

Certification Report

Certification at the

Center of Excellence, Nur-Sultan, Kazakhstan

“In-service training programme of the subject “Mathematics for pedagogic staff”

“In-school course of the professional development “Research in Teacher’s practice”

“In-service training programme for teachers of organisations on preschool preparation of children”

“In-service training programme for faculty of the universities and humanities colleges that provides “Training for Teaching staff”

I Procedure

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Content

Certification Report	1
Center of Excellence, Nur-Sultan, Kazakhstan	1
“In-service training programme of the subject “Mathematics for pedagogic staff”	1
“In-school course of the professional development “Research in Teacher’s practice”	1
“In-service training programme for teachers of organisations on preschool preparation of children”	1
“In-service training programme for faculty of the universities and humanities colleges that provides “Training for Teaching staff”	1
I Procedure	1
1. General information	4
1.1. Short portrait of the institution	4
1.2. General information on the assessed programmes.....	5
2. Description of facts and evaluation (according to ESG)	9
2.1. Policy for quality assurance	9
2.2. Design and approval of programmes	11
a. “In-service training programme of the subject “Mathematics for pedagogic staff”	12
b. “In-school course of the professional development “Research in Teacher’s practice”	15
c. “In-service training programme for teachers of organisations on preschool preparation of children”	17
d. “In-service training programme for faculty of the universities and humanities colleges that provides “Training for Teaching staff”	18
2.3. Student-centered learning, teaching and assessment	21
2.4. Student admission, progression, recognition and certification	25
2.5. Teaching staff	27
2.6. Learning resources and student support	30
2.7. Information management	32
2.8. Public information	33
2.9. On-going monitoring and periodic review of programmes	35
2.10. Cyclical external quality assurance	37
3. Recommendation on certification	38
3.1. Assessment of the implementation “Standards and Guidelines for Quality Assurance in the European Higher Education Area” (ESG) as amended	38
4. Decision of the ACQUIN Accreditation Commission	41

The **evaluation report** of the expert group is based on the self-evaluation documentation of the Center of Excellence and the online-discussions with the heads of the training programmes, the developers of the programme as well as administration and management of the Center of Excellence in Nur-Sultan.

Evaluation criteria are based on the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) in the official version valid at the time the contract is concluded. At the same time the national context, particularly the national rules regulating the establishment of training programmes, has been taken into account. Since the assessed training programmes are not full degree programmes (Bachelor, Master or PhD), the standards of the ESG are not fully applicable; deviations are highlighted in the report.

1. General information

1.1. Short portrait of the institution

The Center of Excellence is a state funded public institution in the field of education in the Republic of Kazakhstan. In accordance with the order of the President of the Republic of Kazakhstan in 2011, the Government of the Republic of Kazakhstan approved the conceptual approaches to the development of the training system and professional development of Kazakhstani teachers. The AEO "Nazarbayev Intellectual Schools" (NIS) was authorized to establish a Center of Excellence and develop level programmes of in-service training for the pedagogic staff and the heads of educational organisations of the Republic of Kazakhstan based on the best local and global pedagogical experience together with foreign partners. The AEO "Nazarbayev Intellectual Schools" was assigned to develop the in-service training programme for the head staff of the comprehensive secondary schools of the Republic of Kazakhstan.

Status and purpose of the Center of Excellence

According to the decision of the Board of Trustees of the AEO "Nazarbayev Intellectual Schools", the Private Entity "Center of Excellence" (CoE) was established on June 15, 2011. The aim of the Center is to implement continuous professional development and training of the pedagogic staff and the heads of educational organisations, considering the best local and international experience. Therefore, the CoE contributes to the professional development of the pedagogic staff of the Republic of Kazakhstan by developing educational programmes of the in-service training, arranging and conducting training, monitoring and post course training, as well as methodical support of teachers. The Charter of the Center was approved by the decision of the AEO "Nazarbayev Intellectual Schools" on August 5, 2011 that was registered in the Department of Justice of Astana of the Ministry of Justice of the Republic of Kazakhstan on August 23, 2011.

Organization of the Center of Excellence

The organization structure of the CoE consists of the central office and 15 branches. Besides the headquarters in Nur-Sultan, the CoE has branches in 15 cities in Kazakhstan, such as in Almaty, Shymkent or Karaganda. This way, the organization is represented in all regions of the country. The central office in Nur-Sultan employs 80 people, including 19 senior managers/managers in the state of CoE, and 61 people from the teachers of preschool organizations of the regions of the Republic of Kazakhstan. The CoE is divided into 10 departments. The CoE is divided into 10 departments. These departments are responsible for Educational Programmes, Methodological Work, Information Technology, Organization of Educational Processes, Publishing and Production

, Organizational Issues, Economic Planning, Accounting, Coordination and Analytics, and NIS Teachers Professional Development.

The total staff size of the CoE is 163 people including 66 certified trainers. The CoE employs 22 people with degrees (18 Candidates of Sciences, 4 PhD), and 49 people with Master's degrees in science. Among the employees of the CoE, there are seven holders of so-called Bolashak International Scholarship established by the President of the Republic of Kazakhstan who graduated from the leading foreign universities.

Services of the Center of Excellence

The CoE has independently and jointly with the University of Cambridge (Great Britain) developed more than 153 in-service training programmes for the pedagogic staff and the heads of educational organisations of the Republic of Kazakhstan.

Over the years, more than 5.659 trainers have been trained in order to implement the in-service training for the pedagogic staff. Since 2012 till now, the Center has trained over 120 thousand pedagogical staff countrywide and since the introduction of the four programmes that are part of this certification procedure, over 200 trainers (including teaching staff and senior managers) have been trained for the purposes of the programmes.

1.2. General information on the assessed programmes

In order to provide solutions for weaknesses in teachers' education in Kazakhstan, the Center of Excellence has developed a great number of in-service training programmes since 2012. The ongoing reforms in the country's education system pose new challenges for schools, requiring a modernization of the existing methodological support and forms of methodological work in educational institutions. The in-service training system of teachers had not been upgraded for many decades in Kazakhstan and has been characterized by poor logistics, learning and teaching support, no feedback and advanced works for introducing innovations.

This predetermined the necessity of bringing the in-service training system of teachers in line with requirements of time and the needs of the community of students and parents, making it adaptive and able to respond to the modern and future needs in education development.

The following four programmes are part of this certification procedure: "In-service training programme of the subject Mathematics for pedagogic staff", "In-school course of the professional development Research in Teacher's practice", "In-service training programme for teachers of organisations on preschool preparation of children" and "In-service training programme for

faculty of the universities and humanities colleges that provides “Training for Teaching staff. Each programme’s basic features are outlined in the following tables:

In-service training programme of the subject Mathematics for pedagogic staff

Location	Nur-Sultan, Republic of Kazakhstan
Date of introduction	Since 2017
Faculty/ Department	Department of Educational Programmes
Number of terms prescribed for the completion of a course	2 weeks - 80 academic hours (one academic hour = 45 minutes)
Number of ECTS-Credits	Not applicable
Number of enrolled students so far	19 093
Target group(s)	Teachers of Mathematics of secondary school
Entry requirements	Higher education and pedagogical work experience in educational institutions for at least 1 year or technical and professional education; Work experience in educational institutions for at least 2 years or work experience in the profile of the specialty for at least 3 years; Knowledge of the legislation of the Republic of Kazakhstan, regulating the activities of the education system.
Study form	One face-to-face stage
Tuition fee	At the expense of the government budget

In-school course of the professional development “Research in Teacher’s practice”

Location	Nur-Sultan, Republic of Kazakhstan
Date of introduction	Since 2018
Faculty/ Department	Department of educational programmes
Number of terms prescribed for the completion of a course	80 academic hours (one academic hour = 45 minutes)
Number of ECTS-Credits	Not applicable
Number of enrolled students so far	3526
Target group(s)	Teachers of secondary school
Entry requirements	Higher education and pedagogical work experience in educational institutions for at least 1 year or technical and professional education; Work experience in educational institutions for at least 2 years or work experience in the profile of the specialty for at least 3 years;

	Knowledge of the legislation of the Republic of Kazakhstan, regulating the activities of the education system.
Study form	One face-to-face stage
Tuition fee	At the expense of the government budget

In-service training programme for teachers of organisations on preschool preparation of children

Location	Nur-Sultan, Republic of Kazakhstan
Date of introduction	Since 2019
Faculty/ Department	Department of Educational Programmes
Number of terms prescribed for the completion of a course	120 academic hours (3 weeks) - (one academic hour = 45 minutes)
Number of ECTS-Credits	Not applicable
Number of enrolled students so far	2000
Target group(s)	Teachers of pre-school education organizations
Entry requirements	Higher education and pedagogical work experience in educational institutions for at least 1 year or technical and professional education; Work experience in educational institutions for at least 2 years or work experience in the profile of the specialty for at least 3 years; Knowledge of the legislation of the Republic of Kazakhstan, regulating the activities of the education system.
Study form	One face-to-face stage
Tuition fee	At the expense of the government budget

In-service training programme for faculty of the universities and humanities colleges that provides "Training for Teaching staff"

Location	Nur-Sultan, Republic of Kazakhstan
Date of introduction	Since 2018
Faculty/ Department	Department of educational programmes
Number of terms prescribed for the completion of a course	2 weeks - 80 academic hours (one academic hour = 45 minutes)
Number of ECTS-Credits	Not applicable
Number of enrolled students so far	1664 teachers, including universities - 862 people, colleges - 802 people
Target group(s)	Pedagogical university and pedagogical college teachers
Entry requirements	Higher education and pedagogical work experience in educational institutions for at least 1 year or technical and professional education;

	Work experience in educational institutions for at least 2 years or work experience in the profile of the specialty for at least 3 years; Knowledge of the legislation of the Republic of Kazakhstan, regulating the activities of the education system.
Study form	One face-to-face stage
Tuition fee	At the expense of the government budget

2. Description of facts and evaluation (according to ESG)

The quality of the courses and the compliance with European standards („Standards and Guidelines for Quality Assurance in the European Higher Education Area”(ESG)) are assessed by the expert group. General statements express findings for all programmes. Specific issues for individual programmes are only mentioned in case of deviations from general findings.

2.1. Policy for quality assurance

ESG Standard 1.1: Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.

Findings

This Quality Assurance Policy of the Private Entity "Center of Excellence" (hereinafter referred to as the CoE) is developed in accordance with the Law of the Republic of Kazakhstan "On Education", the Law of the Republic of Kazakhstan "On the Status of Nazarbayev University", "Nazarbayev Intellectual Schools" and "Nazarbayev Foundation", normative legal acts of the Republic of Kazakhstan in education and science, the Development Strategy of the Autonomous Educational Organization "Nazarbayev Intellectual Schools", approved by the Higher Board of Trustees on April 18, 2013, CoE Charter and other normative documents regulating its activities.

Policy for Quality Assurance

The Quality Assurance Policy includes the CoE's mission and vision, strategic objective and tasks, principles and values underlying its activities, general vision for the development of skills of teachers and heads of educational organizations. The Quality Assurance Policy is aimed at implementing CoE strategic objective and tasks in the field of further education, improving the professional development of teachers and heads of educational institutions, ensuring high competitiveness of the CoE in the domestic and foreign educational services market. The Quality Assurance Policy is adopted by the meeting of the Methodological Council and approved by the order of the CoE Director.

There are both internal and external quality control in the courses. External quality control is carried out by the final report of an independent body, the Center of Pedagogical Measurements, with the result of the courses evaluation and by the current application for international programme certification.

Mission, Vision and Strategy

The CoE seeks to ensure the high quality of further education for systematic and continuous professional development of teachers and heads of educational organizations in Kazakhstan. With this mission, the CoE wants to become an internationally recognized organization of further education, which implements innovative and competitive educational programmes for in-service training courses. Strategically, the management focuses on the development and formation of an efficiently functioning CoE model as the leading centre for generating knowledge and innovations in the field of education and science, accumulating and transmitting the best domestic and foreign pedagogical theories and best practices. As an organization, the CoE has a set of values, which influence the governance of the center. These cover the principles of tolerance, equality, transparency, academic freedom, autonomy and self-management, collegial decision-making and social responsibility.

The CoE values underpin its work, since team commitment and tolerance, legitimacy and social accountability, team spirit and distributed leadership, innovative practice, orientation to science and practice, transparency of all procedures, collaboration, cooperation and partnership are visible in the governance structure and the outputs of the CoE.

The administrative and management apparatus, employees and trainees are committed to the principles of the Quality Assurance Policy, promote the integration of science, education and practice, and bear mutual responsibility for their implementation. The center has concepts on gender equality and the promotion of equal opportunities.

Finally, competences and decision-making processes of the programmes are clearly defined. Internal and external stakeholders participate in quality assurance processes and are responsible, within their competence, for the quality of the educational services provided. Within this context, the development and strengthening of cooperation with well-known and recognised international organisations of education and science is being sought.

Conclusion

The expert group considers standard 1.1 Policy for quality assurance as **fulfilled**.

2.2. Design and approval of programmes

ESG Standard 1.2: Institutions should have processes for the design and approval of their programmes. The programmes should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.

Findings

The in-service teacher training programmes provided by the CoE are developed and implemented in a similar way. Therefore, the structural and organizational features of each programme show similarities, which are mainly found in the concepts, didactical approaches and the duration of the programmes (with the exception of “In-service training programme for teachers of organisations on preschool preparation of children” that foresees 120 academic hours). The following description and evaluation of each programme highlights specific objectives and structural characteristics.

General objectives

The four evaluated training programmes are developed in the framework of upgrading the content of school education (pre-school, secondary school) with the aim to prepare pedagogues improve pedagogical skills in organizing the process of education. At the center of this proposal is the adoption of new pedagogical approaches and criteria-based assessment of student learning, as well as the active involvement of teachers in the process of modernizing teacher education.

As the discussion between peers and staff of the CoE showed, the activities of trainers focus on effective planning of teaching and learning, introduction of innovative methods and technologies and development of lesson plans based on learning objectives.

General structural features

Each of the programmes is designed and implemented in a similar way. The programmes are approved by the Ministry of Education. Schools announce lists with teachers that were selected for further education to the Ministry of Education and after the approval of the Ministry, the lists are forwarded to CoE. The training programmes are not compulsory, but teachers and pedagogic staff (schools-HEIs) have to go through a continuous training programme every 5 years. Except for the programme “Training for Teaching staff” which is run in Nur-Sultan, the rest 3 programmes

are run in all regions of Kazakhstan. The methods and approaches can be also applied in neighbour countries (i.e. Kyrgyzstan).

The concept of in-service training makes the programmes of the CoE unique in Kazakhstan and even entire Central Asia. With the approach to change the mindset of teachers and to establish student-centered learning as the dominant way of teaching, the programmes are innovative and contribute a lot to the state of the art school education. At the same time, the CoE is aware of the challenges, which go along with the implementation of new approaches in real school life.

To be effective in reaching the goal of the in-service training, each programme comprises full time presence periods from two to three weeks. The participation in the programmes is free of charge for teachers, who are selected in the admission procedure.

The concepts of the training programmes are designed as compulsory programmes without providing opportunities for electives based on individual interests. From the perspective of the reviewers, this programme structure makes sense, since they guarantee that all trainees participate in the same learning opportunities.

Implementing the in-service training, the CoE does not use workload calculations according to the European Credit Transfer System (ECTS). However, the programmes have a sound workload calculation, being expressed in academic hours, where one academic hour equals 45 minutes.

a. “In-service training programme of the subject “Mathematics for pedagogic staff”

Objectives

The programme comes as a response to a wider national educational context and reforms in Kazakhstan to train teachers of Mathematics of secondary school in perceiving methodology and content of upgraded secondary education. It aims at improving the excellence of teachers enabling them to effectively organize the process of education and training of secondary school age children in accordance with the above-mentioned upgraded content of secondary education.

During the training, teachers acquire competences in implementing the selected learning objectives in the lesson, in using modern pedagogical approaches and methods of active teaching mathematics, in organizing and implementing a criteria-based assessment system to achieve the learning objectives during the educational process and reflecting of one's own teaching process.

Teaching method is combined: the programme foresees the combination of independent and classroom teaching. Therefore, participants of the programme are able to achieve the indented objectives during the course and will be enabled to deepen knowledge and improve individual competences on their own after finishing the programme.

Concept

The programme is harmoniously combined with the expected objectives of the course in introducing a system of criteria-based assessment, modern pedagogical approaches of active teaching mathematics. The programme is conceptualized as a comprehensive programme, which comprises a duration of 80 academic hours (one academic hour = 45 minutes) of two weeks.

Trainees attend training session for eight hours (9:00 till 18:00 hours with 1 hour lunch break and breaks in-between) in a five-day school week. Occupancy of training groups is not more than 30 trainees. Change of schedule is made on the basis of the relevant order of the Director of CoE.

Trainees familiarize themselves with material that covers ten different topics: (1) introduction to the curriculum and course plans on the subject, (2) effective training and teaching, (3) criteria-based assessment system, (4) the implementation of subject programme: planning, (5) the strategies of active learning, (6) the development of research skills of the students, (7) assessment process with the use of formative and summative evaluation, (8) lessons planning, (9) the organization of differentiated learning in mathematics lessons and (10) the planning of microteaching.

More attention is suggested to be drawn on specific content-based methodical way of teaching. For instance how fractions can be introduced as part-whole idea or as calculating unit fractions, as division of natural numbers or relative part of a measure. All of these notions require to be taught in particular ways.

The below levels are addressed in the programme as planned curriculum:

- a) planning a mathematical teaching/learning arrangement
- b) teaching such a planned mathematical arrangement
- c) interacting with the students and the arrangements in the class following a mathematical teaching/learning goal
- d) reflections on the three levels a) - c) in the sense of what should be changed/improved next time.

What is not explicitly clear is how the transition from one level to the next one is achieved. What teachers need are not only examples for the levels, but in addition knowledge and practice of how the transition could be done. Micro teaching/Lesson Study/Action Research are methods in the programme where this could be practiced and experienced. The expert group recommends that the material (teachers manuals) should encompass best practice examples for these levels and how the transitions can be achieved. These examples should allow to be varied and adapted in

real classrooms. Such adaptations could be practiced during the training, discussed and reflected and after the training implemented in class and finally reflected after implementation.

Conclusion

Overall, the programme seems to be very attractive for many teachers in Kazakhstan. Since its introduction in 2017, the number of enrolled students was 19 093. Out of 19 093 people, 5 252 people studied directly at the institution. The programme aims at developing teachers' skills with the use of modern pedagogical approaches and methods of active teaching mathematics in alignment with the upgraded content of secondary education in Kazakhstan.

The expert group recommends that CoE enhances community building among teachers and networking with stakeholders as part of the programme. This is highly relevant in transition periods where new methods of active learning are being introduced and teachers face the challenge to incorporate these methods in the classroom. Critical questions include: Why a specific mathematical technique is or is not suitable for attaining a given goal, and how this affects the vision of teaching/learning to be implemented? What are the teaching tasks and teaching methods for solving the tasks? What other kind of methods in teaching and learning fits the goal?

The programme includes the constructivist approach of learning, compared to "traditional" approaches of knowledge transfer. Current developments in mathematics education observe a danger of radical constructivism, where learning process is seen in a purely student centered way, thereby ignoring that teachers have the ethical responsibility not only to organize learning, but be a role model, support according to questions, diagnose and foster learning. The expert group suggests that the training should take into consideration the activity theory (Davydov, Leontiev, Vygotsky) that is already used in the classrooms, and the mathematical tasks and other material developed in that tradition. Teacher and the students together shape a fruitful mathematical learning arrangement (zone of proximal development developed by L. Vygotsky). The warm-up tasks in the materials include some nice examples, which could be taken up as examples used to link them with methods to be learned for organizing the classroom.

The group of experts makes some recommendations and concludes that the programme "In-service training programme of the subject Mathematics for pedagogic staff" complies with Standard 1.2 Design and approval of programmes. The standard is **fulfilled with recommendations**.

b. “In-school course of the professional development “Research in Teacher’s practice”*Objectives*

As all four evaluated programmes, the programme “In-school course of the professional development “Research in Teacher’s practice” should be seen in the broader context of ongoing reforms in the country's education system that pose new challenges for schools. The programme is targeting teachers of secondary school. It aims at improving teachers’ skills to organize effectively in practice and carry out the process of upbringing and education of senior preschool age children in accordance with the upgraded content of education.

More specifically, the programme aims at research work in the following aspects:

- advising young teachers on their education and involving them in research work;
- participation of all teachers (regardless of their role and status) in school reforms to improve teaching;
- development of teachers' own potential for solving pedagogical problems at school.

At the core of the programme is the induction of a result-oriented education model. The programme provides for a cascade model of education and further support for teachers in conducting researches. The cascade model consists of two stages: at the first stage, the trainers of CoE train school trainers to support teachers in improving and studying their own teaching practices; at the second stage, school trainers train teachers in their team by transferring information and skills acquired during the course of study at CoE.

The purpose of the course is well defined and based on existing competences of participants. During the training, teachers acquire competences in conducting research on their own experience and analyzing results of observations, applying modelling methods and statistical processing in solving methodological and professional problems, analyzing the data obtained during the use of Lesson Study or Action Research approaches and lastly, reflecting on their own teaching process.

The theoretical background of the teaching content and the used materials are well documented. The programme is meta-subject in nature and is based on the development of research skills and the development of the ability to analyze, synthesize, observe and evaluate teachers' activities and activities of colleagues in a teaching process.

Concept

The programme provides a certain number of well-described units and terms. The quantitative objectives to implement the training with 80 academic hours are realistic. A sufficient number of sessions are described that can ensure successful achievement of goals. Training takes place during 4 academic hours once a week. The number of trainees involves from 4 to 12 people. After studying the theoretical aspects of the course, practical ways of implementing the approaches are considered.

Duration of the programme is 80 academic hours. Daily learning process is structured by time for four classes: from 9 a.m. to 12.30 p.m. and from 2 p.m. to 5.15 p.m., including breaks from 10.30 a.m. to 11 a.m. and from 3.30 p.m. to 3.45 p.m., assuming a complex of interactive lectures and practical exercises using educational materials.

Trainees familiarize themselves with material that covers different topics: collaborative lesson planning, techniques and tools of observing lesson, making conclusions based on analysis and reflection, introduction to the process of Action Research and stages of Action Research approach, data collection methodologies, data analysis (qualitative and quantitative), support in research (critical friend) and teacher reflection.

Conclusion

Since its introduction in 2018, the number of enrolled students is 3526. Teachers rarely position themselves as researchers. The evaluated programme offers the opportunity to teachers of secondary school to get involved in conducting trainings and research seminars, which pursue several goals:

- identifying problems and issues that teachers have to solve in further teaching;
- development of recommendations and strategies for creating a common knowledge base for teachers in the school to develop the potential of teachers.

The content of the course is in alignment with the stated objectives, therefore the group of experts concludes that the programme “In-school course of the professional development “Research in Teacher’s practice” complies with Standard 1.2 Design and approval of programmes. The standard is **fulfilled**.

c. “In-service training programme for teachers of organisations on preschool preparation of children”

Objectives

According to the self-evaluation report of the CoE, the in-service training programme “for teachers of organisations on preschool preparation of children” aims at improving the excellence of teachers who are able to organize and implement effectively the process of education of preschool age children in accordance with the upgraded content of secondary education.

The programme targets teachers of pre-school education organisations and provides trainees with both academic knowledge and skills that may influence their personal development and/or be used in their career. The programme aims at:

- Improving knowledge about methods and techniques of education and training, understanding the role of the teacher in the psychological and pedagogical support of the educational process;
- understanding theoretical aspects of the modern educational process for development of the 4C model: creativity, critical thinking, communication skills and cooperative teamwork;
- ensuring unity of requirements for the preschool education and training content, the principles of consistency, integrity, succession and continuity between preschool and primary levels of education;
- improving knowledge on the creation of psychological and pedagogical conditions that ensure the preservation and strengthening of children’s health, including children with special educational needs.

Concept

A number of activities were carried out to develop the qualitative content and to determine the optimal duration of the course. A pre-course monitoring survey of professional needs of teachers of preschool educational institutions was conducted. The sample of the study was made up of teachers from 318 kindergartens and mini-centers of Almaty region (about 30,0% of the total), including both public and private institutions. The results of the pre-course study showed that an average of 51,5% of the respondents experience constant difficulties in the main aspects of their professional activities.

The in-service training programme “for teachers of organisations on preschool education of children” is a comprehensive programme which comprises a duration of 120 academic hours

(three five-day weeks). The duration is optimal for mastering the content defined in the programme. During this time, the participants have the chance to learn about different topics such as differentiated teaching strategies, working with parents, observation of learning activities, development of communicative, cognitive and social skills or inclusive education. The programme combines theoretical inputs, practical exercises and reflection. At the end of the training, the participants have an opportunity to practice in microteaching sessions skills and methods they have acquired.

The content and the structure of the programme are detailed described, are comprehensible and allow the conclusion that the set objectives can be met.

Conclusion

In order to improve the content and the format of the course, this programme was tested in November – December 2018 together with the departments of education in three regions:

- 1) Nur-Sultan with participation of 48 teachers;
- 2) Karagandy with participation of 24 teachers;
- 3) Almaty with participation of 24 teachers.

According to the results of testing, adjustments were made to the structure and to the content of the programme.

The group of experts concludes that the programme “In-service training programme for teachers of organisations on preschool preparation of children” complies with Standard 1.2 Design and approval of programmes. The standard is **fulfilled**.

d. “In-service training programme for faculty of the universities and humanities colleges that provides “Training for Teaching staff”

Objectives

The main aim of the programme “In-service training programme for faculty of the universities and humanities colleges that provides Training for Teaching staff” is to improve competencies of lecturers of the higher education institutions, as well as of the colleges. The target group requires training because of changes in curricula in the Kazakhstani secondary education system and implementation of criteria-based assessment.

The structure and the content of the programme were developed on the basis of surveys conducted by CoE. Based on the needs of students, scientific and theoretical approaches, objectives and expected results of the training programme were formed. These requirements of professional practice are adequately reflected in the teacher's manual, handouts and further material of the programme.

Hence, the short-term-training programme is intended to meet the following objectives:

- to provide an understanding of the relevance of curricular changes;
- to make the participants familiar with the aims, objectives, structure and content of the altered curricula;
- to teach lecturers the forms and methods of competence-based-assessment;
- to build practical skills in using new approaches and new materials.

During the training, teachers acquire competences in developing a short-term lesson plan based on the learning objectives, in organizing effective training in the classroom through various types of educational activities of students, as well as in evaluating the educational achievements of students in the framework of formative and summative assessment based on developed criteria and tasks.

Concept

The trainees should develop the competencies mentioned over two weeks. The total workload amounts to 80 academic hours. It is a course requiring full-time presence. The lengths of the training and the workload correlate with the requirements of the Ministry of Education and Science of Kazakhstan.

The trainers focus their activities on making the participants aware of the reforms in secondary education, providing innovative teaching approaches and methods as well as introducing current (international) research topics such as Lesson Study. The content of the programme and the combination of theoretical inputs and practical application (micro-teaching) make sense. But, it is not visible which context (school or teacher training institutions) is meant, whether the participants plan the lessons for the students of secondary schools or for the future teachers, whether they reflect on their own experience with teacher education or on the situation in schools. Different perspectives and approaches towards training courses for teachers at secondary schools and for teacher trainers at higher education institutions and colleges should be shown explicitly.

Conclusion

The training programme is designed to address the needs of the teacher trainers. The target group, however, should be defined more clearly. According to the expert group, this means that it should be described exactly whether the programme is aimed at all lecturers or only at certain groups, for example, lecturers in education sciences or lecturers in didactics of particular subjects. This is considered important because there are diverse groups of lecturers in teacher training institutions.

The title of the programme should be also clarified. The current one is rather nonspecific and could refer to a broader number of training programmes. The title should highlight the main topic of the training. A precise title could be, for instance, "Reforms in Secondary Education: Main Issues and Impacts on Teacher Training" or "Competence-based-assessment: Key Features and Benefits".

The group of experts makes a few minor recommendations and concludes that the "In-service training programme for faculty of the universities and humanities colleges that provides "Training for Teaching staff" complies with Standard 1.2 Design and approval of programmes. The standard is **fulfilled with recommendations**.

2.3. Student-centered learning, teaching and assessment

ESG Standard 1.3: Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.

Findings

Trainers of the CoE use a variety of methods and approaches in teaching at the courses of professional development. In a broader sense, they can be divided into two large groups: a coaching approach and training. With a coaching approach, the trainer employs a variety of methods, such as brainstorming, video analysis, cinematography, role games, thematic exercises or mini-lectures. At the same time, the trainer does not act as an expert, since he/she organizes the activities for the group, but the content is rather created by the trainees themselves, based on their experience. To do this, trainers use group and pair works, strengthening and developing the social component of training. Trainers use the coach position, in which the opinion of each trainee is respected and taken into account without pressure or imposition of someone else's experience.

To support (scaffolding) trainers use high-order questions that allow trainees to formulate their own vision of pedagogical practice and plan their self-development. During the training, the trainer acts as an expert, who trains and develops the teachers' skills in what is an exclusive component of the CoE programmes, e.g. preparation of teachers' portfolio, writing reflective account, evaluation of their own practice and ICT competences.

Training programmes

The courses of in-service training programmes are conducted in accordance with the specific study plan, the session schedule and the course schedule, approved by the order of the Center Director. The session schedule is formed based on the approved training programme and the study plan to the programme.

Groups of course trainees are formed based on the languages of instruction, which is either Russian or Kazakh. The number of trainees in a group does not exceed 30 teachers.

One academic hour of trainings has a duration of 45 minutes. The time of beginning and end of face-to-face sessions might be established from 9.00 am to 6.00 pm, but not exceeding 10 academic hours (from Monday to Friday). Further, trainee and the trainer of the course have at least one hour for individual methodical help and consultation after the courses daily.

The provision of courses, including the process of training, evaluation and certification, is carried out at the expense of budgetary funds allocated annually to the CoE. The CoE and its branches

organize and conduct the training of trainees and provide them with educational materials in paper and/or electronic forms. In the framework of the received stipend, the trainees independently search for and pay for their places of residence during the period of training.

Teaching methods

Learning methods used in the training are diverse: from mini-lectures to video analysis or role-plays. Learning tasks give the trainees the opportunity to apply the knowledge and skills they have learned in a real-life or simulated situation. The strategy of choosing the methods follows a well-established procedure: the repertoire used in the training is the one expected to be used in own teaching. All the materials used in classes are available on the homepage of the CoE. Furthermore, the participants can profit from a network community and use webinars or other web-based systems.

The sessions are conducted in an interactive mode, and organized taking into account an inclusive approach. All trainees are involved in the process of learning and constructing their knowledge: they work in cooperation; each contributes to the learning, participates in peer learning, sharing knowledge, ideas and experiences. Interactive teaching methods are based on the principles of equality and constructive feedback. The trainer organizes the learning process in such a way that he/she does not act as an expert but rather as a facilitator, who helps and supports trainees, directs them, leads them to independent knowledge acquisition.

Assessment

Trainers use numerous methods of assessment, as well as oral and written feedback as a formative review of the results and achievements of the trainees. An important feature of trainers' instruction is also the use of relevant resources, taking into account the modern world experience and developing their own methods and approaches aimed at achieving learning outcomes and building a collaborative environment that is conducive to learning.

Assessment based on the results of training is conducted by the experts from the independent Center of Pedagogical Measurements of AEO "Nazarbayev Intellectual Schools". Evaluators have the certificates of trainers for the specific programmes and certificates of evaluation experts in the framework Cambridge Assessment International Education (Cambridge) programmes. Furthermore, experts are supported in the development of assessment skills through training in professional development courses in the country and abroad. Annually, workshops are held to standardize evaluation procedures, which is an opportunity for everyone involved in the assessment process to develop their understanding of standards, the application of criteria and

the interpretation of evidence. The CoE trainers, CPM experts and experts from Cambridge develop approaches and assessment tools jointly.

The evaluation involves three components: portfolio, presentation of portfolio evidence, testing. Tasks of testing cover the programme content, are focused on the competence (knowledge and understanding of the content of the programme by teachers) and are developed in the language of teacher training. In the tests, various types of tasks are used: with the choice of one answer, the establishment of consistency and conformity. The reliability and validity of the tests are ensured by the procedures of examination, testing and analysis of test tasks.

Assessments also take into account some circumstances in which participants of training programmes can retake the assessment. In cases of illness or other important reasons, trainees can retake tasks or assessments. After the results of the assessment have been published, participants of the courses have the right to file an application for an appeal on the evaluation procedures.

Conclusion

The programmes are based on face-to-face sessions. All the sessions are organized in such a way that trainees are active learners, who are strongly interacting with their colleagues. In addition, the trainees can use up to four weeks in a programme to independently practice the newly acquired knowledge on their own. In this setting, they are responsible for the transfer of the knowledge into classroom practice. At the same time, they have the freedom to decide how and in which context they want to implement their knowledge.

The assessment of teacher learning is based on a portfolio of teachers practice. This approach can be considered a competence-based assessment, because teachers need to show proof of their practice and the result of their teaching. This assessment tool also provides a lot of flexibility, since it allows trainees to include all the materials and artifacts, which are important for them and represent the process and the product of the work.

The assessment procedures of the CoE are consistent and implemented based on the principles of fair assessment in accordance with clearly organized procedures. Thus, the assessed programmes comply with the requirements of standard 1.3 Student-centered learning, teaching and assessment, because the programme descriptions convincingly show that students take on an active role as learners and this plays out in the way the learning outcome is assessed. The standard is **fulfilled**.

2.4. Student admission, progression, recognition and certification

ESG Standard 1.4: Institutions should consistently apply pre-defined and published regulations covering all phases of the student “life cycle”, e.g. student admission, progression, recognition and certification.

Findings

The CoE has a well-described procedure for admission and enrollment of trainees into courses as well as the certification of achievements. Generally, the enrollment of trainees to the courses is formalized by the Order of the director of the Center based on the letter from the Ministry of Education and Science of the Republic of Kazakhstan.

Admission

School teachers and principals are admitted as trainees to in-service training programmes on the basis of the rules for organizing and conducting in-service training courses for the pedagogic staff approved by the Order of the Ministry of Education and Science of the Republic of Kazakhstan dated from January 18, 2017 No. 18. According to these rules, the selection of trainees for the courses is carried out by the pedagogical council of the schools. Pedagogic staff applying for a training should meet a number of requirements. For all four evaluated training programmes the admission requirements are similar:

- Higher education and pedagogical work experience in educational institutions for at least 1 year or technical and professional education;
- Work experience in educational institutions for at least 2 years or work experience in the profile of the specialty for at least 3 years;
- Knowledge of the legislation of the Republic of Kazakhstan, regulating the activities of the education system.

The compliance with the admission requirements of a programme is confirmed by documents, such as letters of recommendation, expert opinions, decisions of collegial bodies or materials and results of analysis and evaluation of open lessons, materials on the generalization of experience, documentary evidence of students' achievements and progress.

The pedagogical council a school annually examines the documents of pedagogic staff applying for training in the courses until September 20 and submits for approval by October 1 to the district (city) authority of an application. In accordance with the schedule agreed by the Ministry of Education and Science of the Republic of Kazakhstan, the CoE carries out the courses from the beginning of the next calendar year.

Certification

Participation certificates are obtained after attending in courses and passing the evaluation procedure. The procedure for retaking the final examination is made based on the Rules of the Ministry of Education and Science of the Republic of Kazakhstan no more than once a year and at the expense of trainees. Upon completion of long-term courses, the organization conducts a final assessment of knowledge in the form approved by the organization. Trainees, who have passed courses, are issued a certificate by the organization on the model agreed with the Ministry of Education and Science of the Republic of Kazakhstan. Trainees who have not received a certificate have an opportunity for re-evaluation of knowledge at the expense of their own funds, no more than once a year; or for re-evaluation of knowledge with the next cohort of trainees of the same course, for transference for good reason from one cohort to another cohort in the current year, or for completion of the interrupted course for a good reason with the provision of supporting documents. A certificate is signed by the Center Director and is valid for five years from the date of issue.

Conclusion

The assessed programmes comply with the requirements of standard 1.4 Student admission, progression, recognition and certification. The standard is **fulfilled**.

2.5. Teaching staff

ESG Standard 1.5: Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff.

Findings

Only certified trainers are allowed to be instructors in the in-service training programmes. The Center of Excellence carries out the training of trainers for the support of in-service training programmes for the pedagogic staff. Preparing trainers for the programmes takes place in one face-to-face stage - 80 hours. As part of the training, trainers get acquainted with key ideas of the programmes, features of constructing training sessions, and develop skills for working with an adult audience. The mentoring programme is implemented in two stages:

1st stage: mentoring in the inter-course period. In the inter-course period, the expert/mentor conducts trainings, coaching, master classes on the formation of coaching skills.

2nd stage: mentoring during the course. Expert/mentor defines the scope of duties and powers of the beginning coach, especially in the system of training.

In accordance with the Agreement between CoE and University of Cambridge from 2015 to 2019, annually, on the basis of CoE, Cambridge experts hold seminars on professional development of trainers on topics that deepen pedagogical practice: conducting research in action, using methods of subject-language integrated learning, teaching creative writing skills, and developing emotional intelligence. All of CoE trainers underwent advanced training at Cambridge workshops.

Trainers were prepared under programmes of the international school of business trainers ICBT on the issues of conducting effective training, managing group dynamics, conducting managerial coaching and a facilitated session. All of CoE trainers have certificate of training at these seminars.

Teaching staff

Within the CoE, 107 trainers carry out the training of the pedagogic staff. The teaching load of the trainers is comparable with the workload of the teaching staff of universities/colleges and is on average 700 hours of classroom hours per year. Training activities include the training in courses (face-to-face and online support) and extracurricular activities (methodological, scientific-

research). In the framework of extracurricular activities, the trainers carry out post-course support for the pedagogic staff after completion of the in-service training. Further, the moderation of evaluation results is an essential component of an assessment process in ensuring its validity, reliability, sufficiency and authenticity.

Continuous improvement

The CoE is keen to improve the competences of trainers continuously. Therefore, the Center created the conditions for the continuous professional development of trainers, through professional training, self and peer learning. For the continuous professional development of the trainers, work is carried by providing workshops and meetings, mentoring by international experts or the participation in international and Kazakhstani conferences. The training of trainers is systematic and continuous in order to achieve quality results as well as the formation of a competitive team of professionals. One component focuses on external reviews, another on self-assessment.

On the one hand, external experts observe the practice of a trainer according to four standards: values, planning, teaching and assessment, give feedback in oral and written form. At the end of the course, the experts conduct a formative and summative assessment of the trainer's portfolio. On the other hand, a fundamental principle is that trainers take responsibility for their own individual training. In order to collect data on the effectiveness of the work of the trainer on teaching of the pedagogic staff of the Republic of Kazakhstan and the continuous professional development of trainers, a programme of professional development has been developed including annual reviews of professional development in accordance with the trainer's individual work plan. The individual plan includes sections on training activities and professional development (action research, seminars, publications, conferences).

Various methods and workshop programmes, containing workshops by experts from Cambridge as well as international and Kazakhstani experts, who are professionals on topics that require a deeper understanding and further application for the training of the pedagogic staff, foster the professional development. In order to exchange experience, get acquainted with new trends in education and professional development of teachers, the workshop "Kazakhstani trainer: experience, cooperation and prospects" is held annually by the CoE where trainers discuss the issues of supporting the professional development of teachers and share the best training practices. Additionally, as part of the research work, trainers conduct a study of their own practice. According to the results of research from 2012 to 2017, overall trainers developed methodical literature for teachers on effective lessons, planning and assessment, for school leaders on leadership, in-school supervision and school development plans. Trainers publish their papers in

the international informational and methodical journal "Pedagogical Dialogue", present their experience at annual scientific and practical conferences of various levels (international, republican and regional).

Once in two years the CoE carries out certification of employees, including trainers, on job competence. Trainers take a test for the knowledge of the basic normative documents regulating the activity of educational organizations, world trends in education. In addition, the trainers prepare a presentation where they introduce the results of the SWOT analysis of their professional activity and define tasks and future development plans for improving practice. The procedure of attestation of the CoE is a confirmation of the importance of internal self-control and adherence by the administration of the approved quality control policy.

Conclusion

In general, the data indicate a constant increase in the level of qualifications of the teaching staff. Strengths of the training programmes are the alignment of the staff potential with the specifics of courses, monitoring of the activities of the teaching staff, systematic assessment of the competence level of trainers, and the comprehensive evaluation of the quality of teaching.

Therefore, the expert group concludes that the assessed programmes comply with the requirements of standard 1.5 Teaching staff. The standard is **fulfilled**.

2.6. Learning resources and student support

ESG Standard 1.6: Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.

Findings

Learning resources

The Center of Excellence and its branches have all the necessary material and technical base, which makes it possible to organize and conduct the educational process successfully. All classrooms are equipped with computers, a workplace for the trainer, interactive boards and stands as well as peripheral equipment and printing devices. There are individual workplaces in the classrooms where the trainees can use personal computer (check e-mail, print out the materials they need, talk on Skype, etc.). All classrooms have 24-hour access to the Internet. For trainees with their own personal devices such as a laptop or tablet, free access to the Internet. For provision of offsite training, laptops (ultra-books) and short-focus projectors with a mobile screen are used. The CoE renews computer facilities in the whole organization and classrooms annually.

At the CoE, training is conducted in classrooms with a capacity of up to 35 people. At the same time, the filling capacity of one training group and classroom is no more than 30 people. Classrooms are equipped with appropriate mobile furniture, which fosters interactive forms of learning. The Center has its own printing office for printing the handout materials for the trainees, various booklets, digests, etc.

Currently, the CoE is developing a concept for the implementation of the e-library in which rare copies of books will be digitized, including free additional materials for trainees and the opportunity for a corporate or individual subscription with the full-text access in the Center e-library. The e-library is convenient because it allows providing access to a book at the same time for many people while it is unrealistic in the case of its hard copy, which is available in one copy.

The existing library is a multifunctional hall for review of educational and methodical literature as well as for conferences, workshops, briefings, trainings and different types of presentations. Currently, the library has various types of educational-methodical literature on pedagogy and other related disciplines of Kazakhstani and foreign authors. The library has a subscription to scientific and methodical, information and methodical journals of the countries of near and far abroad.

Besides the facilities being used for the training, the CoE provides extensive and well-elaborated course material for trainers and trainees.

Student support

In accordance with the Center's Regulation and the Instruction for the payment of scholarships, non-resident trainees, who take the in-service training in the CoE and its branches, are paid a scholarship in a fixed amount of money for the period of face-to-face training. The scholarship must cover for the trainee travel expenses, food and accommodation. The teacher training also includes post-course support for teachers, the main purpose of which is to provide timely methodological assistance in teaching and assessment. This covers distance (on-line, off-line) support, which is an immediate and continuous form of support and individual consultations. Other supportive elements are meetings within the framework of the trainers' and trips to the regions for fieldwork (in accordance with their approved schedule). Post-course support for teachers of general education organizations is carried out during visits to the regional centers of each region on the basis of leading schools with the involvement of pedagogical teams of partner schools in the region through various forms of training events: workshops, master classes, coaching, webinars, round tables and conferences.

Conclusion

In general, the educational process for in-service training programmes undergoing the certification process is provided with necessary teaching materials, material equipment and computer technology for an effective and meaningful learning process. The material and technical base and resources of the CoE allow providing high-quality training and preparation of schoolteachers and principals. Strengths of the training programmes include the modern scientific and educational material.

The assessed programmes comply with the requirements of standard 1.6 Learning resources and student support. The standard is **fulfilled**.

2.7. Information management

ESG Standard 1.7: Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.

Findings

Within defined timeframes the CPM assess and analyzes the information in accordance with the Rules of Evaluation with the purpose of determining the quality of programme implementations and the need to improve procedures and assessment tools. Based on the results of the assessment, a mid-year analytical report is developed; statistical data for the annual report are processed. The Department for the Coordination of Assessment Procedures in the CPM administers and maintains a database on the assessment of teachers, trainers and experts. The collected data are used to provide feedback to teachers, trainers and experts, training centers for developing practice and improving the quality of education and assessment. CPM experts participate in conferences where they present the results of their studies concerning assessment. Published papers are available to teachers, trainers and experts to study and use information to develop their own practice.

Conclusion

The management of training programmes at the CoE is carried out based on collection, analysis and use of relevant information. The CoE provides this process based on modern information and communication technologies and software, determines the scope and structure of periodically updated information and responsible persons for the reliability and timeliness, completeness of information and its safety.

The assessed programmes comply with the requirements of standard 1.7 Information management. The standard is **fulfilled**.

2.8. Public information

ESG Standard 1.8: Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible.

Findings

In order to ensure the transparency of the organization's activities, the CoE publishes all the necessary information on the websites of the CoE and of the Center for Pedagogical Measurements (www.cpm.kz). Annually a report on the activities for the calendar year is drawn up. The reports of the years 2011 to 2017 show the results of the activities according to the main strands, such as the development of educational programmes, in-service training programme for the pedagogic staff, monitoring the quality of programme implementation, post-course support for the pedagogic staff, publishing, work with Nazarbayev Intellectual Schools, professional development of employees, administration and management, and strategic partnership. The main performance indicators of the CoE are presented in the dynamics taking into account the results of the last three years.

The website provides the information about the aims, tasks and expected results of the training programme, its structure, content, as well as the study plan and information on assessment process. The programme includes such teaching materials for each stage of the training (the first stage - "First Face-to-Face", the second stage - "School-based practice", the third stage - "Second Face-to-Face") as Pre-course tasks, School-based tasks, Handbook for trainer and Handbook for teacher. The teacher assessment guidelines, which disclose the principles of assessment, tools for assessment (portfolio assessment, presentation assessment), are separately published. All information is presented in Kazakh and Russian languages. Access to this information is provided to trainees who take training. In order to increase the visibility of the CoE's work, it is recommended to provide more information about the programmes on the website in English.

Since 2012, on the portal the network community is functioning - a social professional network for interaction in online and offline mode. The network was created for the effective interaction of trainees, where they can communicate and conduct joint activities with the help of computer technologies. The network community allows trainees to make some activities, use messaging and social services. The network community has convenient interface, which stimulates users to continuous working there.

Conclusion

Information about the programmes, the educational process and the activities of the CoE are published on the website, as well as on popular social networks and video portals (for instance, Facebook and YouTube).

The assessed programmes comply with the requirements of standard 1.8 Public information. The standard is **fulfilled**.

2.9. On-going monitoring and periodic review of programmes

ESG Standard 1.9: Institutions should monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the programme. Any action planned or taken as a result should be communicated to all those concerned.

Findings

Based on the self-evaluation report of CoE, the center deploys a pre-course, a course and a post-course monitoring process. During the pre-course monitoring, definition of professional needs of the target audience are being set. This input is used for formulating the goals, objectives and expected results of the educational programmes. During the course, the relevance and practical significance of educational programmes, the quality of educational process organization and the efficiency of trainers during teaching are being examined. This input allows timely adjustment of educational programmes and the course of study, while forecasting further development of processes. Lastly, during the post-course monitoring, the real condition of school practice with success criteria is assessed. The post-course input is used for approving the relevance and correspondence of programmes with requests of consumers of educational services and interested persons/stakeholders.

The monitoring methods include: questioning, pedagogical supervision, interview, research conversation, studying of documentation, studying of products of pupils' activity, the theoretical analysis of pedagogical ideas, methods of mathematical statistics, essay writing.

All four evaluated programmes have undergone periodic review, according to the above-mentioned methodology. For the "Mathematics for pedagogic staff" programme, 9 monitoring researches have been conducted (1 pre-course, 4 course and 4 post-course). For the "In-school course of the professional development "Research in Teacher's practice" 3 monitoring researches have been conducted (1 pre-course, 1 course and 1 post-course). For the "In-service training programme for teachers of organisations on preschool preparation of children" 2 monitoring researches have been conducted (1 pre-course, 1 course). For the "In-service training programme for faculty of the universities and humanities colleges that provides "Training for Teaching staff" 7 monitoring researches have been conducted (2 pre-course, 3 course and 2 post-course).

The results of monitoring research studies showed that on average, 89.0% stated that the training programme contributed to:

- The need to update the content of secondary education;

- The skills needed to implement an updated curriculum;
- Learning new effective teaching methods and approaches;
- Understanding Mid-Term Planning Effectiveness;
- Increasing interest in the profession;
- Changing attitudes towards teaching content;

The results have also shown that teachers and principals changed their belief about teaching and learning towards constructivist ideas and are ready to use new approaches in their daily teaching practice. Based on the research results, a report has been prepared, and an article has been published in international peer-reviewed journal.

Thus, the monitoring, regular evaluation and revision of the study programmes allows the staff of the CoE to adjust programmes in a timely manner, taking into account the achievements of modern science, the trends of change in the labour market and ensure the training of competitive professionals.

Conclusion

The assessed programmes comply with the requirements of standard 1.9 On-going monitoring and periodic review of programmes. The standard is **fulfilled**.

2.10. Cyclical external quality assurance

ESG Standard 1.10: Institutions should undergo external quality assurance in line with the ESG on a cyclical basis.

Findings

The CoE conducts external quality assurance procedures in accordance with the internal quality assurance regulations. In fixed terms, assessments are conducted by the CPM. Since the CoE is not obliged to go through external accreditation procedures, the current certification procedure by ACQUIN is done voluntarily. Both kinds of external evaluation are planned as ongoing routines.

Conclusion

The assessed programmes comply with the requirements of standard criterion 1.10 Cyclical external quality assurance. The standard is **fulfilled**.

3. **Recommendation on certification**

3.1. **Assessment of the implementation "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG) as amended.**

The in-service training programmes of the Center of Excellence were assessed based on the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG).

The group of evaluators concludes that standards 1.1 (Policy for quality assurance), 1.2 (design and approval of programmes), 1.3 (Student-centred learning, teaching and assessment), 1.4 (Student admission, progression, recognition and certification), 1.5 (Teaching staff), 1.6 (Learning resources and student support), 1.7 (Information Management), 1.8 (Public Information), 1.9 (On-going monitoring and periodic review of programmes) and 1.10 (Cyclical external quality assurance) are fulfilled.

Standard 1.1 Policy for quality assurance: Universities have a publicly accessible quality assurance strategy, which is part of their strategic management. This strategy is developed and implemented by internal stakeholder representatives through appropriate structures and processes, involving external stakeholders.

The criterion is **fulfilled**, since the policy of CoE translates into practice through a variety of internal quality assurance processes. Quality assurance policies reflect the relationship between research and learning & teaching and take into account the national context.

Standard 1.2 Design and approval of programmes: Universities have procedures for the design and approval of their courses. The courses are designed in such a way that their objectives, including the desired learning outcomes, can be achieved. The qualification obtained during a degree program is clearly defined and communicated; it refers to the corresponding level of the national qualifications framework for higher education and, consequently, the qualifications framework for the European Higher Education Area.

The criterion is **fulfilled**, though recommendations are made for 2 of the programmes:

- In-service training programme of the subject "Mathematics for pedagogic staff" &
- In-service training programme for faculty of the universities and humanities colleges that provides "Training for Teaching staff".

Standard 1.3 Student-centred learning, teaching and assessment: Universities ensure that the courses offered are carried out in such a way as to encourage students to play an active role in the design of the learning process and that this approach is also taken into account when assessing students / examinations.

The criterion is **fulfilled**.

Standard 1.4 Student admission, progression, recognition and certification: Universities should consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression, recognition and certification.

The criterion is **fulfilled**.

Standard 1.5 Teaching staff: Universities ensure the competence of their teachers. They use fair and transparent procedures for the recruitment and further training of their employees.

The criterion is **fulfilled**.

Standard 1.6 Learning resources and student support: The university has adequate funding to finance study and teaching and ensure that there is always a sufficient and readily available range of learning and support available for their studies.

The criterion is **fulfilled**.

Standard 1.7 Information management: Universities ensure that they collect, analyze and use the relevant data relevant to the successful conduct of studies and other activities.

The criterion is **fulfilled**.

Standard 1.8 Public information: Universities publish easily understandable, correct, objective, up-to-date and well-accessible information about their activities and courses of study.

The criterion is **fulfilled**.

Standard 1.9 On-going monitoring and periodic review of programmes: Universities are constantly monitoring their courses and regularly reviewing them to ensure that they achieve the goals set and meet the needs of students and society. The tests lead to a continuous improvement

of the courses. All affected parties will be informed about any measures planned or resulting from this.

The criterion is **fulfilled**.

Standard 1.10 Cyclical external quality assurance: Universities regularly undergo external quality assurance procedures in accordance with the ESG.

The criterion is **fulfilled**.

4. Decision of the ACQUIN Accreditation Commission

Based on the evaluation report of the expert group and the statement of CoE, on 3rd December, 2019 the Accreditation Commission of ACQUIN takes the following decisions unanimously:

General Recommendations for all programmes

The following recommendations are given for the further development of the programmes:

- The Center of Excellence should evaluate periodically whether short training programmes have an impact on teaching practices in schools.
- In order to increase the visibility of the Center of Excellence work, it is recommended to provide more information on the programmes on the website in English.

In-service training programme of the subject “Mathematics for pedagogic staff”

The “In-service training programme of the subject Mathematics for pedagogic staff” is certified without any conditions.

The certification is valid until 30 September 2025.

The following recommendations are given for the further development of the study programme:

- It is recommended to incorporate attractive mathematical material and best practice examples explaining how the transition between levels: a) planning a mathematical teaching/learning arrangement b) teaching such a planned mathematical arrangement and c) interacting with the students can be achieved. Micro teaching/Lesson Study/Action Research are methods in the programme where this could be practiced and experienced.
- Center of Excellence is recommended to incorporate further warm-up tasks in the materials in a way that teacher and the students together shape a fruitful mathematical learning arrangement.
- Center of Excellence is recommended to enhance community building among teachers and networking as part of the programme.

In-school course of the professional development Research in Teacher’s practice

The “In-school course of the professional development Research in Teacher’s practice” is certified without any conditions.

The certification is valid until 30 September 2025.

In-service training programme for teachers of organisations on preschool preparation of children

The “In-service training programme for teachers of organisations on preschool preparation of children” is certified without any conditions.

The certification is valid until 30 September 2025.

In-service training programme for faculty of the universities and humanities colleges that provide Training for Teaching staff of the Republic of Kazakhstan

The “In-service training programme for faculty of the universities and humanities colleges that provide Training for Teaching staff of the Republic of Kazakhstan” is certified without any conditions.

The certification is valid until 30 September 2025.

The following recommendation is given for the further development of the study programme:

- Center of Excellence should describe exactly whether the programme is aimed at all lecturers or only at certain groups, for example, lecturers in education sciences or lecturers in didactics of particular subjects. This should also be reflected in the title of the programme so as to highlight the main topic of the training.