Internationalisation and reform of secondary schooling in Kazakhstan

PART ONE

Acknowledgements

Glossary of terms and abbreviations

ADB: Asian Development Bank

Admission: Students are selected and admitted by a University, through their own published admissions procedures.

Assessment: Process of checking and marking coursework or examination papers.

BERA: British Educational Research Association. http://www.bera.ac.uk/

Bologna Process: An initiative launched by the European Commission, administered by EHEA to set levels of competences in higher education that attract credits (ECTS) towards named qualifications such as Bachelor, Master or Doctoral level study. The idea is to ensure quality, transparency and mapping of European HE qualifications to encourage student choice and mobility whilst offering clear levels of attainment to employers and receiving institutions. http://ec.europa.eu/education/higher-education/bologna_en.htm

CEP: Centre for Educational Policy

CIS: Commonwealth of Independent States, an association of the former Soviet Union countries excluding Georgia and the Baltic States

CoE: Centres of Excellence

CPD: Continuous Professional Development.

CQES: Committee for Quality Control in Education and Science

CSR: Comprehensive School Reform (USA)

CICTT   Cambridge International Certificate for Teachers and Trainers

CT: Complex Testing (sometimes called Comprehensive Testing or CTA: Complex Testing of Applicants) as a means for those without UNT to apply to universities in Kazakhstan

EALA: External Assessment of Learning Achievements

ECTS: European Credit Transfer and Accumulation System. These are a certain number of credits that indicate to students/employers/other HE institutions what learning outcomes are to be met. Each learning outcome is expressed in terms of credits, with a student workload ranging from 1500 to 1800 hours for an academic year, and one credit generally corresponds to 25-30 hours of work. http://ec.europa.eu/education/ lifelong-learning-policy/ects_en.htm

EFA: Education for all Global Monitoring Report

ENQA: European Association for Quality Assurance in Higher Education - funded since 2000 to now by European Commission to promote European co-operation in the field of quality assurance. http://www.enqa.eu/index.lasso

EQF: European Qualifications Framework to satisfy aims of ET 2010 and Lisbon Strategy for Employment. http://europa.eu/legislation_summaries/education_training_youth/ lifelong_learning/c11104_en.htm

EHEA: European Higher Education Area: http://www.ehea.info/

ENIC: European Network of Information Centres implements the Lisbon recognition convention (1997) and works with the various national recognition centres (NARICs)

ET 2020:	Education and Training 2020: a strategic framework for European cooperation in education and training to be in place by 2020 http://europa.eu/legislation _summaries/ education_training_youth/general_framework/ef0016_en.htm
EUA:	European University Association: http://www.eua.be/Home.aspx
HE:	Higher Education
ID:	Identity
IPD:	Integrated Programme for Development
IB:	International Baccalaureate comprising the PYP (Primary Years Programme, ages 3-12), the MYP (Middle Years Programme, ages 11-16) and the Diploma Programme (ages 16-19) plus the new (2011) IBCC (IB Career-related Certificate, ages 16-19) http://www.ibo.org/
ISC:	Intermediate State Control
LO:	Learning Outcome: a targeted and defined improvement in knowledge and understanding; increase in competence; and acquisition of skill that should be evident following a programme of teaching and/or study
Magna Charta Universitatum:	Collection of fundamental university values and rights, founded by the University of Bologna and the European University Association (EUA) with abiding institutions as signatories.
MCQ:	Multiple Choice Questions
MOES:	Ministry of Education and Science
NARIC:	National Academic Recognition Information Centre to appraise qualifications outside the national quality assurance system (e.g. in UK: http://www.ecctis.co.uk/ naric/default .aspx)
NIS:	Nazarbayev Intellectual Schools
NQF:	National Qualifications Framework (e.g., in UK managed by OfQual: at http://www. ofqual.gov.uk/qualifications-and-assessments/qualification-frameworks/)
NGO:	Non-Government Organisation
NLNS:	National Literacy and Numeracy Strategy (England)
NTC:	National Testing Centre
NU:	Nazarbayev University
OBE:	Outcomes based education
OECD:	Organisation for Economic Co-operation and Development - a forum in which governments can work together to share experiences and seek solutions to common problems to promote policies that will improve the economic and social well-being of people around the world. http://www.oecd.org/
OFSTED:	Office for Standards in Education (England)
PDS:	Professional Development School
PISA:	Programme for International Student Assessment - an international study operated by OECD inaugural from 2000. It aims to evaluate education systems worldwide by testing the skills and knowledge of 15-year-old students in participating countries/economies. http://www.oecd.org/pisa/

OSF:	Open Society Foundations (sometimes called SOROS) http://www.opensociety foundations.org/
QS:	(Quacquarelli Symonds) QS World Rankings of universities: http://www.qs.com/
Qualification:	An award made by an awarding body to demonstrate a learner's achievement or competence.
QA:	Quality Assurance**:** a common framework to accredit a programme to have external validity as described (e.g. Standards and Guidelines for Quality Assurance in the European Higher Education Area at http://www.enqa.eu/files/ENQA%20Bergen%20 Report.pdf)
QAA:	Quality Assurance Agency for Higher Education: a national body that oversees the higher education sector (e.g. for UK QAA: http://www.qaa.ac.uk/Pages/default.aspx)
Reflective practitioner:	A reflective teacher carefully and consistently thinking about their practice toward development, change and improvement.
RK:	Republic of Kazakhstan
Self-certification of national standards and qualifications:	National document that links NQF to EQF (e.g. in UK: http://www.qaa.ac.uk/ ASSURINGSTANDARDSANDQUALITY/QUALIFICATIONS/Pages/theFHEQ-within-Europe.aspx)
SET:	Subject Entrance Tests at Nazarbayev University
SIRIS Academic:	http://www.sirisacademic.net/ourstory.aspx
TEMPUS:	Trans-European Mobility Programme for Universities: http://eacea.ec.europa.eu /tempus/programme/about_tempus_en.php
THE:	Times Higher Education – a UK newspaper; http://www.timeshighereducation.co.uk/
TIMMS and **PIRLS:**	Trends In International Mathematics and Science Study & Progress In International Reading Literacy Study: two international assessment tools to monitor trends in mathematics and science every four years since 1995. PIRLS has been used every five years since 2001. http://timss.bc.edu/
UCam:	University of Cambridge
UNESCO:	United Nations Educational, Scientific and Cultural Organisation: http://www.unesco.org/new/en/
UNDP:	United Nations Development Programme
UNT:	Unified National Test (sometimes referred to as NUT: National Unified Test)
UPenn:	University of Pennsylvania
USE:	Unified State Examination (of Russia)
USSR (the):	The Union of Soviet Socialist Republics
World Bank Institution:	Cooperative made up of 188 member countries to provide financial and technical assistance to developing countries around the world to reduce poverty and support development. http://www.worldbank.org/

The research team

University of Cambridge
Professor David Bridges (Principal Investigator)
Professor Colleen McLaughlin (Principal Investigator)
Dr Olena Fimyar
Dr David Frost
Dr Fay Turner
Dr Elaine Wilson
Dr Liz Winter
Dr Natallia Yakavets
Mike Younger

Nazarbayev University Centre for Educational Policy
Dr Aida Sagintayeva
Kairat Kurakbayev
Darkhan Bilyalov
Assel Kambatyrova
Marina Kishkentayeva

University of Pennsylvania Graduate School of Education
Alan Ruby

The purposes and focus of the research

The context for this research is that of a major programme of educational reform in Kazakhstan aimed at schools and higher education.

One part of this programme involves the establishment of a new university, Nazarbayev University, through partnerships with international universities. A Graduate School of Education is being established at Nazarbayev University in partnership with the University of Pennsylvania (UPenn) Graduate School of Education and the University of Cambridge Faculty of Education. UPenn is focussing its work on the development of taught programmes and research in the field of higher education and the Cambridge Faculty of Education is focussing on the school sector. This Graduate School of Education within Nazarbayev University will incorporate the Centre for Education Policy (CEP) which already exists. The three universities are committed to the joint development of a strong research programme in the new School, and the research that is reported here is one of the first fruits of this collaboration. UPenn will be reporting separately on the research in higher education.

The major part of Kazakhstan's educational reform programme is of course focussed on the school sector. This programme includes:
- the development of a new curriculum and reform of the structure of assessment;
- the implementation of a tri-lingual policy in schools;
- the development of a new raft of selective schools for talented and gifted children, the Nazarbayev Intellectual Schools; and
- a major programme of in-service education of teachers under 'Centres of Excellence'.

The University of Cambridge has significant involvement in this school reform process through, in particular, Cambridge International Examinations and also through the Faculty of Education. The Cambridge research team are in certain respects insiders as well as outsiders in relation to the reform process (a position familiar to many in educational research), and the methodological issues raised by this positioning will be something we shall want to explore in the course of the research.

It is the school reform process that is the focus for this first year of Cambridge's involvement in our collaborative research programme. We have sought to understand and to describe the story of educational reform in Kazakhstan since independence in 1991, the contemporary context and the issues that reform is seeking to address; the economic, cultural, geo-political and simply pragmatic considerations and aspirations that are driving policy; the main elements of that policy; and the issues that are being addressed in its implementation. In the first year of the research we have concentrated on evidence gathered from official documents and key figures at the centre of the reform process. In the second year of the research (see section below on the next stages of the research) we shall shift our attention to the experience and perceptions of those on the ground in the schools.

We described this year's work initially as a 'scoping study' and indeed this has been its primary function. It has served to provide the research team with an orientation towards the educational reforms in Kazakhstan and to identify some key issues that merit more detailed exploration in future years (see section below on the next stages of the research). There will be a good deal in this report that will not be news to colleagues involved in the reform process in Kazakhstan. The researchers bring with them, however, frameworks of understanding, international experience and critico-creative perspectives that may offer a different way of looking at what is known (see Bridges 2009 on the contribution of outsider perspectives in research), raise new questions or invite fresh consideration. There is not a very mechanical relationship between research and policy or practice, but it is certainly the hope of this research collaboration that we may contribute positively through our research to the development of education in Kazakhstan, as well as to international understanding of its aspirations and experience.

Of course, though we have done our best to represent fairly and accurately what we have read and seen and heard, our own writing too is open to correction, challenge and critique, and we confidently expect such responses. This is all part of an on-going conversation through which we contribute to each other's and to public understanding.

Research approaches and methods

We are committed in this and future research to employ a mixture of appropriate research approaches and methods. There is however no justification for using a mixture of methods just for the sake of it, and the approaches and methods have to be selected on the basis of their appropriateness to the research task and the kind of reasons, evidence and argument that these call into play.

In this first year of the research we have been involved primarily in trying to understand the recent (post independence) history and the contemporary story of educational reform in Kazakhstan, the drivers or 'rationalities' of educational policy (Fimyar 2010) and the way these are located in the wider political discourse and the social, economic and cultural context of contemporary reform. We have been looking at all this as it has been articulated in policy documents and official statements and has it has been and is today perceived by a wide range of people who have key roles in the shaping, interpretation and delivery of these policies.

Given these objectives it has been appropriate to apply research approaches drawn from history (including what Stenhouse 1978 calls 'contemporary history'), from policy sociology, from discourse analysis, from economic theory, from comparative education, from philosophy and, in a modest way at this stage, ethnography (case study) and life history. We have gathered evidence mainly from official and unofficial documents and by interviews with key participants. (See Bridges et al. 2009 for discussion of the range of research approaches which can support 'Evidence-based educational policy'.)

All those involved in the research are experienced researchers and have (in some cases very considerable) prior experience in the field s of educational reform and international development. They bring to their research writing not just the information gathered during this year, but also a wide range of scholarship and experience – and this is reflected in the writing.

Research ethics

The following statement of the ethical code to be observed through the research is taken from the Research Protocol (previously submitted in full) which is shown to all research participants:

> 'The ethical standards that have been applied to this project are based on the British Educational Research Association Ethical Guidelines (2011) (American Educational Research Association, UPENN). It is important to stress that ethical principles will be followed throughout the duration of the research project from the time of planning the research design and field work, through negotiating access and analysis, and to writing up a final report. The main ethical issue in this project will be the sensitivity of the material so clear rules on confidentiality and publishing will be negotiated with participants.

> *Confidentiality*: findings will be presented in such a way that no individual can be identified. If any doubt arises the individual concerned will be consulted. Similarly, institutions (in Kazakhstan) will not be identified without formal permission being obtained. Permission will be obtained at subject/institutional level from a nominated 'gatekeeper' before any report on information gathered at that level is made to others (internally or externally).

> *Right of withdrawal*: all those being interviewed will be given the opportunity at the beginning of an interview to discuss issues related to the research and raised in the informed consent. Interviewees have the right to withdraw at any time, to ask for recording to cease to require that information provided should not be used in any way.

> *Data Safety Monitoring Plan* (DSMP). Dr. O. Fimyar and Dr. N. Yakavets will be responsible for ensuring data integrity and safety monitoring forms for human subjects who are involved in the research. In all written/digital work associate with the study, pseudonyms will be used for all of the participants. All identifiable information will be stored in a locked cupboard.'

Reporting styles and audiences for the research

We hope that readers of the papers that follow in Part Two of this report (and which are summarised in the section below) will appreciate that these are written for different audiences with consequently different requirements and different styles of writing and presentation. Thus, for example:

Some papers (Yakavets 1; Winter 5; Frost et al. 10) are very much part of what we referred to in our original proposal as a 'scoping study'. These are our attempt as (for the most part) outsiders to Kazakhstan's recent history to understand what has been happening in terms of educational development over the last 20 years. We believe that although this history will be familiar to many colleagues in Kazakhstan, the sources we bring to the account will provide some new insights and join up different parts of the story in a way which is not currently available. It would also provide a very useful background to others coming into Kazakhstan to work in educational development as well as our own colleagues in Cambridge (e.g., Fimyar and Kurakbayev in this volume). They are also one of the few accounts of recent reforms in English and may serve to help publicise in the international English language community some of the developments taking place in Kazakhstan. Finally, they have

provided a starting point for the identification of issues that we shall investigate in more detail in subsequent years of the research. We may consider whether (and subject to peer review) they merit publication as a monograph.

Other papers (Ruby 3; Yakavets 4; Fimyar & Kurakbayev 6; Ruby & McLaughlin 12; Bridges 14) are written primarily with an eye to international educational research journals. These require (among other things): some introduction to the context of Kazakhstan and a theoretical framing which locates the issue in the international literature and critical treatment of the subject under investigation. These are *requirements* for publication in international journals, but may make the style of writing less appealing to e.g. government officers or educational practitioners.

A further form of writing included here (Bridges 13) is the workshop presentation or working paper, which will probably be simpler, probably less theoretical and more lightly referenced than the academic publication.

Finally we should add that the production of academic papers in the real world takes place over a period of time during which they go through many revisions and many forms of development. Indeed in an age in which it is so easy to amend, reorganise, extend or chop around a piece of writing on the computer, it is difficult to stop doing so before it has actually gone to press and no more can be done. The research team will continue to work on the material gleaned from this first year of the research in the years to come: it is an on-going and dynamic process. This report captures our 'production' at a particular moment in time. For this reason we have included some examples of work in progress as well as material which is (more or less) in its final form. Some of this (e.g., Fimyar 11; Frost et al. 10) will inform and be extended by research conducted in 2013.

Research outputs

Part two of this report contains a collection of papers by the research team that have been developed out of fieldwork, scholarship and reflection and discussion during the first year of the research programme. Here we offer a short guide to the contents of these papers. The papers are numbered for ease of reference to the full papers in part two.

1. *The recent history of educational reform in Kazakhstan*

Natallia Yakavets provides a substantial and original history of educational reform in Kazakhstan since independence based on official documents and on interviews with key figures in that history as well as reference to the existing literature. The four-part paper offers an account of the educational reforms and transitions in Kazakhstan in the last twenty years and of the current trends and efforts in the educational sphere. Emphasising the historical legacy of Soviet system of education, the paper explores the impact of internal and external factors upon official educational reforms trajectories. On the basis of primary data from interviews with respondents from the Government of Kazakhstan, Ministry of Education and Sciences, Republic of Kazakhstan, Nazarbayev Intellectual Schools, respondents from schools for gifted and talented children and from mainstream schools, teachers, international consultants, and specialists from international and partner organisations, and on secondary data from documentary analysis, the paper traces important educational changes that are currently taking place in Kazakhstan. Particularly, it highlights the challenges of the move toward a 12 year schooling model, the choice of a tri-lingual model of education, how new types of educational institutions are being established, and the role of international cooperation and partnerships. The paper concludes with a discussion of key themes emerging from the data analysis and implications for policy and practice, and suggests that further research should contribute to our understanding of the factors that foster or hamper current educational modernization in Kazakhstan in an era of globalization.

2. *What is policy research? A literature review*

Drawing on a large body of literature, *Olena Fimyar*'s essay critically examines the debates about the definitions of policy and policy-making in social science disciplines and in policy sociology. The essay traces the evolution of policy sociology as a new social science discipline and explores the attempts to define policies from the perspective of the actors, processes, localities and discourses. In the discussion, a special attention is given to the definition of policy as process and as a discourse and the models of policy-making and their critiques. The scalar dimension in policy analysis is introduced through examining different theories of globalisation and the ways the global affects and interacts with the local. The analysis presented in this essay provides a good foundation for developing a framework for understanding and researching education policy and policy-making and will be of interest to those working in the field of educational policy and international development.

3. *Design and implementation of educational reform in post-Soviet Kazakhstan: a beta testing strategy?*

Alan Ruby argues in this paper that there is a distinctive approach to current education reform in Kazakhstan as exemplified by the two "Nazarbayev" strategies: Nazarbayev University (NU) and Nazarbayev Intellectual Schools (NIS). Both, he suggests, are 'beta testing' strategies where practices and policies are piloted and assessed on a small scale before being transferred to the rest of the country. This concept testing strategy distinguishes them from the recent waves of education reform in the OECD nations and offers insights for future educational reform design and implementation.

4. *Reforming society through education for gifted children: the case of Kazakhstan*

In this paper, *Natallia Yakavets* explores the current education reform agenda in Kazakhstan and assesses the argument that investment in human capital through elite institutions for gifted children can lift up the whole system of education. The paper brings together two broad theoretical perspectives, namely as human capital theory and ideas about gifted education by arguing that gifted and talented are seen as important assets for economic prosperity in Kazakhstan. Drawing upon examples from primary data, Yakavets demonstrates a multi-faceted model of gifted education which combines internationally recognised curriculum with national educational traditions, strategic partnership with major international educational providers and the professional development of teachers. The paper concludes with the point that elite education as a model for education change has both advantages as well as its drawbacks. The real change that is going to make a long term difference will take time to be embedded. As the paper is exploratory and wide-raging, it sets out to highlight themes that would merit future research.

5. *The Unified National Test (UNT) as terminal assessment for schooling in Kazakhstan*

Apart from having meaningful qualifications with which to leave school, transition from schooling to further study is a vital part to any education system with continuity and preparedness fundamental components to satisfy both students and receiving institutions. In this paper, *Liz Winter* examines in depth the background to the post-independent introduction of a national measure (the Unified National Test) in Kazakhstan to assist higher education in the selection of candidates based on merit rather than previous practices which many saw as highly subjective and open to corruption. It discusses how such a measure may operate to assess school performance, functions as a school exit qualification in its own right and is generally fit for purpose. The paper further includes a history of the development of UNT since its widespread introduction in 2004. The most significant component to this article, however, is the unique contribution it makes to inform upon this topic by giving voice to and presenting commentary on the UNT by 18 stakeholders involved in the wider educational reform process within Kazakhstan. These comprise: senior personnel from the Republic of Kazakhstan's Ministry of Education and Science (MOES); key individuals within Nazarbayev Intellectual Schools (NIS); international consultants working with the Republic of Kazakhstan Government; senior staff drawn

from international partnerships such as those working with NIS and Nazarbayev University (NU); and those experienced through international agencies such as Trans-European Mobility Programme for Universities (TEMPUS), and Open Society Foundations (OSF). The primary data were collected as a series of interviews conducted between August and November, 2012. Overall, this paper presents an evidence-based reflection of central policy makers' opinion on the role, format and success of UNT in the wider educational reform agenda in Kazakhstan. Conclusions as to the multiple purposes behind the UNT, possible ways forward to research this field further and to inform upon qualification considerations more generally in Kazakhstan plus more specific suggestions for improvements and alignment of the UNT form the final part of the paper.

6. *'Soviet' in the memories and teacher professional beliefs in Kazakhstan: points for reflection for reformers, international consultants and practitioners*

This paper by *Olena Fimyar* and *Kairat Kurakbayev* is a part of the current project, which analysed the most recent educational initiatives in Kazakhstan. In the discussions about the objectives of the new reforms, research participants made continuous references to the previous system of education, to which they often referred to as Soviet, but also traditional, old and conservative. This prompted the authors of this paper to address the following questions: What memories and practices of Soviet education are still dominant in the field of education in Kazakhstan? How do these beliefs continue to shape educational debate in the country? The discussion in this paper is organised around three themes: the foundational principles of Soviet schooling, approaches to knowledge and assessment, and teacher preparation and methodology. In advancing their argument, the authors of the paper draw on the literature on Soviet education, interview data and, of equal importance, their own experiences of Soviet schooling. The authors conclude that despite their historical closure twenty years the previously acquired beliefs continue to shape current practices in education. Therefore, for anyone attempting to advance new reform agenda it is important to understand these constructs and engage with them.

7. *Overcoming the critical thinking gap in a post-Soviet education environment*

This paper by *Darkhan Bilyalov* and *Marina Kishkentayeva* (presented in Russian) addresses the problem of teaching critical thinking skills in Kazakhstani secondary education sector. Drawing on the results of international comparative studies, TIMSS 2007 and PISA 2009, the paper argues for a more integrated and cross-subject approach to promoting critical thinking in Kazakhstani education. The authors explain the low results in PISA 2009 (where Kazakhstan was ranked 59th out of the 65 participating countries) by the lower ability of Kazakhstani students to apply knowledge in real life situations. (or can be replaced by: The authors argue that the key challenge in achieving better results in PISA international assessment (in which Kazakhstan was ranked 59th out of the 65 participating countries) lies in Kazakhstani students' ability to apply knowledge in real life situations). In support of this claim the authors are also drawing on the admission results to Nazarbayev University Foundation Programme. The authors identify the lack of functional literacy as one of the key challenges in improving the quality of education. The paper concludes by presenting the case of Critical Thinking Skills in-service training that led to awarding the Cambridge International Certificate for Teachers and Trainers (CICTT) to Kazakhstani teachers as a tool for advancing the practices of active learning and critical thinking in Kazakhstani education.

8. *Methodological features of Content and Language Integrated Learning (CLIL) in the context of multi-lingual education*

In this paper (presented in Kazakh), *Assel Kambatyrova* discusses the methodological features of applying Content Language Integrated Learning (CLIL) to develop foreign language teaching in schools. The main key features of the approach, the basic principles of CLIL as well as the analysis of the potential difficulties in its application are presented in the paper. The paper considers the possibility of widespread use of CLIL in the programs of comprehensive secondary schools of Kazakhstan as one of the measures aimed at the development of multi-lingual education.

9. *Understanding the impact of teacher culture on Faculty Professional Development in Kazakhstan*

In this paper, *Kairat Kurakbayev* argues that if educational reform is to succeed in Kazakhstan it has to engage with the system as a whole and this includes in-service and pre-service teacher education. The author raises the questions of how the teachers in those institutions are prepared to embrace change, what opportunities for professional development are available in those institutions and to what extent institutional settings are supportive of the changes. Although the findings presented in the paper pre-date the 2012 study, the issues it raises, in particular to professional culture, remain relevant and were articulated in the course of the 2012 study. The paper concludes by stressing the importance of professional collaboration of teachers within and across the departments in teacher training universities in Kazakhstan.

10. *Towards a framework for understanding the role of school directors in education reform in Kazakhstan*

This paper, by *David Frost*, *Olena Fimyar*, *Natallia Yakavets* and *Kairat Kurakbayev*, is an initial exploration of the role of school directors in educational reform in Kazakhstan. It is based on a fairly limited data set which includes the results of a workshop designed to reveal the views and experiences of a number of school directors through structured discussion activities supplemented by a small number of interviews with school directors as individuals. The analysis supports a discussion about the role of school directors and how they are responding to the challenge of managing change within the context of the currently programme of education reform. The paper is intended as an initial foray into these issues that will inform the next stage of our research which will focus more intensively on the key role of school directors in ensuring that reform makes a difference to classroom practice in schools.

11. *The role of international partners in the current reform strategy in Kazakhstan*

Drawing on research interviews conducted in the course of the study 'Internationalisation and Education Reform in Kazakhstan' in August-October 2012, *Olena Fimyar*'s paper explores the role and functions of international partnerships in strategic development of Nazarbayev University (NU) and Nazarbayev Intellectual Schools (NIS). Looking at the case of NIS this paper retraces the steps taken by the NIS management team in selecting international partners with specific references to Cambridge International Examination. The second part of the paper presents the case of NU by illustrating different experiences of international partnerships. The paper concludes by discussing the three stages in the evolution of partnerships and the importance of planning an exit strategy for the partners in the early stages of partnerships. This will allow partnerships to transform from contractual obligations to institutional agreements involving joint research projects, student and faculty exchange, school visits and other ways of fruitful collaboration.

12. *Transferability and the Nazarbayev Intellectual Schools*

Alan Ruby and *Colleen McLaughlin* argue that a public investment of the size and significance of the Nazarbayev Intellectual Schools can be justified if the benefits are widely accessible and if good practices are shared and replicated. The success of USA and UK reform programs in taking change "to scale" is mixed. After reviewing that evidence they argue that the collegial approach to transfer of innovation, reform and practical knowledge is apposite for the Nazarbayev Intellectual Schools and Kazakhstan. It is an approach grounded in international experience. It also sits well with the realities of the nation where the challenges of distance and a relatively weak infrastructure are balanced by the presence of a well-educated, highly motivated teaching force.

13. *On the 'transmission' of NIS educational practice to the wider educational sector in Kazakhstan: some considerations*

David Bridges wrote this short paper written to provide a basis for discussion between Cambridge International Examinations and senior officers of NIS about approaches to the 'transmission'. 'translation' or 'cascading' of the practice of NIS schools to the wider system. It asks how we best conceive of this process in terms that are consistent with the pedagogic processes that NIS itself seeks to promote. It observes the challenge represented by the wide gap in facilities and conditions of work in NIS schools and many mainstream schools (especially in rural areas). It raises questions about the well-documented weaknesses in a centre to periphery model of educational innovation and asks what scope there might be in the next phase for local initiative and ownership of change. It asks whether there is more scope for distance learning approach to supplement the cascade model adopted in the Centres of Excellence programme. Finally it observes the need for local structures of support for teachers if they are to take on the scale of innovation that is currently under way.

14. *The ethics and politics of the international transfer of educational policy and practice*

The focus of this paper is on a variety of practices associated with the transfer of educational policy and practice from one national education system to another – practices sometimes referred to as 'policy borrowing'. *David Bridges* draws on both the scholarly literature and his own wide international experience in Kazakhstan and elsewhere to explore the ethical and political issues raised by these practices. In particular, he discusses concerns that these practices might be practically inappropriate, that they might be culturally insensitive or inappropriate, and that they might be impositional, exploitative perhaps or even oppressive. He argues that such concerns arise particularly in contexts in which the transfer is from relatively rich and powerful countries to relatively poor and less powerful countries. But policy transfer is a feature of relations between the rich and powerful too, and to some extent the issues are then turned on their head. Those engaged in the business of transfer become more clearly identified as service providers and they have to ask questions about to whom and under what conditions they might provide this service. Finally, the paper considers policy transfer as a form of pedagogy and asks whether the kind of ethical considerations which underpin any properly educational transaction might not provide a guide to behaviour by the agents of policy transfer.

Internationalization and reform of secondary schooling in Kazakhstan

Project summary: This is a collaborative research project between Faculty of Education, University of Cambridge (UK), Graduate School of Education, University of Pennsylvania (USA), and Centre for Educational Policy, Nazarbayev University (Kazakhstan).

1. Background information

Key Facts and Features
. the largest country in Eurasia
. the 10th fastest growing economy in the world (OECD, 2008)
. development of human capital as a key priority
. 59th in PISA 2009 results (15 yr-olds)

Recent Developments
. Nazarbayev Intellectual Schools (NIS)
. Nationwide teacher-training programmes through the Centres of Excellence (CoE)
. Tri-lingual education
. New curriculum and assessment
. Transition to 12-year schooling

Questions:

What
has happened in educational policy over the past two decades?

Why
are these particular sets of policies being implemented?

Where
are Internationalisation, national culture and traditions being included in the process?

In what ways (outcomes) will everyone from policy makers to teachers and children see a difference?

2. Study goals and objectives

• document the key steps, policy decisions and actions about human development in the first twenty years of independence

• determine the broader policy context of the Kazakhstan reforms and relate them to other human development policies in developed and developing economies

• describe how new teacher training and qualification policies impact on teachers

• provide early indications of impact of curriculum change on schools

3. Study design

Main methods of data collection:

Primary data: interviews; questionnaires; observations in key settings
Secondary data: documentary analysis; online resources

Types of research interviewees:

With key policy-makers, heads of CoEs, NIS and educational practitioners

Research ethics:

British Educational Research Association (BERA)

Ethical Guidelines for Educational Research

Cambridge research team [present at the conference]:

Prof David Bridges, Dr Olena Fimyar, Dr David Frost, Dr Colleen McLaughlin, Dr Liz Winter, Dr Natallia Yakavets

What and Why(s)
Narratives of background, events and policy decisions

Educational Policy and Reform in Kazakhstan

Who and Where
Internationally, Nationally, in HE, in CoEs, in NIS, in other schools.

Outcome(s)
Internationally, Nationally, in HE, in CoEs, in NIS, in other schools.

4. Next Steps

. contribute to the local understanding of policy-making and the building of national research capacity
. inform the future research on the process of educational reform and economic and social development in Kazakhstan and the surrounding region
. establish a wider research framework on human development policies and programs in Kazakhstan
. conduct international comparison studies on teaching and teacher training

Email: iedp@educ.cam.ac.uk   www.educ.cam.ac.uk