships for the Goals

CAMPUS OPERATIONS

The campus of Abai University constitutes an integrated, multifunctional environment that brings together educational, research, social and cultural-leisure activities within a single space oriented towards the comfort of students and the teaching staff.

The University strives to combine historical continuity with the modern requirements of a sustainable, safe and inclusive academic environment.

A significant advantage of the University is its location in an ecologically clean district of Almaty, at the foot of the mountains and surrounded by a green belt next to a city park (<https://sdgs.abaiuniversity.edu.kz/green-campus/si.php>).

The educational and research functions are supported by modern classroom and information infrastructure. All campuses are equipped with modern lecture halls, free Wi-Fi, coworking zones and cafés that create comfortable conditions for study. The campuses have reading rooms and libraries providing access to the extensive resources needed for the educational process and research work.

The campus grounds include social and recreational rest areas with benches, a fountain and pedestrian paths, green plantings and flower gardens, ensuring a balance between academic workload and the emotional recovery of the university community.

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The campus is designed with the principles of an accessible environment in mind: the entrance groups and buildings are equipped with ramps, lifts and accessible entrances for people with disabilities, which makes the academic space inclusive for all categories of students and staff.

Thus, the campus of Abai University acts not only as an educational space but also as an integrated ecosystem in which educational, research, social and recreational activities are united in a comfortable, environmentally sustainable and inclusive environment that meets the principles of a green campus and the criteria of the UI GreenMetric ranking.

Environmental Sustainability

The University pays particular attention to fostering an environmental culture among students and staff, as well as to the development of climate education. The University has developed an institutional Programme for Sustainable Transport Development and the Reduction of Greenhouse Gas Emissions for 2024–2029, aimed at reducing greenhouse gases and creating an environmentally favourable campus environment (https://sdgs.abaiuniversity.edu.kz/green-campus/tr_program.php).

In this regard, it is also necessary to note the special contribution of the departments of the Faculty of Natural Science and Geography.

The Department of Chemistry contributes to sustainable development through the introduction of practical courses in green chemistry and chemical ecology, oriented towards reducing the use of toxic substances and the transition to environmentally safe technologies. The department's research activity is focused on developing sustainable chemical solutions and environmentally responsible technologies applicable in educational and laboratory settings. The department seeks to expand the number of courses in green chemistry and disciplines related to sustainable development, while its research forms a body of environmentally oriented scientific publications. The department's activities directly correspond to SDG 12 "Responsible Consumption and Production" (minimising toxic reagents), SDG 9 "Industry, Innovation and Infrastructure" (environmentally clean technologies), SDG 6 "Clean Water and Sanitation" (reducing chemical pollution of wastewater) and SDG 3 "Good Health and Well-being" (reducing exposure to hazardous substances), and, through its educational function, with SDG 4 "Quality Education".

The Department of Biology carries out applied research in the field of biodiversity, ecosystem relationships and the rational use of natural resources, paying particular attention to projects on the conservation of the flora of Kazakhstan and the study of medicinal plants. The field-based and applied nature of this research ensures a contribution to the development of environmental themes and the conservation of biodiversity. In terms of the Sustainable Development Goals, the



department's activities primarily address SDG 15 "Life on Land" (the study and protection of flora, maintaining biodiversity), as well as SDG 3 "Good Health and Well-being" (the study of medicinal plants), SDG 12 "Responsible Consumption and Production" (rational use of nature) and SDG 4 "Quality Education" — through the training of specialists with sustainable environmental competencies.

The Department of Geography and Ecology acts as one of the coordinating links of the University's sustainability agenda, actively participating in the international ATECCE initiatives aimed at advancing climate education, geo-ecological monitoring and the adaptation of educational programmes to contemporary climate challenges. Climate-oriented courses increase the share of disciplines on sustainable development, scientific and outreach events add to the indicators of academic activity, and participation in international networks strengthens the institutional visibility of the University's sustainable activities.

Within the system of the Sustainable Development Goals, the department makes a key contribution to SDG 13 "Climate Action" (climate education and monitoring), SDG 4 "Quality Education" (integration of the climate agenda into curricula), SDG 11 "Sustainable Cities and Communities" (geo-ecological monitoring of the urban environment), SDG 17 "Partnerships for the Goals" (international initiatives) and SDG 15 "Life on Land".

To support the continuous professional development of students and their professional skills, the University runs a number of student clubs (<https://kaznpu.kz/ru/2797/page/>):

- 1) "Educational and Cognitive CLIL" Club, Faculty of Pedagogy and Psychology (<https://kaznpu.kz/ru/2693/page/>)
- 2) "Teach Create Motivate — Linguodidactic Laboratory" Club, Faculty of Pedagogy and Psychology (<https://kaznpu.kz/ru/2693/page/>)
- 3) "Young Scientists" Club, Faculty of Pedagogy and Psychology (<https://kaznpu.kz/ru/2693/page/>)
- 4) "Leader" Club, Faculty of Pedagogy and Psychology (<https://kaznpu.kz/ru/723/page/>)
- 5) "Meiirim" Volunteer Club, Faculty of Pedagogy and Psychology (<https://kaznpu.kz/ru/723/page/>)
- 6) "Student Mass Media" (SMM) Club, Faculty of Natural Science and Geography
- 7) "SPARKLE SCIENCE of Chemistry" Student Research Club, Faculty of Natural Science and Geography
- 8) "Jihankez" Tourism and Travel Club, Faculty of Natural Science and Geography
- 9) "Ükilim ai", Faculty of Natural Science and Geography
- 10) "Aiala" Ecological Club, Faculty of Natural Science and Geography

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- 11) "BioFam" Biology Club, Faculty of Natural Science and Geography
- 12) "Chesster" Chess Club, Faculty of Natural Science and Geography

One of the large-scale events held among the clubs was the work of the "Meirim" club, which on 27 February 2026 held a Republican WORKSHOP-seminar (brainstorming session) at Abai Kazakh National Pedagogical University entitled "Volunteering: A Mission of Compassion — An Eternal Trend!"

Objective: Within the framework of 2026 — the International Year of Volunteers, proclaimed by the United Nations on the initiative of the Republic of Kazakhstan — and in accordance with the Sustainable Development Goals, to ensure the systematic development of the volunteer movement, to establish effective mechanisms for its organization and strengthening, and, building on the values-based practice of the "Decade of Good Deeds," to foster a high-quality strengthening of the culture of compassion, empathy, and civic responsibility in society.

«Мейірім» еріктілер клубының негізін қалаушы,
педагогика ғылымдарының кандидаты, қауымдастырылған профессор
Ширинбаева Гүлбахира Қойбағаровнаның
60 жылдық мерей тойына және волонтерлік қызметінің 15 жылдығына
арналған «Еріктілік: мейірім миссиясы - Меңгілік тренд!» атты
Республикалық WORKSHOP - СЕМИНАР (брейнсторминг)
БАҒДАРЛАМАСЫ
ПРОГРАММА
Республиканский WORKSHOP-семинар (брейнсторминг)
«Волонтерство: миссия милосердия - Вечный тренд!»,
посвященный 60-летию юбилею и 15-летию волонтерской
деятельности основателя волонтерского клуба «Мейірім»,
кандидата педагогических наук, ассоциированного профессора
Ширинбаевой Гүлбахиры Қойбағаровны.

27 ақпан, 2026. Досық ауданы, 13.
229 аудиториялық залы

Алматы, 2026

1. ҚАЗАҚСТАН РЕСПУБЛИКАСЫНЫҢ БІЛІМ ЖӘНЕ ҒЫЛЫМ МИНИСТРЛІГІ	2. ҚАЗАҚСТАН РЕСПУБЛИКАСЫНЫҢ ІШІ АІМ	3. ҚАЗАҚСТАН РЕСПУБЛИКАСЫНЫҢ Денсаулық сақтау министрлігі	4. ҚАЗАҚСТАН РЕСПУБЛИКАСЫНЫҢ Жұмыспен қамту министрлігі	5. ҚАЗАҚСТАН РЕСПУБЛИКАСЫНЫҢ Қоршаған орта министрлігі	6. ҚАЗАҚСТАН РЕСПУБЛИКАСЫНЫҢ Ақпарат және қоғамдық даму министрлігі	7. ҚАЗАҚСТАН РЕСПУБЛИКАСЫНЫҢ Мәдениет және спорт министрлігі	8. ҚАЗАҚСТАН РЕСПУБЛИКАСЫНЫҢ Экономика және стратегиялық жоспарлау агенттігі	9. ҚАЗАҚСТАН РЕСПУБЛИКАСЫНЫҢ Ғылым және инновация агенттігі	10. ҚАЗАҚСТАН РЕСПУБЛИКАСЫНЫҢ Жұмыспен қамту министрлігі	11. ҚАЗАҚСТАН РЕСПУБЛИКАСЫНЫҢ Жұмыспен қамту министрлігі	12. ҚАЗАҚСТАН РЕСПУБЛИКАСЫНЫҢ Жұмыспен қамту министрлігі	13. ҚАЗАҚСТАН РЕСПУБЛИКАСЫНЫҢ Жұмыспен қамту министрлігі	14. ҚАЗАҚСТАН РЕСПУБЛИКАСЫНЫҢ Жұмыспен қамту министрлігі	15. ҚАЗАҚСТАН РЕСПУБЛИКАСЫНЫҢ Жұмыспен қамту министрлігі	16. ҚАЗАҚСТАН РЕСПУБЛИКАСЫНЫҢ Жұмыспен қамту министрлігі	17. ҚАЗАҚСТАН РЕСПУБЛИКАСЫНЫҢ Жұмыспен қамту министрлігі
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Календарь «Декады милосердия»

№	Тема проекта	Категории благополучателей	Место, дата и время
1	«Энергия милосердия – Вечный тренд!» открытие декады «Буккроссинг: добрая ярмарка»	«Марфон добрых дел» торжественное открытие Профессорско-преподавательский состав (ППС) сотрудники и студенты волонтеры университета	16.02.2026 Теле бп.31
2	«Paperlife: кагаза – өмір сыйла!» ЭКО-ЧЕЛЛЕНДЖ	Профессорско-преподавательский состав (ППС) сотрудники и студенты волонтеры университета	17-18. 02.2026 Теле бп.31
3	«Добрый Корихол»	Социально-реабилитационный центр для инвалидов «ЕРЗИ» г. Алматы.	19.02.2026 Жетпексан, 110
4	«Корзина добра» «Почет ветеранам!»	Общественный фонд «Совет ветеранов ВОВ, тружеников тыла и детей войны» г. Алматы	20.02.2026 г. Алматы
5	Бенефис: «Сегодня мой день рождения!»	Областной центр поддержки детей, нуждающихся в специальных социальных услугах». г.Кунаева	21.02.2026 Конаев к. Сейтмур За
6	«Доброе сказки» аниматорский театр	Коррекционная школа-интернат для детей с нарушением слуха №1 г.Алматы	23.02.2026 Торайгырова, 1

7	«Доброе кормушки» ЭКОурок	ГУ «Центр поддержки детей, находящихся в трудной жизненной ситуации» г. Алматы	23.02.2026 Торайгырова, 1
8	«Paperlife: кагаза – өмір сыйла!» Экологическая акция	Компания «Карина Рарет» (Карина Пейпа) Компаниясы. города Алматы	24.02.2026 Қазыбаева, 264а Алматы
9	«Добрый приют»	Приют для животных «Фонд Добрых дел Алматы» для собак крупных пород, животных-инвалидов	25.02.2026 Поселок Байсерке, 29 км
10	«Эко-Мы» Таза Қазақстан» Экологическая акция	ҚазНПУ им.Абая. социальные объекты	26.02.2026 Достык, 13
11	Республиканский WORKSHOP-семинар (брейнсторминг) «Волонтерство: миссия милосердия – Вечный тренд!» Закрытие декады	Интеллектуальный конкурс в формате волонтерского хакатона «Волонтерское сердце-устойчивый мир». Вручение благодарственных писем и сертификатов	27.02.2026 Достык, 13

The seminar is aimed at enhancing social connections and exchanging experience among regional leaders of volunteer movements and front offices.

The Republican WORKSHOP-seminar "Volunteering: A Mission of Compassion - An Eternal Trend!" is intended to highlight the role of volunteering as a sustainable social trend that brings people together and contributes to solving pressing social problems.

<https://www.instagram.com/p/DVJYUxbjKvz/>

<https://www.instagram.com/p/DVc-2wvjJhK/>

<https://www.instagram.com/p/DVJYUxbjKvz/>

<https://www.instagram.com/p/DVdB1jTjTRI/>

<https://www.instagram.com/p/DVQ0SzfEvYQ/>

<https://www.instagram.com/reel/DVEqHAIiDYHb/?igsh=MXZ3ZjRjcm9wdmdsdA>

https://www.instagram.com/p/DU_BVgqghkU/

<https://www.instagram.com/reels/DVOgfltgvpw/>

<https://www.instagram.com/p/DSCrl1RDSLc/>

<https://www.instagram.com/reels/DQocX6iknjV/>

The University also runs youth projects aimed at developing students' environmental activism and engaging future teachers in solving real-world environmental problems.

Social Sustainability

The social sustainability of Abai University is ensured by its systematic orientation towards building equality of opportunity, inclusiveness and the well-being of all members of the university community.

Since the University trains pedagogical personnel for the education system of the entire country, it opens access to quality education for students from different regions and social groups, with diverse cultural, ethnic and confessional

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backgrounds. This corresponds to the implementation of SDG 4 "Quality Education" and SDG 10 "Reduced Inequalities".

The commitment to gender equality is confirmed by the results of an international assessment: in the THE Impact Rankings 2025, the University's strongest indicator was SDG 5 "Gender Equality" (range 301–400), which testifies to a genuine policy of equal access to education and professional development.

An important role in strengthening social sustainability is played by the coordination of the UNESCO Chair's activities with the **National Commission of the Republic of Kazakhstan for UNESCO and IESCO** for 2026. The Chair's staff took part in the analysis of the National Commission's Work Plan and presented prospects for work in 2026. This cooperation was also expressed in the Chair's annual participation in working meetings and round tables. On 6 June 2026, the Head of the UNESCO Chair, Professor A. E. Berikhanova, took part in a high-level meeting.

The collegial meeting was attended by **State Counsellor Yerlan Karin**, ministers and deputy ministers, experts from international organisations, and representatives of the research and education sector. The meeting was attended by a representative of Abai University, the Head of the UNESCO Chair, Professor Aiman Berikhanova (<https://abai.university/news/1423-predstavitel-universiteta-prinial-ucastie-v-zasedanii-komissii-po-dalam-iunesko-i-isesko>).



During the dialogue, **the Minister of Science and Higher Education Sayasat Nurbek**, **the Minister of Education Zhuldyz Suleimenova**, as well as a number of deputy ministers, exchanged views on topical issues in the field of cultural heritage and sustainable development. Mechanisms for developing Kazakhstan's interaction



with UNESCO and ISESCO, for promoting new ideas and strengthening global partnership, were comprehensively examined. The UNESCO Chair of Abai University expressed interest in adapting global educational and research initiatives at the national level and implementing them through specific academic and research projects.

Abai University systematically implements a concept of social support for the members of the university community:

1) For the teaching staff, there are awards in the form of certificates, letters of appreciation and bonuses granted upon the recommendation of departments and deans' offices, which reflects attention to the needs of the teaching staff and to motivation mechanisms for improving the quality of professional work.

2) A **system of scientific and methodological mentoring** among the teaching staff has been created at Abai University. On the initiative of the UNESCO Chair, a new category of teachers — **mentor-researchers** — was introduced for the first time at the University to implement the ideas of SDG 4 at the faculties and to integrate pedagogical innovations. In the 2025–2026 academic year, in order to strengthen the sustainability of integrating pedagogical innovations into the University's educational process, the Centre for Pedagogical Innovations and Action Research of the UNESCO Chair introduced this new category of "**mentor-researchers**" among the teaching staff, bringing together experienced teachers and young specialists for joint innovative research and the exchange of practices. Three teachers were selected from each faculty on the recommendation of the deans. The Centre for Pedagogical Innovations petitioned the University's Academic Council to add an extra 70 hours to the teaching load of the mentor-researchers. This also represents the preservation of the principle of equality and the fair distribution of public and teaching workloads.

The Academic Council's approval of this initiative made it possible to deploy a system of scientific and methodological mentoring for innovative interventions at the University. This contributed to the development of a professional community within the University and to the strengthening of its research culture.

3) Socially vulnerable categories of students (orphans and persons from among orphaned children, persons with disabilities, students from large and low-income families) are provided with tuition-fee discounts and targeted assistance.

Digital and Cultural Transformation

The University is actively involved in integrating AI and modern digital technologies into the educational process.

In line with the requirements of the future, a **new Faculty of Information Technology and AI** has been opened at Abai University. The new faculty is developing the educational programmes needed to build IT literacy for the preparation of teachers in the specialties "Informatics", "Informatics and Robotics"



and "Information Systems and AI" (https://www.instagram.com/reel/DZO9_CaoZpC/?igsh=aHFmbzF3ajk1Nzls).

Courses on digital competencies, emotional intelligence and sustainable leadership are systematically integrated into the University's educational process, aimed at developing soft skills and readiness to work in a rapidly changing educational environment. On the basis of the Centre for Pedagogical Innovations, QR cases, electronic resources, video lectures, electronic formats of teaching and methodological literature, and educational cases on the Action Research and Lesson Study methodologies have been created.

As part of the implementation of current tasks, within the framework of the project "Winter School 2026: Renewing Teacher Education and Developing Research Skills", Abai University organised a **strategic session** on the theme "**Digitalisation, Automation, Transformation**".



The meeting became a platform that made it possible to define the vector of the University's digital development and to outline the priorities for the systematic introduction of artificial intelligence into the educational process.

Inclusion and Equality

Inclusive education is acquiring particular relevance as one of the key directions of the University's contemporary educational policy. Its development today requires not isolated decisions but an interdisciplinary approach that brings together pedagogy, psychology, medicine, digital technologies and the social sphere. The University consistently implements the **principles of inclusive education**, creating equal opportunities for all students, including persons with special educational needs. SDGs promoted: 4, 5, 8, 9, 12, 13, 15, 17.

In addition, at Abai University, on the basis of the Faculty of Pedagogy and Psychology, the "**Educational and Research Laboratory for Inclusive Education**" and the **EdUHK Academy (Hong Kong–Kazakhstan)** operate successfully, where priorities have been defined for introducing inclusive education and artificial-intelligence technologies into the national education system. The University's teaching staff also conducts fundamental scientific research within the framework of university and grant projects.



SCIENTIFIC AND EDUCATIONAL ACTIVITY

On the eve of its 100th anniversary, Abai University is implementing a large-scale programme of transformation into a new type of research-oriented pedagogical university.

In the 2025–2026 academic year, the University demonstrated significant progress in strengthening its research culture, developing innovative pedagogical practices and integrating the principles of sustainable development at all levels of teacher training. The University's scientific and educational activity directly corresponds to the Sustainable Development Goals (SDGs), in particular: SDG 4 (Quality Education), SDG 4.7 (Education for Sustainable Development and Global Citizenship), SDG 8 (Decent Work and Economic Growth), SDG 9 (Industry, Innovation and Infrastructure), SDG 12 (Responsible Consumption and Production) and SDG 13 (Climate Action).

The University's teaching staff take part in international research projects. The staff of the UNESCO Chair, together with representatives of the UNESCO Regional Office in Almaty, developed and submitted a research application under the UNESCO **Participation Programme** (PP), which supports national, sub-regional and regional activities of member states in line with the Organisation's Programme for 2026–2027 (43 C/5), on 23 February 2026.

The University hosts the "Abai LABS" Scientific and Innovation Park, which works on developing the University's research and innovation potential. The park comprises: the Laboratory of Applied Research and Learning Technologies in Physics, the STEM Park, the Scientific and Methodological Centre of Geography and Ecology, the Integrated Educational and Research Laboratory in Chemistry and Biology, the "Aitylgan Tarih" Scientific Laboratory, the "Latyn" Scientific and Practical Centre, the International Scientific ICT Laboratory, the N. Kelimbetov Centre of Turkology, the Laboratory of Innovations and Nanotechnologies, and the Centre for the Development of Teacher Education (<https://kaznpu.kz/ru/456/page/>).

Abai University is actively developing partnerships with international organisations and research centres. It implements scientific and educational projects aimed at integrating global experience into the Kazakhstani education system, exchanging practices between universities and advancing the principles of inclusiveness, equal opportunity and pedagogical leadership. The University fulfils a key mission — to connect science, practice and humanistic values, creating an open and inclusive educational environment. The University is oriented towards the systematic introduction of successful international practices and pedagogical innovations and actively collaborates with renowned research centres and world universities.

On 28 May 2026, with the active participation of the UNESCO Chair and the University's Department of International Relations, a Memorandum of International Cooperation was signed along the line of developing educational cooperation between Abai Kazakh National Pedagogical University (Republic of Kazakhstan) and the Centre for Teacher Education under the auspices of UNESCO (People's Republic of China).



The University is expanding its horizons of cooperation with European research centres. On 23 June 2026, a framework agreement on mutual cooperation was signed with the first international Maria Montessori centre in Perugia (Italy). Under the agreement, the parties agreed to establish, on the basis of Abai University, the first **Montessori research laboratory** in Kazakhstan and a national teacher-certification centre (<https://abai.university/news/1482-v-universitete-abaia-otkroetsia-naucnaia-laboratoriia-centra-montessori-v-perudze>).



The UNESCO Chair coordinates the alignment of the research initiatives of scientific centres and laboratories with the Sustainable Development Goals and global UN documents. The activities of the UNESCO Chair and the Centre for Pedagogical Innovations and Action Research are aimed at developing the professional potential of educators, improving the methodological support for teachers and forming a new research paradigm in the higher-education system.

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During the **World Inclusion Congress (WIC 2025)**, held in Almaty, Abai University served as a **strategic partner of the forum** and confirmed its status as a leader in advancing the ideas of inclusion, diversity and equality in education. From **15–17 October 2025**, Abai University, as a strategic partner of the First World Congress on Inclusive Education, became a centre of attraction for the global academic community for a worldwide dialogue. The unique platform of the congress brought together more than **3,500 participants** from more than **40 countries**: ministers, representatives of international organisations, leading experts, universities, global technology companies and civil society.

The high international status and long-term significance of the Congress are confirmed by the support of such authoritative organisations as **Google for Education**, **UNESCO**, **UNICEF**, **the Bett Show**, and others. The **Ministry of Science and Higher Education of the Republic of Kazakhstan** actively supports innovative initiatives of universities aimed at expanding the boundaries of international academic ties in order to address global problems and the SDGs.



КОНГРЕСС ПО ИНКЛЮЗИВНОМУ ОБРАЗОВАНИЮ





The University played an important role in involving Kazakhstani researchers in constructive global dialogues and effective interactions with more than 70 world-class international experts across 5 discussion tracks. An important platform at this international congress was the International Scientific and Practical Conference **"Pedagogical Innovations as an Important Condition for the Sustainable Development of the Education System"**, organised by the UNESCO Chair. The conference featured presentations by experienced OECD experts in the field of education, the invited scholar of Abai University Clea Fernández, the Canadian inclusive-education expert Zukhra Izmailova, representatives of the Patrice Lumumba RUDN University in the person of M. A. Simonova, Professor Lo Sing Kai of the Education University of Hong Kong, scholars from the Indian universities of Chitkara and Punjab Sukhjit Singh and Puneet Sandhu, and leading universities of Kazakhstan.

The high interest of the academic community in the announced topic and the significance of the conference for the development of educational research and inclusive practices is confirmed by the applications received from more than 150 authors of scientific articles (<https://abai.university/news/205-v-universitete-abaia-proidet-vsemirnyi-kongress>).



The University's research activity covers a wide range of areas, including environmental, climate and natural-science education. Abai University actively participates in international projects such as the initiative **"Promoting Teacher Education for Climate Change Education through Collaboration between Asian Centres of Excellence on ESD (ATECCE)"**, implemented jointly with Okayama University (Japan). The project involves professors **K. D. Kaimuldinova**, **B. Sh. Abdimanapov**, **D. T. Aliaskarova** and **N. D. Shakirova**, who represent the University's school of geographical education. This project contributes to the development of climate education and the strengthening of scientific ties between the countries of Asia.

Among the **national research grants**, projects connected with the themes of the SDGs, climate education and the improvement of the quality of teacher education on the basis of research stand out (<https://project.abaiuniversity.edu.kz/blog/>):



- 1) "A study of the mechanisms for the effective implementation of the green-university concept in higher education institutions of Kazakhstan", IRN AP19178093 (cycle 2023–2025). The aim of the project is to study the environmental situation in Kazakhstan and across the world, the global nature of environmental problems and the enhancement of humanity's "environmental culture"; and to develop a concept and model of a green university in the universities of Kazakhstan using assessment methods.
- 2) "The development of conceptual models of sustainable development for the small towns of the Zhambyl region" (head — D. T. Aliaskarov). Both works have practical significance for forming environmentally sustainable models for managing natural and social resources.
- 3) Forming the inclusive competence of future teachers through Universal Design for Learning (UDL) technologies, AP19576707, 2023–2025.
- 4) The development of the innovative activity of future teachers under the conditions of digital transformation in the education system, AP22685979, 2024–2026.
- 5) The development of a model for building up the stackable degrees of master's students under the integration of formal and non-formal education, AP22686317, 2024–2026.
- 6) The theory and technology of a comprehensive psychological-pedagogical assessment of the developmental potential of the school educational environment using the international SACERS scales (modified version), AP19680029, 2023–2025.
- 7) The development of the methodological foundations for teaching geopolitics in the school geography course, AP22687086, 2024–2026.

Particular attention is paid to improving the training of future teachers of geography and the natural sciences in the context of the SDGs. Leading teachers, including N. D. Shakirova, implement university projects on integrating climate education and sustainable practices into curricula, and actively participate in international forums and schools on climate education (ATECCE, Almaty). Special attention was paid to developing the research competencies of young scholars. In October 2025, an open dialogue "Developing the Research Competence of Young Scholars: Tools, Skills and Prospects" was held with the participation of international experts in the field of educational psychology. The participants discussed strategies for forming research independence and the role of soft skills and innovative methodologies in the academic growth of educators.

"Green Chemistry and Environmental Safety in Education". The Department of Biology conducts research in the Zhetysu region, studying the phytochemical properties of medicinal plants and questions of biodiversity conservation, and has developed a methodological handbook "Preservation of Biodiversity and Ecological



Education", aimed at advancing environmental culture and sustainable values in pedagogical practice.

The University's natural-science departments continue the active development of research in the field of green chemistry, the development of biosorbents and ion-exchange materials for water purification, and prepare educational and methodological handbooks.

A **training seminar** "The Sustainable University Ecosystem: Social, Environmental and Infrastructural Issues" for the administrative staff of Abai University was held on 14 March 2025 with the participation of the well-known ecologist Yevgeniy Mukhamedzhanov. A memorandum of cooperation was signed between Abai University and the ECO Network project, which includes activities aimed at raising the awareness of students, teachers and staff about environmental problems and ways of solving them. This includes the installation of eco-containers for the separate collection of paper, glass and plastic on the campus grounds, as well as machines for collecting plastic bottles (<https://www.kaznpu.kz/en/40047/news/>).

An important component of academic life is the **publication activity of the teaching staff**. Among the most significant works of 2025–2026:

Scopus / Web of Science:

- 1) Amantayeva A. Project-based environmental education for developing socio-ecological values and sustainable behaviour among Kazakhstani school students // *Frontiers in Education*. 2026. Vol. 11, art. 1794619. DOI: 10.3389/feduc.2026.1794619. Affiliation — the educational programme "Training of Geography Teachers", Abai University; the article concerns the ECO-PROGRESS model, which integrates biology, chemistry and geography with a course on socio-ecological values. Directly within the theme of education for sustainable development.
- 2) Amantayeva A., Ydyrys A. Formation of environmental competence of students of higher education // *EQA — International Journal of Environmental Quality*. 2025. Abai Kazakh National Pedagogical University.
- 3) Aiman Berikkhanova et al. Artificial Intelligence in the Personalization of Teaching of Higher Mathematics Students in Kazakhstan. *MDPI, Education Sciences*, 2026. DOI: 10.3390/educsci16040513.
- 4) Aiman Berikkhanova et al. The potential of informal research and artificial intelligence to enhance the research activity of university educators in pedagogy. *AIP Conf. Proc.* 3393, 060045 (2026). DOI: 10.1063/5.0319477.
- 5) Aiman Berikkhanova et al. Transforming research methodologies in teacher education: a systematic comparative review of global trends and the Kazakhstani experience. *Systematic Review article. Front. Educ.*, 28 May 2026, Sec. Teacher Education, Volume 11 (<https://doi.org/10.3389/feduc.2026.1812436>).



KOKSNVO-journal (Bulletins of Abai University):

- 1) Sapanova N. D., Shildebaev Zh. B., Almenaeva R. A. Effective methods of improving the environmental functional literacy of students // Bulletin of Abai KazNPU. "Pedagogical Sciences" series. 2025. Vol. 85, No. 1. P. 270–280. The issue was published on 31 March 2025.
- 2) Tolegen A. A., Zhanbekov Kh. N., Balakhmetova G. K. A comparative analysis of world experience in environmental education in teaching school geography // Bulletin of Abai KazNPU. "Pedagogical Sciences" series. 2024. Vol. 83, No. 3. P. 268–280. DOI: 10.51889/2959-5762.2024.83.3.025. The keywords include "sustainable development goals".
- 3) A systematic review of the application of VR in geographical education with an emphasis on environmental themes and natural-resource management (Scopus database, a review of works from 2019–2024). On the institutional page of Abai Kazakh National Pedagogical University; PRISMA methodology, 33 studies.

This research contributes to integrating scientific achievements into educational practice, raising the professionalism of teachers and expanding international scholarly dialogue. The publication activity of the University's teachers reflects the institution's systematic contribution to the implementation of the Sustainable Development Goals (SDGs). Thus, **the scientific and educational activity of Abai Kazakh National Pedagogical University** demonstrates a high level of international engagement, methodological renewal and orientation towards the Sustainable Development Goals. The University has strengthened its position as a leading centre of pedagogical research, innovation and the integration of sustainable practices into the higher-education system of Kazakhstan and the Central Asian region.

EVENTS

In the 2025–2026 academic year, the University became an active platform for implementing national and international initiatives aimed at advancing the Sustainable Development Goals through education, science and the professional development of teachers. The University organised and took part in more than a dozen key events united by common goals — developing a research culture, introducing innovative practices and strengthening international academic partnership.

Over the course of the year, the University held a series of innovative interventions, methodological seminars and webinars aimed at improving the quality of teaching and exchanging advanced pedagogical experience.

An important and promising initiative in the 2025–2026 academic year was the introduction of new research approaches into the University's educational process. The Centre for Pedagogical Innovations and Action Research of the UNESCO Chair developed and approved **RULES for completing diploma projects in the Action**

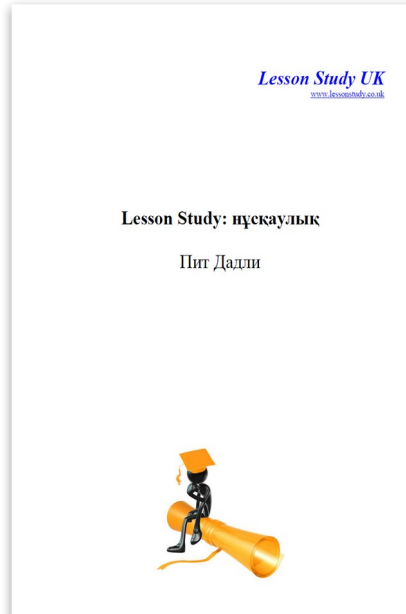
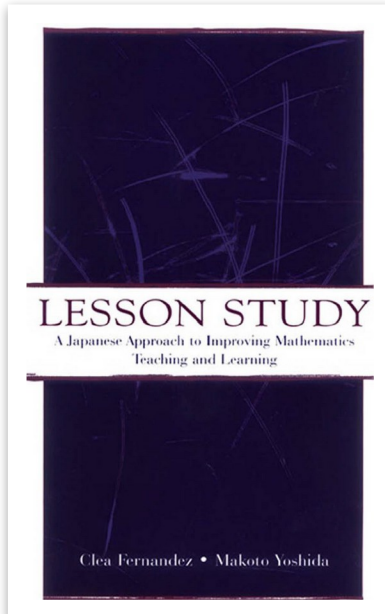
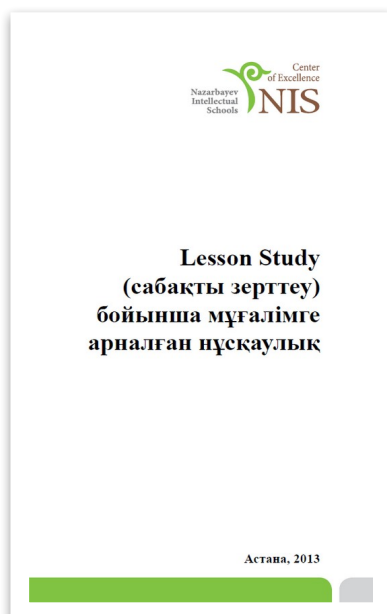
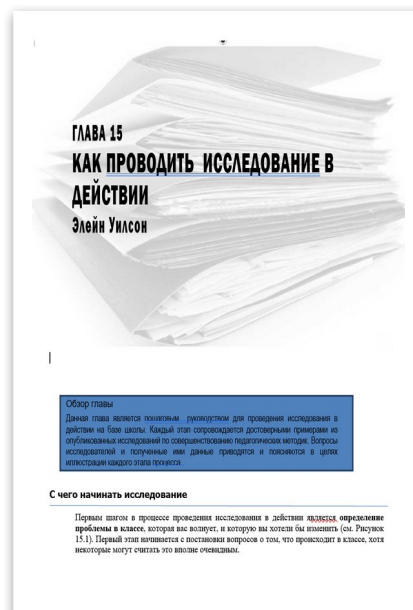
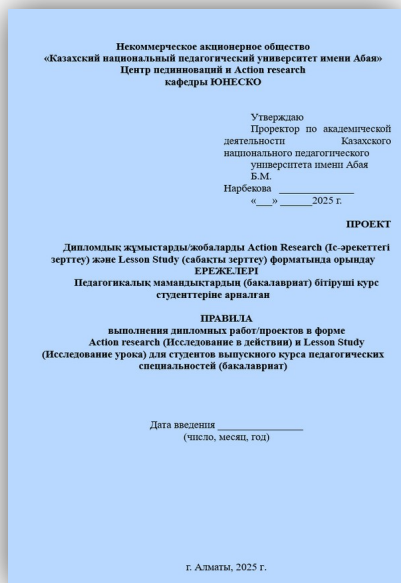


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Research and Lesson Study format for final-year students of pedagogical specialties. *Action Research and Lesson Study* are practice-oriented forms of research recognised within the global pedagogical community, aimed at changing and improving professional practice, teaching methods and lesson quality on the basis of deep pedagogical reflection and self-analysis. The necessary educational and methodological literature was also organized and systematized at the Center.



In September 2025, at the invitation of Abai University, **Dr. Clea Fernández**, an **OECD expert in the field of education** and founder of the Global Forum Resources, worked at the UNESCO Chair for an entire semester (from 14 September to 18 December 2025). Two of Clea Fernández's books on Lesson Study were donated to the fund of the scientific library of Abai University. Seminars with her



participation were held at all faculties of the University. A publication on the series of workshops and the work of Clea Fernández, "OECD Expert Clea Fernández at Abai University", appeared on the website of the Ministry of Science and Higher Education of the Republic of Kazakhstan (<https://www.gov.kz/memleket/entities/sci/press/news/details/1105001?lang=ru>).



The Head of the UNESCO Chair, Professor A. E. Berikkhanova, took an active part in the **Annual Meeting of the Centres for the Development of Personal Potential**, organised by the UNESCO Institute for Information Technologies in Education (IITE) and the "Contribution to the Future" charitable foundation (29–31 October 2025). The cooperation involved educational organisations of Central Asia and Eastern Europe with the aim of unlocking the potential of education for creating a developmental environment for the health and well-being of the educational process. SDGs 4, 3, 5, 10, 17. **Kaliningrad, Russia.**

A research staff member of the UNESCO Chair, Z. E. Smailova, participated in a research consortium in Yekaterinburg on "Developing Personal Potential in Education". Preliminary agreements were reached on the UNESCO Chair joining the consortium of the SBER organisation, "Contribution to the Future" (18–21 November 2025). **Yekaterinburg, Russia.**

In order to advance **SDG 17 — Partnerships for the Goals**, the Chair's research staff member Z. E. Smailova and the Director of the Department of Academic Affairs Zh. A. Zhusupova completed professional-development courses at Shanghai Normal University, the Research Institute of International and Comparative Education, and the UNESCO Centre for Teacher Education on the

basis of the "Belt and Road" exchange project, Shanghai, China (27 November – 9 December 2025).

To improve the quality of education and develop students' emotional intelligence, the UNESCO Chair organised the participation of the University's teaching staff in an **International Open Online Course** for education specialists, offered by the "Contribution to the Future" charitable foundation and the UNESCO Institute for Information Technologies in Education (IITE UNESCO, Moscow, Russia). The course was developed around questions of forming an educational environment conducive to personal development, health and the well-being of students. Teachers of the Faculty of Pedagogy and Psychology received certificates and credentials from MCU (Moscow) for completing the course (108 hours) on the international EduHub platform:

- U. K. Kiyakbaeva
- A. Zhakupova
- A. I. Bulshekbaeva
- A. E. Berik Khanova
- A. Akhmetova



In order to advance SDG 4, SDG 8 and SDG 17, the UNESCO Chair facilitated the participation of the teaching staff in international competitions for named prizes. On 25 February 2026, application documents and cover letters were prepared to nominate the candidacy of a teacher of the Faculty of Natural Science and Geography of Abai University, Associate Professor of the Department of Chemistry, PhD **Tileuberdi Yerbol, for the UNESCO–Russia Mendeleev International Prize** for achievements in the field of fundamental sciences, recognising and rewarding outstanding achievements in the development, dissemination and international cooperation in the field of the fundamental sciences (chemistry, physics, mathematics and biology).

A high-profile event of the UNESCO Chair was the organisation and holding, on 28–29 May 2026, of the **International Symposium "A New Architecture of Education for a Sustainable Future: Global Challenges, Innovations and New**

Opportunities", jointly with the UNESCO Regional Office in Almaty, the Kazakh National Women's Pedagogical University, Shanghai Normal University and the Centre for Teacher Training under the auspices of UNESCO. Held in Almaty, Kazakhstan, with the participation of the countries of Central Asia (Uzbekistan, Kyrgyzstan, Tajikistan). This symposium laid the foundation for further cooperation on the joint training of teachers to improve the quality of education.



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To implement SDG 3 — "Good Health and Well-being" — the UNESCO Chair held, on 18 May 2026, an **International online seminar "Forming a Developmental and Supportive Educational Environment in Higher Education"**, with the participation and a presentation by the Adviser on Education and Health for the **countries of Central Asia and Eastern Europe of the UNESCO Institute for Information Technologies in Education (IITE, Moscow), Tigran Albertovich Epoyan.**

To implement SDG 16 — "Peace, Justice and Strong Institutions" — the UNESCO Chair arranged and confirmed the Chair's **membership of the Asia-Pacific Network for Global Citizenship Education (GCED)** for building a better world through education.

Together with the invited lecturer and OECD expert Clea Fernández, a number of scientific and methodological seminars were held at all faculties of the University:

1) On 25 September 2025, a university-wide seminar **"Improving the Quality of Education on the Basis of Practice-Oriented Research: Lesson Study**



and Action Research" was held, moderated by the Vice-Rector for Academic Affairs Banu Narbekova. The keynote speakers were Clea Fernández, professor of educational psychology and author of the book *Lesson Study: A Japanese Approach to Improving Mathematics Teaching and Learning*, a recognised specialist in the development of pedagogical leadership and Lesson Study, as well as Professor A. E. Berikkhanova, Head of the UNESCO Chair and head of the Centre for Pedagogical Innovations and Action Research.

2) On 29 September 2025, the Centre for Pedagogical Innovations held the training seminar **"A Closer Look at Lesson Study"**, at which, under the guidance of Dr. Clea Fernández, the role of mentor-researchers in forming a research culture among teachers was discussed. The seminar became a platform for exchanging successful practices and deepening professional knowledge.

3) At the Faculty of Physical Culture and Basic Military Training, on 1 October 2025, the seminar **"Lesson Study and International Experience"** was held, which examined the integration of Lesson Study into students' diploma projects and the use of international cases for developing research competencies.

4) On the basis of the Faculty of Arts, on 1 October 2025, the UNESCO Chair, together with the Centre for Pedagogical Innovations, held the training seminar **"Writing and Defending a Diploma Work Using Lesson Study and Action Research"**. The main speakers were the international consultant Clea Fernández, Professor A. E. Berikkhanova, Professor O. Abisheva and Associate Professor L. Kakimova, who shared practical approaches to embedding research methods into students' final qualification works and projects.

5) At the Faculty of Pedagogy and Psychology, on 2 October 2025, the training seminar **"A Step Towards Quality Education through Lesson Study and Action Research"** was held, organised by Candidate of Pedagogical Sciences R. Bazarbekova and PhD S. Yerkebaeva. The seminar contributed to popularising research activity among senior students and stimulated the conduct of their own Action Research projects.

6) At the Faculty of Physics, Mathematics and Informatics, on 6 October 2025, the seminar **"Improving the Quality of Education on the Basis of Practice-Oriented Research: the Experience and Prospects of Lesson Study and Action Research"** was held, organised by Professor A. E. Berikkhanova and the faculty mentors M. T. Iskakova, N. Sh. Akimzhan and B. A. Kadyrbaeva, with the participation of the keynote speaker Clea Fernández, who presented international experience of introducing Lesson Study into STEM disciplines.

7) At the Psychological-Pedagogical Faculty, particular attention was paid to supporting young researchers. On 24 October 2025, the Department of Primary Education held the open dialogue **"Developing the Research Competence of Young Scholars: Tools, Skills and Prospects"**, where master's and doctoral

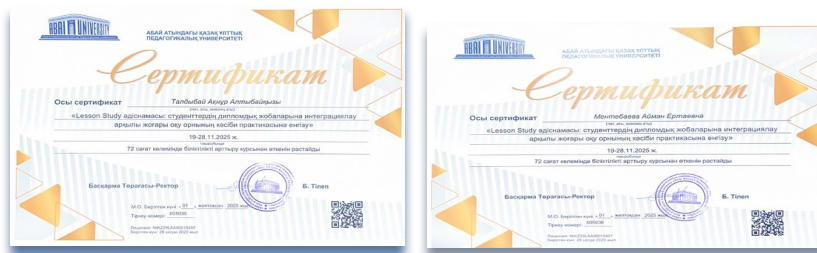
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students discussed ways of forming research independence, the role of soft skills and the opportunities for academic growth under digital transformation.

8) On 26 September 2025, the Department of Preschool Education and Social Pedagogy held the large-scale event **"International Educators' Day: 'The Educator — a Gardener of the Child's Soul'"**, timed to coincide with the professional holiday of preschool educators. The forum was attended by representatives of the Ministry of Education of the Republic of Kazakhstan, foreign universities of Ukraine and Uzbekistan, and leading practitioners in the field of early education.

9) An educational programme for a **professional-development course** was developed together with Clea Fernández on the theme **"The Lesson Study Methodology: Its Introduction into the Professional Practice of the University through Integration into Students' Diploma Projects"**. The course was held from 19 to 28 November 2025. All participants received certificates (72 hours).



10) The organisation of a city seminar with teachers of the Bostandyk district of Almaty, at **Gymnasium No. 36**, with the participation of Clea Fernández to discuss the introduction of Lesson Study into educational practice.

11) The organisation of the **"Winter School 2026"** for the purposes of SDG 4. Seminars for the supervisors of diploma works/projects of all the University's faculties, 5–6 January 2026.





12) The Head of the UNESCO Chair was a keynote speaker on the theme "Forming the Research Potential of the Future Teacher as a Key Value of Teacher Education" within the framework of the Winter School 2026. She placed an emphasis on questions of global innovative interventions and their implementation, outlining priority tasks for the University (<https://anticor.kaznpu.kz/event-detail.php?id=99>; <https://abai.university/kk/news/rassmotreny-voprosy-ob-obrazovanii-v-epoxu-ii>).

13) For International Day of Education, the Centre for Pedagogical Innovations and Action Research of the UNESCO Chair, together with the UNESCO Regional Office in Almaty, organised and held, on 30 January 2026, the **EduFest Hackathon "The Future of Education through the Eyes of Youth"**. The students discussed the Youth Declaration on the Future of Education. The hackathon was included in the list of UNESCO Annual Events. Teams from all faculties took part in the hackathon, and all participants received certificates and commemorative prizes (<https://www.instagram.com/reel/DUIlgDZCOpU/?igsh=MXy4dmdoa2t3Mnc1aw==>).





14) On 13 February 2026, the Centre for Pedagogical Innovations and Action Research of the UNESCO Chair organised **SMART TEACHING TALKS**, in a TEDx style, to raise the AI literacy of the University's teachers. The keynote speakers were Nurlan Kiyasov, Anara Kairollaevna Sarsenova, Meirgul Alpysbaeva and others.

15) In order to implement SDG 4 - Quality Education - the Centre for Pedagogical Innovations and Action Research carried out a **university-wide monitoring** of the level of implementation of the RULES for completing the diploma projects/works of final-year students and of the quality of preparation across all faculties of the University (February 2026).

16) In fulfilment of SDG 17 - Partnerships for the Goals - the Centre for Pedagogical Innovations and Action Research signed a **Memorandum of Cooperation** designating Gymnasium-School No. 123 named after Yassau as a **reference school of Abai University for implementing the SDGs** and pedagogical innovations.

17) On the basis of this Memorandum, Professor Berikkhanova delivered at the gymnasium-school a **professional-development course for teachers** on the theme "The Teacher as Researcher: Effective Methods of Teacher Transformation on the Basis of Action Research", of 72 hours. The course was completed by 44 young teachers.

18) On the basis of Gymnasium-School No. 123 named after K. A. Yassau, the **4th International Scientific and Practical Conference** was organised and held on the theme "The Legacy of Yassau: the Values and Competencies of the 21st Century", 24 April 2026.

19) On 27 April 2026, at the Faculty of History and Law, an **educational and cognitive seminar with the participation of talented pupils**, school teachers and university scholars was held on the theme "The System of Values and Upbringing in the Worldview of A. Yassau". The organisers were the faculty mentors Ruslan Seitkaziev and Gulzhan Rasheva (<https://www.instagram.com/reel/DXrgN9pDFlu/?igsh=MW9rajhtZzk5bnV3bQ==>).



20) On 10 April 2026, the Head of the UNESCO Chair, Professor A. E. Berikkhanova, took part in a round table on the theme **"The Contribution of Higher Education Institutions to the Implementation of the Sustainable Development Goals"**. She participated in the interactive discussions of the panel sessions: "The Potential of Universities in the Field of Sustainable Development", "Integration for Sustainable Development" and "Cooperation for Sustainable Development". Astana, Kazakhstan (https://eri.kz/ru/Novosti_instituta/id=8315).



21) A notable event for the UNESCO Chair was its participation in the Second High-Level International Conference "Sustainable Development in Eurasia", which took place on 29 May 2026. Within the framework of the conference — initiated by decision of the President of the Republic of Kazakhstan K. Tokayev and organised by L. Gumilyov ENU and MGIMO (Russia) — questions were discussed concerning the achievement of the UN Sustainable Development Goals, the development of regional cooperation, the strengthening of integration processes and the development of new approaches to sustainable development in the Eurasian space. More than 100 guests from foreign states took part in the conference: Switzerland, the USA, the United Kingdom, France, Russia, Serbia, India, Mexico, Thailand, South Africa, Germany, Pakistan, Latvia, Morocco, Mongolia, Slovakia, Poland and others.





(<https://mgimo.kz/ru/news/astana-30-09-24;>

<https://www.gov.kz/memleket/entities/sci/press/news/details/1230690?lang=ru>).

22) Participation as a speaker at the **International Co-working session** "Inclusive Education in the Age of Artificial Intelligence: Innovations and Challenges for Educators". Almaty (24 November 2025), Abai University.

23) Participation in the work of the 4th International Youth Forum "Paradigms of Natural-Science Education and Science in the Context of the Sustainable Development Goals" and a discussion of the SDGs in a broad format among students, master's students and doctoral students. Abai University.

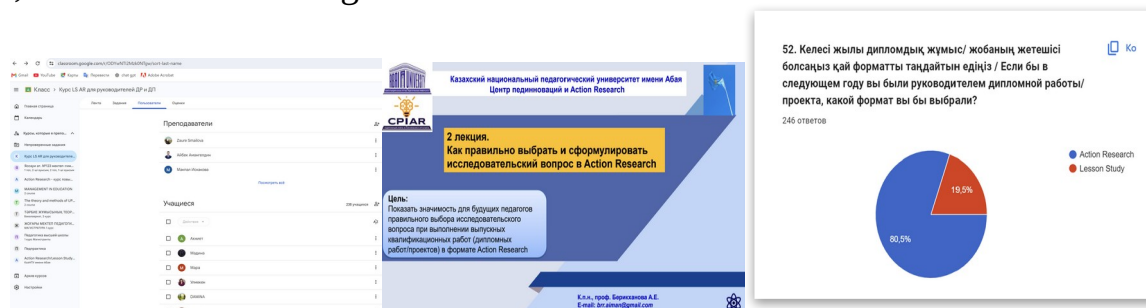
24) In May–June, all final-year students of Abai University defended their diploma works/projects for the first time in the new **Action Research and Lesson Study** formats. The new format, oriented towards modern innovations, was introduced on 25 September 2025, and the graduates carried out their research projects during a 7-month teaching practice at school, immersing themselves in a real research process in close contact with schoolchildren.

25) A tremendous achievement of the 2025–2026 academic year is the transformation of students' research work and the transfer of its completion to a new research format. The results of this innovative intervention showed very positive dynamics. Students who completed their diploma works and projects in the new research formats demonstrated the success and effectiveness of integrating a new format into the professional preparation of teachers (<https://abai.university/news/1309-studenty-zashhitili-diplomnye-raboty-v-novom-formate>).



26) To ensure the sustainability of the professional transformation of the supervisors of diploma works and projects, an educational programme for an **online professional-development course** was developed on the theme "Action Research

and Lesson Study: Effective Mechanisms for the Sustainable Development of the Educational Practice of the University". This course was developed to acquaint participants with the scientific and methodological foundations of practice-oriented forms of research, which play an important role in the sustainable professional development of every educator (<https://classroom.google.com/r/ODYwNTI2Mzk0NTgw/sort-last-name>). By order, 244 teachers were registered for the course and 238 teachers were certified.



27) Final Methodological Seminar of Mentor-Researchers on the topic "Mentoring at the University: A Model for Supporting Academic Change Based on Innovative Interventions". On 12 June 2026, the university held the concluding methodological seminar of mentor-researchers on the topic "The Transformational Potential of Mentoring at the University: Experience, Results, and Prospects." At the meeting, organized under the motto "One Study — One Change," a new research-and-inquiry culture for diploma projects was presented, and the results of initiatives based on Action Research and Lesson Study were analyzed.

The program opened with a poster exhibition titled **"One Study — One Change"**. The poster gallery featured the diploma research of students from the new specialization, the results of their inquiry work, and reflective materials. Each study systematically reflected a pedagogical problem, an analytical question, the stages of the work, the interventions implemented, and the concrete results achieved.





<https://www.instagram.com/reel/DZfKycDAdlk/?igsh=bTIwZDBsbzAwZjZm>

https://t.me/abai_univer/2967

<https://www.facebook.com/share/p/1HLS1Qf5Nt/>

<https://cloud.mail.ru/public/otK5/6r721Fdga>

Taken together, all these events were oriented, to one degree or another, towards the implementation of all the SDGs; they contributed to improving the quality of professional education and strengthening the University's research capacity, developing the professional competencies of educators, expanding international ties and advancing the principles of sustainable development through education.

Additional data on the UI GreenMetric 2026 criteria:

<https://docs.google.com/spreadsheets/d/1TbCT1y8nOy222wO3KVqfQiWoVCO-xAZD/edit?gid=1050244410#gid=1050244410>



Future directions of the UNESCO chair

Looking ahead, the UNESCO Chair is working on the following issues:

1) Support from the UNESCO Chair in strengthening the position of Abai University as an emerging Central Asian regional hub for education for sustainable development (ESD), acting as a platform for international academic cooperation, scientific dialogue and the exchange of best practices in the field of the sustainable development of education.

2) Cooperation within the framework of a new regional initiative to support the health and well-being of students with the help of a digital assistant — a chatbot that in Kazakhstan is called "Aspan" (@aspan_chatbot). This is a free, anonymous chatbot that can be communicated with in Kazakh and Russian. "Aspan" is hosted on Telegram and helps students adapt to university life, cope with stress, find answers to questions about relationships and health, and feel supported when an adult or mentor may not be nearby. "Aspan" uses artificial intelligence and a culturally adapted knowledge base created with the participation of UNESCO experts and young people from Kazakhstan.

3) Providing methodological and coordination support to the resource centres operating in Almaty and the Almaty region on questions of a healthy lifestyle (SDG 3). Providing such assistance will make it possible to supply the teachers of general-education schools in these regions with the necessary methodological and resource support in solving one of the most important tasks of the state policy of the Republic of Kazakhstan — preserving the health and ensuring the well-being of the country's younger generation.

4) With the assistance of UNESCO and in cooperation with the Altynsarin National Academy of Education, webinars continue to be held on the international online platform for learning in the field of health and well-being, EduHub (<https://eduhub.pro/>), to prepare the teachers of Kazakhstan to conduct lessons on the themes of a healthy lifestyle and personal skills within the framework of "Global Competencies". The platform also hosts online courses for independent study on questions of countering violence and bullying at school, forming a personally developmental environment and other topical issues.

5) The active involvement of the faculties of Abai University in developing programmes and courses aimed at improving the quality of teaching on the basis of using innovative technologies and integrating practice-oriented non-formal research.

6) Expanding the network of cooperation with leading foreign experts in the field of education and in forming, among learners, the transversal skills needed to achieve SDG 4 and the tasks of education in the interests of the SDGs in general.

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7) Development of methodological guides and teaching aids to support the innovative development of future teachers and the university's faculty, as the country's flagship institution in pedagogical education.