

## Gender Perspectives in Higher Education: Enhancing Gender Studies in Kazakhstan

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### Abstract

This study examines the integration of gender studies into Kazakhstan's higher education curricula, emphasizing their effectiveness, teaching methods, and challenges in fostering gender awareness and equality. Utilizing a qualitative research design, the study combines content analysis of over 5,000 active educational programs with in-depth interviews with faculty experienced in teaching gender studies in Kazakhstan. Twenty-nine universities across the country offer 98 gender-related courses, reflecting the growing commitment of Kazakhstan's higher education system to addressing gender issues through academic programs. The research identifies various undergraduate, graduate, and Ph.D. course offerings, emphasizing an interdisciplinary approach that includes sociology, psychology, linguistics, and management, among other fields. The study findings also highlight several challenges, such as the lack of standardized curricula, limited resources, inconsistent institutional support, and cultural resistance to specific sensitive topics, including radical feminism. Faculty interviews underscore the need for professional development in gender/feminist pedagogy and emphasize the importance of the university administration's support for gender studies programs. This study contributes to global discussions on gender studies education by shedding light on Kazakhstan's unique challenges and opportunities. While limited by its focus on certain universities and several educators, the study provides a foundation for future research on the long-term impacts of gender studies education in Kazakhstan. Addressing these challenges could advance gender equality initiatives and foster broader societal transformation, emphasizing the critical role of gender studies courses in achieving an equitable future.

**Keywords:** *Gender studies, teaching gender courses, higher education in Kazakhstan, gender equality.*

### Introduction

Kazakhstan is undergoing considerable social, economic, and cultural transformations, and integrating gender studies into higher education is a vital step toward fostering a more equitable and inclusive society (Yussupova & Tarman, 2025). Since the 1970s, gender studies have become

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a crucial component of educational programs in the United States and Western Europe (Bekebayeva & Atayeva, 2024; Ortega-Sánchez, & Heras-Sevilla, 2023). Following the late 1980s, the gender perspective in education gained traction within the academic environments of post-Soviet countries and gradually integrated into higher and secondary education (Uspenskaya, 2004). Women's studies, feminist studies, and gender studies are interdisciplinary academic fields that critically examine the interactions between gender, power, and society (Mendez et al., 2025; Putri et al., 2023; Woodward & Woodward, 2015). Women's studies emerged to address the absence of women's experiences and perspectives in traditional academic disciplines. Over time, feminist studies have expanded to analyze systemic inequalities and advocate for social justice, incorporating frameworks such as intersectionality to explore the interconnectedness of gender with race, class, and other social identities (Woodward & Woodward, 2015). Gender studies further broadened this academic focus by examining how gender identities and roles are constructed and contested across various cultural and societal contexts (Madelá et al., 2024; Nkosi, 2024; Nkosi & Nhlumayo, 2025; Zafar & Startup, 2024).

This study examines the integration of gender studies into Kazakhstan's general education curriculum, specifically focusing on the gender-related courses offered at universities. It examines the methods used to teach gender studies within the Kazakhstani higher education system, the development and structure of gender studies programs, and the challenges encountered during their design and delivery. The study also considers students' perceptions and suggestions for potential improvements while highlighting the role of university administration and faculty support in advancing gender studies initiatives across Kazakhstan (Baikulova et al., 2024; Yeleussiz & Qanay, 2025)

Global studies highlight the importance of integrating gender studies into higher education to create a more inclusive curriculum. Research on gender dynamics in university teaching, such as the works of Pearson and Rooke (1993), Statham et al. (1991), and Murphy and Ribarsky (2013), plays a critical role in discussions about fostering equitable learning environments. Pearson and Rooke (1993) stress the importance of incorporating gender studies into teacher education, arguing that it helps challenge gender biases in the classroom and promotes more inclusive teaching practices. They also emphasize that teacher education programs must address gender inequality as a fundamental aspect of advancing social justice and driving educational reform. Statham et al.

(1991) emphasize the transformative impact of integrating gender awareness into university teaching, asserting that it is essential for cultivating equitable academic environments, addressing biases, and improving learning outcomes. The book “Activities for Teaching Sexuality in the University Classroom” by Murphy and Ribarsky (2013) examines gender and sexuality in educational settings, emphasizing teaching techniques that effectively engage students with sensitive topics. Threadgold (2010) examines the evolving nature of gender studies and women’s studies within academic contexts, highlighting the importance of an interdisciplinary approach in challenging gender norms and power structures.

Additionally, Fahlgren et al. (2016) critically address the challenges of teaching and researching gender studies within Sweden’s academic landscape. They introduce the concept of “overing,” which refers to the oversimplification and homogenization of gender studies. The authors claim that this tendency can obscure the complexities of feminist research and pedagogy. Their work underscores the necessity for gender studies to remain a dynamic and evolving field that embraces diverse perspectives and methodologies. Drawing from their experiences as educators and researchers, Fahlgren et al. (2016) demonstrate how gender studies can serve as a tool for challenging dominant power structures and promoting social justice.

Aslam and Khan (2023) examine the experiences and perceptions of students enrolled in gender studies courses at Quaid-i-Azam University in Pakistan. Conducted through qualitative in-depth interviews, the research documents students’ challenges, including misconceptions about gender studies being a Western-centric or feminist-driven discipline. Several students have reported a lack of understanding of the field before enrolling, often perceiving it as controversial or inconsistent with Pakistani cultural norms. Despite initial resistance, the study shows that students gradually recognized the discipline’s relevance, particularly in addressing gender-based issues and promoting social equality. The study also examines students’ professional concerns, such as job prospects and societal acceptance, emphasizing the need for greater awareness and policy support for gender studies in Pakistan (Aslam & Khan, 2023). The study advocates for further development of gender studies in the region, highlighting the importance of indigenizing the curriculum to better align with local contexts and values.

Walters and Manicom (1996) emphasize the importance of institutional support, including backing from university administration, in promoting gender studies within educational environments. They claim that successful gender-sensitive educational practices necessitate support from educational authorities to ensure the integration of gender perspectives into curricula and teaching methodologies (Walters & Manicom, 1996). The authors also advocate for collaborative efforts among various stakeholders in the educational landscape, including faculty and students. This collaboration can enhance the relevance and effectiveness of gender studies by fostering a more comprehensive and inclusive approach. In recent years, gender studies have gained increasing prominence in Kazakhstan's educational institutions, reflecting a broader global trend toward incorporating gender studies into academic curricula.

The development of gender studies in post-Soviet Kazakhstan is relatively recent. According to Akiner (2001), gender studies were largely absent from the Soviet educational system, where gender roles were traditionally reinforced through state policies and educational curricula. However, the post-independence period saw a growing awareness of gender disparities, particularly in the labor market and political representation (Akiner, 2001). Gender education in Kazakhstan's universities began to take shape in the 2000s as part of a broader effort to address these disparities and empower women through education (Kalinichenko, 2012). The need for gender studies in Kazakhstani universities stems from several factors. The legacy of Soviet-era gender policies, which promoted formal gender equality but often overlooked deeper issues related to gender roles and identities, continues to influence contemporary attitudes and practices (Ashwin, 2000). Additionally, the post-Soviet period has witnessed a reassertion of traditional gender norms, which can reinforce stereotypes and restrict opportunities for both women and men (Pilkington, 1996).

### **Purpose of the Study**

This study examines the implications of gender studies for various stakeholders within the educational environment, including faculty, administrators, and students. It focuses on integrating gender studies into the general education curriculum of universities in Kazakhstan. The main research questions guiding this study are: "How are gender studies currently incorporated into university curricula in Kazakhstan, and what gender-related courses are offered across various academic levels?" and "What are the perceptions of educators/faculty/students regarding gender

studies in Kazakhstani universities, and what opportunities exist for improving these programs within the higher education system?” These questions aim to provide comprehensive insights into the status and potential of gender studies in Kazakhstan’s universities.

## **Method**

### **Research Design**

This study utilized a qualitative research design, combining content analysis and in-depth interviews to examine the state of gender studies education in Kazakhstan. Content analysis focused on course offerings and their structure across universities, while interviews gathered educators’ perspectives on teaching methods, challenges, and strategies for integrating gender topics into the curriculum. This combined methodology provided a comprehensive understanding of the teaching of gender studies within Kazakhstan’s higher education system. Columbia University Mailman School of Public Health defines content analysis as a research tool used to identify the presence of specific words, themes, or concepts within qualitative data, such as text. The advantages of content analysis include its simplicity and cost-effectiveness as a research method (Columbia University Mailman School of Public Health, n.d.). Moreover, it becomes a more powerful tool when combined with other research methods, such as interviews, which were also employed in this study.

According to Jamshed (2014), interviewing is a valuable qualitative research method for several reasons. It allows for a detailed understanding of issues by capturing participants’ perspectives and experiences in their own words, offering insights into personal experiences (Jamshed, 2014). In-depth interview techniques are essential for qualitative research as they provide rich, detailed data that offer more profound insight into participants’ perspectives, particularly in complex areas like gender studies. Della Porta (2014) highlights that interviews allow researchers to capture subjective narratives and lived experiences, focusing on how interviewees construct their reality.

### **Data Collection Tools**

This study utilized content analysis as one of the research instruments to explore the state of gender studies education in Kazakhstan. Content analysis was a primary tool for examining course offerings and structures across Kazakhstani universities. The authors reviewed data from various

sources, including responses to official requests sent to academic institutions, course catalogs on the universities' websites, and data from the "Unified Higher Education Platform," a central repository of accredited higher education programs in Kazakhstan.

To gather comprehensive information about gender studies courses offered at universities in Kazakhstan during the 2023–2024 academic year, the authors employed a proactive approach by sending official requests to the institutions. Formal request letters were drafted and addressed to the academic administration or relevant departments (such as the Department of Science or Academic Affairs) at each Kazakhstani university. The letters included an introduction to the research project and its objectives and a request for detailed information about the gender studies courses offered during the 2023–2024 academic year. Specific queries included course titles, descriptions, academic levels, European Credit Transfer and Accumulation System (ECTS) credits, and contact details for the course coordinators. The official requests were emailed in November 2023 to 110 universities across Kazakhstan to ensure broad coverage. The authors used the universities' contact information available on their official websites. To improve response rates, follow-up communications were made three weeks after the initial request. These follow-ups included emails and phone calls, reminding the universities of the request and emphasizing the importance of their participation in the research.

Additionally, to ensure the accuracy and completeness of the data collection, the authors utilized the digital database "Unified Higher Education Platform in Kazakhstan" to identify gender studies courses offered at universities across the country for the 2023–2024 academic year. This Platform is a central repository for accredited higher education programs nationwide, providing a valuable resource for this research. It includes detailed information on course offerings, program descriptions, and academic institutions. To manage the extensive dataset, the authors applied filters to focus on active educational programs, selecting courses listed for the 2023–2024 academic year and excluding inactive or outdated programs. The search encompassed over 5,000 active educational programs available on the Platform. The authors conducted keyword searches using terms such as "gender studies," "feminist studies," "women's studies," "gender sociology," "gender psychology," and other related phrases. This comprehensive search covered over 5,000 educational programs on the Unified Higher Education Platform of Kazakhstan, facilitating the identification of courses integrating gender-related themes across various academic disciplines.

Another research instrument employed in this study was in-depth interviews. Conducted in September 2023, the interviews focused on five central questions regarding the interviewees' experience teaching gender studies courses, teaching methods, program development and organization, challenges faced during course development and teaching, students' perceptions of gender studies courses, and reflections on potential improvements as well as the importance of university administration and faculty support in further developing gender studies programs in Kazakhstan. The structured set of questions, designed to collect detailed information on teaching gender studies courses in Kazakhstan, is presented in Appendix B. The study participants comprised five faculty members with over five years of experience teaching gender studies courses at various universities in Kazakhstan. All interviewees held PhDs or equivalent degrees in social sciences and had completed training or internships at foreign educational institutions. This international exposure allowed them to incorporate diverse literature and perspectives on gender studies into their teaching. The questions were designed to ensure interview consistency while allowing the authors to explore participants' unique experiences.

### **Data Analysis**

The analysis of data collected from the official requests to the institutions about gender studies courses shows that seventy-five universities out of 110 responded with official replies. As responses were received, the data was compiled into a structured database, with each response reviewed for completeness and accuracy. This comprehensive outreach aimed to cover all major institutions and provide a thorough overview of the gender studies courses available in Kazakhstan. The responses provided valuable insights into the current state of gender studies in Kazakhstan, highlighting the diversity and depth of the courses offered.

The authors also cross-verified the information about gender studies courses identified through the “Unified Higher Education Platform in Kazakhstan” with data from university websites, academic catalogs, and official responses to the requests regarding teaching gender studies courses in Kazakhstan. This step ensured the data's accuracy and confirmed the listed courses' availability. After identifying relevant courses, the authors organized the data into a structured format, categorizing courses by academic level (Bachelor's, Master's, PhD) and ECTS credits while also analyzing course descriptions.

This organized data set allowed for a detailed analysis of the scope and diversity of gender studies programs across Kazakhstan. The comprehensive data is presented in Table 1 (Appendix A) and analyzed in the following section.

The data collected from the interviews with lecturers who taught gender studies courses in Kazakhstan were analyzed using categorization and thematic coding, with responses grouped according to recurring themes such as teaching methods, challenges in teaching gender studies (including obstacles like student resistance, managing diverse viewpoints, and addressing sensitive topics), program development and organization, suggestions for improvement, and ideas to enhance gender studies courses. The analysis also considered response variations, reflecting differences in institutional support, student demographics, and cultural contexts. These differences provided valuable insights into the regional and institutional dynamics influencing gender studies education in Kazakhstan.

### **Reliability and Validity**

By upholding research integrity and adhering to ethical practices, the study ensured the reliability of its findings and the respectful treatment of participants. Several strategies were employed to guarantee data trustworthiness, including cross-verification from official sources and systematic data organization. Content analysis and in-depth interviews provided complementary perspectives, enhancing the findings' reliability and depth. The study triangulated data from various sources, including official university responses, online course catalogs, and the Unified Higher Education Platform in Kazakhstan to further validate accuracy and completeness. This approach minimized the risk of errors and inconsistencies. Additionally, the official requests clearly outlined the study's purpose, while follow-up communications underscored the importance of institutional participation in the research.

The thematic coding of interview responses enabled the systematic identification of emerging themes, providing a comprehensive understanding of gender studies education across various institutions. The study adhered to ethical standards throughout the research process. All interview participants provided informed consent, ensuring they were fully aware of the research objectives, methods, and their rights as participants. Confidentiality was strictly maintained, with all personal

information anonymized to protect the identities of interviewees and ensure that their responses were used exclusively for academic purposes.

Overall, the methodologies used in this study allowed the authors to identify numerous gender-related courses, highlighting the increasing integration of gender studies within Kazakhstan's higher education system. The results provide valuable insights into the academic focus on gender issues and emphasize the importance of these courses in fostering gender equality and awareness among students.

### **Findings**

Gender studies are integrated into curricula at various academic levels in Kazakhstan's universities, reflecting a growing emphasis on addressing gender-related issues. The courses offered vary in scope, depth, and interdisciplinary focus, demonstrating the commitment of higher education institutions to advancing gender awareness and equality. Table 1 provides a comprehensive overview of gender studies courses offered at twenty-nine universities across Kazakhstan. These institutions deliver ninety-eight gender-related courses, reflecting the increasing commitment of the Kazakhstani higher education system to address gender issues through academic programs. As summarized in Table 1, gender studies courses in Kazakhstan span various disciplines, including sociology, psychology, linguistics, history, communication, and management. Undergraduate courses, such as "Gender Sociology" and "Gender Psychology," offer foundational knowledge of gender issues and theories, typically carrying 5-6 ECTS credits.

These introductory courses establish a foundation for advanced studies by fostering critical thinking and enhancing gender sensitivity among students. Graduate and PhD-level courses, such as "Gender Policy, Diagnostics and Expertise" and "Theory and Methodology of Studying Gender Aspects of Ethnicity," offer in-depth exploration of gender analysis and research. These advanced courses highlight interdisciplinary approaches, preparing students for academic and professional roles that address gender dynamics. Prominent universities, including al-Farabi Kazakh National University, Abai Kazakh National Pedagogical University, and L.N. Gumilyov Eurasian National University, are at the forefront of integrating gender studies into their academic frameworks. These institutions offer diverse programs across disciplines, comprehensively exploring gender-related topics. For example, al-Farabi Kazakh National University provides courses such as

“Communication Attributes of Sustainable Development and Gender Equality” and “Gender Problems in Social Work,” combining theoretical and practical insights into gender dynamics. Similarly, Almaty Management University’s “Gender Management” course integrates sociology, psychology, law, and political science, highlighting the interdisciplinary nature of gender studies. Some universities in Kazakhstan collaborate with global institutions, such as Sofia University and Peoples’ Friendship University of Russia, to enhance the credibility and depth of their programs. These international partnerships help incorporate global perspectives into gender studies curricula.

Additionally, Kazakhstan’s universities are dedicated to embedding gender studies into their educational offerings. These programs equip students to address gender-related challenges and advocate for societal equality by adopting interdisciplinary approaches and emphasizing practical competencies. The authors’ analyses reveal that Kazakhstan’s higher education institutions firmly commit to integrating gender studies into their curricula. The diverse range of courses, interdisciplinary methodologies, and emphasis on practical skill development underscores the value placed on gender studies. These universities foster academic and professional growth by providing varied gender-related programs, preparing students to advance gender equality and tackle gender-related issues. As these initiatives progress, they are poised to drive meaningful social and cultural changes within Kazakhstan and beyond.

In this study, the authors also conducted in-depth interviews with five faculty members, each possessing over five years of experience teaching gender studies courses at various universities in Kazakhstan. These individuals, holding PhDs or equivalent qualifications in social sciences, taught courses such as “Sociology of Gender,” “Gender Problems in Social Work,” “Gender Linguistics,” “Gender Policy in Kazakhstan,” and “Gender Economics.” The courses were offered at al-Farabi Kazakh National University, Almaty Management University, KIMEP University, Kazakh-American Free University (KAFU), Kazakh-German University, Kazakh National Teacher Training University, and Narxoz University.

Key findings from the in-depth interviews reveal that teaching methods for gender studies courses include lectures, seminars, literature analysis, research projects, case studies, visual and audiovisual materials, interactive approaches, and guest lectures. Faculty members utilized diverse visual materials such as international documents on gender equality and media analyses,

including representations of women in mass media, magazines, books, news articles, and posters. One interviewed expert noted, *“While teaching gender disciplines, we examined a wide range of statistical data, particularly on gender issues in the social sphere. Students also worked on various cases, watched films addressing gender equality, completed group projects, participated in discussions, and wrote essays.”*

Interviewees observed that not all educators and university administrators in Kazakhstan are gender-conscious, with most gender studies lecturers being women. They emphasized the need for lecturers to develop gender consciousness and avoid gender blindness, highlighting the importance of university administration and faculty support in advancing gender studies in Kazakhstan. Developing and teaching gender studies courses in Kazakhstan faces several challenges from societal and institutional dynamics. The absence of standardized curricula and resources complicates course development, as educators often depend on limited local materials or must adapt international resources to the Kazakhstani context. Institutional support is inconsistent, with some universities providing strong backing for gender studies programs while others allocate minimal resources or prioritize other academic areas.

Furthermore, faculty members encounter challenges due to limited professional development opportunities or training in gender and feminist pedagogy. One interviewed lecturer highlighted a notable challenge, *“The absence of standardized curricula and resources is a significant issue. We often must adapt international materials to the local context or rely on limited local content, which can be time-consuming and less effective in meeting our students’ needs.”* Another interviewed lecturer stated, *“Institutional support is very important for developing and teaching gender studies. Additionally, there is a noticeable lack of professional development opportunities or training in gender and feminist pedagogy in the country. Consequently, many educators struggle to stay updated with global perspectives, essential for advancing gender education in Kazakhstan.”*

The interviewed lecturers reported that students typically respond positively to gender studies courses in Kazakhstan, valuing the opportunity to engage with critical social issues. Insights gathered from the interviews reveal that students often perceive these courses as eye-opening and transformative, offering them fresh perspectives on gender dynamics and their broader societal

implications. Many students conveyed to their instructors that participating in these courses empowered them, helping them develop essential skills in critical thinking, analysis, and advocacy. They expressed confidence that these skills would benefit their future careers, enhancing their professional and personal growth.

Data obtained from interviews also show that female students exhibit a considerably higher level of interest in gender studies compared to their male counterparts. The findings suggest that more women are enrolling in these courses, reflecting a gender disparity in Kazakhstan's engagement with and commitment to gender-related academic disciplines. Furthermore, interviewed experts observed that male students from South and West Kazakhstan tend to display lower tolerance toward gender-related programs and topics discussed during the course than their peers from other regions. Addressing LGBT issues and radical feminism in lectures remains particularly challenging, underscoring the necessity for a thoughtful and respectful approach to introducing these topics in the country. This regional variation in attitudes toward gender studies highlights the critical need for culturally sensitive strategies when designing and implementing these courses in Kazakhstan. An interviewee remarked, *"Male students tend to be less sensitive to issues of gender inequality compared to female students. Their attitudes toward gender policy also vary depending on their region. Differences in perspectives can be observed between students from urban and rural areas and among students from Kazakhstan's southern and western regions, where gender stereotypes, particularly those held by male students, are more prevalent."* An interviewed lecturer also noted, *"Discussing LGBT topics and radical feminism during lectures presents challenges in Kazakhstan. These subjects frequently elicit strong reactions, necessitating a sensitive approach. It is essential to address these topics respectfully and thoughtfully, particularly within our country's cultural and societal context."*

Interviewees highlighted that most gender studies courses are elective and are typically offered at the bachelor's level during the first or second year of study. While interviewed, lecturers emphasized the importance of introducing these courses early and suggested that offering gender studies starting from the third year would be more effective. This approach would enable students to establish a solid foundation in their earlier years, better equipping them to engage with the complex and interdisciplinary nature of gender studies. Adopting such a strategy could improve

the effectiveness and impact of these courses, ensuring students are more prepared and receptive to these essential topics as they advance in their academic pursuits.

The experts interviewed proposed several critical enhancements to improve gender studies programs in Kazakhstan. They emphasize the importance of ongoing education and advocacy efforts to overcome resistance in segments of the academic community where traditional gender stereotypes and cultural norms remain influential. Furthermore, the experts stressed addressing resource constraints by encouraging universities to prioritize increased funding, ensuring access to comprehensive teaching materials, and providing specialized training for faculty. These measures are essential to enhancing the capacity and effectiveness of gender studies courses. The role of university administration is crucial to successfully implementing gender studies programs. Institutions where the administration actively supports gender studies tend to have more robust and effective programs. Administrative and faculty support encompasses securing funding, allocating resources, and promoting gender equality initiatives throughout the campus. Interviewees emphasized the importance of developing and implementing policies that support teaching gender studies. These policies should encompass curriculum development, faculty training, research facilitation, and student support services. According to the interviewed lecturers, universities with clear gender policies are better equipped to integrate gender studies into their academic frameworks. The interviewed lecturer stated, *“Universities with well-defined gender policies are considerably better positioned to integrate gender studies into their academic framework. These policies provide a solid foundation, ensuring institutional support, appropriate resource allocation, and clear guidance for incorporating gender-related topics into curricula.”* Another interviewed lecturer said, *“Supportive university administration and faculty foster an environment where gender studies are accepted and promoted, encouraging academic engagement across disciplines.”*

Additionally, interviewees believe increasing experiential learning components—such as case studies, guest speakers from diverse backgrounds, and community projects—could enhance the course’s effectiveness. Looking ahead, they expressed a strong desire to expand and diversify gender studies programs across Kazakhstan, particularly in specific regions. This expansion includes developing new courses that address emerging gender issues, fostering interdisciplinary collaborations, and incorporating global perspectives on gender equality. Another key priority is

strengthening the focus on research and advocacy. Interviewees emphasized the need for more research on local gender issues and the development of initiatives that could influence policy and societal attitudes. Universities are viewed as crucial drivers of this change. Overall, the interviews provide a comprehensive understanding of the current state of gender studies in Kazakhstan's higher education institutions.

### **Discussion, Conclusion and Implications**

The findings indicate that gender studies are progressively integrated into Kazakhstan's higher education system, spanning various academic levels and disciplines. Undergraduate courses provide foundational knowledge, while graduate and Ph.D.-level courses focus on advanced gender analysis and research. These programs adopt interdisciplinary approaches from sociology, psychology, linguistics, and management to foster critical thinking and equip students with the practical skills to address gender-related challenges. Leading universities in Kazakhstan are at the forefront of embedding gender studies within their curricula. Some institutions collaborate with international universities to enhance the depth and credibility of their programs, incorporating global perspectives.

However, challenges remain, including the absence of standardized curricula and resources, limited institutional support, and a lack of professional development opportunities for faculty. Interviews with experienced lecturers reveal various teaching methods employed in gender studies programs, including interactive techniques such as case studies, group projects, and discussions. Interviewees stressed the pivotal role of university administration in fostering gender programs in Kazakhstan. Institutions with well-defined gender policies and strong administrative support are more effectively positioned to implement successful programs. To advance gender studies, experts recommend securing additional funding, expanding resources, offering faculty training, and developing policies that actively promote gender initiatives within academic institutions.

The results of this study directly address the research questions and offer valuable insights into the integration and potential improvements of gender studies within Kazakhstan's higher education system. The findings provide a comprehensive understanding of how gender studies are currently embedded in university curricula, faculty perceptions of these courses, and the opportunities for further development. The current study builds upon existing theories of gender studies education

by reinforcing the importance of integrating gender perspectives across academic curricula, as highlighted by global scholars such as Pearson and Rooke (1993) and Statham et al. (1991). These studies highlight the transformative potential of teaching gender studies in promoting equity, inclusivity, and critical awareness. The study also aligns with Threadgold's (2010) insights on the interdisciplinary nature of gender studies, evident in Kazakhstan's integration of gender topics across disciplines such as sociology, psychology, and linguistics.

However, the current study challenges the universality of established approaches by revealing unique regional challenges faced in Kazakhstan. Interviewees highlighted cultural resistance to topics such as LGBT rights and feminism, emphasizing the need for culturally sensitive approaches in implementing gender studies. These challenges align with the findings of Aslam and Khan (2023), who advocate for the indigenization of gender studies curricula to ensure relevance within local contexts.

Furthermore, the study addresses a gap in global research by offering valuable insights into the opportunities specific to post-Soviet and Central Asia contexts, thereby contributing to the broader discourse on teaching gender studies in the region. This study also underscores the critical role of institutional support in fostering robust gender studies programs, a point emphasized by Walters and Manicom (1996). The findings reveal that universities with clear gender policies and administrative backing are better positioned to develop comprehensive and impactful gender studies curricula. This emphasis on institutional dynamics provides practical recommendations for enhancing gender studies education, especially in regions with limited resources and societal resistance. However, key differences are highlighted by challenges unique to Kazakhstan, such as the lack of standardized curricula and resistance to discussing specific gender topics. These challenges contrast with contexts where gender studies have long been institutionalized, such as in Sweden, where scholars like Fahlgren et al. (2016) focus on maintaining the field's dynamism rather than addressing foundational barriers. Nonetheless, Kazakhstan's collaboration with global institutions, such as Sofia University "St. Kliment Ohridski" and other institutions, demonstrates a concerted effort to incorporate international best practices.

The Verge et al. (2017) study underscores the critical role of gender competence training for educators to overcome gender blindness. In Kazakhstan, the absence of professional development

opportunities in gender and feminist pedagogy presents a parallel barrier. Without targeted training, educators may lack the tools to effectively incorporate gender perspectives into their teaching, perpetuating gender-neutral curricula. The emphasis on training programs in the Spanish study (Verge et al., 2017) suggests that Kazakhstan could benefit from structured faculty development initiatives to build the capacity of educators and foster institutional change. In Kazakhstan, committed faculty members are central to designing and delivering gender studies courses, often navigating institutional and societal resistance. Similarly, the Spanish case demonstrates how feminist academics leverage action research to advocate for curricular reforms (Verge et al., 2017). In both contexts, the success of gender mainstreaming efforts hinges on the agency and persistence of individuals, particularly in environments where institutional support is limited or absent.

The findings in Kazakhstan reveal regional and cultural variations in attitudes toward gender studies. Male students from southern and western regions display lower tolerance for gender-related topics. This echoes the observations in Verge et al.'s (2017) study, where resistance to gender reforms is deeply entrenched in institutional cultures and societal norms. Both studies emphasize the need for culturally sensitive curriculum design and implementation approaches. Furthermore, Kazakhstan's universities are making strides in offering interdisciplinary and innovative courses, such as "Gender Policy, Diagnostics and Expertise" and "Gender Management." These programs correspond to the recommendations in the Verge et al. (2017) study to integrate gender perspectives across disciplines. However, the findings suggest that the Kazakhstani higher education system must address resource constraints, enhance institutional commitment, and prioritize experiential learning components, such as case studies and community projects.

Watson-Canning's study (2020) emphasizes the role of teachers as curricular gatekeepers, shaping students' engagement with gender perspectives. Similarly, in Kazakhstan, the success of gender studies programs often depends on individual faculty members' commitment to integrating gender perspectives into their teaching. The current study's findings reveal that while faculty members in Kazakhstan employ diverse teaching methods, such as seminars, case studies, and visual materials, the absence of standardized curricula causes educators to adapt materials to local contexts. This

mirrors the compensatory methods used by teachers in Watson-Canning's study (2020) to address gender disparities in traditional curricula.

Both studies highlight student resistance as a significant barrier to effective gender education. In Kazakhstan, students from specific regions exhibit lower tolerance for gender-related topics, similar to the resistance observed in Watson-Canning's study (2020). This resistance, rooted in cultural norms and gender stereotypes, underscores the need for culturally sensitive teaching strategies. Watson-Canning's concept of a "diffracted curriculum" (Watson-Canning, 2020), where student responses reshape teaching outcomes, is particularly relevant in Kazakhstan. Faculty members must navigate this resistance thoughtfully, using interactive approaches to foster dialogue and reflection. Moreover, Kazakhstan's higher education institutions demonstrate the transformative potential of gender studies, with students reporting enhanced critical thinking and advocacy skills. This conforms to Watson-Canning's (2020) observation that gender-inclusive curricula can challenge traditional norms and empower students. However, both studies emphasize the importance of ongoing advocacy to address resistance and foster institutional change. In Kazakhstan, this includes expanding research on local gender issues and incorporating global perspectives into teaching, similar to the action-oriented approaches suggested in Watson-Canning's work (2020).

In Bhutan, the lack of explicit gender policies and inadequate teacher training hampers the implementation of gender-sensitive pedagogy (Yuden et al., 2020). Similarly, Kazakhstan's higher education institutions face challenges such as inconsistent institutional support and limited professional development opportunities for educators. Both contexts demonstrate the need for clear policies and resource allocation to standardize and sustain gender-focused educational initiatives. The Bhutanese study identifies traditional teaching methods and gender-insensitive classroom practices as barriers to equity, emphasizing the need for professional development in gender-responsive pedagogy (Yuden et al., 2020). Kazakhstan shares this challenge, with educators often relying on limited or adapted international materials due to insufficient training in gender and feminist pedagogy. The findings from both contexts suggest that enhancing educator capacity is critical for creating inclusive learning environments.

Additionally, the Bhutanese study reveals that a lack of gender sensitivity in pedagogy undermines girls' participation and confidence, perpetuating gender disparities (Yuden et al., 2020). Both contexts, Kazakhstan and Bhutan, highlight gender disparities in student engagement, with male students often resisting gender-focused topics. Addressing these disparities requires intentional efforts to create supportive and inclusive learning environments. The current study also shows that Kazakhstan's gender studies programs adopt interdisciplinary methodologies, integrating sociology, psychology, history, and communication to provide comprehensive insights into gender dynamics. This approach is consistent with the Bhutanese study's call for curricular reform to include gender studies as a core component (Yuden et al., 2020).

Overall, the current study contributes to the global discourse on teaching gender studies by building on existing theories and addressing the unique cultural, institutional, and societal dynamics that shape gender studies education in the region. By comparing the findings with global trends, the study highlights the commonalities and distinct challenges of implementing gender studies, offering valuable insights for advancing gender studies education worldwide.

By addressing the study's objectives, this research contributes to the growing body of knowledge on gender studies education, offering valuable insights into the current landscape of gender studies in Kazakhstan and providing recommendations for future development. Through the analysis of course offerings, teaching methods, and institutional dynamics, it becomes clear that universities in Kazakhstan are committed to fostering gender awareness and equality. Ninety-eight gender-related courses are offered across 29 higher educational institutions in Kazakhstan. These courses span from foundational undergraduate programs to advanced graduate and doctoral Ph.D. studies, reflecting an interdisciplinary approach that equips students with critical thinking and practical skills to address gender-related issues. Collaborations with international institutions further enhance the credibility and scope of these programs. However, the study identifies essential challenges, including the lack of standardized curricula, limited resources, inconsistent institutional support, and cultural resistance to specific gender topics such as LGBT rights and feminism. These obstacles hinder the full potential of gender studies programs and emphasize the need for more culturally sensitive approaches tailored to Kazakhstan's unique societal context. This study has several limitations, including its focus on a limited number of universities and interviews with a small sample of educators. Future research should expand the sample size and

include perspectives from students, policymakers, and administrative staff to provide a more comprehensive understanding of gender studies in Kazakhstan.

Additionally, investigating the long-term impacts of these courses on students' professional and societal roles would offer valuable insights into the effectiveness of gender studies education. Future studies should also examine strategies to overcome resistance to gender studies, particularly in more conservative regions of Kazakhstan, and examine how interdisciplinary approaches can be optimized. It will be essential to assess the role of international collaborations in shaping curricula and identify best practices for faculty training and professional development. In conclusion, while gender studies in Kazakhstan have made considerable progress, continued efforts in education, advocacy, and institutional support are necessary. Addressing these challenges will advance gender studies and contribute to broader social and cultural transformations.

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## Appendix A

Table 1

*List of Universities in Kazakhstan Where Gender Courses were Taught in the 2023-2024 Academic Year*

#	University	Name of the discipline (course)	Short description of the discipline (course)
1	Abai Kazakh National Pedagogical University  Almaty city	<p><b>“Gender Sociology”</b></p> <p>Elective discipline, 6 ECTS credits</p> <p>Bachelor’s degree</p>	<p>This course offers a comparative analysis of sociological perspectives on the national history of Kazakhstan. It examines the social works of prominent Kazakh democratic scholars, including A. Kunanbayev, A. Baitursynov, M. Zhumabayev, and A. Bokeikhanov. The course also includes a comparative analysis of the social contributions of notable Russian scholars and the works of influential Western European thinkers. Additionally, the course explores society's gender perspective, fundamental concepts of gender studies, the development of gender awareness, and the importance of personal self-improvement.</p>
		<p><b>“Gender psychology”</b></p> <p>Elective discipline, 3 ECTS credits</p> <p>Bachelor degree</p>	<p>Gender psychology examines the formation and development of individual characteristics as shaped by sexual differentiation, focusing on the contrast between the personal qualities of men and women and their social roles and status. Like other gender-oriented disciplines such as gender sociology, gender history, and gender philosophy, gender psychology emerged from the interdisciplinary field of gender studies. The structure of gender psychology encompasses the psychology of gender differences, gender socialization, and the psychology of gender relations.</p>
		<p><b>“Gender History: Historiography and Sources”</b></p> <p>Elective discipline</p> <p>Bachelor’s degree</p>	<p>This course explores the history of gender, the social status of men and women in society, and their evolution under specific conditions and key socio-demographic factors. Course content includes basic concepts, history, and categories of gender studies, as well as an examination of feminism and the Women's Movement of the late 1960s. The feminist discourse of the second half of the 20th century will focus on influential figures such as S. de Beauvoir, B. Friedan, K. Gilligan, K. Millett, J. Butler, N. Chodorow, and Y. Kristeva. Competencies to be developed include enhancing students' understanding of the cultural diversity of the modern world about gender and the independent application of quantitative and qualitative methods to research gender history and key issues in gender studies.</p>
2	Akhmet Baitursynuly Kostanay Regional University	<p><b>“Psychology of gender differences”</b></p>	<p>The course program aims to develop students' understanding of the essential theoretical and methodological aspects of gender identification. The</p>

	<p>Kostanai city</p>	<p>Major discipline, 5 ECTS credits</p> <p>The educational program in which the discipline is taught: “6B01101 Pedagogy and Psychology”</p> <p>Bachelor degree</p>	<p>curriculum explores the biological mechanisms of sexual differentiation and the cultural and historical factors influencing gender differences. Additionally, the course examines the specifics of family and non-family sources of gender-role socialization. Through the course content, students will gain insights into gender differentiation and stratification, enabling them to develop skills for approaching students differently based on gender differences.</p>
		<p><b>«Psychology of gender differences»</b></p> <p>Major discipline, 5 ECTS credits</p> <p>The educational program in which the discipline is taught: “6B03101 Psychology”</p> <p>Bachelor’s degree</p>	<p>The discipline introduces students to the fundamental concepts and issues in gender psychology while also developing their skills in conducting gender analysis of socio-psychological processes and phenomena.</p>
		<p><b>“Gender linguistics”</b></p> <p>Major discipline, 5 ECTS credits</p> <p>The educational program in which the discipline is taught: “8D02301 Kazakh Philology”</p> <p>PhD degree</p>	<p>The discipline is designed for doctoral students to master the theoretical foundations of gender linguistics. This course covers the introduction of the term "gender" into scientific discourse, the formation and development of gender linguistics, the contributions of both foreign and Kazakh scholars to gender studies, the cognitive aspects of gender linguistics, and the reflection of gender classification at various language levels.</p>
<p><b>3</b></p>	<p><b>al-Farabi Kazakh National University</b></p> <p>Almaty city</p>	<p><b>“Communication attributes of sustainable development and gender equality”</b></p> <p>Major discipline, 5 ECTS credits</p> <p>The educational program in which the discipline is taught: “6B03203 Public Relations”</p> <p>Bachelor’s degree</p>	<p>The discipline aims to develop students' ability to engage in communications that address the main problems of humankind. The course provides tools and resources to support the Sustainable Development Goals and explain gender equality agendas. It also demonstrates how to create informational involvement in discussing the global and regional agenda based on the recognized principles of the UN, UNESCO, and regional institutional structures.</p>

		<p><b>“Sociology of Gender”</b></p> <p>Major discipline, 6 ECTS credits</p> <p>The educational program in which the discipline is taught: “6B03101 Sociology”</p> <p>Bachelor’s degree</p>	<p>The course aims to form an understanding of the main categories of the sociology of gender. It covers leading theories and concepts in the sociological study of gender relations, including functionalism, interpretive paradigms, ethnomethodology, feminism, and psychoanalysis. The course also addresses the main problems of gender relations in society, methods of sociological research, and the development and direction of state policies aimed at achieving gender equality.</p>
		<p><b>“Gender Psychology”</b></p> <p>Basic discipline, 5 ECTS credits</p> <p>The educational program in which the discipline is taught: “6B03107 Psychology”</p> <p>Bachelor’s degree</p>	<p>The discipline aims to develop competencies in gender analysis of socio-psychological processes and phenomena, providing students with a strong foundation in the theoretical and methodological aspects of the gender approach. It explores various perspectives on the nature and content of gender, factors affecting gender perceptions, the selection of gender roles, the development of gender identity, and the characteristics of gender stereotypes and their effects on consciousness and behavior. The course also covers diagnostic methods in gender psychology.</p>
		<p><b>“Gender Problems in Social Work”</b></p> <p>Basic discipline, 5 ECTS credits</p> <p>The educational program in which the discipline is taught: “6B11401 Social Work”</p> <p>Bachelor’s degree</p>	<p>The discipline focuses on developing an understanding of various interdisciplinary approaches to addressing gender issues, as well as recognizing the role of social factors in gender-related concerns within social work practice. Students will learn to integrate and critically analyze gender issues in social work, enhancing their ability to apply gender-sensitive approaches in their professional practice.</p>
		<p><b>“Feminist Cultural Studies”</b></p> <p>Basic discipline, 5 ECTS credits</p> <p>The educational program in which the discipline is taught: “6B03102 Cultural studies”</p> <p>Bachelor degree</p>	<p>The discipline aims to equip students with the ability to assess the history of gender development and feminist cultural ecology. It fosters a critical approach to studying gender issues and women's studies while helping students understand the main theories of gender, feminism, and masculinity. Additionally, students will apply key elements of gender issues in societal and cultural contexts.</p>

		<p><b>“Gender and Women’s Studies in Humanities”</b></p> <p>Basic discipline, 5 ECTS credits</p> <p>The educational program in which the discipline is taught: “6B03102 Cultural studies”</p> <p>Bachelor’s degree</p>	<p>The discipline aims to develop students’ ability to assess the history of gender development within feminist cultural ecology. It aims to form a critical approach to the study of gender and women’s issues, foster an understanding of the main theories of gender, feminism, and masculinity, and enable students to apply key elements of gender issues in societal and cultural contexts.</p>
		<p><b>“Anthology and Methodology of Gender Research”</b></p> <p>Basic discipline, 5 ECTS credits</p> <p>The educational program in which the discipline is taught: “7M03104 Cultural Studies”</p> <p>Master’s degree</p> <p><b>Partner university - Sofia University “St. Kliment Ohridski”</b></p>	<p>The purpose of the discipline is to develop undergraduates’ ability to apply methodological principles and conceptual approaches in analyzing and interpreting gender aspects. It focuses on the distinctive features of theoretical and methodological approaches in the study of gender relations in modern society, addressing issues such as gender differences, gender strategies, gender equality, gender tolerance, and intolerance, as used in cultural studies.</p>
		<p><b>“Gender Literary Studies”</b></p> <p>Basic discipline, 5 ECTS credits</p> <p>The educational program in which the discipline is taught: “7M02315 Russian Philology”</p> <p>Master degree</p> <p><b>Partner university - Peoples’ Friendship University of Russia (PFUR)</b></p>	<p>The discipline aims to develop the ability to conduct gender studies in literary criticism and identify the social configurations of "female" and "male" in literary texts. It also focuses on forming text analysis skills regarding the manifestation of masculinity and femininity, particularly through male and female stereotypes in texts. The course is designed to study key problems and concepts of gender theory and methods of text analysis.</p>

		<p><b>“Gender and Media”</b></p> <p>Major discipline, 5 ECTS credits</p> <p>The educational program in which the discipline is taught: “7M03203 International journalism”</p> <p>Master’s degree</p>	<p>The discipline aims to train undergraduates in selecting topics, preparing, and processing draft publications considering gender roles and stereotypes. The course seeks to develop skills in managing interactions with the external environment, understanding the influence of media on the formation of gender identity, analyzing and monitoring social and cultural norms, and mastering gender journalism and a gender approach in media coverage. Key aspects of the study include models of gender behavior, the development of gender competence, and the use of indicators of gender sensitivity.</p>
		<p><b>“Gender aspects of communication in the digital society of Kazakhstan”</b></p> <p>Major discipline, 5 ECTS credits</p> <p>The educational program in which the discipline is taught: “7M03204 Public Relations”</p> <p>Master’s degree</p> <p><b>Partner university - Sofia University “St. Kliment Ohridski”</b></p>	<p>The discipline aims to develop undergraduates' ability to correct gender asymmetry in modern realities using public relations. The course teaches how to apply communication tools to balance the reflection of images of men and women. It covers the type of behavior in social networks, the emotional balance of messages for men and women, and the means of objectifying the gender issue.</p>
		<p><b>“Gender Policy, Diagnostics and Expertise”</b></p> <p>Major discipline, 5 ECTS credits</p> <p>The educational program in which the discipline is taught: “7M11404 Social Policy and Management”</p> <p>Master’s degree</p>	<p>The purpose is to form knowledge of the basic concepts and methods of gender policy, methodological approaches to conducting gender expertise, and skills for independent work in this area. The training includes concepts and methods of gender policy, gender social statistics, and methodological approaches to conducting gender expertise.</p>
		<p><b>“Conflict and gender”</b></p> <p>Basic discipline, ECTS 5 credits</p>	<p>The discipline aims to develop skills in applying the methodology and principles of gender conflictology in professional research activities, systematizing the determinant factors of conflict interaction in gender relations, and using modeling technologies and mechanisms for resolving gender conflicts.</p>

		<p>The educational program in which the discipline is taught: “7M03108 Conflict Studies”</p> <p>Master’s degree</p>	
		<p><b>“Gender linguistics”</b></p> <p>Major discipline, 5 ECTS credits</p> <p>The educational program in which the discipline is taught: 7M02312 Foreign philology (Western Lang.)</p> <p>Master’s degree</p>	<p>The discipline aims to develop the ability to understand the influence of gender stereotypes on language structures, communication, and social consciousness, as well as to develop skills in analyzing and critical thinking about gender aspects of language when conducting research and writing scientific papers. The course explores the influence of gender on language and the role of language in forming gender identity, stereotypes, and discrimination.</p>
		<p><b>“Gender Education: traditions and experience”</b></p> <p>Basic discipline, 5 ECTS credits</p> <p>The educational program in which the discipline is taught: “7M01101 Pedagogics and Psychology”</p> <p>“7M01102 Pedagogy and Psychology”</p> <p>Master’s degree</p>	<p>The purpose of the discipline is to form a theoretical and practical basis for gender education while preserving traditions and adapting to the dynamics of social processes and new gender behaviors of men and women both globally and in Kazakhstan. The discipline aims to examine the process of assimilating the cultural system and the influence of scientific and professional activities on family relations, with a focus on assessing and modeling social changes.</p>
		<p><b>“Theory and methodology of studying gender aspects of ethnicity”</b></p> <p>Major discipline, 5 ECTS credits</p> <p>The educational program in which the discipline is taught: “7M02220 Ethnology and anthropology”</p> <p>Master’s degree</p>	<p>The course aims to introduce the basics of genderology as a scientific discipline with an ethnological orientation. It will focus on understanding the gender aspects of the functioning of traditional cultures within ethnic groups and exploring their transformation over time.</p>

		<p><b>“Gender Interaction Dynamics”</b></p> <p>Major discipline, 5 ECTS credits</p> <p>The educational program in which the discipline is taught: “8D03107 Psychology”</p> <p>PhD degree</p>	<p>This course aims to develop the ability to critically analyze and interpret practices in gender psychology. Doctoral students will gain an understanding of the role of the systems approach in the methodological and critical analysis of psychological theories, focusing on gender similarities and differences in the achievements of both foreign and Kazakhstani research in gender communication.</p>
4	<p><b>Almaty Management University</b></p> <p>Almaty city</p>	<p><b>“Gender management”</b></p> <p>Major discipline, 5 ECTS credits</p> <p>The educational program in which the discipline is taught: “7M04101 Management”</p> <p>Master’s degree</p>	<p>The course aims to form a comprehensive understanding of one's gender potential and the basics of effective interaction with employees in organizations through a gender lens. This discipline will enable undergraduates to develop gender competence for more productive professional activities, raise awareness of existing gender barriers at the micro, meso, and macro levels, and equip them with strategies to overcome these barriers. The course content is interdisciplinary, combining management, economics, psychology, sociology, law, and political science.</p>
		<p><b>“Research in HR (gender issues)”</b></p> <p>Major discipline, 3 ECTS credits</p> <p>The educational program in which the discipline is taught: “8D04102 Business Administration (DBA)”</p> <p>PhD degree</p>	<p>The discipline allows students to:</p> <ul style="list-style-type: none"> <li>- Master basic practical skills in human resource management in modern organizations.</li> <li>- Study the fundamental methods of human resource management, depending on the company's strategy, and assess the effectiveness of human resource management.</li> <li>- Explore practical experiences in personnel management within modern organizations and examine the connection between a company's strategy and human resource management tools.</li> <li>- Address gender issues within the context of human resource management.</li> </ul>
5	<p><b>Astana International University</b></p> <p>Astana city</p>	<p><b>“Gender psychology”</b></p> <p>Major discipline, 4 ECTS credits</p> <p>The educational program in which the discipline is taught: “6B03103 Psychology”</p> <p>Bachelor’s degree</p>	<p>This discipline aims to:</p> <ul style="list-style-type: none"> <li>- Develop an understanding of gender, the gender system, and prospects for gender development.</li> <li>- Foster a culture of communication with clients.</li> <li>- Highlight the importance of gender characteristics in psychological work, including consulting and diagnostic processes, as a key factor influencing results.</li> </ul>

		<p><b>“Family Law”</b></p> <p>Major discipline, 3 ECTS credits</p> <p>The educational program in which the discipline is taught: “6B04202 International law”</p> <p>Bachelor’s degree</p>	<p>This discipline aims to:</p> <ul style="list-style-type: none"> <li>- Study the norms governing family-related legal institutions such as marriage, childhood, motherhood, and fatherhood.</li> <li>- Provide systematic knowledge on the legal regulation of property and personal non-property relations between family members.</li> <li>- Examine the legal aspects of implementing family and gender policy in Kazakhstan.</li> <li>- Foster respect for family values and instill skills for professional behavior in relationships across different nationalities, cultures, and religions.</li> <li>- Develop the ability to assess situations in various areas of interpersonal and social communication, promoting systematic professional development.</li> </ul>
6	<p><b>Esil University</b></p> <p>Astana city</p>	<p><b>“Scientific research in the field of genderology and feminology (women’s studies)”</b></p> <p>Major discipline, 5 ECTS credits</p> <p>The educational program in which the discipline is taught: “7M11401 Social work”</p> <p>Master’s degree</p>	<p>The discipline aims to:</p> <ul style="list-style-type: none"> <li>- Develop a holistic understanding of the specificity of men and women as subjects of social practice.</li> <li>- Provide knowledge on the ways and forms of their interaction in various life situations.</li> <li>- Focus on preventing gender conflicts within family and professional environments.</li> </ul>
7	<p><b>Eurasian Humanitarian Institute named after A.K. Kusainov</b></p> <p>Astana city</p>	<p><b>“Gender Research in Pedagogy”</b></p> <p>Major discipline, 6 ECTS credits</p> <p>The educational program in which the discipline is taught: “6B01102 Pedagogy and Psychology”</p> <p>Bachelor’s degree</p> <p><b>Partner university – Bolu Abant Izzet Baysal University</b></p>	<p>The discipline covers a wide range of issues related to studying gender relations. It examines the history of the emergence and development of gender studies within psychology. Additionally, it addresses key institutions, factors, and content of gender socialization.</p>
8	<p><b>“Kainar” Academy</b></p>	<p><b>“Gender Psychology”</b></p>	<p>-</p>

	Almaty city	The educational program in which the discipline is taught: “6B031 Social Sciences”	
		<p>“Gender Psychology”</p> <p>The educational program in which the “6B032 Journalism”</p>	-
9	<p><b>Karaganda Buketov University</b></p> <p>Karaganda city</p>	<p>“Gender management”</p> <p>Basic discipline, 5 ECTS credits</p> <p>The educational program in which the discipline is taught: “6B04102 State and local government”</p> <p>Bachelor’s degree</p>	Mastering theoretical and practical knowledge sufficient to have an idea about gender characteristics in approaches to power, about the behavior patterns of men and women managers in managerial activities and considering gender as one of the basic principles of social stratification in society, influencing all relations in the field of labor, economics, and managerial activities.
		<p>“Gender sociology”</p> <p>Basic discipline, 5 ECTS credits</p> <p>The educational program in which the discipline is taught: “6B03101 Sociology”</p> <p>Bachelor’s degree</p>	The course introduces the most important topics and theoretical directions in the sociology of gender. It is built on the study of sociological theories and gives an idea of modern concepts of social gender. The main attention is paid to the dynamics of changes in the basic concepts and theoretical schemes imported into the sociology of gender from various sociological trends—positivism, functionalism, interpretive paradigm, ethnomethodology, feminism, and psychoanalysis.
		<p>“Gender policy in Kazakhstan”</p> <p>Basic discipline, 6 ECTS credits</p> <p>The educational program in which the discipline is taught: “6B03103 Political science”</p> <p>Bachelor’s degree</p>	The discipline aims to study information about the rights, statuses, and roles of men and women worldwide and in Kazakhstan. It uses a gender approach focused on forming and approving a policy of equal, gender-neutral opportunities for self-realization in various spheres of socio-political life.

		<p><b>“Fundamentals of gender education”</b></p> <p>Basic discipline, 5 ECTS credits</p> <p>The educational program in which the discipline is taught: “6B01801 Social pedagogy and self-knowledge”</p> <p>Bachelor’s degree</p>	<p>The discipline's content includes the content, goals, motives, and functions of gender education. The purpose of studying the discipline is to master the knowledge and fundamentals of gender socialization and gender education. The training results in the possession of gender education technologies in the socio-pedagogical work system. Formation of gender behavior based on gender attitudes.</p>
		<p><b>“The gender factor in world politics”</b></p> <p>Major discipline, 5 ECTS credits</p> <p>The educational program in which the discipline is taught: “6B03105 International Relations”</p> <p>Bachelor’s degree</p>	<p>The course aims to systematize the basic principles and techniques of diplomatic negotiations. It includes issues of psychological preparation and practical aspects of implementing the negotiation process based on interactive methods. Special attention is paid to analyzing the Republic of Kazakhstan's national negotiation and diplomatic activity styles.</p>
		<p><b>“Psychology of gender ”</b></p> <p>Basic discipline, 5 ECTS credits</p> <p>The educational program in which the discipline is taught: 6B03106 Psychology</p> <p>Bachelor’s degree</p>	<p>It is studied to form knowledge about the psychological characteristics of men and women, patterns of gender socialization, and gender stereotyping. The issues of manifestations of sexism in various spheres of human activity are considered.</p>
<p><b>10</b></p>	<p><b>Karaganda University of Kazpotrebsouz</b></p> <p>Karaganda city</p>	<p><b>“Genderology and feminology (women’s studies)”</b></p> <p>Major discipline, 5 ECTS credits</p> <p>The educational program in which the discipline is taught: “6B11404 Social work”</p>	<p>The content of the course reveals the scientific understanding of the nature and main types of social relations and relations between men and women, the role of women in economics, politics, family, culture, religion, the specifics of the categorical apparatus of gender and women’s studies (feminology), gender roles in society, the essence of feminism as socio-political movements for the rights and freedoms of women, as a prerequisite for the institutionalization of gender studies, gender stratification, and socialization. The discipline builds knowledge of the</p>

		Bachelor’s degree	activities of international and domestic organizations for the protection of the rights of women and children.
		<p><b>“Social work with women”</b></p> <p>Major discipline, 5 ECTS credits</p> <p>The educational program in which the discipline is taught: “6B11404 Social work”</p> <p>Bachelor’s degree</p>	The course is focused on developing knowledge about the features of social status and the role of women in the economy, politics, family, culture, religion, and the specifics of their social problems. The discipline reveals the state policy toward women, the activities of state and non-governmental organizations on social work with women in Kazakhstan, and forms the competence of group and individual psychosocial work with women with many children, young and single mothers, women victims of religious extremism, domestic and sexual violence, maladjusted women, the unemployed, wives of military personnel, women with disabilities, and women in prisons and those recently released.
11	<p><b>Kazakh National Women’s Teacher Training University</b></p> <p>Almaty city</p>	<p><b>“Gender linguistics”</b></p> <p>Major discipline, 5 ECTS credits</p> <p>The educational program in which the discipline is taught: “7M01702 Kazakh Language and Literature at Schools with Non-Kazakh Language of Teaching”</p> <p>Master’s degree</p>	Gender linguistics studies speech and the communicative behavior of men and women. It examines the means and contexts through which gender is constructed and how social factors and the communicative environment influence this process.
		<p><b>“Gender linguistics”</b></p> <p>Major discipline, 5 ECTS credits</p> <p>The educational program in which the discipline is taught: “7M01704 Russian Language and Literature at Schools with Non-Russian Language of Teaching”</p> <p>Master’s degree</p>	The discipline’s purpose is to study the social functions of language, develop professional and social competence based on the formation of ideas about gender problems and feminist approaches, and their application in modern sociological practice. It aims to systematize knowledge in the field of gender role issues and to form an egalitarian—post-egalitarian worldview among teachers.
12	<p><b>K.Zhubanov Aktobe Regional University</b></p> <p>Aktobe city</p>	<p><b>“Gender psychology”</b></p> <p>Major discipline, 5 ECTS credits</p>	The purpose of studying the discipline is to form students’ ideas about the following psychological terms: gender and masculinity, femininity, and masculinity. While studying the discipline, students learn the main environmental factors that affect the development of feminine or

		<p>The educational program in which the discipline is taught: 6B03101 Psychology</p> <p>Bachelor's degree</p>	<p>masculine personality qualities and the peculiarities of social, professional, and personal identity.</p>
		<p><b>“The theory of hermeneutics and linguistic genderology”</b></p> <p>Basic discipline, 5 ECTS credits</p> <p>The educational program in which the discipline is taught: “7M02303 Foreign philology”</p> <p>Master's degree</p>	<p>The discipline is aimed at forming ideas about important stages of the history of modern hermeneutics, its development, and the main characteristics of this discipline course. It covers studies in fields of hermeneutics research, considers various problems of social phenomena in this field, and focuses on mastering new concepts and skills. The course provides the knowledge necessary for future activities and further expands knowledge in this field.</p>
		<p><b>“Basics of gender linguistics”</b></p> <p>Major discipline, 5 ECTS credits</p> <p>The educational program in which the discipline is taught: “7M02303 Foreign philology”</p> <p>Master's degree</p>	<p>The purpose of the discipline is to acquaint undergraduates with the main provisions and problems of gender linguistics in diachrony and at the present stage. It considers the sociocultural and psychological prerequisites for the formation of gender studies, proving the relationship between language and the gender factor. The course analyzes the use of language for communicative purposes, examining speech behavior as a process of choosing the optimal forms. It also focuses on the identification of gender stereotypes and attitudes reflected in linguistic consciousness and implemented in associations, establishing criteria for the analysis of the gender factor in communication.</p>
		<p><b>“Gender classification of language”</b></p> <p>Major discipline, 5 ECTS credits</p> <p>The educational program in which the discipline is taught: “7M01701 Kazakh language and Literature”</p> <p>Master's degree</p>	<p>The discipline "Gender Classification of Language" establishes the differences between female and male languages, examining their specifics in word formation across various linguistic and social environments. It explains the formation, development, theory, and methodology of gender linguistics. The course systematizes the basic concepts of gender linguistics and guides undergraduates towards a comparative socio-historical analysis of gender relations, focusing on the study of the gender problems of language.</p>

		<p><b>“Gender classification of the language”</b></p> <p>Major discipline, 5 ECTS credits</p> <p>The educational program in which the discipline is taught: “8D02304 Philology”</p> <p>PhD degree</p>	<p>The course “Gender Classification of Language” establishes the differences between female and male languages, examines the features of word formation in various linguistic and social environments, and explains the theory and methodology of the formation and development of gender linguistics. The discipline aims to orient doctoral students to systematize the basic concepts of gender linguistics, conduct a comparative socio-historical analysis of gender relations, and study the gender issues of language.</p>
13	<p><b>KIMEP university</b></p> <p>Almaty city</p>	<p><b>“Gender and Public Policy”</b></p> <p>Basic discipline, 5 ECTS credits</p> <p>The educational program in which the discipline is taught: “6B04101 Public and Municipal Administration”</p> <p>Bachelor’s degree</p>	<p>The course examines public policy’s negative and positive effects on gender relations in the family and the labor market. It discusses the reasons for gender differences in economic outcomes and policies to promote gender equity. The first part of the course focuses on the labor market and the gender wage gap. The second part examines the family, focusing on intra-household resource allocation. The final part considers macro-economic issues. The course takes a comparative perspective on gender inequality in the labor market, drawing insights from developed, transitional, and developing countries.</p>
14	<p><b>Kokshetau University named after Sh.Ualikhanov</b></p> <p>Kokshetau city</p>	<p><b>“Gender and cognitive linguistics”</b></p> <p>Basic discipline, 6 ECTS credits</p> <p>The educational program in which the discipline is taught: “6B02301 Kazakh philology”</p> <p>Bachelor’s degree</p>	<p>Students are provided with systematic knowledge about gender and cognitive features in the field of complex science-gender and cognitive research, formed in the field of domestic linguistics, foreign, Kazakh ethno-gender, and cognitive research. They are introduced to the scientific conceptual apparatus, system of language-phonetics and phonology, lexicology, and grammar, as well as active pedagogical methods based on the principles of professional adaptation. The learning process involves conversations, discussions, problem lectures, and situational analysis.</p>
		<p><b>“Lexicology of the modern Kazakh language and gender linguistics”</b></p> <p>Basic discipline, 5 ECTS credits</p> <p>The educational program in which the discipline is taught:</p>	<p>The course clarifies vocabulary within the system of the native language, forming theoretical knowledge about words, phraseological units in the lexical system, and the types of lexical meaning of words. It also covers the patterns and methods of formation of phraseological units, types of dictionaries, and develops skills to analyze the dynamics of changes in gender characteristics of male and female languages in society. This analysis includes a comparison of the national gender character and gender specificity in modern language.</p>

		<p>“6B01707 The Kazakh language and literature”</p> <p>Bachelor’s degree</p>	
		<p><b>“Lexicology of the modern Kazakh language and gender linguistics”</b></p> <p>Basic discipline, 6 ECTS credits</p> <p>The educational program in which the discipline is taught: “6B01706 Kazakh language and literature in non-Kazakh language schools”</p> <p>Bachelor’s degree</p>	<p>The course clarifies the vocabulary within the native language system, forming theoretical knowledge about words, phraseological units, types of lexical meaning of words, patterns, and methods of formation of phraseological units. It also examines the types of dictionaries and develops skills to analyze the dynamics of changes in gender characteristics of male and female languages in society, comparing national gender character and gender specificity in modern language.</p>
		<p><b>“Actual problems of women's crime”</b></p> <p>Basic discipline, 5 ECTS credits</p> <p>The educational program in which the discipline is taught: “6B04203 Jurisprudence: Law enforcement”</p> <p>Bachelor’s degree</p>	<p>Objective: To study crime among women for gender-based prevention.</p> <p>Description: This course examines the dynamics of the development of female crime, provides statistical data on various categories of cases, and highlights the distinctive features of crimes committed by women. It considers the most characteristic qualifying signs of crimes committed by women and explores the unique aspects of conducting operational search activities targeting women and crimes committed by them.</p> <p>Methods: The course employs analysis, induction, deduction, and resolving situational cases and legal problems.</p>
		<p><b>“Gender Psychology”</b></p> <p>Basic discipline, 6 ECTS credits</p> <p>The educational program in which the discipline is taught: “6B01101 Pedagogy and psychology”</p> <p>Bachelor’s degree</p>	<p>Objective of this course: Mastering the basics of gender analysis of socio-psychological processes and phenomena.</p> <p>Content: This course covers the theoretical background of the emergence of gender issues, exploring the concept of multiple genders and studying the physiological and psychological components of the human gender system. It also focuses on gender personality characteristics and the main approaches to studying gender differences, as well as gender socialization, roles, stereotypes, and attitudes. Additionally, the course examines gender representations and gender characterization techniques.</p> <p>Methods: The course utilizes conversation, discussion, problem lectures, case methods, and other interactive techniques.</p>

		<p><b>“Gender Psychology”</b></p> <p>Basic discipline, 5 ECTS credits</p> <p>The educational program in which the discipline is taught: “6B03101 Psychology”</p> <p>Bachelor’s degree</p>	<p>Objective: Mastering the basics of gender analysis of socio-psychological processes and phenomena.</p> <p>Content: The course explores the theoretical background of gender issues, focusing on multiple genders, the physiological and psychological components of the human gender system, and gender personality characteristics. It examines key approaches to studying gender differences, gender socialization, and the roles, stereotypes, and attitudes associated with gender.</p> <p>Methods: The course employs conversation, discussion, problem lectures, case methods, and other interactive approaches.</p>
		<p><b>“Gender policy”</b></p> <p>Basic discipline, 5 ECTS credits</p> <p>The educational program in which the discipline is taught: “6B01704 Russian language and literature”</p> <p>Bachelor’s degree</p>	<p>The course covers the issues of ensuring and realizing equal rights and opportunities for men and women, as outlined by key state documents and international acts. It focuses on the main directions of gender policy, including achieving balanced participation of men and women in power structures, providing equal opportunities for women's economic independence, and promoting women's business development and advancement.</p>
<p><b>15</b></p>	<p><b>Korkyt Ata Kyzylorda university</b></p> <p>Kyzylorda city</p>	<p><b>“Gender psychology”</b></p> <p>Major discipline, 4 ECTS credits</p> <p>The educational program in which the discipline is taught: “6B01101 Pedagogy and psychology”</p> <p>Bachelor’s degree</p>	<p>The course defines the sex-role characteristics of women and men, shaped through socialization. It explores the concept of “gender” presented by D. Myers, S. Bern, I.S. Cohn, Robert Stoller, and John Money. It introduces the "cultural-historical" concept by L.S. Vygotsky and examines the development of sexual and gender issues in the 20th century.</p>
		<p><b>“Theory and methodology of gender studies”</b></p> <p>Major discipline, 6 ECTS credits</p> <p>The educational program in which the discipline is taught: “6B11401 Social work”</p> <p>Bachelor’s degree</p>	<p>The purpose of the course is for students to gain knowledge and acquire competencies in the theory and methodology of gender studies. The study’s objectives include exploring the fundamental theories, concepts, conceptual approaches of genderology, and the origins of gender.</p>

		<p><b>“Gender psychology”</b></p> <p>Major discipline, 4 ECTS credits</p> <p>The educational program in which the discipline is taught: “6B01101 Pedagogy and psychology”</p> <p>Bachelor’s degree</p>	<p>The course covers the definition of sex-role characteristics of women and men, formed due to socialization, and explores the concept of "gender" as defined by D. Myers, S. Bern, I.S. Cohn, Robert Stoller, and John Money. It also introduces the "cultural-historical" concept of L.S. Vygotsky and examines the development process of sexual and gender issues in the 20th century.</p>
16	<p><b>Kostanai Social and Technical University named after academician Zulkharnai Aldamzhar</b></p> <p>Kostanai city</p>	<p><b>“Gender psychology”</b></p> <p>Basic discipline, 5 ECTS credits</p> <p>The educational program in which the discipline is taught: “6B01101 Pedagogy and psychology”</p> <p>Bachelor’s degree</p>	<p>Introduction to gender theory: Basic concepts of gender psychology, including its object, subject, principles, and research methods. Gender and gender as categories of psychological science are explored. The course covers the subject and methods of research in gender psychology, its place in the system of sciences and interdisciplinarity as a principle of gender research in psychology. Characteristics of gender are examined, including biological sex, gender-role norms, gender identity, and gender expression.</p>
17	<p><b>Kyzylorda open university</b></p> <p>Kyzylorda city</p>	<p><b>“Theory and methods of gender studies”</b></p> <p>Major discipline, 5 ECTS credits</p> <p>The educational program in which the discipline is taught: “6B11476 Social work”</p> <p>Bachelor’s degree</p>	<p>The objectives of the discipline are to form students' understanding of gender studies as a distinct field in modern humanitarian knowledge, to provide insight into the role and place of gender methodology in interdisciplinary research on the socio-cultural and ethnopolitical history of the Republic of Kazakhstan, and to offer an understanding of the general foundations of gender studies theory and methodology, including how they can be applied in specific research situations. The course also aims to teach students how to practically apply gender approaches in the research process.</p>
18	<p><b>L.N. Gumilyov Eurasian National University</b></p> <p>Astana city</p>	<p><b>“Gender Inequality and social differentiation”</b></p> <p>Basic discipline, 5 ECTS credits</p> <p>The educational program in which the discipline is taught: “6B03101 Sociology”</p>	<p>The discipline of "gender inequality and social differentiation" focuses on reviewing key theoretical economic directions and addressing key scientific issues within sociology, particularly the sociology of gender inequality. The tasks include considering the ideological and theoretical origins and history of multicultural sociology of gender and inequalities and introducing the methodological basics and tools used in sociological studies to examine social differentiation and inequality.</p>

		Bachelor's degree	
		<p><b>“Modern Gender Studies”</b></p> <p>Major discipline, 5 ECTS credits</p> <p>The educational program in which the discipline is taught: “6B03104 Cultural studies”</p> <p>Bachelor's degree</p>	<p>The discipline is designed to enhance students' understanding of gender theories, analyze the social constructions of sex and gender, and explore the influence of gender factors on various aspects of society. It aims to develop critical thinking and analytical skills regarding gender phenomena. Topics include gender stereotypes, feminist theories, gender roles in culture and media, and issues related to gender equality and social justice.</p>
		<p><b>“Gender Psychology”</b></p> <p>Basic discipline, 6 ECTS credits</p> <p>The educational program in which the discipline is taught: “6B03103 Psychology”</p> <p>Bachelor's degree</p>	<p>The course provides fundamental knowledge about the basics of gender approaches in psychology, gender relations, and gender differences, as well as the mechanisms behind their formation. This knowledge is then applied in the psychologist's work, particularly in psychological counseling.</p>
		<p><b>“Genderology and gender studies in social work”</b></p> <p>Basic discipline, 6 ECTS credits</p> <p>The educational program in which the discipline is taught: “6B11405 Social work”</p> <p>Bachelor's degree</p>	<p>Within the framework of the discipline, gender theories and topics in gender studies are explored across ethnology, anthropology, and history. This includes women's, men's, and queer studies, as well as the study of "silent groups" in the humanities. The course covers comparative anthropological studies of gender, gender relations in both private and public spheres, power distribution, cases of gender-based discrimination, cultural codes, and gender subcultures, among other topics.</p>
		<p><b>“Gender and religion”</b></p> <p>Major discipline, 5 ECTS credits</p> <p>The educational program in which the discipline is taught: “7M02206 Religious studies”</p> <p>Master's degree</p>	<p>The course "Gender and Religion" examines key stages in historical and cultural processes through the lens of gender stratifications and the dominance of gender stereotypes. Its primary objectives are to provide a comprehensive understanding of definitions and terms related to gender research and to develop the skills necessary to apply gender studies knowledge in religious studies research.</p>

<p><b>19</b></p>	<p><b>Makhambet Utemisov West Kazakhstan University</b></p> <p>Oral city</p>	<p><b>“Sociology of gender”</b></p> <p>Basic discipline, 5 ECTS credits</p> <p>The educational program in which the discipline is taught: “6B03101 Sociology”</p> <p>Bachelor’s degree</p>	<p>Students will explore theoretical and empirical approaches to gender, the differentiation of male and female social roles, and gender inequality in various public domains. Students will gain proficiency in sociological theories of gender differences and the application of social gender analysis. Methods include discussions, analysis of primary sources, and creation of comparative tables.</p>
		<p><b>“Gender linguistics”</b></p> <p>Major discipline, 5 ECTS credits</p> <p>The educational program in which the discipline is taught: “7M02301 Philology: Kazakh philology”</p> <p>Master’s degree</p>	<p>This discipline explores the foundation of gender categories through concepts of gender and language. It explains gender linguistics theory, examines gender studies in general linguistics, and develops a gender-oriented understanding of the Kazakh language. The course analyzes masculine and feminine linguistic characteristics and teaches students to recognize and classify these traits. By the end, students will understand the scientific basis of gender language classification, grasp its principles and concepts, address theoretical issues in general linguistics, identify contemporary gender concerns across disciplines, and explore emerging trends in Kazakh linguistic studies.</p>
		<p><b>“Gender linguistics”</b></p> <p>Major discipline, 5 ECTS credits</p> <p>The educational program in which the discipline is taught: “7M01701 Kazakh language and literature”</p> <p>Master’s degree</p>	<p>This discipline examines the emergence of gender categories in language, explains key concepts of gender linguistics, and explores gender studies in general linguistics focusing on the Kazakh language. It analyzes linguistic traits associated with masculinity and femininity and trains students to recognize and classify gendered linguistic characteristics. By the end of the course, students will understand the scientific principles of gender language classification, address theoretical issues in general linguistics, identify contemporary gender challenges, and explore innovative directions in Kazakh linguistic studies.</p>
		<p><b>“Actual problems semasiology”</b></p> <p>Major discipline, 5 ECTS credits</p> <p>The educational program in which the discipline is taught: “7M02302 Philology: Russian Philology”</p>	<p>Objective: To examine the gender-related social functions of language depending on their gender. Main sections: History and methodology of gender studies. Intellectual and social origins of gender research. Gender studies in linguistics. Relationship between language and gender. Male and female discourses. Multilevel strategy in linguistic genderology. Syntax, phraseology, grammar, and vocabulary in gender analysis. Gender speech differences across languages. Gender stereotypes in media analysis.</p>

		Master's degree	
		<p><b>“Gender linguistics”</b> Major discipline, 5 ECTS credits</p> <p>The educational program in which the discipline is taught: “7M02302 Philology: Russian Philology”</p> <p>Master's degree</p>	<p>Objective: To study the gender aspects of the social functions of language, depending on gender.</p> <p>Main sections: History and methodology of gender studies, intellectual and social causes of gender studies, gender studies in linguistics, the connection between language and gender, male and female discourses, multilevel strategy in linguistic genderology, phraseology, grammar and vocabulary, syntax in the system of gender analysis, gender differences in speech based on materials from different languages, and identification of gender stereotypes in the media.</p>
		<p><b>“Actual problems semasiology”</b></p> <p>Major discipline, 5 ECTS credits</p> <p>The educational program in which the discipline is taught: “7M01703 Russian language and literature”</p> <p>“7M01704 Russian language and literature for non-Russian learning schools”</p> <p>Master's degree</p>	<p>The objective of the course is to study the gender aspects of the social functions of language, depending on gender. The main sections include the history and methodology of gender studies, intellectual and social causes of gender studies, gender studies in linguistics, the connection between language and gender, male and female discourses, multilevel strategy in linguistic genderology, syntax, phraseology, grammar, and vocabulary in the system of gender analysis, gender differences in speech based on materials from different languages, and the identification of gender stereotypes in the media.</p>
		<p><b>“Gender linguistics”</b></p> <p>Major discipline, 5 ECTS credits</p> <p>The educational program in which the discipline is taught: “7M01703 Russian language and literature”</p> <p>“7M01704 Russian language and literature for non-Russian learning schools”</p> <p>Master's degree</p>	<p>The objective of the course is to examine the gender aspects of the social functions of language, depending on gender. The main sections include the history and methodology of gender studies, intellectual and social causes of gender studies, gender studies in linguistics, the connection between language and gender, male and female discourses, multilevel strategy in linguistic genderology, phraseology, grammar, vocabulary, and syntax in the system of gender analysis, gender differences in speech based on materials from different languages, and the identification of gender stereotypes in the media.</p>
20	«Miras» University	<b>“Gender Psychology”</b>	Issues under study include the socio-psychological understanding of gender, motor skills in childhood and

	Shymkent city	<p>Basic discipline, 8 ECTS credits</p> <p>The educational program in which the discipline is taught: “6B01101 Pedagogics and Psychology”</p> <p>Bachelor’s degree</p>	<p>adulthood in the context of gender psychology, speed, accuracy, and the training of psychomotor skills, as well as research into gender differences. Formed competencies include knowledge of the theoretical foundations, practical skills, and abilities necessary for gender psychology, the capacity to identify the specifics of human functioning considering gender, age stages, and development crises, and the ability to apply methods and technologies of gender analysis in psychological activities.</p>
21	<p><b>M. Kozybayev North Kazakhstan University</b></p> <p>Petropavl city</p>	<p>“<b>Gender approach in education</b>”</p> <p>General education disciplines, 8 ECTS credits</p> <p>The educational program in which the discipline is taught: “6B01506 Geography”</p> <p>Bachelor’s degree</p>	<p>The gender approach in education explores the concept of gender relations within the sociocultural organization of society. It examines the gender aspect of intrapersonal problems, intellectual, speech, emotional characteristics, and gender-deviant relationships.</p>
22	<p><b>M. Auezov South Kazakhstan University</b></p> <p>Shymkent city</p>	<p>“<b>Gender Psychology</b>”</p> <p>Basic discipline, 5 ECTS credits</p> <p>The educational program in which the discipline is taught: “6B03130 Psychology”</p> <p>Bachelor’s degree</p>	<p>The individual is knowledgeable about the history and current state of gender theory in psychological science, including the current issues and trends in the development of gender psychology, the leading gender technologies and their application at different stages of personal development. They can use methods and technologies of gender analysis in psychological activities and have the skills to apply gender knowledge effectively to improve psychological culture.</p>
		<p>“<b>Psychogenetics</b>”</p> <p>Basic discipline, 5 ECTS credits</p> <p>The educational program in which the discipline is taught: “6B03130 Psychology”</p> <p>Bachelor’s degree</p>	<p>The individual understands the history and state of gender theory in psychological science, current issues and trends in gender psychology, leading gender technologies, and their application at various stages of personal development. They can utilize methods and technologies of gender analysis in psychological activities and possess the skills to apply gender knowledge effectively and promote it to enhance psychological culture.</p>
23	<p><b>Narxoz University</b></p> <p>Almaty city</p>	<p>“<b>Feminism and Gender in International Relations</b>”</p>	<p>This course examines the relationship between feminist theory and political economy. Through critical essays, students will analyze how the social construction of gender</p>

		<p>Major discipline, 6 ECTS credits</p> <p>The educational program in which the discipline is taught: “6B03101 International and Comparative Politics”</p> <p>Bachelor’s degree</p>	<p>has affected economic discourse, emphasizing its global intellectual history. In group presentations, students will analyze how economic theory helps explain the evolution of gender inequality.</p>
		<p><b>“Gender Economics”</b></p> <p>Major discipline, 5 ECTS credits</p> <p>The educational program in which the discipline is taught: “6B04107 Economics”</p> <p>Bachelor’s degree</p>	<p>In this course, students will explore issues related to gender identity, femininity, family economics, and the impact of gender equality on economic growth in areas such as employment, wages, and entrepreneurship. They will engage with cases and practical tasks on gender issues in the economies of Kazakhstan and other countries.</p>
		<p><b>“Family law”</b></p> <p>Basic discipline, 5 ECTS credits</p> <p>The educational program in which the discipline is taught: “6B04201 Jurisprudence: Business Law”</p> <p>Bachelor’s degree</p>	<p>The discipline examines the regulators of property and personal non-property relations in marital and family matters. Students will apply the marital and family legislation of the Republic of Kazakhstan to define the rights and obligations, property, and personal non-property relations between family members. By analyzing cases involving controversial family law issues, students will justify the decisions made. Guest lectures and attendance at actual court hearings are included.</p>
24	<p><b>Pavlodar Pedagogical University named after Alkey Margulan</b></p> <p>Pavlodar city</p>	<p><b>“Actual issues of gender Psychology”</b></p> <p>Major discipline, 5 ECTS credits</p> <p>The educational program in which the discipline is taught: “7M01112 Pedagogy and psychology”</p> <p>Master’s degree</p>	<p>Introduction to gender psychology: basic concepts. Gender studies and gender differences. A man in modern society and his problems. Changing gender roles and gender socialization. Gender relations in the modern world. Gender aspects of modern social policy. Gender issues in family relations. The influence of gender stereotypes on life strategy choices and professional self-determination.</p>

		<p><b>“Gender Studies in Pedagogy and Psychology”</b></p> <p>Major discipline, 5 ECTS credits</p> <p>The educational program in which the discipline is taught: “7M01112 Pedagogy and psychology”</p> <p>Master’s degree</p>	<p>This course studies gender pedagogy and psychology as a science. It studies the psychological and pedagogical approaches to gender and human gender; the development of gender in ontogenesis; masculinity and femininity as a central category of gender studies in social psychology; the gender approach in constructing the subject-developing environment; and gender socialization of personality.</p>
		<p><b>“Value education and gender studies”</b></p> <p>Basic discipline, 5 ECTS credits</p> <p>The educational program in which the discipline is taught: “7M01311 Training of teachers without subject specialization”</p> <p>Master’s degree</p>	<p>The discipline’s purpose is to develop undergraduates with the theoretical knowledge, practical skills, and abilities necessary to introduce the principles, methods, and technologies of gender education into the practice of university teaching. The discipline's content includes the essence and specificity of the gender approach to studying problems in higher education and the methodology of gender education in teaching.</p>
<p>25</p>	<p><b>Sarsen Amanzholov East Kazakhstan University</b></p> <p>Oskemen city</p>	<p><b>“Sociology of Gender”</b></p> <p>Major discipline, 6 ECTS credits</p> <p>The educational program in which the discipline is taught: “6B03101 Psychology”</p> <p>Bachelor’s degree</p>	<p>To form an idea of the main categories of the sociology of gender; leading theories of conceptual sociological study of gender relations, functionalism, interpretive paradigm, ethnomethodology, feminism, psychoanalysis; main problems of gender relations in society and methods of sociological research; development and direction of state policy to achieve gender equality.</p>
		<p><b>“Family Law of the Republic of Kazakhstan”</b></p> <p>Major discipline, 5 ECTS credits</p> <p>The educational program in which the discipline is taught: “6B04201 Jurisprudence”</p>	<p>The purpose of the discipline is to study the essence and content of the basic principles of family law, as well as the institutions of family law, the legal status of subjects of family legal relations, especially minors, and the acquisition of skills in analyzing family legal norms and law enforcement practice, family legal methods of regulating public relations, and resolving legal problems and conflicts.</p>

		Bachelor's degree	
		<p><b>“Gender linguistics”</b></p> <p>Major discipline, 6 ECTS credits</p> <p>The educational program in which the discipline is taught: “7M01702 Russian language and literature”</p> <p>Master's degree</p>	<p>The discipline aims to master the main provisions and issues of gender linguistics in diachrony and synchrony by undergraduates. The discipline is aimed at analyzing the socio-cultural and psychological prerequisites for the formation of gender studies in linguistics, the relationship between language and gender, speech behavior as a process of choosing the optimal way of constructing statements by men and women, identifying the features of the formation of gender stereotypes and attitudes in modern society.</p>
26	<p><b>Shakarim University of Semey</b></p> <p>Semey city</p>	<p><b>“Gender Psychology”</b></p> <p>Major discipline, 5 credits</p> <p>The educational program in which the discipline is taught: “6B03102 Psychology”</p> <p>Bachelor's degree</p>	<p>The course aims to understand the teaching characteristics of the human psyche and behavior related to gender, gender relations, and gender differences. It provides for considering knowledge and skills about the peculiarities of gender differences due to cultural and social factors. The skills of building activities in solving applied professional tasks considering gender characteristics and using diagnostic tools are demonstrated.</p>
		<p><b>“Individual Gender Differences”</b></p> <p>Major discipline, 5 credits</p> <p>The educational program in which the discipline is taught: “6B03102 Psychology”</p> <p>Bachelor's degree</p>	<p>The course allows you to get an idea of the peculiarities of individual and gender differences through the prism of cultural and social conditions of life. Students will have formed ideas about the peculiarities of individual gender differences in the psyche and behavior of men and women based on their socialization. It promotes the formation of competence to identify the specifics of a person's mental functioning, considering the peculiarities of individual and gender identity.</p>
27	<p><b>Toraighyrov University</b></p> <p>Pavlodar city</p>	<p><b>“Culture and gender”</b></p> <p>Major discipline, 5 ECTS credits</p> <p>The educational program in which the discipline is taught: “6B03101 Culturology”</p> <p>Bachelor's degree</p>	<p>The purpose is to familiarize students with the primary research on the theory of feminism, the women's movement, gender theory, and their comparative study. Students develop the ability to perceive differences in theoretical approaches to the phenomenon of sex, an idea of its sociocultural significance. Case studies, problem-based learning, YouTube video content, Zoom, and IPR BOOKS electronic library resources are used.</p>

		<p><b>“Gender psychology”</b></p> <p>Major discipline, 5 ECTS credits</p> <p>The educational program in which the discipline is taught: “6B03103 Psychology”</p> <p>Bachelor’s degree</p>	<p>The purpose of the discipline of gender psychology is to form competencies in gender knowledge necessary to implement its principles, techniques, and technologies in the practice of psychological activity.</p>
		<p><b>“Gender socialization”</b></p> <p>Major discipline, 5 ECTS credits</p> <p>The educational program in which the discipline is taught: “6B03103 Psychology”</p> <p>Bachelor’s degree</p>	<p>The purpose of the discipline is the study of social factors that are both common and special in the lives of women and men and the training of skills in applying a gender approach to solving practical problems in psychology.</p>
		<p><b>“Marriage and family in the world”</b></p> <p>Major discipline, 4 ECTS credits</p> <p>The educational program in which the discipline is taught: “7M03102 Sociology”</p> <p>Master’s degree</p>	<p>The discipline aims to form a set of knowledge, skills, and abilities necessary for the theoretical and empirical study and analysis of sociological concepts of family, gender sociology, and the transformation of social institutions of marriage and family. It presents the current state of these institutions, the prerequisites, and the possibilities of family and social policy. The course is designed to study modern problems, structure and functions, family behavior patterns, and marriage relations in a particular culture. Undergraduates will master practical skills in analyzing modern family problems and methods of studying family relationships. The teaching methodology covers classical and active methods, such as brainstorming, business games, and study. The assessment includes reports, essays, and time management; the final control will be carried out as a written exam.</p>
		<p><b>“Gender Sociology”</b></p> <p>Major discipline, 5 ECTS credits</p> <p>The educational program in which the discipline is taught: “7M03102 Sociology”</p>	<p>The discipline's purpose is to master the subject area and issues of gender studies. Gender is considered a fundamental factor of social stratification. The emergence of the term "gender" and gender studies are being studied.</p>

		Master’s degree	
		<p><b>“Modern Gender Research”</b></p> <p>Major discipline, 5 ECTS credits</p> <p>The educational program in which the discipline is taught: “7M03102 Sociology”</p> <p>Master’s degree</p>	<p>The discipline’s purpose is to master the subject area and issues of gender studies. Gender is considered a fundamental factor of social stratification. The emergence of the term "gender" and gender studies are being studied.</p>
		<p><b>“Gender Studies in Pedagogy and Psychology”</b></p> <p>Major discipline, 4 ECTS credits</p> <p>The educational program in which the discipline is taught: “7M01101 Pedagogy and Psychology”</p> <p>Master’s degree</p>	<p>The purpose of teaching the discipline is to form undergraduate theoretical knowledge and practical skills necessary for implementing the principles, methods, and technologies of gender education in university teaching. It aims to develop special professional competence in the teacher-psychologist to solve practical problems related to the issues of relationships between the sexes.</p>
28	<p><b>“Turan-Astana” University</b></p> <p>Astana city</p>	<p><b>“Victimology”</b></p> <p>Major discipline, 6 ECTS credits</p> <p>The educational program in which the discipline is taught: “6B04201 Jurisprudence”</p> <p>Bachelor’s degree</p>	<p>The purpose of studying the discipline is to give students an idea of the legal norms governing the legal status of the victim of criminal offenses. Within the framework of this discipline, the following are studied: The concept, subject, system, and methods of victimology; the history of victimology; aggressiveness and propensity to violence; victimization and its manifestations; deviant and deviant behavior; victims of crimes; families of social risk; victimization in the family; the consequences of victimization and its prevention in schools; and age and gender characteristics of victimization of schoolchildren.</p>
		<p><b>“Family and gender psychology”</b></p> <p>Major discipline, 4 ECTS credits</p> <p>The educational program in which the discipline is taught:</p>	<p>This discipline examines the historical outline of the formation of gender psychology and family psychology, the main directions of its research, the current state of the problems of family and gender relations, and the practice, structure, and dynamics of gender-family relations.</p>

		<p>“6B03101 Psychology”</p> <p>Bachelor’s degree</p>	
		<p><b>“Gender psychology and psychology of sexuality”</b></p> <p>Major discipline, 4 ECTS credits</p> <p>The educational program in which the discipline is taught: “6B03101 Psychology”</p> <p>Bachelor’s degree</p>	<p>The discipline aims to form a system of knowledge in the fields of gender psychology and the psychology of sexuality about the evolution of reproductive function, the phylo- and ontogenetic development of sexuality, its socialization, and its violations.</p>
29	<p><b>Zhetysu University named after Ilias Zhansugurov</b></p> <p>Taldykorgan city</p>	<p><b>“Gender Policy”</b></p> <p>Major discipline, 5 ECTS credits</p> <p>The educational program in which the discipline is taught: “6B04102 State and local governance”</p> <p>Bachelor’s degree</p>	<p>The course involves the study of gender policy, gender studies in political science, and the prerequisites for the emergence and formation of gender policy. It examines gender policy in the development of democracy, electoral relations, and political representation, as well as its reflection in the budget process, economics, and labor relations.</p>
		<p><b>“Gender management”</b></p> <p>Major discipline, 5 ECTS credits</p> <p>The educational program in which the discipline is taught: “6B04103 Management”</p> <p>Bachelor’s degree</p>	<p>The course aims to develop students' social thinking by teaching them how to analyze, reason conclusions, and justify decisions related to the practical study of gender equality at the social level in human rights and governance. Students will understand the essence of gender equality as an object of rights realization and its role in the management system.</p>
		<p><b>“Gender psychology”</b></p> <p>Basic discipline, 5 ECTS credits</p> <p>The educational program in which the discipline is taught:</p>	<p>The course familiarizes students with various approaches to the problem of gender differences between men and women in gender psychology. It includes a theoretical overview of the main issues in gender psychology, practical tasks, and diagnostic techniques that help students acquire valuable knowledge, skills, and abilities, leading to a higher level of self-knowledge.</p>

		“6B01101 Pedagogy and psychology”  Bachelor’s degree	
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**Source:** Data collected by the authors from universities in Kazakhstan and the digital database of the Unified Higher Education Platform.

## Appendix B

### Interview Questions

Thank you for your participation in this interview. Your insights and experiences are invaluable for understanding the current state and future potential of gender studies education in Kazakhstan. The following questions focus on your experience teaching gender-related courses, the methods you use, the challenges you have encountered, and your reflections on course development and improvements. Please feel free to elaborate on your responses, as your input will greatly enhance this study.

University/affiliation: \_\_\_\_\_

Professional degree: \_\_\_\_\_

1. Have you taught any gender-related courses? If so, could you specify which courses, the university where you taught them, and the duration of your experience teaching these courses?
  
2. What teaching methods do you employ in your gender studies courses? How do you structure the course program? Have you received any (international) training or participated in internships related to teaching gender studies?
  
3. What challenges have you faced in developing, organizing, and teaching gender studies courses? Have you encountered resistance or pushback from students, difficulties with diverse perspectives, or challenges related to sensitive topics?
  
4. How do students generally perceive gender studies courses at your university? Are there noticeable differences in enrollment or motivation to study between male and female students, or between students from urban and rural areas?
  
5. What recommendations do you have for further developing gender studies programs in Kazakhstan? Is there support from the university administration or faculty to advance these programs?