

**NATIONAL HUMAN RESOURCE DEVELOPMENT IN THE DEVELOPING
WORLD: THE REPUBLIC OF KAZAKHSTAN**

A Thesis

by

MADINA KENZHEGARANOVA

Submitted to the Office of Graduate Studies of
Texas A&M University
in partial fulfillment of the requirements for the degree of

MASTER OF SCIENCE

May 2008

Major Subject: Educational Human Resource Development

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Approved by:

Chair of Committee,
Committee Members,
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ABSTRACT

National Human Resource Development in the Developing World: The Republic of
Kazakhstan. (May 2008)

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Chair of Advisory Committee: Dr. Susan A. Lynham

The purpose of this study was two-fold. The first was to explore, describe and define the emerging construct of Human Resource Development (HRD) in the Republic of Kazakhstan (RKZ). The second was to examine specific national contexts and associated challenges affecting the necessary nature for thought and practice of HRD at the national level (NHRD) in the RKZ.

The second chapter was focused on exploring HRD—how it was constructed, and currently practiced and needed—in Kazakhstan. The third chapter examined National Human Resource Development (NHRD) in the Republic of Kazakhstan.

This study was exploratory and descriptive in nature. A systematic literature review approach was adopted to serve the nature of the inquiry, address the overarching research question and sub-questions, and fulfill the two-fold purpose of the study.

The findings of the study are:

1. Government structures, the educational system, and business utilization are environmental factors which appear to be influencing and shaping the emergence and

definition of HRD in the RKZ. The driving forces are interdependently economic, political, and social in nature.

2. HRD and NHRD are emerging constructs in the RKZ.

3. A working definition of HRD in the RKZ is the first step towards developing and defining a construct of HRD at the national level.

4. Sound HRD and NHRD strategies have the potential to improve the educational system of the country.

5. Factors impeding successful implementation of NHRD in the RKZ include:

a) problems in the system of education; b) issues related to the current knowledge and understanding of HRD; and c) socio-economic problems;

6. Factors enhancing successful implementation of NHRD in the RKZ

include: a) recognition by the government of the RKZ of the importance of education; b) an estimated literacy rate of around 99%; and free secondary education; c) a transfer of expertise by international agencies.

7. The challenges of development, implementation, and evaluation of HRD

strategies are: a shortage of high-level manpower, an outflow of talented people, and a constantly changing demographic situation. Evaluation of NHRD strategies is hampered by an underdeveloped system of data collection and imprecise HRD concepts and definitions.

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CHAPTER I

INTRODUCTION

Confronting challenges of the past and present, and having bold strategic plans to advance to one of the 50 developed countries in the world (Development Strategy: Kazakhstan 2030, 1997), Kazakhstan is facing significant and simultaneous transitions in its economic, political and social structure, initiated since the declaration of independence in 1991. Such challenges as, among others, economic instability, unemployment, and lack of a highly skilled workforce to adequately address the demands of a rapidly changing global economy, are impeding the country achieving its ultimate goal of sustainable development. As a result, the Republic of Kazakhstan (RKZ) is in critical need of developing and advancing its manpower capabilities. As a developing country in transition, with notable geopolitical importance in the regions of Central Asia and Europe, Kazakhstan is an appropriate and useful national context in which to examine and explore, and thereby better understand, the development of its national human resources. Discoveries resulting from such exploration are also useful in informing the further study and understanding of National Human Resource Development, an increasingly significant focus of inquiry and practice in the field of Human Resource Development (Byrd & Demps, 2006; Lynham & Cunningham, 2006; McLean, Osman-Gani, & Cho, 2004; Paprock, 2006).

In order to inform discovery of the significant national role and impact of the

This thesis follows the style of *Human Resource Development Quarterly*.

development of its human resources it is important to first understand how Human Resource Development (HRD) is currently constructed, needed and practiced in the RKZ.

Describing and identifying various forces evident in the social, political, economic and educational contexts influencing and shaping the emergence of HRD in the RKZ is a crucial first step to this end. With this understanding as a foundation the broader nature of National Human Resource Development (NHRD) in the RKZ can then be explored more critically, and described more vividly. Pursuing these two ends enables, first, the development of an operational definition of HRD in the RKZ, and second, identification and description of the nature and concomitant challenges of NHRD in the country. Such exploration and discovery is essential to understanding and informing how the RKZ might leverage the development of its human resources as a necessary and critical component to not only improving its competitiveness in the global market, but to achieving its goal of sustainable development.

There have been numerous debates on the definition of HRD in the related and scholarly western literature. First defined by Harbison and Myers in 1964, as “the process of increasing the knowledge, the skills, and the capacities of all the people in the society” (p. 2), a plethora of HRD definitions has since been offered in these related literatures (see Weinberger in HRDI, 1998, vol. 1, no. 1, pp. 75-93). These definitions span a broad contextual spectrum from HRD in organizations to that in nations (Lynham & Cunningham, 2006). For example, Swanson (1995) defines HRD at the organizational level as “a process of developing and/or unleashing human expertise through organization development and personnel

training and development for the purpose of improving performance” (p. 208). On the other hand McLean and McLean (2001) defined it at the international level as:

...any process or activity that, either initially or over the long term, has the potential to develop adults’ work-based knowledge, expertise, productivity, and satisfaction, whether for personal or group/team gain, or for the benefit of an organization, community, nation, or ultimately, the whole of humanity. (p. 322)

Furthermore, Lynham and Cunningham (2004) offered the first operational definition of HRD at the national level (NHRD), more specifically as occurring in South Africa, as:

...a process or processes of organized capability and competence-based learning experiences undertaken within a specified period of time to bring about individual and organizational growth and performance improvement, and to enhance national, economic, cultural, and social development. (p. 319)

These differences in perspectives about the necessary nature of HRD point to alternative perceptions about not only the context and purpose of HRD (Lynham & Cunningham, 2006), but also to fundamental differences in beliefs about who HRD ought to serve and how (Ruona & Roth, 2000). They also underscore different opinions about whether HRD should seek one or be satisfied with many definitions, or not (Lynham & Cunningham, 2006; Wang & McLean, 2007; McLean, Osman-Gani, & Cho, 2004; Paprock, 2006; Ruona, 2002; Walton, 2002; Woodall, 2001). Furthermore, exploration of this definitional literature highlights the overwhelming U.S.- and UK-based nature of these extant definitions (McLean & McLean, 2001; Alagaraja & Dooley, 2003; Lynham & Cunningham, 2006), making them less useful in contexts the likes of the RKZ, where the development of human resources can neither be confined to organizations, nor to the *traditional* expertise areas of just

training and development (T&D), organization development (OD) and career development (CD) (Swanson & Holton, 2005).

In the context of the RKZ HRD is still very much an emerging construct (Kenzhegaranova, Kabdulsharipova, & Lynham, 2007). It is therefore first necessary to have a clear understanding of what HRD is (definitional), before the necessary and sufficient nature of HRD as a national strategy and priority can be described, and thereby better understood. It is essential that such definition and practice accommodate the national peculiarities, value system, and transitions evident in the country (Alagaraja & Dooley, 2003).

Purpose of the Study

Given the evidence of a high priority national need in the Republic of Kazakhstan (RKZ) for effective human resource development strategies aimed at building skills and knowledge of individuals, organizations and entire systems to ensure, enhance and promote sustainable development and national global competitiveness, and the concomitant lack of any formalized definition of what makes for the necessary nature and purpose of HRD in the country, the purpose of this study is two-fold. The first is to explore, describe and thus define the emerging construct of HRD in the Republic of Kazakhstan. The second, informed by the outcomes of the first, is to examine specific national contexts and associated challenges affecting the necessary nature for thought and practice of HRD at the national level (NHRD) in the RKZ.

Informing Theoretical and Conceptual Frameworks

Several frameworks were employed to inform the conduct of this inquiry and to address its two-fold (dual) purpose, some theoretical and others conceptual in nature. For purposes of clarity, the theoretical frameworks are represented by actual theories, that is, formalized explanations of phenomena in the real world (Dubin, 1978; Toracco, 1997). These frameworks are used to inform and frame the study, and include the theories of Human (Becker, 1964; Schultz, 1961) and Social Capital (Coleman, 1988; Putnam, 1996; Fukuyama, 1996). The conceptual frameworks are used to inform the design and structure of the study, as well as provide useful concepts associated with Human Resource Development (HRD) and National Human Resource Development (NHRD) and thus helpful in the analysis and synthesis of the discoveries. These include: Hallak's (1990) interdependent energizers of HRD; McLean and McLean's (2001) definitional components of International HRD (IHRD); Cho and McLean's (2004) models of NHRD; Harbison and Myers (1964) national developmental typologies; and Lynham and Cunningham's (2006) contextual layering of HRD.

Table 1.1 presents the theoretical and conceptual frameworks employed in chapters II and III, separately, as well as those employed in both chapters.

Table 1.1. Respective Employment of the Theoretical and Conceptual Frameworks Used to Inform and Frame the Study

Chapter II	Both	Chapter III
<ul style="list-style-type: none"> Hallak's (1990) interdependent energizers of HRD McLean and McLean's (2001) definitional components of International HRD (IHRD). 	<ul style="list-style-type: none"> Human Capital (Becker, 1964; Schultz, 1961). Cho and McLean's (2004) models of NHRD. Lynham and Cunningham's (2006) contextual layering of HRD. 	<ul style="list-style-type: none"> Harbison and Myer's (1964) national developmental typologies. Social Capital (Coleman, 1988; Putnam, 1996; Fukuyama, 1996).

Table 1.2 and Table 1.3 following provide brief descriptions of each of the theoretical and conceptual frameworks, respectively. How each framework is used to inform the study is highlighted in these tables.

Table 1.2. The Two Informing Theoretical Frameworks

Theory Name	Theory Essence	How the Theory Informs the Study
Human Capital Theory (HCT) by Becker (1964) and Schultz (1961).	The theory suggests that expenditure on education, training and medical care are investments in Human Capital (Becker, 1964). The theory further states that imparting knowledge and developing skills increases the individuals' (workers') lifetime earnings and therefore their productivity in the societies in which they live.	The theory underscores the fact that education and training are key factors that promote participation of organizations, companies, large corporations and even entire nations in the global economy. Given the two-fold purpose of the study, and a sub-purpose of chapter II which is to explore and describe the construct of HRD in RKZ, the theory's emphasis on training and education as a long-term investment poses significant implications for HRD professionals and government policy makers. HRD supported by the HCT has the potential to improve the quality of life of people and yield economic returns.

Table 1.2 (continued)

Theory Name	Theory Essence	How the Theory Informs the Study
Social Capital Theory (SCT) (Coleman, 1988; Putnam, 1996; Fukuyama, 1996)	Social Capital Theory explains how networks and norms that govern relationships can be effectively utilized in reaching common goals. The theory states that social capital is like a social asset which leverages investments in human capital and household financial resources (Warren, Thomson, & Saegert, 2001).	Given the two-fold purpose of the study, a part of which is to consider the influence of political, economic and socio-cultural environments on the nature and role of NHRD, SCT explains how individuals, organizations, and entire nations engage in a wide range of social activities such as economic performance, employment, health, and poverty reduction, for example.

Table 1.3. The Five Informing Conceptual Frameworks

The Name of the Conceptual Framework	Essence	How the Conceptual Framework Informs the Study
Harbison and Myers' (1964) national developmental typologies.	The Harbison and Myers (1964) national developmental typologies' framework helps to explore and categorize the nature and scope of HRD as a crucial element towards certain countries' overall development – be it economic, socio-cultural or technological. The framework's structure of examining HRD in the countries creates grounds for the analysis and synthesis of these nations' attempts to provide their citizens with skills essential to compete in the global market.	Harbison and Myers (1964) categorized various nations in terms of different stages of economic and social development. Kazakhstan is Level II, partially developed country in transition. It is evident that the RKZ is in need to grow and develop its economy to compete with other countries. In doing so, it is important to stress that the biggest indicator of success of a country is its strategy towards developing its human resources.
Cho and McLean's (2004) models of NHRD.	The authors of this conceptual framework proposed and summarized five emerging models for NHRD namely: (a) centralized, (b) transitional, (c) government-initiated, (d) decentralized (free-market) and (e) small nation. The authors state there is no "pure" model (p.383) and that the construct of HRD varies from country to country. Nevertheless, Cho and McLean suggest NHRD as a national policy and list outcomes of excellent NHRD among which are elimination of illiteracy and unemployment, improvements in primary, secondary and higher education, health etc.	Within the scope of this framework, Kazakhstan can be characterized as a transitioning country moving from a centralized model to a government-initiated or decentralized model. The key role of NHRD in this model is coordination. NHRD efforts and policies are developed by the Ministries.

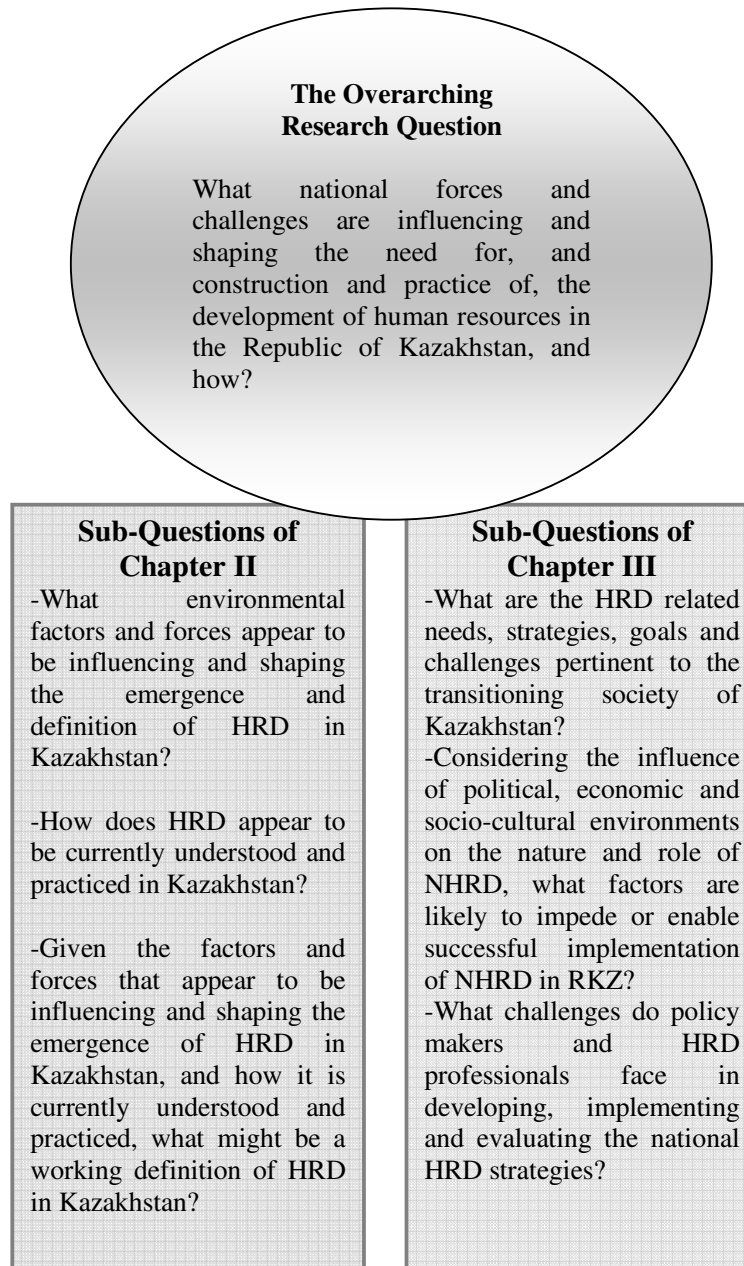
Table 1.3 (continued)

The Name of the Conceptual Framework	Essence	How the Conceptual Framework Informs the Study
Lynham and Cunningham's (2006) contextual layering of HRD.	Lynham and Cunningham (2006) proposed horizontal and interconnected layering of HRD. They presented HRD as a hologram to help understand it as a field of thought and practice. The holographic layering of HRD suggests that each layer stands for a context-specific purpose and nature of HRD. It also points out that HRD does not occur in isolation and that it is interdisciplinary and multidisciplinary by nature. The authors of the framework affirm that HRD at a national level must alleviate imbalances in unequal access to educational, political, economic and social aspects in the developing societies; go beyond just education; be performance, practice and policy-oriented; attract high-level manpower; and help nations to cooperate mutually in global market.	Following the logic of this framework, NHRD in the RKZ should serve various performance systems. The purpose of HRD at the national level in the RKZ is to advance human potential and expertise for national economic growth, political and social well-being of individuals, families, organizations and, the entire country. In addition, NHRD in the RKZ needs to be directed at enhancing the learning capabilities of its citizens (McLean, 2004; McLean & McLean, 2001; McLean, Osman-Gani, & Cho, 2004).
Hallak's (1990) interdependent energizers for HRD	In his book, <i>Investing in the future: Setting Educational priorities in the developing world</i> , Hallak (1990), states that there are five interdependent energizers for HRD, which are – education, health and nutrition, the environment, employment, and political and economic freedom. According to the author, all five should function together successfully in order to witness economic and social progress in the developing countries. However, the author affirms that education is key for improving the other interdependent energizers.	Hallak's affirmation goes hand in hand with HRD's top priority in the nation which is to educate and train high level human resources. Although the government of the RKZ recognizes the importance of education, it should also acknowledge that proper HRD strategies and practices may leverage and even eliminate problems in education.
McLean and McLeans' (2001) definitional components of International HRD (IHRD).	McLean and McLean's International definition of HRD states that HRD has the potential to advance individuals' knowledge, expertise and efficiency over the long term. Therefore, HRD efforts need to be directed to the benefit of an organization, community or entire nation.	McLean and McLean's International definition of HRD can serve as an example of a working definition of HRD in the RKZ. Such definition should reflect the national context and include the scope of activities, intended audience for development and beneficiaries of the outcome of the development (McLean & McLean, 2001).

Research Questions

Given the two-fold purpose of the study, one overarching and three sub-questions per resulting chapter were used to direct the inquiry. The overarching research question was: What national forces and challenges are influencing and shaping the need for, and construction and practice of, the development of human resources in the Republic of Kazakhstan, and how? The three sub-questions of chapter II were: 1) What environmental factors and forces appear to be influencing and shaping the emergence and definition of HRD in Kazakhstan?; 2) How does HRD appear to be currently understood and practiced in Kazakhstan?; and 3) Given the factors and forces that appear to be influencing and shaping the emergence of HRD in Kazakhstan, and how it is currently understood and practiced, what might be a working definition of HRD in Kazakhstan? Research questions of chapter III included: 1) What are the HRD related needs, strategies, goals and challenges pertinent to the transitioning society of Kazakhstan?; 2) Considering the influence of political, economic and socio-cultural environments on the nature and role of NHRD, what factors are likely to impede or enable successful implementation of NHRD in RKZ?; and 3) What challenges do policy makers and HRD professionals face in developing, implementing and evaluating the national HRD strategies? Figure 1.1 provides a graphical representation of these research questions.

Figure 1.1. The Overarching Research Question and Sub-Questions of Chapters II and III



Research Methodology and Design

Paprock (2006) stated that few extant and HRD-related publications focused on NHRD and almost none were specifically directed at exploring and understanding HRD in transitioning societies. McLean (2004, p. 274) called for addressing the gap and the “paucity of literature” in NHRD by recording and exploring it. Kazakhstan, being a country in transition, would greatly benefit from HRD especially since the development of its human resources has been given a top priority in strategic planning for national development (Development Strategy: Kazakhstan 2030, 1997). HRD at a national level can prepare the citizens of certain countries to make informed decisions; it can serve as a relief for the country from the economic, political and social standpoints; and can bring its development to a new level. Hence, “...it is in this transitioning and developing world context that HRD is of such critical national importance” (Paprock, 2006, p. 2).

The need to investigate the present and needed state and practice of HRD in the RKZ is underscored by a number of issues related to our current knowledge and understanding of HRD in the RKZ. These issues include, for example: a lack of published scholarly articles, books and materials in Kazakh and Russian languages; an absence of formalized HRD-related academic programs at universities and educational institutions; an explicit shortage of qualified HRD professionals and skilled administrators in education; a dearth of modern educational technology and people qualified to teach computer skills and their application; a need for a highly skilled workforce with critical, nationally needed skills; and other problems related to the national education system and the impact of under financing of educational

institutions in the country. These and other needs were described and discussed further in chapters II and III.

Given the extremely limited amount of literature on the topic of human resource development in the country, this study was both exploratory and descriptive in nature. Stebbins (2001) defined exploration in social sciences as "... broad-ranging, purposive, systematic pre-arranged undertaking designed to maximize the discovery of generalizations [transferability] leading to description and understanding of an area of social or psychological life" (p. 3). On the other hand, Hart (1998) examining descriptive research goals, stated that they should aim "...to understand a common or uncommon social phenomenon by observing the detail of the elements that make it a phenomenon in order to provide an empirical basis for valid argument" (p. 47). The author added that the focus of the questions is on the how and what as well as on the scope and the scale of the study undertaken.

A systematic literature review approach (Cooper, 1998; Fink, 2005; Petticrew & Roberts, 2006) was adopted to serve the exploratory, descriptive and conceptual nature of this inquiry, address the overarching research question and sub-questions (see Figure 1.1), and fulfill the two-fold purpose of the study. By way of reminder, this purpose was: to explore, describe and as a result define the emerging construct of HRD in the Republic of Kazakhstan; and to examine specific national contexts and associated challenges affecting the necessary nature for thought and practice of HRD at the national level (NHRD) in the country.

The rationale behind choosing a systematic literature review approach to and method for this study is that HRD and NHRD are emerging fields in the RKZ, as a result of which related literature is sparse. This lack of explicit knowledge does not

permit one to compare and contrast HRD and NHRD related trends in the country. Petticrew and Roberts (2006) state that a systematic literatures review can highlight the fact that there is lack of data and limited empirical studies on a given topic. Further they add that systematic reviews help to identify gaps and inform future research efforts. Cooper (1998) affirmed that:

...literature reviews can focus on research outcomes, research methods, theories, applications, or all these. Literature reviews can attempt to integrate what others have done or said, to criticize previous scholarly works, to build bridges between related topics, to identify the central issues in a field, or all these. (p.3)

Data Sampling, Collection, and Screening

In this study, the literature review was conducted in two different phases. The first phase incorporated *a collection and analysis of primary and secondary literature data* from external sources (outside the RKZ). These data were obtained from various international databases, international policy documents, and research inquiries from the respective websites and search engines at Texas A&M University and other affiliated on-line libraries in the U.S. Furthermore, academic articles in such journals as *Advances in Developing Human Resources*, *Human Resource Development International*, and *Human Resource Development Quarterly* were reviewed. Data for chapter II (HRD) were collected during the 2005-2006 U.S. academic year at Texas A&M University. Data for chapter III were collected during the 2006-2007 academic year at Texas A&M University.

A two-step procedure guided this first phase of the literature review (Chen & Goodson, 2007). The first step was to retrieve as many peer-reviewed journal articles on the subject of National and International HRD, and HRD in transitioning

countries, as possible, from such electronic databases as ERIC, Wiley Interscience, SGA Sage Management and Organizational Studies, Metapress Routledge, EBSCOHOST Business Source, Proquest ABI/INFORM Global, and SAGE Premier. Table 1.4 presents the search results, in numbers of the articles retrieved from all four journals of the Academy of Human Resource Development, using the following search terms both separately and in combination: International HRD, National HRD, International and National HRD, HRD in transitioning countries, HRD in Kazakhstan, and Kazakhstan. These search terms helped to access assisted in retrieving information relevant to the chosen topic. For convenience, this search was limited to English language publications. It should be noted that all RKZ government documents are published in, among others, in English language.

Table 1.4. Search Results (in numbers) of the Articles Retrieved from All Four Journals of the Academy of Human Resource Development

Key words	ADHR* 1999-2007	HRDI** 1997-2007	HRDQ*** 2000-2007	HRDR**** 2002-2007
International HRD	14	196	101	9
National HRD	23	69	44	5
International and National HRD	24	69	31	5
HRD in Kazakhstan	0	0	0	0
Kazakhstan	0	1	0	1

Note. ADHR* Advances in Developing Human Resources
 HRDI** Human Resource Development International
 HRDQ*** Human Resource Development Quarterly
 HRDR**** Human Resource Development Review

The second step in the literature review procedure involved the selection and screening of data, obtained from the first step, based on the following three criteria: 1) appearance in articles in refereed and non-refereed English language journals; 2) appearance in both empirical and conceptual studies; and 3) appearance in studies that describe HRD, NHRD and International HRD in transitioning countries, and related topics. Thirty studies met the aforementioned criteria.

The second phase of the literature review, necessary to inform chapters II and III, included a collection, analysis, and synthesis of primary and secondary literature data obtained from internal (domestic to the RKZ) sources. These sources included the reports and documents of the Ministries and Government of the RKZ, and United Nations Development Program Reports on Kazakhstan for the previous ten years. A large portion of these data were collected in the RKZ from the contemporary Presidential library in Astana, the capital of the country. In addition, in order to better understand HRD and NHRD related practices and concepts in the RKZ, informal, but semi-structured, conversations were conducted with people working in the government and private sectors in the country. Although these semi-structured conversations were not analyzed, they were used to help inform data sampling, collection, and screening.

Table 1.5 presents a more comprehensive list of the distinguishable primary and secondary literature sources that are highlighted above and used to inform the study. Hart (1998) states that *primary sources* as those which describe the research methodology and provide detailed descriptions and discussions of the findings. In contrast, *secondary sources* are defined as those which present research summaries in textbooks, magazines, newspapers, and on television and radio. Based on these

definitions, the majority of the data used to inform this study were collected from primary literature sources. Where relevant and useful secondary sources were employed to complement these data.

Table 1. 5. A List of Distinguishable Primary and Secondary Literature Sources Used to Inform the Study

Phases of the Literature Review, and Types of Sources	Specific Data Sources Used	Nature of Literature Sources (primary or secondary)	Chapters in which Literature Sources Used
Phase 1 External Sources (from outside the RKZ)	Reports of International organizations such as USAID, UNDP, the World Bank	P*	Ch II & Ch III [^]
	Refereed and non-refereed journal articles	P*	Ch II & Ch III [^]
	Library and personal books on HRD	P*	Ch II & Ch III [^]
Phase 2 Internal Sources (from within the RKZ)	Data obtained from documents and reports of the Ministries of Education and Science, Trade and Industry, Labor and Social Protection, and Finance	P*	Ch II & Ch III [^]
	Data obtained from the Agency of Statistics	P*	Ch III ^{^^}
	Data obtained from the National and Republican documents and reports of the Government	P*	Ch II & Ch III [^]
	Data obtained from the State-run Programs of the Government	P**	Ch III ^{^^}
	Data obtained from various Professional associations and organizations on HR and management	P**	Ch II [^]
	Data obtained from informal but semi-structured conversations	S**	Ch II [^]
Note.	P*	Primary Sources of Information	
	S**	Secondary Sources of Information	
	Ch II & Ch III [^]	Data to be found in chapters II and III	
	Ch II ^{^^}	Data to be found in chapter II only	
	Ch III ^{^^^}	Data to be found in chapter III only	

Data Analysis, Synthesis, Interpretation, and Write-up

Content analysis of the data collected for chapters II and III was performed using Lincoln and Guba's (1985) method. Content analysis includes: unitizing data, coding and categorization, and identifying patterns; and enables the researcher to systematically order, summarize (Cooper, 1998), and synthesize findings in an explicit and thorough way (Fink, 2005). Patterns are emerging themes which occur frequently and imply a shared reality. In performing the content analysis, the data were unitized into meaningful units and emerging themes and categories were identified at each phase of data collection. Although, the emerging themes guided the data collection, formal analysis occurred after the data collection was complete.

The process of coding and recoding of data involved reading and rereading the content of the data found (any relevant literature sources). The pages on which these data were found were highlighted and placed in thematic tables labeled by code and category. The highlights and identification of codes allowed the researcher to locate the unitized data in its original context.

In a similar fashion, the interpretation and write-up of the study findings were informed by the theoretical and conceptual frameworks listed in Tables 1.2 and 1.3, respectively. These frameworks are commonly accepted in the HRD and NHRD research literatures. Using them in this systematic way helped to ensure the consistency and reliability of the study.

In Pursuit of Trustworthiness

Trustworthiness (validity), the methodological quality of a study and noteworthiness of its findings (Lincoln & Guba, 1985; Cooper, 1998; Schwandt, 2007), of a

literature review include the criteria of “Systematic, Explicit, Comprehensiveness, Reproducible” (Fink, 2005, p. 17) and “Justifiable and Exhaustive” (Cooper, 1998). These criteria involve, respectively, deciding what one needs to know, determining “...the best sources of information,” evaluating “...the quality of the information” found, and “...synthesizing the results.” How this trustworthiness (or validity) was attended to in each of the research procedures of data sampling and collection, analysis, synthesis, and write-up is briefly described in the following paragraphs.

In data sampling, collection, and screening, the types and nature of the literature sources enabled variation, also known as triangulation (Lincoln & Guba, 1985), of the data sources used to inform the systematic literature review. Variation of the data contributed to the trustworthiness (validity) of the study outcomes by providing a greater completeness of the informing data. In addition, the trustworthiness in data sampling, collection, and screening was ensured through the systematic selection and screening of data sources, and by using a criterion-based approach in the second phase of the literature review process (Cooper, 1998).

In analysis, interpretation, and synthesis of the data findings, trustworthiness was established by using systematic and explicit content analysis methods as specified by Lincoln and Guba (1985), Cooper (1998) and Fink (2005). These methods informed comprehensive analysis, interpretation, synthesis, and description of the findings. In addition, Cooper (1998) stated that *a priori, conceptual and methodological judgments* are the avenues to increase the trustworthiness (validity) of data analysis, interpretation and synthesis. The use of pre-existing and accepted conceptual frameworks to inform and guide this and the next phase of the inquiry method were very useful to this end (see Tables 1.2 and 1.3).

Employment of the specified theoretical and conceptual frameworks to guide and locate the study also helped to ensure trustworthiness of the write-up of the study. Moreover, a potential threat to validity in the write-up was reduced by presenting information in an explicit way, which described, for example, how and where literatures were gathered, including information on the reference databases, certain years, and specific search terms (Cooper, 1998).

Operational Abbreviations and Definitions

A number of abbreviations are used repeatedly throughout the study. These include:

ADHR - Advances in Developing Human Resources

AHRD - Academy of Human Resource Development

CD - Career Development

CIA - Central Intelligence Agency

ERIC - Educational Resource Information Center

GDP - Gross Domestic Product

HCT - Human Capital Theory

HD - Human Development

HDI - Human Development Index

HRD - Human Resource Development

HRM - Human Resource Development

IHRD - International Human Resource Development

NHRD - National Human Resource Development

OD - Organization Development

PPP - Purchasing Power Parity

RKZ - The Republic of Kazakhstan

SCT - Social Capital Theory

T&D - Training and Development

UFHRD - University Forum for Human Resource Development

UIB - University of International Business

UN - United Nations

UNDP - United Nations Development Report

UNESCO - United Nations Educational, Scientific and Cultural Organization

USA - United States of America

USAID - United States Agency for International Development

USSR - Union of Soviet Socialist Republics

For purposes of clarification, it is useful to offer some operational definitions of terms commonly used throughout the study. These terms include:

Historical: facts and events relating and belonging to a specific period of time in the past.

Human Resources: the knowledge, skills, talents, strengths, and abilities that human beings possess to create and produce goods and services. Synonym: human capital

Human Resource Development: a continuous process of unfolding human potential through learning, performance improvement, on-the-job training, assessment, and planning to fulfill goals and objectives at the individual, group, and organizational levels.

National Human Resource Development: a continuous process of unfolding human potential through learning, performance improvement, on-the-job training, assessment, and planning to fulfill goals and objectives at the national level.

Political: relating to, or dealing with the structure of a state, government or administration.

Socio-cultural: relates to a combination of social and cultural events and factors.

Sustainable Development: a gradual change caused by economic growth and social and political stability within a country or region. It is also a process which is directed at relieving poverty and creating equitable opportunities for fulfillment of human needs and rights, without compromising the ability of future generations to meet and satisfy their basic needs and rights.

Transition: a process of change from one state of things to another. For example, political transitions and socio-economic transitions.

Delimitations and Limitations

There were a number of noteworthy delimitations to this study. The first was the delimitation of publicly available literatures. Another was the delimitation of convenience of the informing literatures published in the English language. A third was that of the exploration of the two constructs of HRD and NHRD in transitioning societies. Finally, there was the delimitation of the study to the exploration of these two constructs as they appeared in the Republic of Kazakhstan.

As a result of these delimitations, it was expected that the study would be subject to some limitations, for example, its conceptual nature and thus the limited applicability of the ensuing findings; and the nature of the reviewed literatures reviewed themselves, which serves an the explicit purpose of identifying and informing existing gaps in bodies of knowledge and concomitant research needs and therefore are not empirically-based, and so can not be used as such.

Thesis Format and Design

Hart (1998) defines a thesis as:

... a document divided into parts that expresses, not necessary in linear form, a coherent argument or investigation. A thesis should therefore be a holistic demonstration of the skills, intellectual capabilities and scholarship of the research student. It must show thought and structures of reasoning on which the research is based; it is not just a record of research done. Hence it must say something that is based on existing knowledge, developing that knowledge using reasoned argument, sound evidence and a critical and reflective stance. (p. 172)

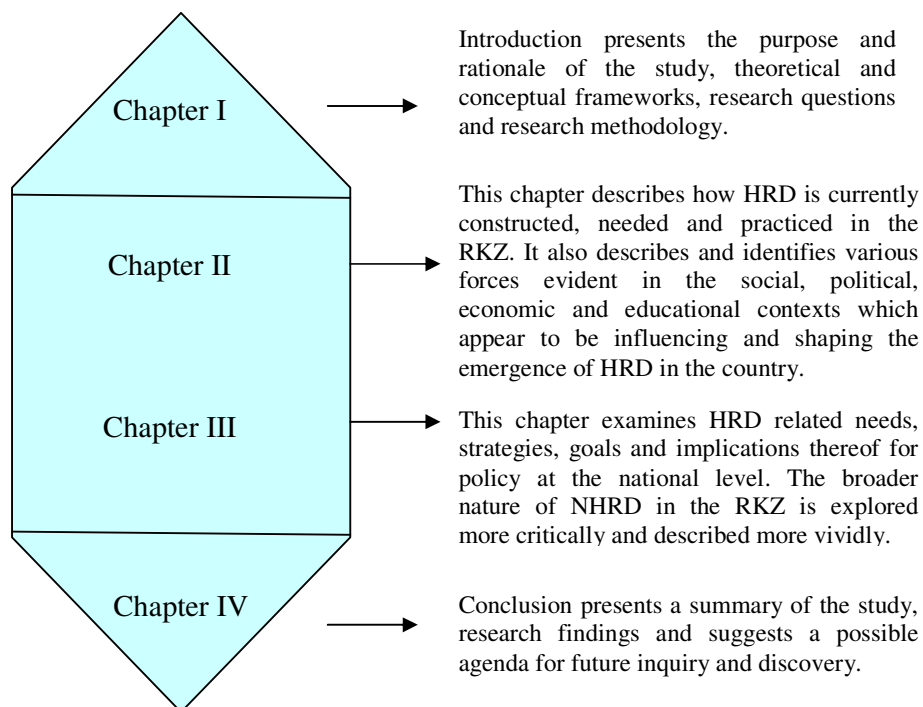
In contrast to a dissertation which requires performing “independent research” and exhibiting “credible literary workmanship” (Texas A&M University, 2007, p.158) by doctoral students, a thesis of a Master’s student must: “reflect a comprehensive understanding of the pertinent literature and express in clear English, the problem(s) for study, the method, significance and results of the student's original research” (Texas A&M University, 2007, p. 57).

This study was purposefully designed to fulfill these requirements by 1) identifying existing literatures on HRD and NHRD in the RKZ, 2) analyzing and synthesizing HRD and NHRD related practices, concepts, and 3) writing up and disseminating such discoveries in publishable journal format as per the guidelines for “Publication of Thesis or Dissertation Material” stipulated on p. 32 of the 2007-2008 Graduate Catalog of Texas A&M University.

Chapter I (this chapter) of the thesis introduces the study, its purpose/rationale and theoretical and conceptual frameworks that inform and locate the study. Furthermore, this chapter presents the research methodology and design of the study, and provides an introduction to the nature and importance of HRD definition and its formulation as a field of study in the RKZ at a national level.

Chapter II is titled--Defining Human Resource Development in Kazakhstan: Beginning the Process. This chapter was co-authored with Marzhan Kabdulsharipova and Dr. Susan A. Lynham. Chapter III focuses on the examination of the necessary and sufficient nature of HRD as a national strategy and priority (NHRD), and implications for policy at the national level—and is titled—National Human Resource Development in Transitioning Societies in the Developing World: The Republic of Kazakhstan. The third chapter was co-authored with Dr. Susan Lynham. Finally, Chapter IV presents a synthesized summary of the study findings and suggests a possible agenda for future related inquiry and discovery.

Figure 1.2. Diagram of the Design of the Thesis



CHAPTER II
DEFINING HUMAN RESOURCE DEVELOPMENT IN KAZAKHSTAN:
BEGINNING THE PROCESS

Introduction

This chapter explores Human Resource Development (HRD) in the Republic of Kazakhstan. It does so through analysis of the social, political and educational contexts, each of which are influencing the emergence and shaping the development of HRD in the country. Located in northern and central Eurasia, Kazakhstan's historical past and recent economic and political entrance to the free world makes it a strategic country for investigation and international comparison of HRD, especially in Central Asia and Eastern Europe.

Kazakhstan, a country in Eurasia, has experienced considerable change—economically, politically and socially—since the declaration of Independence in December 1991. A country in transition, Kazakhstan faces unprecedented challenges of unemployment, economic instability, and a critical undersupply of a high-level workforce. All these factors point to a need to develop and unleash human capabilities and competencies at national and local levels, and thus within multiple performance contexts (Lynham & Cunningham, 2006; McLean & Cho, 2004; Swanson & Holton, 2001).

This inquiry is focused on exploring HRD—how it is constructed, and currently practiced and needed—in Kazakhstan. Emulating the structure of the Cox, Estrada, Lynham and Motii (2005) study on exploring the definition of HRD in Morocco, it undertakes this task by identifying and describing different

environmental and contextual factors that appear to be influencing and shaping the emergence of HRD in Kazakhstan. By examining government structures, the educational system, business utilization of HRD concepts and terms, the current state of and need for HRD in Kazakhstan is preliminarily constructed and described. The inquiry is thus foundational to informing future research in the field of HRD in Kazakhstan, and for international comparisons.

The outcomes of this exploratory inquiry are presented and discussed by way of the following six parts. First: the theoretical frameworks used to inform and direct this study are presented. Second: the research questions and methodology are briefly described. Third: an introductory contextual overview of Kazakhstan is provided. Fourth: the findings of the inquiry are presented through discussion of a) key factors that appear to be influencing and b) specific environmental conditions that appear to be driving and shaping the emergence of HRD and its definition in Kazakhstan. Fifth: theoretical and practical implications of the findings are provided. Lastly: anticipated contributions of this inquiry to the broader discipline of HRD are considered.

Guiding Conceptual Frameworks

A number of conceptual frameworks have been drawn upon to locate and inform this study. The first is by McLean, Osman-Gani and Cho (2004) who proposed HRD as national policy thereby framing it not only as a national priority and need, but varying in nature. As a result they identified five emerging models of national human resource development (NHRD), namely, centralized, transitioning, government initiated, decentralized/freemarket, and small-nation. The second is by Lynham and

Cunningham (2006). They built off McLean, Osman-Gani and Cho's work as well as the third by Harbison and Myers' (1964) further stressing the multi-application context nature of what makes for HRD when employed at the level of the nation state. Within these three frameworks Kazakhstan can be considered, respectively, as transitioning and newly developing, and in which the formalized development of its human resources are considered an essential national goal and a priority for preparing its citizens to make informed decision towards the economic, social and cultural advancement/performance, well-being and governance of the country.

The further and fourth informing conceptual work is the definition of international HRD offered by McLean and McLean in 2001:

Human resource development is any process or activity that, either initially or over the long term, has the potential to develop adults' work-based knowledge, expertise, productivity, and satisfaction, whether for personal or group/team gain, or for the benefit of an organization, community, nation, or ultimately, the whole of humanity. (p. 322)

Employing these frameworks, HRD in Kazakhstan is explored by contrasting it with practices prevalent in developing countries and where used as strategic national initiatives. This exploration leads to it being considered from two major perspectives, namely, the *scope* of the HRD activities involved, and the *beneficiaries* of these activities. The first perspective (*scope* of activities) includes Training and Development, Life Long Learning and Organizational Development, while the second (*beneficiaries* of activities) includes three commonly named contextual levels of practice of individual, group and organization (Swanson & Holton, 2005).

A further informing framework used is that of Human Capital theory, popularized by the Nobel Prize winning American economists Gary Becker (1964)

and Theodore Schultz (1961). Simply speaking this theory states that because the cost for training and education is always high it should be viewed as an investment. It suggests that organizational and national investment in education, training, healthcare and other human development related expenditures should be considered as investments with long term benefits. The theory therefore underscores the ability to learn faster than ones competitors as a source of competitive advantage for organizations and nations, and the importance of recognizing organizational and national members as a major potential source of development to this end.

HRD, broadly defined, includes processes that develop and unleash human expertise (Swanson, 1995). For successful social and economic progress related activities must function as an integrated system. In this vein Hallak (1990) posits five interdependent energizers for HRD: first, education; second, health and nutrition; third, environment; fourth, employment; and fifth, political and economic freedom. Education and training are therefore essential factors for national development and growth. Since economic crises facing developing countries pose grave problems for education and other HRD-related processes, setting and formulating new priorities in these arenas becomes a major priority for policy makers.

Research Questions, Methodology, and Significance

Informed by these conceptual frameworks, three research questions were used to direct this exploratory inquiry. The first was: *What environmental factors and forces appear to be influencing and shaping the emergence and definition of HRD in Kazakhstan?* The second was: *How does HRD appear to be currently understood and practiced in Kazakhstan?* A synthesis of the discoveries from the address of these

first two research questions, the third and final question was: *Given the factors and forces that appear to be influencing and shaping the emergence of HRD in Kazakhstan, and how it is currently understood and practiced, what might be a working definition of HRD in Kazakhstan?*

The study incorporated a collection and analysis of data obtained from internal (domestic) information sources, some of which included the Ministry of Education and Science of the Republic of Kazakhstan, the Ministry of Trade and Industry, PAUK (professional Association on HR Management), United Nations Development Program Reports on Kazakhstan for the previous five years. External sources of data collection and synthesis included information obtained from, for example, USAID, and the United Nations Development Program.

In addition to these sources, academic articles were reviewed from all four of the Academy of Human Resource Development (AHRD) journals (e.g. *Advances in Developing Human Resources*, *Human Resource Development International*). Furthermore many documents of national policy and state strategy were reviewed for information and a better understanding of current HRD trends and practices and likely future HRD related needs in Kazakhstan (also see Table 2.1 below for a more complete list of these sources).

Table 2.1. Overview of Internal and External Information Sources Used to Inform the Inquiry

Kinds of Sources Used	Identification of Key Sources Used
Internal Sources	<ul style="list-style-type: none"> • Ministry of Education and Science of the Republic of Kazakhstan • Ministry of Trade and Industry • PAUK (professional Association on HR Management) • UNDP Kazakhstan annual reports • Development Strategy: Kazakhstan 2030 • The Education Conception 2005-2015 • Informal conversations
External Sources	<ul style="list-style-type: none"> • USAID • UNDP, UN • Advances in Developing Human Resources journal • Human Resource Development International journal

In order to inform and contrast HRD trends in Kazakhstan with others internationally, national information was obtained from international databases, international policy documents, research inquiries, reports from various organizations and descriptions of development programs from websites. Facts and information about HRD trends in Kazakhstan were also obtained informally from people working in the government and private sectors by means of face-to-face informal, but semi-structured conversations. Much of these data were collected during the U.S. academic summer session of 2006, and a contemporary Presidential library in the North capital, Astana, was used as major source of this collection. Similarly, search engines and databases were accessed at a research intensive university in Texas, in the U.S. Content analysis on the data was performed using Hallak's (1990) dimensions for scope and beneficiaries of HRD activities and Lincoln and Guba's (1985) method. Furthermore, factors from the political, economic and social national

contexts were reviewed to ascertain their possible influence on the emergent nature, purpose, development and definition of HRD in Kazakhstan.

This inquiry is significant in that it was prompted by the lack of public and published materials and scholarly literature on HRD in Kazakhstan as well as the changing business, social and political environments, a result of still recent entry into the free market economy and an emerging new democracy. These changes have given rise to unprecedented national pressures and a concomitant need for an increasingly developed workforce and informed citizenry. They have prompted, among others, the *Strategic Conception 2005-2015 on Education* (Education Conception 2005-2015, 2004), a recent national strategic endeavor emphasizing the need to develop and train individuals according to international standards.

HRD in Kazakhstan: A Contextual Overview

Kazakhstan, officially the Republic of Kazakhstan, is a developing country located in the middle of the Eurasian continent. The country shares borders with Russia to the north, China to the southeast, and Kyrgyzstan, Uzbekistan and Turkmenistan to the south. It is the second largest republic of the former Soviet Union and the ninth largest country in the world (for comparison purposes, approximately four times the size of Texas, U.S.A), with a total land area of 2,717.300 sq km (see Figure 2.1). The country covers three time and five climatic zones.

Figure 2.1. A Map of the Republic of Kazakhstan



According to the CIA Fact book (Kazakhstan, 1999 census) the population of Kazakhstan was estimated at 15,233,244 as of July 2006. The population has decreased due to the socio-economic crisis in the early nineties, which in turn resulted in high migration and low birth rates. Being a bilingual country Kazakhstan declared Kazakh as the language of the *state* and Russian as the *language for International communication*. The economy is made up of industry (30 %), agriculture (20 %), and services (50 %). The name Kazakhstan comes from the Persian language, meaning the *land of Kazakhs*. Kazakhs constitute the majority of the population (53.4 %), Russians account for a significant minority (30 %), Ukrainians 3.7%, Uzbek 2.5%, German 2.4%, Tatar 1.7%, Uygur 1.4%, and other 4.9%.

Kazakhstan has a rich historical and cultural heritage. In the first millennium BC an early nomadic civilization inhabited the territory of ancient Kazakhstan. Such invaders as Attila the Hun, Genghis Khan and Tamerlane were driven to conquer the

land of Kazakhs because it was an invaluable asset, large in scale and rich in natural resources. The Turkic tribes established trade relations with each other and neighbors such as China and the Middle East. The Silk Road, stretching from the east to west, connected the central part of Kazakhstan with Siberia in the south-east and Altai. Islam emerged in the 11th century and began spreading throughout the region.

The first Kazakh states were established at the end of the 15th century, a period when Kazakhs emerged as united ethnic groups. Each tribe was governed by Khan (the ruler) and every khan formed a domestic and political structure within the tribe. The beginning of the 18th century was distinguished by the expansion of Imperial Russia. Russians infiltrated the vast lands of Kazakhs and by the end of the 18th century the whole region belonged to the Russian Empire.

The Soviet period was characterized by forced collectivization and starvation in the early nineteen thirties. In 1925 the Kazakh Autonomous Republic was set up. In 1936 the territory of Kazakhstan became a full Soviet republic, yet the country never functioned as an independent state. Due to harsh centralized political reforms (collectivization in the 1930s) 1.5 million Kazakhs died of hunger and malnutrition prompting thousands to immigrate to China, Turkey, Mongolia and many other countries. While under the rule of the Soviet regime Kazakhstan became an agricultural and industrial foundation of the USSR, which created conditions for development of industry in the country. Kazakhstan's infrastructure developed significantly due to the fact that Kazakhstan supplied natural resources such as oil, coal, iron, copper and other minerals and metals for the entire Union. The *Virgin*

Lands plan was started in 1954 and resulted in a large-scale agricultural production campaign that supplied all fifteen republics of the USSR with meat and grain.

After the end of Soviet Union rule, in 1991, Kazakhstan became an independent Republic. The country held its first national election in December 1991 as a result of which Nursultan Nazarbayev became the first President of the Republic of Kazakhstan.

In 1995 Kazakhstan adopted a new Constitution. The main law of the country declared Kazakhstan a unitary, multi-confessional (the freedom to practice any religion) Republic with a presidential form of government. The legislative body of the state is one of a Parliament consisting of a Senate (39 seats) and a Majilis (77 seats). The president appoints seven senators and other members of the bicameral Parliament are elected from each of 14 regions (oblasts) of the Republic. The term of Parliamentary office lasts for six years. Government is an executive branch of Kazakhstan and the Head of the government is the Prime Minister. The Supreme Court is the judicial branch of the government and consists of 44 members. The Constitutional Council comprises seven members.

The capital of the country, Astana, is new, having been so declared in 1997. The former capital, Almaty, is considered to be the cultural, business and financial center of the Republic.

The United Nations Development Program (UNDP) annual report measures the Human Development Index (HDI) based on such factors as life expectancy, literacy rate, enrolment rate, and GDP. In 2005 Kazakhstan was placed 80th out of 177 in HDI ranking with the following indices: life expectancy (66.2 years), literacy rate (99.5%), enrolment rate (84%), and GDP (Purchasing Power Parity (PPP)

USD7, 260). GDP – Gross Domestic Product –an important indicator of national accounts describing the final output of the economic activity of a country at production stage, defined as the total gross value added to the sectors. (National Human Development Report for Kazakhstan, 2005 p. 81) PPP- Purchasing Power Parity of national currency – is understood to be the number of national currency units required to purchase an identical basket of goods and services that can be bought for one U.S. dollar in the U.S.A. (National Human Development Report for Kazakhstan, 2005 p. 91) Also mentioned in the UNDP report is that the Republic of Kazakhstan and other post-Soviet countries have gone through two phases of human development. The first phase which covered the period 1990- 1995 was characterized by the tremendous decline in major human development indicators, which placed Kazakhstan down from 54th to 93rd in the world HDI ranking During the second phase 1995-2003, the HDI indexes gradually increased, raising Kazakhstan to an overall ranking of 80th.

Even though economic development rates are on average two times faster than in other middle income countries, the World Bank categorizes Kazakhstan as a middle income country. Budget revenue in 2004 versus 2000, increased 2.2 times, while over the same period of time the average annual inflation rate was 6.9%.

Given these national and historical contextual factors there are a number of environmental factors and forces discernibly driving and influencing the emergence and development of HRD in Kazakhstan. These factors and forces are explored and described next.

Findings: Factors Influencing and Forces Driving the Emergence of HRD in Kazakhstan

Fields of practice such as Human Development (HD), Human Resource Management (HRM), and Human Resource Development (HRD) are relatively new to Kazakhstan and many of these and related terms are still unclear and not yet specified. For example, training and development, vocational education, staff recruitment, and organizational development are terms commonly used under the umbrella of HRM. For purposes of equivalency to the McLean and McLean (2001) definition of HRD, and to identify factors and forces influencing, driving and shaping the emergence of HRD in the country, we used the United Nations Development Program's (UNDP's) definition of Human Development (HD) (see below). While fully aware that HRD and HD are not equivalent constructs exploration of that of HD was necessary to inform our understanding of the necessary meaning of HRD in the country as it enlightens the broader national context and strategic and sustainable development priorities within which the development of human resources in Kazakhstan must occur and which it must serve (Bates, 2002).

Human development is a process of providing people with better opportunities in all aspects of human life. These aspects include – an opportunity to live a long and healthy life, to acquire knowledge, and enjoy living standards that imply access to resources required for a decent life. (Translated from the Russian version of the National Human Development Report for Kazakhstan, 2005, p.10)

Based on the above-mentioned theoretical frameworks and definitions, factors identified as directly influencing the emergence of HRD in Kazakhstan include, although are not limited to, government structures, the educational system, and business utilization of the development of human resources. Concomitantly, driving

forces considered include those in the economic, political and social national environs. The nature of these influencing factors and driving forces together with their implications for the study and practice of HRD in Kazakhstan are briefly discussed next.

Influencing Factors

Resulting from our exploratory analysis and synthesis factors that appear to be influencing the emergent nature of HRD in Kazakhstan are government structures, the educational system and business utilization. A brief explication of each is offered below.

Government Structures. An important and influential national document pertinent to this inquiry is the *Development Strategy: Kazakhstan 2030*. This strategy focuses on development plans in the fields of economics, politics and education until the year 2030. The ultimate target of this developmental strategy is to place Kazakhstan among the top 50 developed countries in the world by the year 2030. The long term priorities of the strategy are: 1) national security, 2) domestic political stability and consolidation of the society, 3) economic growth based on an open market economy with a high level of foreign investment and internal savings, 4) health, education and the well being of Kazakhstan citizens, 5) power resources, 6) infrastructure, transport and communication, and 7) a professional state.

Although the term *HRD* is not clearly indicated in the strategy, important related terms like education, training and development, vocational training, life long education, on the job training, and others, are commonly used in the domain of this national Educational strategy. For example, one of the main aspects of the

Development Strategy: Kazakhstan 2030 is its emphasis on lifelong education, and the overall intended outcome of such education is to provide individuals, citizens and organizations with the skills necessary to live a meaningful life. On the home page of the Center for International Programs' website President Nursultan Nazarbayev describes the necessity for educational development as follows:

We must actively develop our educational system and prepare qualified specialists. Special attention should be placed on realizing the long-term government program for training of students of Kazakhstan abroad and attracting the best foreign specialists to Kazakhstan... We need people with an advanced way of thinking who will lead Kazakhstan forward. We need graduates from the leading universities of the world capable of speaking and communicating in their language and introducing new technology for the development of Kazakhstan.

The Educational System. The national system of education is currently in a phase of reconstruction with an emphasis on reforming the content of educational programs. The *Education Conception 2005 – 2015* aims to modernize this system on the basis of the priorities reflected in the *Development Strategy: Kazakhstan 2030* and in so doing to increase the quality of human resources training and satisfy the individual and societal demand for such. The *Conception* stresses the importance of cooperation between educational institutions and agencies, private companies and national corporations as well as non-governmental organizations and communities to be united in achieving a common goal. The *Education Conception 2005-2015* explicitly reflects HRD related issues making it clear that they are of primary focus and priority to the nation.

There are no degree programs in HRD in the universities and educational institutions in Kazakhstan. However, HRM courses are offered in KIMEP (Kazakhstan Institute of Management, Economics and Strategic Research), UIB

(University of International Business), Kazakh Economic University, and Kazakh State University. The existence of HRM courses in the curricular of undergraduate economics, management and marketing degrees at the above mentioned universities and institutions makes certain that HRD related aspects such as Training and Development and Training and Performance are being covered at the introductory level.

Business Utilization. During the Soviet era almost all functions were implemented by the Labor Department, which engaged in recruiting, hiring, and firing of employees for organizations. With the collapse of the Soviet Union and transition to a market economy, HRM has become a fast developing and important field. In the past ten years recruiting agencies have introduced new service providing help with the recruitment, selection, testing, and training and hiring of qualified staff nationwide. Although *HRD*, as commonly perceived in the west, in Kazakhstan is still young and underdeveloped, the recent establishment of the *Professional Association of Human Development* indicates the need for good HRD strategy at the national and local level.

Given these emerging factors in Kazakhstan the proper development of the nation's human resources points to a number of needs. First, industrialization; second, the achievement of economic and political independence; third, the creation of educational opportunity; fourth, population movement from rural to urban areas; and fifth, the pursuit of other processes of modernization like communications, economic growth-investments, and national income growth and productivity. All of these needs appear closely associated with HRD when conceptualized from the

McLean and McLean (2001) definitional perspective and as underscored by Bates (2002) as the necessary expanding agenda of HRD objectives.

Having identified key factors influencing the emergence of HRD in Kazakhstan, we next tried to identify the driving forces that appear to be shaping the emergence of HRD in the Republic of Kazakhstan. These are briefly discussed next.

Driving Forces

A number of environmental forces are clearly shaping how HRD is coming to be understood (and therefore practiced) in Kazakhstan. We identified some of these forces in three national contexts, namely: the economic, political and social. The nature and implications for each in Kazakhstan are presented next and summarized in Table 2.2.

Economic. The early 1990s was a difficult transition time for Kazakhstan. After the decline of the Soviet central economic system many enterprises were closed down due to insufficient funds to maintain them, a lack of raw material, and no demand for their goods and services.

Households, firms, and national companies constitute the main economic units in Kazakhstan. The transition from a centrally planned and command economy to a market one has necessitated a change in the role of the government in the development of the national social system. Today the State plays an essential but restricted role in the economy where activity in the market is dominated by the private sector. Also in place is a legal and normative base ensuring property rights, the creation of competitive markets and reliable means of antimonopoly regulation, the maintenance of fiscal and monetary policies, the development of a social

protection network, the maintenance of an indispensable infrastructure, the formation of public health services, and the creation of a strong ecological policy. Changes have thus taken place in multiple directions simultaneously ensuring, among others, the privatization of property, protection against monopoly due to state ownership, and the creation of conditions necessary for healthy competition among commodity producers. In addition previously state-owned firms have been converted to those of joint-stock and partial property.

These economic driving forces have implications for HRD in Kazakhstan. Firstly, there is a need for HRD to align with economic policies and regulations that have taken place in the country since its transition to the market economy and the free world (Bates, 2002). Second, there is a great demand to increase global competitiveness through improving employee skills in the private and government sectors (Bates, 2002). Furthermore, the requisite training and retraining of employees at both the national and organizational levels can be done by HRD professionals (Bates, 2002).

Political. Kazakhstan has gone through important political reforms which have strengthened its political presence in Central Asia. There are 12 political parties now active in Kazakhstan and more than four thousand Non-governmental Organizations (NGOs) in operation across the country. The social political situation in the Republic of Kazakhstan is becoming characterized by progressive actions such as increasing the level of involvement of its populace in politics. President Nazarbayev supports development of civil society in the Republic and has initiated strategic reforms to insure the establishment and maintenance of a democratic society: "Building a modern democratic state has been our strategic goal throughout

all these years, to which we move step by step”...despite a legacy of almost a... “complete lack of democratic traditions and totalitarianism” (Nazarbayev, 2004, p.1).

This political context is a notable force driving the emergence and developing nature of HRD in the Republic of Kazakhstan. Primarily there is a substantial need for HRD initiatives to develop educated citizenship essential to the establishment and maintenance of an informed and skilled democratic and civil society (Bates, 2002).

Social. One of the most important achievements in developing civil society in Kazakhstan is the development of its NGOs. Their main function is to act as an intermediate between government and citizens and to help the transition to a democratic society. They also provide support to the society in many different areas such as human rights, youth rights, consumer rights, ecology, single mothers and families with many children, orphans, gender problems and help to victims of domestic violence. For the past fifteen years more than 500 NGO's have been established, are now successfully operating in the Republic, and are aimed at the protection and development of civil rights.

Social concerns such as poverty and unemployment have significant implications for HRD. By promoting programs directed at the elimination of poverty and focusing on the development of necessary skills for both employment and sustainable development, HRD specialists can contribute positively to the resolution of social issues in the country (Bates, 2002).

An overview of the influencing factors and driving forces together with their implications for the study and practice of HRD in the RKZ is presented in Table 2.2.

Table 2.2. Overview of the Influencing Factors and Driving Forces Shaping the Emergence of HRD, and their Implications for the Study and Practice of HRD in Kazakhstan.

Influencing Factors and Driving Forces	HRD Related Implications
Government Structures	
<ul style="list-style-type: none"> • Implementation of the national document The Development Strategy: Kazakhstan 2030 	<ul style="list-style-type: none"> • Need for HRD initiative to provide individuals, citizen and organizations with the skills necessary to live a meaningful life.
The Educational System	
<ul style="list-style-type: none"> • Implementation of The Education Conception-2005-2015 	<ul style="list-style-type: none"> • Need for quality in human resource education and training.
Business Utilization	
<ul style="list-style-type: none"> • Development of professional HRM and HRD related associations and organizations 	<ul style="list-style-type: none"> • Need to achieve economic independence by increasing training and retaining employees for new economic sectors.
Economic	
<ul style="list-style-type: none"> • Implementation of a legal and normative base, ensuring property rights and creation of competitive market 	<ul style="list-style-type: none"> • Need to align with economic policies and regulations and increasing need for training, development and implementation of globally accepted business practices and principles.
<ul style="list-style-type: none"> • Developing a private sector which is taking a leading role in the economy 	<ul style="list-style-type: none"> • Need to increase competitiveness through improving employee skills in the private sector.
Political	
<ul style="list-style-type: none"> • Continued implementation of strategic political reforms 	<ul style="list-style-type: none"> • Need for HRD initiatives in citizenship education and training and in ensuring the establishment and maintenance of a sustainable democratic political system and society.
Social	
<ul style="list-style-type: none"> • Implementing and developing social policies to reduce poverty and unemployment 	<ul style="list-style-type: none"> • Need for more and better programs directed at the elimination of poverty and focusing on sustained development and mastery of necessary skills for employees.

Implications of Findings for the Study and Practice of HRD in Kazakhstan

The aim of this chapter has been to explore the construct of HRD in Kazakhstan. It is the first study that describes HRD related issues in the developing nation of Kazakhstan. The task was undertaken by identifying and describing various contextual and environmental factors that appear to be influencing and shaping the emergence of HRD in the country.

The following initial insights have emerged from this analysis of HRD related materials on Kazakhstan:

1. There is currently a shortage of professionals in HRD and skilled administrators in education in Kazakhstan (Development Strategy: Kazakhstan 2030, 1997). During the Soviet years all its Republics had a centralized educational curricula and educational policy regardless cultural and language differences. After the collapse of the Soviet Union, Kazakhstan found itself facing the major educational problem of a lack of efficient and independent educational policy planning. The country is currently in the throes of adopting best practices in the development of its human resources so as to develop an educational system that can provide quality education at all levels as well as take into consideration the cultural peculiarities that typify the nation.

2. One HRD related achievement in Kazakhstan is the country's national literacy rate (about 99%). Another important fact is that secondary education is free and mandatory. Bearing in mind training and development as an important aspect of HRD, the achievements of the country in this regard are quite impressive. However, disparities remain between schools in the urban and rural areas. Many rural schools get insufficient funds from the regional and republican budgets and thus tend to have

less well trained instructors, factors which create imbalances in knowledge levels between rural and urban schools. Also needing greater attention is the redesign of schooling content. Since the declaration of democracy in the early nineties and entry to the global, market economy, the independent Republic of Kazakhstan has had to rethink major educational concepts, views and strategies on skills and knowledge development, as well as that of the professional expertise and experience of its individuals/citizens.

3. During its transition to a market economy in the 1990's there was a high demand for quality specialists in economics, business and law (Development Strategy: Kazakhstan 2030, 1997). These demands have since resulted in a significant oversupply of graduates with diplomas in business administration, finance, economics, and law. Kazakhstan, now a fast growing, developing country with diverse economics is now experiencing a high need for technical and engineering majors. This imbalance points to the lack of a clear strategy for educational development at all levels of education. In response to these workforce needs, and as the part of *Education Conception 2005-2015*, President Nursultan Nazarbayev established a *Bolashak* scholarship for talented youth to study in leading Western universities in order address these shortages of engineers, qualified specialists in public administration, public policy makers, strategic planning professionals, educational administrators, HRD professionals, and others.

4. There is a concomitant shortage of highly skilled and underutilized manpower in Kazakhstan. While Kazakhstan confronts the challenges of semi-advanced manpower, a characteristic of a developing country, a national approach to HRD is associated with building skills and competencies to provide equal

employment opportunities and eliminate an underutilized work force. Best practices and expertise are in the mean time also being transferred by international agencies and organizations who bring their skilled professionals with them to establish certain functions in the country. Thus, in order to ensure continued future economic development there is a need to increase the number of specialists in petroleum and chemical engineering, computers and the information sciences, and in other skilled professions. In addition the country must contend with a huge brain drain as many highly qualified specialists immigrated to Russia, Israel, Germany (some due to ethnic connection), and the U.S.A.

While McLean and McLean's (2001) definition of international HRD has been cited as useful to inform HRD more globally, in the context of Kazakhstan it would appear that this definition might not yet sufficiently accommodate the national peculiarities of HRD in Kazakhstan. In keeping with their and other authors' acknowledgments that HRD, by virtue of its very contextual nature (Lynham & Cunningham, 2006; Paprock, 2006), must be adapted and expanded accordingly (Bates, 2002; Watkins, 1998), we offer the following simplified working definition (Performance Integrity Workgroup, 2000; Swanson, 1995) of HRD in the national context of Kazakhstan...*as continuous and integrated processes of developing and unleashing human potential and expertise for the purpose of enhancing learning, human potential, high performance and sustainable human development in multiple performance systems and contexts.*

Concluding Comments

Clearly, Human Resource Development has the potential to increase the knowledge and expertise of individuals, organizations, communities and whole nations. What's more, in the context of globalization, transition to a market economy, reforms in education, social welfare and political structure, HRD sets goals and standards essential for the more efficient use of the human, social and cultural capital, and natural resources of a country. This expanding HRD agenda is aptly articulated by Bates (2002):

...at no time in history has HRD been called upon to play a more fundamental and key role in solving critical economic and social problems faced by communities, organizations and nations. As a consequence, HRD is being challenged to pursue an extensive and expanding agenda of objectives. (p.5)

It is therefore of paramount importance to understand the nature and role of HRD in developing nations, and a well informed understanding of political, economic and socio-cultural contexts is needed to explore the factors that are shaping and driving the emergence of HRD in these countries punctuated by continuous transform and transition. In today's rapidly developing world HRD has become a factor crucial to the sustainable overall success and well-being of a nation; and all the more so in emerging economies and newly established democracies. Instead of just adopting what makes for good and necessary HRD in these countries from multi-, trans- and inter-national companies and thus from the developed Western world, these countries need to explore and shape what makes for HRD from within, and from their specific national needs and contexts.

This inquiry provides information on how HRD is currently perceived and practiced in the Republic of Kazakhstan. In addition, this study serves as a basis for

future HRD inquiry into comparative national and international practices and policies.

To the best of our knowledge there have been no such definitional pieces done on HRD in Kazakhstan. Yet the national need for this exploration is undeniable. This work contributes to new knowledge in HRD by beginning this inquiry and thereby alerting the profession (researchers and practitioners) to its need. This inquiry is thus critical for further study, understanding, development and legitimization of an HRD profession within the specific national context of Kazakhstan.

CHAPTER III
NATIONAL HUMAN RESOURCE DEVELOPMENT IN TRANSITIONING
SOCIETIES IN THE DEVELOPING WORLD: THE REPUBLIC OF
KAZAKHSTAN

Introduction

The Republic of Kazakhstan (RKZ) has undergone a major transformation from a constituent socialist country of the former Soviet Union into an independent republic with a market-based economy. Such transformation requires different and modern approaches and perspectives for human resource development planning and education. Problems in the system of education inhibit the country in keeping pace with the rapidly changing economic situation within and outside the boundaries of the RKZ. The State-Run Education Development Program 2005-2010 (2004) stated that although the RKZ joined the Bologna process in 1997 to align its system of education with those of western standards, the necessary changes in education require fundamental rethinking and reconsideration of the problems associated with the development of its human resources.

This chapter examines National Human Resource Development (NHRD) in the Republic of Kazakhstan (RKZ). It explores how specific national contexts and associated challenges can be used to inform the thought and practice of NHRD with the aim of improving the country's competitiveness in the global market. The influence of political, economic, and socio-cultural environments on the nature and role of NHRD is explored. For the purposes of advancing economic, social, cultural,

and political developments of the RKZ, possible strategies and approaches for successful national level HRD are suggested.

In 1991, The Republic of Kazakhstan (RKZ) became an independent republic. In 1995 the country adopted a new Constitution which declared Kazakhstan a unitary, multi-confessional republic with a presidential form of government. Although the United Nations Development Program (2005) (UNDP) report indicated that Kazakhstan had a Human Development Index (HDI) ranking of 54th out of 177 in the world during Soviet rule, by the period 1995-2003 this ranking had dropped to 80th out of 177. This dramatic decline was due to the economic crisis that followed the collapse of the Soviet era and the transition of the country to a market economy. Table 3.1 presents Kazakhstan's human development indicators during the period 1990 to 2005.

Table 3.1. Kazakhstan's Human Development Index, 1990-2005

Component of the HDI	Comparative Years				
	1990	1995	2005	1995-1990	2005-1995
Life expectancy (LE) at birth years*	68.1	63.5	65.9	-4.6	+2.4
Literacy rate %*	97.7	98.7	99.5	+1.0	+0.8
Enrolment ratio, % *	80.0	73.0	85.0	+7.0	+12
GDP per capita, USA at PPP ^	6283	4508	8084	-1776	+3576
Life Expectancy Index^	0.718	0.642	0.682	-0.077	+0.040
Education Index^	0.918	0.901	0.947	-0.017	+0.046
GDP index^	0.691	0.636	0.733	-0.055	+0.097
HDI^	0.776	0.726	0.787	-0.050	+0.061

Note:

* data provided by the Agency of Statistics of the Republic of Kazakhstan.

^ data provide by the UNDP report – Kazakhstan, 2006.

Today the Republic of Kazakhstan is a developing country with a plethora of problems. It is confronted by the challenging tasks of reviving its economic, social, and political structures and equipping its human resources to do so. The government of the Republic of Kazakhstan has recognized that education of its work force is a strategic key to long-term economic growth and social well-being. Such an important and influential national document as *Development Strategy: Kazakhstan 2030* acknowledges human resources as the basic assets of Kazakh society. Considering the transitioning nature of the society, with its many concomitant labor resource challenges, it has become critical to attend to multiple national-level, HRD-related issues with the explicit aim of advancing and developing the country's competitiveness globally. A theoretical framework of HRD at the national level developed by Harbison and Myers (1964) serves as a useful foundation for the exploration, analysis, and description of these challenges.

Harbison and Myers (1964) categorized nations in terms of different stages of economic and social development, namely: Level I, underdeveloped; Level II, partially developed; Level III, semi-advanced; and Level IV, advanced. Their developmental typology categorized Kazakhstan as a Level II, partially-developed country in transition (see Table 3.2). From its categorization it is evident that the country is in need of growing and developing its economy to compete with that of other countries. Its ability to do so will depend in large part upon its strategy and capacity to develop its human resources as a source of such competitiveness.

**Table 3.2. 2003 Economic Indicators Associated with Level I to IV
(Harbison & Myers, 1961) Countries**

Economic Indicators	Level of Country According to Harbison and Myers (1964) Typology (I to IV)			
	Nigeria Level I	Kazakhstan Level II	Thailand Level III	USA Level IV
GDP	\$ 114,8 billion	\$143.1 billion (2006 est.)	\$477.5 billion	\$13.13 trillion (2006 est.)
GDP real growth	7.1 %	10.6% (2006 est.)	6.7 %	3.2% (2006 est.)
GDP per capita	\$ 900	\$9,400 (2006 est.)	\$7, 400	\$44,000 (2006 est.)
Population below poverty line	60%	19% (2004 est.)	10.4%	12% (2004 est.)
Note:	CIA World Factbook (2003, 2006)			

In pursuit of the purpose of this inquiry, namely to explore and describe the national-level, HRD-related needs, strategies, goals and challenges pertinent to the transitioning society of Kazakhstan, this chapter is constructed by way of eight parts. The first part focuses on HRD as a theory and research-based area of expertise – that can be applied at a national level to improve the country’s current state and enable it to become competitive in the global and liberal capitalist economy. Several theoretical and conceptual frameworks, employed to inform and guide this inquiry, are presented and discussed. In the second part, the research questions and methodology of the inquiry are listed and briefly described. The third part describes the situated contexts of NHRD in the RKZ. It provides a general overview of the historical, political, socio-cultural, and economic past of the country, and discusses the ways in which this past has created the need for HRD and its practice as a national strategy. The fourth part is a description of current transitional contexts

(political, socio-cultural and economic) that influence NHRD in the RKZ. The fifth part analyzes and describes the current NHRD environments in the country, including economic growth and educational development (primary, secondary and higher), the development of employed human resources, and incentives for high level human resources in the RKZ. The sixth part describes the ways in which emergent, national-level HRD is perceived and practiced, and its necessary goals and direction in the RKZ. The seventh part presents the emergent nature and challenges of NHRD in the RKZ, revealing factors that impede and enhance effective NHRD strategies in the RKZ, and considers specific challenges facing HRD professionals and policy makers in developing, implementing, and evaluating NHRD in the RKZ, as a national strategy. Finally, a brief conclusion to the chapter is offered.

Informing Theoretical and Conceptual Frameworks

Three conceptual and two theoretical frameworks have been employed to inform the conduct of this inquiry and to address the purpose of the study, namely, to examine specific national contexts and associated challenges affecting the necessary nature for thought and practice of HRD at the national level (NHRD) in the RKZ. The first conceptual framework is by Harbison and Myers (1964). Their framework helps explore and categorize the nature and scope of HRD as a crucial element in different aspects of a country's development—be it economic, socio-cultural or technological. Furthermore, the model creates grounds for the analysis and synthesis of Kazakhstan's attempts to provide its citizens with skills and knowledge essential to compete in the global market.

The second conceptual framework used to inform this study was Cho and McLean's (2004) models of NHRD. They proposed and summarized five emerging models for NHRD: (a) centralized, (b) transitional, (c) government-initiated, (d) decentralized (free-market) and (e) small nation. The authors stated there was no "pure" model (p.383) and that the construct of national HRD varied from country to country. Nevertheless, Cho and McLean suggested NHRD as a national policy and listed outcomes of excellent NHRD among which were elimination of illiteracy and unemployment, and improvements in primary, secondary, and higher education and health. Table 3.3 provides a summative overview of these models of NHRD.

Table 3.3 A Brief Description of Cho and McLean's Five Models of National Human Resource Development

NHRD Model	Summative Description of Each Model
Centralized Model	The government is in charge of providing education and training from the top down. The government, therefore, is a key player in planning, implementing, and evaluating HRD policies and procedures. "Rooted in a strong collectivist context, this NHRD model tends to have strong social and moral implications"
Transitional Model	Countries under transition moving from the centralized model to a government initiated or decentralized model share the characteristics of the transitional NHRD. NHRD's major role here is coordination between departments, for instance, different Ministries who develop HRD policies.
Government – Initiated Model	This model is characterized by the government's efforts to undertake a variety of HRD activities by providing consultative initiatives and taking into account the stakeholders' visions and views on HRD. Furthermore, HRD competencies are usually monitored and controlled by certain agencies or Councils. For instance, in the United Kingdom it is the National Occupational Standards and Modern Apprenticeship Frameworks led by Sector Skills Council.
Decentralized/Free Market Model:	The distinctive feature of this model is that the driving forces of all HRD efforts emerge from the competitive market. Unlike in the "Centralized NHRD" Model, in which the role of the private sector is diminished and small, this model is characterized by the private sector being mostly responsible for education and training. In addition "... this model is based on a firm individualistic value in which individuals are responsible for their own learning and growth"
Small Nation Models	The small nation model is characterized by taking various approaches towards NHRD, the phenomena which drive small nations to cooperate with each other in their region. Another distinctive feature of the Small Nation model is that participation of different structures to ensure HRD efforts is usually encouraged.

The third conceptual framework was Lynham and Cunningham's (2006) contextual layering of HRD. They presented HRD as a holographic framework of thought and practice. The interconnected holographic layering of HRD suggests that each layer stands for a context-specific purpose and nature of HRD. It also points out that HRD does not occur in isolation and that it is interdisciplinary and multidisciplinary by nature. The authors of the framework affirm that HRD at a national level must alleviate imbalances in unequal access to educational, political, economic, and social aspects in developing societies; go beyond just education; be performance, practice, and policy-oriented; attract high-level manpower; and help nations to cooperate mutually in a global market.

Within the scope of these three conceptual frameworks, Kazakhstan can be characterized as a transitioning and developing country, moving from the centralized model to a government-initiated or decentralized model. The key role of NHRD in this model is coordination. NHRD policies are coordinated and developed by various Ministries. For example, the Ministry of Education and Science of the Republic of Kazakhstan is the main legislative body to develop, implement and disseminate educational laws, policies, and regulations pertinent (related) to HRD at a national level.

The first applied theoretical framework is that of Human Capital Theory by Gary S. Becker (1964) and Theodore Schultz (1961). Human Capital Theory has provided a framework for government policies since the sixties and has become one of the most powerful theories in western education. It evidences education and training as key factors that promote participation of the organizations, companies, large corporations, and even entire nations in the global economy. The theory

endorses the importance of learning and education as drivers of competitive advantage for companies, organizations, and entire nations.

The second theoretical framework which has been applied to locate the study is that of Social Capital Theory by Coleman (1988), Putnam (1996), and Fukuyama (1996) and refers to the set of resources that exists in relationships between people. The theory states that social capital is like a social asset which leverages investments in human capital and household financial resources (Warren, Thomson & Saegert 2001). Summarizing the concept of social capital, it is necessary to say that it refers to norms, networks, and trust that people build to enable them to achieve common goals and objectives in a collective action. Related evidence shows that social capital is critical in poverty reduction and sustainable human and economic development.

Research Questions and Methodology

Given the purpose of this descriptive study, and informed by these theoretical and conceptual frameworks, three research questions were constructed to inform and guide this inquiry. The first was: *What are the HRD-related needs, strategies, goals, and challenges pertinent to the transitioning society of Kazakhstan?* The second: *Considering the influence of political, economic and socio-cultural environments on the nature and role of NHRD, what factors are likely to impede or enable successful implementation of NHRD in RKZ?* The final question is: *What challenges do policy makers and HRD professionals face in developing, implementing and evaluating the national HRD strategies?*

A systematic literature review approach (Cooper, 1998; Fink, 2005; Petticrew & Roberts, 2006) was adopted to serve the exploratory and descriptive nature of this

study and to address its purpose and three research questions. The literature review was conducted in two phases. The first phase incorporated *a collection and analysis of primary and secondary literature data* from external sources (outside the RKZ), including reports of international organizations such as USAID, UNDP, the World Bank, refereed and non-refereed journal articles.

A two-step procedure guided this first phase of the literature review (Chen & Goodson, 2007). The first step aimed at retrieving as many peer-reviewed journal articles as possible on the subject of National and International HRD, and HRD in transitioning countries, from such electronic databases as ERIC, Wiley Interscience, SGA Sage Management and Organizational Studies, Metapress Routledge, EBSCOHOST Business Source, Proquest ABI/INFORM Global, and SAGE Premier. Variations of the following search terms were employed both separately and in combination: International HRD, National HRD, International and National HRD, HRD in transitioning countries, HRD in Kazakhstan, and Kazakhstan. These search terms helped to access and retrieve information relevant to the chosen topic. For convenience, this search was limited to English-language publications. The second step in the literature review procedure involved the selection and screening of data obtained from the first step, based on the following three criteria: 1) appearance in refereed and non-refereed English language journals; 2) appearance in both empirical and conceptual studies; and 3) appearance in studies that described HRD, NHRD, and International HRD in transitioning countries and related topics.

The second phase of the literature review incorporated collection and analysis of data obtained from internal (domestic to the RKZ) sources, for example, the documents and reports of the Ministries of Education and Science, Trade and

Industry, Labor and Social Protection, and Finance of the RKZ. In addition, data was obtained from the national and republican documents of the government of the RKZ, such as the State-Run Programs, and from the Republican Agency of Statistics. It should be noted that all official documents in the RKZ are published in English.

Much of these data were collected during the 2006-2007 U.S. academic year at Texas A&M University, through academic in-print and on-line resources, available at the library of Texas A&M University and other affiliated on-line libraries in the U.S.

Content analysis of the data collected in the study was performed using Lincoln and Guba's (1985) method. In doing so, it was important to analyze the data in a systematic way and synthesize the findings in an explicit and thorough manner (Fink, 2005). Coding and categorization of the data were used to this end (Cooper, 1998). Criteria for trustworthiness of the data findings were employed using Cooper's advocated method of research synthesis.

The Situated Contexts of NHRD in Kazakhstan

The country's past has played an important role in the situated emergence of HRD as a national imperative in the RKZ. This section discusses these past contextual influences, in particular historical-political and socio-cultural, on the development of the need for national HRD in the country.

The Situated Context: Historical-Political

From the second millennium BC, the territory of Kazakhstan was inhabited by pastoral nomads: between the eighth and third centuries BC by Sakas and Scythian

confederations, and between the first and sixth centuries AD by the Huns. The first Turkic khaganat (meaning the state) and the Qarluq tribes were founded in 552-704 and 766-940 respectively (Thubron, 2001). They developed trade routes, including the Silk Road, which flowed east to west (Werner, 2004), and the Sable Road, which connected Kazakhstan with Altai and South-west Siberia. Due to its vast territory and natural resources, the Kazakhstan region was constantly conquered by such invaders as Attila the Hun, Genghis Khan and Tamerlane (Capisani, 1998).

Gradually the Turkic-speaking populations of the Kazakhstan area were converted to Islam (between the eighth and eleventh centuries). However, the process of conversion to Islam was very slow and superficial. Individual conduct was regulated by the Zheti Zhargi, or Seven Laws: the code of written Laws, created by Tauke Khan during the Kazakh Khanat era (1680-1718), in order to regulate nomadic customs and promote a particular mode of life (Olcott, 1987).

In 1464, the first Kazakh kingdom (khandik) was established; since then the Kazakhs have emerged as a united ethnic group and lived in relative peace for about a century. The Kazakh khandik was a feudal and nomadic state, also called the Kazakh Horde. Later Hordes were reorganized into three Zhuzes (Capisani, 1998; Luong, 2004).

The beginning of the 18th century was marked by the Russian Empire's decision to conduct an Asian-expansion campaign. The expansion was executed in two phases: the first between 1731 and 1850, resulting in a one by one submission of all three Zhuzes to the Russian Empire. At that time, the Kazakh khans looked to the Russian Czars for support against the Djungar invaders from the East (Capisani, 1998).

The 1850s marked the beginning of the second phase of the Russian political and economic colonization in the Kazakh lands, with the Russians building forts and fortresses and moving forward into the Kazakh steppes. The Czar Decree, which authorized the free settlement of Russian peasants in Kazakh territories, enhanced the relocation of about one million Russians in the area to the north of present day Kazakhstan (Capisani, 1998).

Suppression of the Kazakh khanates and khandiks and the building of forts by Russians, gave rise to a number of revolts and uprisings led by Sarzhan Kassymov and Ubaidulla Valikhanov, and later by Kenesary (Middle Zhuz), who fought against the Russian Empire and the Cossacks. Another anti-Russian movement, led by Isatai Taimanov and Mahambet Utemisov (Little Zhuz), struggled to regain their lands between the Volga and Ural rivers. In spite of numerous bloody movements and national uprisings, led by the Kazakh khans of the khanates and tribal leaders, by the end of the 18th century, the Russian Empire possessed immense areas of Kazakh territories (Capisani, 1998).

In 1936, Kazakhstan became a Soviet Socialist Republic. The Soviet Communist Party ruled the republic and adopted a centralized, socialist political model of government.

The Situated Context: Socio-Cultural

Three aspects of the socio-cultural past, important to the emergence and exploration of HRD at the national level, are described next. These include: (a) social structure, (b) education and literature before the Soviet Times, and (c) education in the Soviet times. Each aspect is important in understanding and exploring NHRD in the RKZ

The Kazakh steppe was a challenging place to live; water was scarce and nature was hostile, due to sand winds, severe winters, and hot summers. Adjusting to the unfavorable natural environment, effected and shaped a social structure which placed emphasis on advice from elders, the seasonal replacement of herds, the involvement of women and children in collective work, and the communal possession of pastoral and cultivated lands.

Kazakh literature and the rudimentary educational initiatives undertaken by Kazakh intelligentsia in the nineteenth century, influenced the worldviews of the population on education. For example, Abay Kunanbayev (1845-1904), the founder of Kazakh literature, was a humanist philosopher with liberal thoughts. Another leading intellectual, Shokan Valikhanov (1835-1865), served in the Russian army and was an orientalist-historian. Another well-known Kazakh ethnographer-teacher, Ibrahim Altynsaryn (1841-1989), developed and implemented an educational program and opened schools in Kazakh villages, teaching in both the Kazakh and Russian languages. A great number of Kazakhs benefited from the educational system established by Altynsaryn.

The educational legacy established by Altynsarin, Abay, Shokan, and other prominent educational leaders and Kazakh intellectuals, such as Alikhan Bukeykhanov (1870-1937), Akhmet Baitursunov (1873-1937), and Myrzhakyp Dulatov (1885-1937) was invaluable. They regarded educational reform as one of the essential elements for competition with Western civilization, and recognized the huge educational gap between their country and the rest of the world (Capisani, 1998).

Forceful collectivization and industrialization brought positive effects to the people of Kazakhstan during the Soviet era. The “Likbez” program was launched to

eliminate illiteracy and many Kazakh children, and even adults, enrolled in day and evening schools to learn how to read and write. As a result, by 1939 Kazakh citizens between the ages of nine and thirty-nine had an 84% literacy rate. By 1959, this rate had increased to 95% and is currently at 97% (UNESCO, 1995).

On December 5th 1936, the Kazakhstan Soviet Socialist Republic was formed, with its capital at Alma-Ata. The process of industrialization, as part of the Soviet Union's planned economy, continued. This phenomenon had several negative effects. Soviet collectivization, sedentarization, and the civil war, followed by famine in the thirties, caused the death of more than one and half million Kazakhs. The situation was aggravated by the emigration of thousands of people, seeking a better and safer life, to neighboring countries such as China, Mongolia, and Turkey. The Kazakh population remained in the minority, and internal and regional differences were intensified (Olcott, 1987; Capisani, 1998).

During the Second World War, many industries such as metallurgy, chemistry, and energy were withdrawn from the western part of the Soviet Socialist Republics (USSR) and placed in Kazakhstan. In 1941, about half a million workers were forcefully deported by Stalin, the Soviet dictator, to Kazakhstan. The nationalities of these displaced workers included: Volga Germans, Koreans, Chechens, and others. This event also explains Kazakhstan's multicultural and multiethnic nature.

A large scale agricultural production program named the "*Virgin Lands*" was started in the central and northern parts of Kazakhstan, and supplied the entire Soviet Union with agricultural goods and products, such as oats, millet, barley, maize and rye, sunflower, tobacco, and mustard. Although it was once a marginal sector of the

economy, agriculture became a critical component, involving 22% of the active population and constituting more than a third of the national income (Capisani, 1998). Gradually, Kazakhstan became an industrialized and agricultural country with a considerable number of nuclear weapons in its territory.

The Situated Context: Kazakhstan in Transition

Transitions in political and socio-economic structures took place after Kazakhstan became an independent republic in 1991. The transitional period was marked by substantial changes in economic, social, and political aspects of Kazakhstan society, including economic crises, political instability, and the deterioration of social indicators (UNESCO, 1995). A description of both political and socio-economic influences on transitioning context, during the early 1990's and onwards, is presented next.

Transitions in Political Structures

Since its independence in 1991, Kazakhstan has engaged in an incredible effort to boost its economic growth. As a result, various structural adjustment reforms have been implemented in the public sector, education, health care, government agencies, and enterprises. These structural reforms have included: the privatization of many state-owned enterprises, liberalization of prices for consumer goods, and the reduction of state subsidies for housing, transportation and other services (Werner, 2004). In addition, these reforms have been focused on a transition from a centrally-planned economy to a free-market one. Over the ensuing decade, about 150 laws were passed (Capisani, 1998), some of which produced great legislative confusion.

The confusion between the government's best intentions and the economic reality also created a national resistance to change.

Socio-Economic Transition

The economy of Kazakhstan went into a decline between the years of 1975 and 1985, as indicated by the 9.3% to 3.5% and 10.1% to 1.3% declines in industrial production and national income, respectively. Perestroika (restructuring) was initiated in the Soviet Union in the mid eighties to address this economic crises. However, it was abruptly interrupted by the collapse of the Soviet Union in 1991. Dissolution of the Soviet Union worsened the economic situation of all countries which constituted the USSR, including Kazakhstan (UNESCO, 1995).

The transition of socio-economic and political structures from socialist to post-socialist at the beginning of the 1990s substantially lowered the indicators of social and economic development of the RKZ (Barcus & Werner, 2007). The UNDP's report (2005) stated that Kazakhstan's HDI (Human Development Index) ranking had declined to 80th (out of 177), in comparison to its ranking of 54th, during the Soviet era before 1990. However, beginning in 1999, the country entered a period of economic revival, resulting in a Gross Domestic Product (GDP) of 9, 8% growth in 2000, 13,5% in 2001, and 9,5% in 2003. GDP growth was due to a rise in agricultural (28, 9%) and industrial production (2, 2%) (Agency of Statistics of the Republic of Kazakhstan, 2007). In 2006, The World Bank Group indicated that Kazakhstan's total GDP increased from 21, 0 billion U.S dollars in 1996 to 81.0 billion U.S. dollars in 2006. According to the World Bank, Kazakhstan's total debt also increased from 13, 9 U.S. billion dollars in 1996 to 75.9 in 2006 (Strategy of

Innovative Industrial Development of Kazakhstan 2003-2015, 2003). The current president of the country, Nursultan Nazarbayev, and his Cabinet of the Ministries are working with the International Monetary Fund to leverage the issue of debt and bring it under control.

Kazakhstan's leadership is addressing national economic and social issues by supporting the national oil, energy, metal, and chemical industries. *Strategy of Innovative Industrial Development of Kazakhstan 2003-2015* was initiated in 2003, with the intent of fostering and diversifying the economy, and redirecting it from raw materials production to processing. These and other changes in the economic status of the country, call for rigorous economic budgeting and national training of the country's workforce, with the aim to improve competitiveness in the global market.

The NHRD Environment in Kazakhstan

The previous section briefly described the substantial influence of political, economic and socio-cultural changes on the need of the country for human resources. The next section follows the model developed by Harbison and Myers (1964) and describes the environment in which NHRD is currently understood and situated. The following aspects of national development are categorized for discussion: economic growth and development, formal education, the development of employed human resources, and incentives for high-level human resources.

Economic Growth and Development

In recent years, Kazakhstan has achieved a relative economic advantage regionally, due to its rich mineral and natural resources. Since the beginning of the 1990s, the

country has been globally perceived as a supplier of gas, oil, ferrous, and non-ferrous metals and products. In addition, grain has become an important agricultural product for export to other countries (Strategy of Innovative Industrial Development of Kazakhstan 2003-2015, 2003). The World Bank (2006) states that Kazakhstan is now among the top 20 of the most attractive countries for investment. Over 21 million U.S. dollars have been invested in the country, since its independence. During 2001 and 2002, the yearly GDP growth was 11.5%. By 2010, it is projected that this figure will double.

However, the economic development of the country is still uneven. This is due to inequalities in the standard of living between people living in the cities and those living in rural areas. The Strategy of Innovative Industrial Development of Kazakhstan 2003-2015 (2003) highlighted another problem with the economical situation in the country; although there were vast fuel and mineral resources, its economy was small. This factor made the country vulnerable to economic fluctuations and less attractive for investment in manufacturing industries.

Since mineral resources are exhaustible, the country has acknowledged the need to work out a well-considered strategy to effectively regulate the natural wealth of the country. As a result, it is recognized that having people with the necessary knowledge, willpower, and persistence, is necessary to leverage the country's ultimate dependence on the extraction of its mineral and natural resources (Development Strategy: Kazakhstan 2030, 1997).

Formal Education (First Level or Primary Education, Second Level or Secondary Education, Third Level or Higher Education)

Since its independence in 1991, the country's sovereignty has been challenged by a massive call to join the global community. This call has required integration of the national education system with that internationally through revision of the country's legislation, finance and management systems.

The Ministry of Education and Science formulates policies, adopts laws on Education, and is in charge of overall educational strategic planning and management. The study curriculum for pre-school, primary, and secondary education is established by the Ministry, also. Regional and municipal districts are in charge of implementing public school education, and developing plans and study curricula for the local schools which are under their jurisdiction.

Primary education for young Kazakh citizens begins with one year of pre-school education followed by four years of elementary school. Primary (including pre-school) and secondary education are compulsory, the right to attend being provided to every citizen by the Constitution of the country.

There are about 1391 pre-schools and 724 pre-school centers in the country. Over 230,000 children, or only 27% of the total population of children, attend pre-school and pre-school centers between the ages of one to six. The percentage of children attending pre-schools in rural areas is 12, 4%, in comparison to 38.7 in the urban regions. In total, only 77% of children between the ages of five and six attend pre-school. Despite a growing number of children willing to attend pre-school, not everybody has access to it, nor can they afford to do so (The Ministry of Education and Science of the Republic of Kazakhstan, 2007).

Secondary education includes three main educational phases: primary (grades one to four, basic (grades five to nine), and senior level (grades ten to eleven or twelve), which are broadly categorized into continued general education and professional education (The Ministry of Education and Science of the Republic of Kazakhstan, 2007). There are 3,687 (44, 6%) secondary general education schools taught in the Kazakh language, and 2,069 (21, 1%) bilingual (Kazakh and Russian) schools, with a staff of over 270,000 teachers. There are also schools which provide education in the languages of ethnic minorities such as Uigur, Uzbek, German, and Ukrainian (The State-Run Education Program 2005-2010, 2004). Secondary professional education is offered in special professional or technical schools, lyceums, or colleges and vocational schools.

Currently, Kazakhstan's system of education faces several challenges. The first is the poor quality of instruction that is exacerbated by a low salary range for teachers. There are disparities between the quality of instruction in the rural and urban areas, the former being more marginalized and underfinanced. Another challenge is the problems with book supplies and language that occur in the national educational system. The Government, in collaboration with the Ministry of Education and Science, launched the *State-Run Education Development Program 2005-2010* to address the aforementioned problems and to upgrade the quality of education in the long term.

The system of Higher education is represented by 180 institutions of higher education, nine of which have been assigned the status of leading national universities. Out of a teaching staff of 41,000, there are 2,520 doctoral degree holders (Doctors of Science) and 11,610 Ph.D.'s. Between the years 2000 and 2004, for

every 10,000 people in of the national population, the number of students grew from 257 to 439 (The State-Run Education Program 2005-2010, 2004).

Funding is a significant challenge facing higher education in the country. Although student enrolment rates are increasing annually, financially disadvantaged people can not afford the cost of education. Furthermore, there is a large number of graduate students with majors in economics, law, and finance, making for an overabundance of graduates in fields that are less-needed nationally.

The Development of Employed Human Resources

As of 2006, Kazakhstan's employed population (Agency of Statistics of the RKZ, 2007) consisted of 8, 028, 900 people. Of the total population of 15,284,929 (CIA factbook, 2007 est.), 53% are within the legal working age range—namely, 15 to 63 years for males and 15 to 58 years for females.

In 2000, the population of the RKZ was considered to be underemployed, with a total unemployment rate of more than 13% of the working age population. However, a more positive trend has been observed since, with a decrease in the unemployment rate to 7.8% in 2007 (Agency of Statistics of the Republic of Kazakhstan, 2007).

With the economy transitioning from raw materials production to processing, and providing professional services, pressure to upgrade the skill sets of the already-employed human resources, by means of training and development programs, has increased (World Bank group, 2004). A national approach to HRD will be imperative to alleviating such pressures and developing the necessary service-related job skills of the national workforce on many levels.

Incentives for High Level Human Resources

Currently Kazakhstan faces a number of workforce-related problems. First, there are imbalances between the demand and supply for high-level human resources, the latter being both underutilized and of low quality. In addition, the economic crisis at the beginning of the 1990s, which negatively impacted the demographic situation (Barcus & Werner, 2007) in the country, can be expected to worsen the supply of labor in the future.

Economic instability and low salary ranges in many spheres of industry, education, and healthcare has caused the outflow of high-level manpower. The challenges of brain drain have escalated especially during the past decade, and have only exacerbated the shortage of high-level human expertise and access to a talented workforce. Furthermore, the country's population has been decreasing due to migration. Since independence, and by 1993, it is estimated that over 200,000 people have left the country, including many ethnic minorities such as Germans, Jews, and Russians. Such demographics indicate a nationally significant loss of human capital from the country (UNESCO, 1995).

Also notable is that it is largely within foreign-owned subsidiaries of multinational companies that HRD occurs in the RKZ (Sparkes & Miyake, 2000). Seeking foreign investment to address many of the issues of unemployment and poverty, Kazakhstan especially relies on this expatriate workforce, which in turn exports and establishes certain HRD functions and practices similar to those in their home countries. However helpful the export of such practices from foreign companies is, it is important that Kazakhstan addresses its demand for higher level

human capital by determining its own specific national needs and requirements for HRD.

NHRD in Kazakhstan

Since the 1990s, Kazakhstan, like many other economically-developing countries, has increasingly become aware of the Western concept of HRD. Prior to that, during the Soviet Era, the Labor Department in the government organizations and enterprises were in charge of Human Resource Management functions, which took over hiring, firing, and recruiting practices. However, HRD as a concept is still in transition (McLean &McLean, 2001).

HRD in Kazakhstan can be found in the efforts and activities of educational institutions, government organizations, private firms and joint ventures owned by foreign investors, corporate enterprises, transnational companies, and non-governmental organizations. For example, the western concept of HRD can be observed in the curriculum of management educational programs in these organizations. Some newly established organizations have begun replacing the term *personnel* with that of *human resources*, the functional area wherein HRD is typically housed.

However, strategic national and international imperatives and initiatives increased the need for a skilled and competitive workforce, in order for the country to integrate successfully into the global community. A number of such initiatives have taken place between the years 1991 to and 2006.

In 1992, Kazakhstan joined UNESCO and affirmed its commitment to collaborate with other nations on education, science, culture, and communication.

UNESCO and the RKZ have been collaborating with each other for over a decade now, in order to mobilize the country's human resources and address their priority needs. The UNESCO study on the education and training sector, in 1995, was the first official publication which mentioned HRD (UNESCO, 1995) in the RKZ.

In 1992, the country's Law *On Education* set the state's standards on education and affirmed equal rights and free education for all citizens. The Law provided a broad policy framework for the development of educational and training systems for the RKZ (Ministry of Education and Science of Republic of Kazakhstan, 2007).

In 1997, Kazakhstan signed the Lisbon Convention. This agreement provided access for Kazakhstan's students to exchanges of knowledge with other countries across the globe, and was directed at mutual recognition of qualifications regarding higher education in the RKZ and other countries (The State-Run Education Program 2005-2010, 2004).

The State-Run Education Program 2005-2010 was introduced in 2004 and is projected to continue until 2010. The program is designed to develop the educational infrastructure of the RKZ and provides the funding needed for further development. Currently, universities of Kazakhstan have adopted a three-level training system for specialists: Bachelor's, Master's, and Doctorate (Ph.D.) degrees.

Development Strategy: Kazakhstan 2030 is a key national document that emphasizes and stresses the development of skills in such fields as economics, politics, and education until the year 2030. The strategy underscores that people are its most valuable national resource. This program also identifies national priorities that address all spheres of life for each citizen of the RKZ. In the context of

economic growth, the system of education is viewed as part of the socio-economic structure capable of addressing the issues of national human resource development.

Democratization of the country became possible with the establishment of various public associations, non-governmental organizations (NGO), and movements, and volunteer organizations. There were an estimated 559 registered public organizations in the years between 1991 and 1996; by 1996 their number had reached 3,050. By October of 2003, there were about 4,500 NGO's in the RKZ. Among these, 15% deal with issues related to ecology (Weinthal, 2004) and tourism, 13, 1% with social protection, 12, 5% with art, culture, education, and science, and 7, 6% with the protection of human rights. It is noteworthy to say that there have been some tensions between the government and the political NGOs.

Implications for National Level HRD Strategy in Kazakhstan

Discussion of problems within historical, transitioning, and emergent HRD contexts and the needs of the country, suggest a number of possible approaches to address these problems. These suggestions are based on the Harbison and Myers (1964) framework and study of economic and social development in developing countries. To this end, factors impeding and enhancing the effective implementation of HRD-related strategies, and implications thereof for HRD professionals and policy makers in the development, implementation, and evaluation of these strategies, are briefly highlighted in the following paragraphs.

Factors Impeding Effective and Successful Implementation of National Level HRD Strategies

Although, Kazakhstan certainly has the potential to implement HRD strategies at the national level, several inhibiting factors need to be considered prior to the development and implementation of such strategies. For example, and as discussed earlier, there are imbalances that exist in the country which can hamper the implementation of a nationwide HRD strategy. These imbalances include urban-rural inequalities, economic fluctuations of the market, unemployment, and an increasing national debt.

Furthermore, due to the transitioning nature of the country, there are significant problems in the system of education. One of the root causes of these problems is that of under-financing. In addition, low quality of instruction in schools, low prestige of teachers, and low salary ranges are ever-present issues in the education system. Harbison and Myers (1964) point out that national development needs to be oriented towards improvement of educational systems of the country. They also state that a special emphasis needs to be put on pay raises, prestige of the teaching profession and on effective adult education programs for the citizens.

Factors Enhancing Effective and Successful Implementation of National Level HRD Strategies

Just as there are factors working against the successful implementation of HRD-related strategies in the RKZ, so are there those that appear to be working toward this same end. One such factor is the national recognition of the need for change. In particular, is the government's recognition that education is significant to long term

economic growth and the social well-being of the people of Kazakhstan (Development Strategy: Kazakhstan 2030, 1997). In addition, such important policy and national documents and programs such as *The State-Run Education Program 2005-2010*, *Educational Conception 2015*, and *Development Strategy: Kazakhstan 2030* are directed towards building human capacity and improving individual, organizational, and national performance, thus further underscoring the need for national-level HRD strategies. Furthermore, a number of public organizations and NGO's have arisen to attend to the social and economic needs of the country. They provide services, support, and training to specifically-targeted country constituencies, thus contributing immensely to their development and socio-cultural growth.

Implications for HRD Professionals and Policy Makers

In addition to past and current contextual factors that appear to be inhibiting or enhancing successful implementation of national level HRD-related strategies in the RKZ, there are also a number of discernable implications of these factors for HRD professionals and policy makers. These implications present themselves in the form of challenges facing these professionals in the development, implementation, and evaluation of the necessary national-level HRD strategies.

Challenges of Development and Implementation

The development and implementation of a truly national-level HRD strategy in the RKZ first requires reform of its educational system. This system should accommodate a larger number of people, raise the quality of education, and enable the practical application of skills and knowledge to the people of the RKZ. In

particular, emphasis should be placed on technology training and education, distance education, and the development of science and research.

A substantive series of developmental improvements are needed in the current system of technical education and training. First, such training should focus on content and must be relevant to the key industries in the country, such as agriculture, technology, and production. Furthermore, there should be cooperation between the institutions providing education and training and between the organizations and enterprises using cutting edge science and technology. Such cooperation will ensure better alignment of the training and development needs of organizations operating within the RKZ, and the country's national skill needs.

Inefficiency and ineffectiveness in Kazakhstan's investment in human resources have resulted in a shortage of high-level manpower and in a low quality of specialists. It is, therefore, important to provide financial support for continued and specialized human resource development, in order to ensure their sustainable development and growth.

Problems such as the outflow of talented and educated people and an unfavorable demographic situation in the country are depleting the national human capital. Adjusting and expanding HRD policies and strategies to address this human capital loss, within the requirements of Kazakhstan's society and culture, is imperative. Furthermore, NHRD-related strategies need to address the above difficulties by providing incentives to retain a pool of highly qualified people in the country. To this end, various avenues for collaboration and partnership with other countries on best NHRD-related practices need to be found.

Challenges of Evaluation

Harbison and Myers (1964) stressed the importance of the evaluation of HRD and related strategies at the national level. The UNESCO (1995) report on the analysis of HRD efforts indicated several problems related to the evaluation of such activities in the country. This report stated that HRD evaluation required reliable data on labor market, employment, and training activities. Extant data tend to suffer numerous characteristics of weaknesses typical of the transitional nature of the RKZ. Among these were the undeveloped system of data collection, imprecise concepts and definitions pertinent to education and HRD, and insufficient evidence regarding the pace of restructuring of enterprises and educational institutions and their impact on the workforce. The report points out that the evaluation of HRD activities is key to determining whether these efforts have been successful, and to what degree.

Conclusion

Kazakhstan has advanced from its beginnings as a feudal society with a semi-colonial and socialist past. Political and economic instability at the beginning of the 20th century had dramatic effects on the overall standard of living of the population. Although the literacy rate among citizens is high and education is highly valued, there has been a lack of interconnectedness between the acquired knowledge and necessary skills and expertise in the real world of work. Since its independence, Kazakhstan has implemented various economic, political, and social reforms and is gradually witnessing their positive impact on the quality of life of its people. In particular, these reforms were directed at enhancing the economy and the social network system. NGO's and multinational corporations have contributed

substantially in diversifying and developing vast national manpower skills and capabilities.

One of the top priorities of HRD in the nation is to educate and train high-level human resources. HRD professionals and policy makers must attend to issues and problems pertinent to HRD, in particular, in a) education, science, and technology systems, b) insufficient investment in human resources, c) obsolete and inadequate training, and d) an insufficient amount of highly skilled human resources.

This chapter argues that successful implementation of national-level HRD strategies should promote qualitative changes in the structure of the economy, aimed at entrenching sustainable growth based on efficient utilization of human, produced, and natural capital. Such qualitative changes will substantially assist Kazakhstan in attaining a new level of social and human development.

NHRD must be more than education: it ought to include the development and unleashing of human expertise for multiple learning and performance purposes--individual, family, community, organization, nation, region and globe. NHRD must be nationally purposeful and therefore formulated, practiced, and studied for the explicit reason of improving the economic, political, and socio-cultural well-being of a specific nation and its citizens (Lynham & Cunningham 2006, p.126-127).

CHAPTER IV

SUMMARY AND SUGGESTIONS FOR FUTURE RESEARCH

This chapter contains a brief summary of the overall study and, in addition, a separate summary of each chapter. It also presents major findings of the study, which have emerged from the analysis of HRD and NHRD-related literature on Kazakhstan. Finally, this chapter concludes with suggestions for future inquiry and discovery regarding HRD and NHRD in the RKZ.

Summary

Effective human resource development strategies in the RKZ should aspire to build skills and capacities of individuals, organizations, and entire systems to ensure, enhance, and promote sustainable development and national competitiveness in the global market. Given the concurrent lack of a formalized definition of HRD in the RKZ and insufficient information on what constitutes and makes for the necessary nature, construct, and strategy of national HRD in the country, the purpose of this study was two-fold. The first was to explore, describe and, thus, define the emerging construct of HRD in the Republic of Kazakhstan. The second, informed by the outcomes of the first, was to examine specific national contexts and associated challenges affecting the necessary nature for thought and practice of HRD at the national level (NHRD) in the RKZ.

Chapter II provided a contextual overview of the Republic of Kazakhstan. Chapter III presented and described the situated contexts of NHRD in the country.

Luong (2004) best described the need for understanding and investigating Kazakhstan, as part of Central Asia, in the following way:

Until now, Central Asia has been treated as peripheral, both in the study of the Soviet Union and the development of social science theory. With the fall of the Soviet Union in 1991, however, the opportunity arose for statesmen and scholars – both within and outside the Central Asia – to revisit this region’s past, analyze its present, and shape its future. (p. I)

Kazakhstan’s historical past and present contexts were described in chapters II and III in order to understand the ways in which HRD practices and efforts were developed in the country, and what kind of role they played in the emergence of HRD, in general, and as a national imperative.

In addition, both chapters referenced information taken from the UNDP reports on Kazakhstan for 1990, 2004, 2005, and 2006. Every year the United Nation’s Development Program issues annual *Human Development Reports* with the Human Development Index (HDI) rankings of countries. The HDI measures the overall achievements of countries using three dimensions of human development: life expectancy, attainment of education, and adjusted real income. The statistics and conclusions of this annual report serve as an important tool for policy makers and planners throughout the globe and inform international and comparative study and understanding of specific national characteristics in the economic, political, and social well-being of people in countries (Paprock, 2006).

Chapter I of the thesis introduced the study, gave its purpose/rationale, and presented a discussion of the nature and importance of HRD definition and its formulation as a field of study in the RKZ at the national level. Furthermore, this chapter presented the theoretical and conceptual frameworks that informed and

located the study and its research questions, as well as its research methodology and design. Table 4.1 provides a summary of chapter I of the thesis.

Table 4.1. Summary of Chapter I of the Thesis

Chapter I items	A Brief Summary of Chapter I
The Two-Fold Purpose of the Study.	The two-fold purpose of the study was first: to explore, describe, and thus define the emerging construct of HRD in the Republic of Kazakhstan. The second, informed by the outcomes of the first, was to examine specific national contexts and associated challenges affecting the necessary nature for thought and practice of HRD at the national level (NHRD) in the RKZ.
Discussion of the Importance of HRD Definition	Chapter I of the thesis informed the reader about the numerous debates and discussions on the definition of HRD in the related and scholarly western literature (Weinberger, 1998; Woodall, 2001; Ruona, 2002; Walton, 2002; Alagaraja & Dooley, 2003; McLean, Osman- Gani, & Cho, 2004; Lynham, Paprock, & Cunningham, 2006; McLean & Wang, 2006). Furthermore, the chapter provided definitions of HRD by Harbison and Myers (1964), McLean and McLean (2001) definition of International HRD, Swanson's (1995) HRD on the organizational level and Lynham and Cunningham's (2004) definition of National Human Resource Development (NHRD).
Informing Theoretical and Conceptual Frameworks.	<p>Table 1.1 in Chapter I presented the theoretical and conceptual frameworks employed in Chapter II and III separately, as well as those employed in both chapters. These frameworks have been employed to answer the two-fold purpose, the overarching and sub-questions of the study. Chapter I also provided a distinguishing difference between a theoretical and a conceptual framework. In addition, Table 1.2 and Table 1.3 provided brief descriptions of each of the theoretical and conceptual frameworks respectively and how each of the frameworks informed the study.</p> <p>The rationale behind choosing such theoretical and conceptual frameworks is that they inform and locate the study and serve as a basis to conduct such a scholarly inquiry.</p>
An Overarching Research Question and Sub-questions.	Given the two-fold purpose of the study, one overarching and three sub-questions per resulting chapters were used to direct the inquiry. The overarching research question was: What national forces and challenges are influencing and shaping the need for, and construction and practice of, the development of human resources in the Republic of Kazakhstan, and how? Figure 1.1 in Chapter I provides a graphical representation of the sub-questions of the study.

Table 4.1 (continued)

Chapter I items	A Brief Summary of Chapter I
Research Methodology and Design.	<p>Given the limited amount of literature on the topic of HRD in the RKZ and NHRD in transitioning worlds and societies and (Paprock, 2006; McLean, 2004; Kenzhegaranova, Kabdulsharipova & Lynham, 2007), this study was both exploratory and descriptive in nature (Stebbins, 2001; Hart, 1998).</p> <p>A systematic literature review approach (Cooper, 1998; Fink, 2005; Petticrew & Roberts, 2006) was adopted to serve the descriptive and exploratory nature of this inquiry, address the overarching research question and sub-questions, and fulfill the two-fold purpose of the study. Chapter I also provided a rationale for choosing such a method for the study.</p> <p>Data sampling, collection, and screening.</p> <p>For the purposes of the study, the literature review was conducted in two phases. The first phase incorporated a collection and analysis of primary and secondary literature data from external sources (outside the RKZ). In addition, a two-step procedure guided the first phase of the literature review (Chen & Goodson, 2007).</p> <p>The second phase of the literature review included a collection, analysis, and synthesis of primary and secondary literature obtained from internal (domestic to the RKZ) sources.</p> <p>Data analysis, synthesis, interpretation, and write-up.</p> <p>Lincoln and Guba's (1985) content analysis method was used to perform the analysis on the data in Chapters II and III. In doing so it was important to analyze the data in a systematic way, and summarize and synthesize findings (Cooper, 1998) in an explicit and thorough way (Fink, 2005).</p> <p>In pursuit of trustworthiness.</p> <p>Trustworthiness was attended to in each of the research procedures of data sampling, collection, and screening; analysis, interpretation, synthesis, and write-up.</p>
Delimitations and limitations of the study	<p>Delimitations</p> <p>There were a number of noteworthy delimitations to this study. The first was the delimitation of publicly available literatures. Another was the delimitation of convenience of the informing literatures published in the English language. A third was that of the exploration of the two constructs of HRD and NHRD in transitioning societies. Finally, there was the delimitation of the study to the exploration of these two constructs as they appeared in the Republic of Kazakhstan.</p> <p>Limitations</p> <p>As a result of these delimitations it was expected that the study would be subject to some limitations, for example, its conceptual nature and thus the limited applicability of the ensuing findings; and the nature of literatures reviewed themselves, which served an explicit purpose of identifying and informing existing gaps in bodies of knowledge and concomitant research needs and, therefore, are not empirically-based and so can not be used as such.</p>

Chapter II explored HRD in the RKZ, and it did so through analysis of the social, political, and educational contexts that appeared to influence and shape the emergence of HRD in the RKZ. The examination of government structures, the educational system, and business utilization of HRD terms and concepts, enabled us to describe HRD efforts in the country, and its preliminary construction in the RKZ.

The first significant conclusion that can be drawn from this definitional and descriptive study is that it serves as a basis for future HRD research in comparative national and international practices and policies. Secondly, there have been no such definitional studies done on HRD in the RKZ, hence, the national need and initiative for such research and exploration is necessary. The contribution of this work to new knowledge of HRD is vitally important to the understanding and development of HRD, as a field of research and practice within the specific national contexts of the RKZ.

The conclusions drawn about HRD from this study—its construction and how it was perceived and practiced in the RKZ—were based upon the following research questions and subsequent findings.

Research Question 1: What environmental factors and forces appear to be influencing and shaping the emergence and definition of HRD in Kazakhstan?

As a result of the exploratory analysis and synthesis, the factors that appeared to be influencing the emergent nature of HRD in the RKZ were identified. These factors included government structures, the educational system, and business utilization. A brief explanation of each and the need for the proper development of the nation's human resources were presented in Chapter II.

After the identification of the key factors influencing the emergence of HRD in the RKZ, the following driving forces, in three national contexts, were pinpointed: the economic, political, and social. The nature and implications for each were presented and summarized in Table 2.2.

Research Question 2: How does HRD appear to be currently understood and practiced in Kazakhstan?

Such fields of practice as Human Resource Development (HRD), Human Development (HD), and Human Resource Management (HRM) are relatively new to the RKZ and many of these and other related terms are not yet clearly specified. For instance, training and development, vocational training and education, staff recruitment, hiring and firing, and organizational development are the terms and practices commonly used in HRM. Although HRD as a field of study is not yet in the university or other education institutions' curricula, the existence of HRM courses imply that HRD related aspects such as Training and Development, Organization Development, and Performance are being taught at the introductory level.

Research Question 3: Given the factors and forces that appear to be influencing and shaping the emergence of HRD in Kazakhstan, and how it is currently understood and practiced, what might be a working definition of HRD in Kazakhstan?

A discussion on various definitions of HRD and an acknowledgement of the contextual nature of HRD (Lynham & Cunningham, 2006; Paprock, 2006) resulted in a simplified working definition, offered in chapter II. The authors of chapter II argued that such a definition should sufficiently accommodate the national peculiarities and culture of HRD in the country, and should be adapted and expanded

accordingly (Bates, 2002; Watkins, 1998). The simplified working definition of HRD in the RKZ offered by the authors is that: *HRD is a continuous and integrated process of developing and unleashing human potential and expertise for the purpose of enhancing learning, human potential, high performance, and sustainable human development in multiple performance systems and contexts.*

Chapter III examined National Human Resource Development (NHRD) in the Republic of Kazakhstan. It explored the ways in which specific national contexts and associated challenges could be used to inform NHRD with the goal of improving the country's competitiveness in the global market. The influence of the political, economic, and socio-cultural environments on the nature and role of NHRD was explored. For the purposes of advancing economic, social, cultural, and political developments of the RKZ, national strategies and approaches to HRD were suggested.

This exploration and discovery of national human resource development is critical to understanding and informing how the RKZ can influence the development of its human resources, as a needed and crucial component of the country's competitiveness in the global market. Moreover, such exploration needs to promote the country's ultimate goal for sustainable development, the importance of which should not be overestimated.

The conclusions drawn from the study about the broader nature of NHRD in the RKZ and its concomitant challenges were based upon the following research questions and subsequent findings.

Research Question 1: What are the HRD-related needs, strategies, goals, and challenges pertinent to the transitioning society of Kazakhstan?

The transitional period of the RKZ was marked by substantial changes in the economic, social, and political aspects of Kazakhstan society, including the economic crises, political instability, and the deterioration of social indicators (UNESCO, 1995). All of these changes have direct implications for HRD as a field of study and for HRD professionals as an area of practice.

Table 4.2 summarizes HRD-related needs and challenges in the RKZ and proposes strategies, with explanations and points for consideration in the implementation of those strategies.

Table 4.2. Proposed NHRD Strategies for Improving the Country's Competitiveness in the Global Market

Proposed Strategy	Explanation/reasoning	Points to Consider in Implementation
Reform the System of Education	The transition of the country from a socialist-country economy to a capitalist one impacted the country's system of education. This transitional period of the country partly hampered the emergence and development of HRD in the RKZ. As a result the country's organizations and companies face a shortage of high-level manpower.	There is a need for the educational system to accommodate a larger number of people, raise education quality and provide practical application of skills and knowledge to the people of the RKZ. Emphasis should be placed on technology training and education, distance education, and development of science and research.
Improve and Upgrade Technical Education and Training	The National Human Development Report <i>New technologies for Human Development in Kazakhstan</i> recognizes the importance of new technologies which are considered through human development lenses. The report "... acknowledges the role of technology in the development of human capital..." and discusses "... the current status of technological development in Kazakhstan" (UNDP, 2006, p.6). However, in order to address this need high-level technology skilled labor such as technicians and engineers are needed. Therefore, institutions for technical education and training aimed at preparing such skilled labor ought to be expanded and improved.	Need for training which should be focused on content and must be relevant to the key industries in the country such as agriculture, technology and production. There should be cooperation between the institutions providing education and training and between the organizations and enterprises using cutting edge science and technology.

Table 4.2 (continued)

Proposed Strategy	Explanation/reasoning	Points to Consider in Implementation
Invest in Human Resources	Inefficiency and ineffectiveness of Kazakhstan's investment in human resources have resulted in a shortage of high-level manpower and in a low quality of specialists.	There is a need to provide financial support for human resources to ensure their sustainable development and growth. It is important to motivate the talented pool of workers by offering them proper incentive schemes.
Expand and Adjust HRD Policies	Such problems as outflow of the talented and educated people and an unfavorable demographic situation in the country diminish the HRD state and nature in the country.	There is a need to adjust and expand HRD policies and strategies in accordance to the realms of Kazakhstan's society and culture.

Research Question 2: Considering the influence of political, economic, and socio-cultural environments on the nature and role of NHRD, what factors are likely to impede or enable successful implementation of NHRD in RKZ?

The Republic of Kazakhstan has the potential to implement HRD strategies at the national level. However, there are several factors which are likely to impede the successful implementation of NHRD strategies in the RKZ. First of all, there are problems that take place in the system of education such as under-financing of all educational institutions, low quality of instruction in schools, and low prestige of teachers. Second, imbalances, which are economic and social in nature, could hamper the implementation of a nationwide HRD strategy. These imbalances include urban-rural inequalities, economic fluctuations of the market, unemployment, and an increasing national debt.

One of the factors contributing to successful implementation of the HRD strategy at the national level is the national recognition of the need for change. In particular, is the government's recognition that education is significant to the long

term economic growth and social well-being of the people of Kazakhstan (Development Strategy: Kazakhstan 2030, 1997). Another factor is the emergence of NGO's to serve and attend to the social and economic needs of the country.

Research Question 3: What challenges do policy makers and HRD professionals face in developing, implementing, and evaluating the national HRD strategies?

In developing, implementing, and evaluating the national HRD strategies there are several challenges that HRD professionals and policy makers face. The first challenge is a shortage of high-level manpower which results in low-quality skills of workers in the fields of industry and services.

The second challenge relates to the outflow of the talented and educated people. The third challenge is related to an unfavorable demographic situation in the country.

Evaluation of HRD activities and efforts is important in determining whether the transfer of knowledge and expertise as a result of these activities has actually occurred. However, in performing such evaluation, HRD professionals and policy makers are faced with issues such as insufficient and unreliable data on the labor market and on employment and training activities. In addition, the underdeveloped system of data collection, imprecise terms, and concepts and definitions related to HRD in the RKZ highlight the need to include such factors in evaluation of HRD efforts.

Together, the findings from Chapter II and Chapter III help address the overarching research question for the study. This question was: *What national forces and challenges are influencing and shaping the need for, and construction and*

practice of, the development of human resources in the Republic of Kazakhstan, and how?

Major Findings

The research of the study was conceptual in nature and did not include any empirical investigations. A systematic literature review method was employed in searching, collecting, analyzing, and synthesizing these literature sources. This literature included key texts on HRD, sociology, economics, and anthropology. In addition, those sources incorporated international and national reports, documents and programs, and academic journal articles (see Table 1.5 in Chapter I). The following major findings have resulted from the analysis of HRD and NHRD related materials on Kazakhstan:

1. Government structures, the educational system, and business utilization are key environmental factors which appear to be influencing and shaping the emergence and definition of HRD in the RKZ. The driving forces influencing and shaping the emergence and definition of HRD are interdependently economic, political, and social in nature.

2. HRD and NHRD are emerging constructs in the RKZ. Such HRD practices and terms as training and development, vocational training and education, organization development and performance, and individual and career development are found under the umbrella of HRM (Human Resource Management). HRD is predominantly derived from the western literature and its practice is relatively new and emergent in the RKZ.

3. A working definition of HRD in the RKZ, which appears to be sufficiently accommodating to the national peculiarities and culture of the country, is the first step towards developing and defining a construction of HRD at the national level.

4. Sound HRD and NHRD strategies have the potential to improve the educational system of the country. In addition, investment in human capital, through the provision of improved and expanded technical education and training, ensures the development and growth of a skilled workforce and its proper utilization in the nation.

5. Factors discovered as impeding successful implementation of NHRD in the RKZ include:

a) problems in the national system of education, including its planning and content, dating from the transitioning period of the country. These problems also include the under-financing of many educational institutions, low quality of instruction, a dearth of modern technology in schools and other educational institutions, and disparities between schools in the urban and rural areas.

b) issues related to the current knowledge and understanding of HRD in the RKZ, which include a lack of published scholarly articles, books, and materials in the Kazakh and Russian languages; an absence of formalized HRD-related academic programs at universities; an explicit shortage of qualified HRD professionals and skilled administrators; and a need for a highly skilled workforce with critical, nationally needed skills.

c) socio-economic problems such as urban-rural inequalities, brain drain, economic fluctuations of the market, unemployment, and an increasing national debt.

6. Factors discovered as enhancing successful implementation of NHRD in the RKZ include:

a) recognition by the government of Kazakhstan of the importance of education and its need to be upgraded and improved to assure accordance with international standards. The following national programs and documents provide supporting evidence to this end: *Development Strategy: Kazakhstan 2030*; *Strategy of Innovative Industrial Development of Kazakhstan 2003-2015*; *The State-Run Education Development Program 2005-2010*; *Education Conception 2005-2015*.

b) an emergence and plethora of NGO's in the country, the programs and initiatives of which are contributing to the development of the socio-cultural growth of the citizens.

c) an estimated national literacy rate of around 99%, and free secondary education.

d) a transfer of knowledge and expertise by international agencies and organizations.

7. Among the challenges that policy makers and HRD professionals face in developing, implementing, and evaluating HRD strategies at the national level are: a shortage of high-level manpower, an outflow of talented and educated people, and a constantly changing demographic situation in the country. Furthermore, evaluation of NHRD strategies is hampered by an underdeveloped system of data collection and imprecise HRD concepts and definitions.

Suggestions for Future Inquiry and Discovery

Based on the informed findings derived from the search, collection, analysis, and synthesis of the literature sources, the following suggestions are made for future inquiry and discovery regarding HRD and NHRD in the RKZ:

- HRD in the RKZ has scarcely been explored and described in extant western and non-western HRD literature. The transitional nature of the country and many concomitant changes and challenges in the socio-economic structures of the country examined and discussed in chapters II and III, point to the need to conduct an extended research (both conceptual and empirical) on these emergent constructs in the RKZ.
- The conceptual nature of the research provided a limited applicability of the ensuing findings. Therefore, further empirical research needs to be carried out on the emergent constructs of HRD and NHRD in the country in order to extend the applicability of these findings.
- A central focus of the extended empirical research on HRD and NHRD in the RKZ should deal with issues related to the possibility of improving peoples' lives, and their education and socio-economic well-being. In addition, opportunities for reversing the negative trends caused by the transitional state of the country, including those of unemployment, shortage of skilled manpower, and poverty, should be central issues in the conduct of such future research.
- It is further suggested that more research be carried out specifically in the area of National Human Resource Development (NHRD) in the RKZ. It is imperative that comprehensive research is conducted on the systems

(political, economic, and social) in which people are invested. It is critical that in doing so, the unique culture and beliefs as well as other national peculiarities and contexts of Kazakh society are taken into account.

- It should be noted that further research needs to be conducted on national policies and documents informing the emergence of HRD and NHRD in the RKZ. This type of in-depth research, analysis, and synthesis of existing national reports and documents needs to be carried out in order to understand and describe their conceptual and legislative nature, and their ensuing implications for HRD and NHRD in the country.

In the transitional context of the country to a market-based economy, efficient use of human resources is vitally important. HRD as a field of thought and practice has the potential to increase the knowledge and expertise of individuals, organizations, and whole nations. Investment in human resources in the RKZ through education and development of its citizens can help ensure the country's achievement of economic growth, social and political stability, and its ultimate goal for sustainable development.

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