

Brief information about the project

Name of the project	AP19577160 «Intercultural competence within the university and its impact on the increase of competitiveness of higher education in Kazakhstan» (0122PK00708)
Relevance	The project is aimed at researching the intercultural competence of a university teacher. The number of international students is one of the indicators of the international effectiveness of universities. The main idea is to improve the intercultural competence (ICC) of teachers and staff of Kazakhstani universities who work (or will work) with foreign students. The insufficient level of teaching staff complicates the educational process, eliminates the opportunity to take advantage of an intercultural learning environment, can lead to a deterioration in group interaction and, as a result, to a decrease in the prestige of education in the eyes of foreign students. The focus on the development of a scientific and methodological base for expanding the MC of teachers, thus, confirms the compliance of the project with the growing need to train teachers of the Kazakh higher school to work with a multilingual (and multicultural) audience of foreign students.
Purpose	This project aims to develop a model of sustainable ICC teacher and staff training for those who work in a multicultural environment by analyzing theoretical, legal, and methodological foundations of ICC. The project will contribute in devising efficient solutions for socio-didactical challenges brought in by the increased international academic contacts, leading to increased international competitiveness of education in Kazakhstan.
Objectives	<ol style="list-style-type: none">1. Based on the findings of modern research in the area of ICC, we aim to define strength and deficiencies in national and regional official documents (laws, regulations, and also higher education curriculums), which deal, directly or implicitly, with the role of the ICC in learning process in the universities, providing education for foreign students.2. To conduct a comparative analysis of legislation and program documents of higher education and educational standards in Kazakhstan, Finland and Norway. The goal of this comparison is to address to the experiences of the said Nordic states which demonstrate efficient practices in the field of education for foreign students (Finland accommodates the most foreign students as compared to other OECD states, while Norway is an example of the state where foreign students leave the best study feedback across the OECD countries).

	<p>3. We aim to assess the possibility of implementing some of the practices from Finland and Norway amidst the conditions of higher education in Kazakhstan.</p> <p>4. After achieving objectives 1-3 we will move on to elaborate a set of amendments to the official documents and higher education curriculums in Kazakhstan.</p> <p>5. Among our objectives is collecting up-to-date first-hand factual knowledge about the needs and concerns of foreign students, law teachers and the staff (international support officers and academic advisors) working with the said students in Almaty and Turkestan. In these locations, differences in cultural and educational traditions, the needs of stakeholders may differ significantly.</p> <p>6. We aim to invite the foreign students, law teachers international support staff and academic advisors of participating universities, as well as three representatives of our local NGOs for qualitative focus group interviews.</p> <p>7. Based on the review of theory and official regulation in the area of ICC and also on the concrete needs of stakeholders, we aim to devise a tailor-made advanced ICC training ““Intercultural Communicative Competence in Higher Education: Potential and Ways to Enhancement””, which is a course module which can be used in any other programmes, than law programmes.</p> <p>8. After passing all the necessary processes of negotiating and incorporating the course module in the existing law programmes at partner universities (al-Farabi Kazakh National University in Almaty and International Kazakh-Turkish University named after Akhmet Yassawi in Turkestan), we aim to arrange the said ICC training with an opportunity to expand the use of digital tools in the project and to assess its success.</p> <p>9. To elaborate and test the ICC progress assessment toolkit, allowing to first to run a routine knowledge assessment through written multiple-choice tests upon the completion of the ICC training. Secondly, we evaluate ICC-related skills, employing written self-reporting on how specific practical issues are solved, which is filled in before/during/after the training.</p> <p>10. We will also target communication of the project results to the academic community, decision-makers and to general public by virtue of organizing scientific and informational events and publishing the results.</p> <p>11. Finally, we pursue to also operationalize transferability of our ICC training programme with certain modifications to other sectors than law and to other levels of education.</p>
Expected and achieved results	The project will bring both, short-term and long-term deliverables and changes

Immediate short-term results are the following

Better equipping future and acting teachers and the university staff for their modern multilingual classrooms, producing a cohort of professionals who are demonstrably trained in work-relevant ICC.

Positioning both partner universities in Almaty and in Turkestan to offer to offer ICC study modules that are relevant for local conditions and also to offer educational programs, accounting both, the achievements of international scholarship and local needs and realities.

Providing other education programmes with an operational guidebook to replicate the successful aspects of our ICC training while adapting it to their own local contexts, community needs, and workplace demands.

Generating new primary data, meta-data, and research data based on focus-group interviews with the stakeholders.

Producing transferable and flexible materials, freely available to other universities through our project website and directly distributed to study programme leaders across Kazakhstan.

Preparing an analytical report on the strengths, weaknesses and the possibilities for enhancing transferability of our ICC training model for other disciplines than law and in other levels of education

Devising an elaborate "road map" of various models and support schemes for expanding the teacher ICC in two regions of the Republic of Kazakhstan.

Providing a report on the strengths, weaknesses, possible revisions, and potential applications of the course module.

Developing a report on the deliverable is a report on the possibilities for its transferability in other disciplines than law and in other levels of education.

Developing an ICC progress assessment toolkit.

Over the long term, our results will contribute to both social cohesion in Almaty and Turkestan (and throughout Kazakhstan more broadly) and to research-based knowledge on collaborative ICC training design and assessment, in particular via

Incorporating our methods for working with local partners as model for other collaborative projects, not only in Kazakhstan but abroad.

Using the ICC progress assessment tool by various stakeholders, including students, educators, and employers.

Training university teachers with the topical ICC-related knowledge and skills which will contribute in enhancing the welfare of foreign and exchange students, raise of the efficiency of educational process in a multicultural environment, and possibly deterring the problem of staff burnout and ultimately leading to the rising prestige of Kazakhstan's education in the eyes of the foreign students.

	<p>In the course of the project, it was revealed how the level of intercultural communicative competence of teachers and staff is assessed by foreign students and modern international studies are summarized and based on them, the shortcomings of intercultural communicative competence in a modern multilingual university audience are revealed. Regular obstacles to integration and the establishment of effective intergroup interaction in a mixed audience have been identified.</p> <p>Teaching methods in foreign countries have been established and studied, and the role of the ICC in the learning process and overall integration has been determined. An international project seminar was organized and conducted on ways to increase the relevance of modules, programs and courses on the ICC.</p>
<p>Research team members with their identifiers (Scopus Author ID, Researcher ID, ORCID, if available) and links to relevant profiles</p>	<ol style="list-style-type: none"> 1 Zhatkanbayeva A.Ye., Doctor of Law, Hirsch index – 3, Researcher ID A-5767-2015, ORCID: 0000-0001-5407-672X, Scopus author ID: 56127711200. 2 Riekkinen Maria, PhD, Hirsch Index – 3, ORCID: 0000-0001-7116-0536, Scopus author ID: 42161821100. 3 Jangabulova A.K., Candidate of Law, Hirsch index – 3, Researcher ID A-5473-2015, ORCID: 0000-0002-4150-5393, Scopus author ID: 57194416376. 4 Aidarkhanova K.N., Candidate of Law, Hirsch index – 3, Researcher ID A-7534-2015, ORCID: 0000-0002-6392-4708, Scopus author ID: 55649077100. 5 5 Kozhabek K.M, PhD, Hirsch Index – 1, Researcher A-6995-2015, ORCID: 0000-0002-3537-485X, Scopus author ID: 57192937062. 6 Tasbulatova A.A., PhD, Hirsch Index – 2, ORCID: 0000-0002-1754-785X, Scopus author ID: 57190688815. 7 Бейсембаева С.Б. кандидат филологических наук, Индекс Хирша - 1. Researcher ID: JXX-1877-2024 , ORCID: 0000-0002-4431-7558, Scopus author ID: 57202837993 8 Raiymbergenova K. T. Master of Law, ORCID: 0000-0002-2086-4266, Scopus author ID: 58666270700.
<p>List of publications with links to them</p>	<p>K.N. Aydarkhanova, K.A. Kozhabek, A.A. Tasbulatova, S.K. Atakhanova, B.S. Shansharbaeva, Problems of legal regulation of intercultural competence of a teacher on the example of legal education // Journal of Actual Problems of Jurisprudence. -№3 (103). 2022. - 4-12 pp.</p> <p>М. Риэкинэн. Правовые категории, используемые при разрешении межкультурных вопросов в образовательном процессе (анализ ответов Министерства просвещения Республики Казахстан на обращения граждан) // Вестник КазНУ. Серия Юридическая. - №1 (105). 2023. - С. 38-47.</p> <p>А.Е. Жатканбаева, Қ.М. Қожабек, А.К. Джангабулова, А.А. Тасбулатова, К.Н. Айдарханова. Құқықтық білім</p>

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Patents	-