



“Summer School Camp”
Batan Village Secondary School,
Karasay District, Almaty Region.

BECOME THE TEACHER OF YOUR DREAMS

First report on the activities of the Public
Foundation “Teach for Qazaqstan”

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FOUNDER’S WORD

Dear reader,

The Public Foundation "Teach for Qazaqstan"(hereinafter - the Foundation) was founded on 29 September 2022 as a non-profit organisation to implement the Teach for Qazaqstan Fellowship Programme (hereinafter - the Programme). The aim of the Programme is to reduce inequality in education in Kazakhstan by attracting young teachers with leadership qualities. The Programme invites proactive people without a pedagogical education and prepares them to work in rural schools for two (2)years.

The Foundation is a partner of the global educational movement "Teach For All".The programme is implemented in 62 countries around the world: "Teach for China"(China), "Teach forMalaysia" (Malaysia) or "Teach First" (Great Britain), etc. Thus, Teach For All is a global community of leaders who are changing the world through the development of collective leadership in education.

In September 2022, the Foundation set itself a goal of recruiting up to 50 new educators to work in rural areas by the beginning of the 2023-2024 school year.

FROM THAT MOMENT, ACTIVE WORK BEGAN IN SEVERAL AREAS:

- finding and building relationships with strategic partners;
- finding benefactors and sponsors;
- developing an educational programme for postgraduate certificate in education (PGCE);
- developing a methodology for recruiting and selecting fellows;
- developing PR and marketing campaign strategies;
- developing internal documents of the Foundation.

IN TOTAL, BY JUNE 2024, THE TEACH FOR QAZAQSTAN PROGRAMME HAD:

- engaged 29 employed Cohort I programme fellows working in 10 subjects in grades 5-11 and 20 Cohort II finalists;

- obtained co-operation with 10 partner schools in the Karaganda region;
- obtained co-operation with the Education Department of the Karaganda region;
- obtained co-operation with SDU University in the framework of pedagogical training;
- obtained co-operation with the Ministry of Education of the Republic of Kazakhstan and the Ministry of Science and Higher Education of the Republic of Kazakhstan;
- obtained co-operation with McKinsey &Company Kazakhstan and Freedom Holding Corp.;
- implemented the Programme in 3 villages and 3 towns of the Karaganda region: Tokarevka, Novouzenka, Novodolinka, Abay, Shakhtinsk and Balkhash
- obtained the status of an independent partner of the global non-governmental organisation "Teach For All";
- engaged a team of professionals committed to the values of the foundation and the Programme;
- won The Steppe Awards 2023 in the category "The Most Significant Social Project -2023" and won the Kazakhstan Growth Forum 2023 Charity Ball in the category "Initiative of the Year".

This document is our first official report, which covers the period of 2 years from the date of registration of the Foundation to June 2024. More detailed information about the Foundation and the Programme can be found further in the report.

My sincere thanks to all those who were involved in the launch and implementation of the Programme.

Respectfully,
Founder and CEO of the Foundation
Gulnara Salmen



MANSHUQ MEDIA ABOUT US



Educational inequality, a pervasive yet often overlooked challenge in our society, can have far-reaching consequences. Teach for Qazaqstan is a vital initiative working to address this issue by providing children in remote areas with new opportunities and perspectives. By fostering a more equitable future, we can empower the next generation.

This program also offers a unique chance for Kazakhstani teachers to join the global Teach for All movement.

We fully support this project, not only for its noble mission but also for the positive impact it has on our society. The dedicated fellows of Teach for Qazaqstan are inspiring role models who can shape the next generation. They are the heroes we've been searching for, capable of inspiring Manshuq's readers.

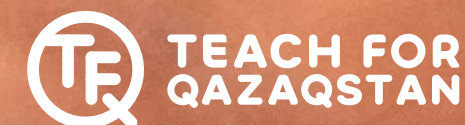
We believe the project will continue to grow and develop, and we are eager to keep sharing its new achievements, telling new stories, and introducing our audience to these exceptional individuals.



[Link for the resource](#)

“Summer School Camp”
Batan Village Secondary School,
Karasay District, Almaty Region.

@Kuralay Zharkymbayeva



HISTORY OF FOUNDATION



~ Ақпарат алмасу ~

- Желілік / Конкреттілік
- Слушати внимательно
- Задавати вопросы
- Использовать разные каналы ком.
- Использовать визуальные средства
- Учитывать культурные различия
- Обратная связь.
- Практика Эмпатии.

#TFall
#TFQazakhstan



VISION

We dream of a world where all children have the opportunity to fulfill their potential

MISSION

We are bringing a new generation of teachers into the profession.

IN THE PROCESS OF REALISING THE VISION AND MISSION, THE FOUNDATION HAS DEFINED THE FOLLOWING VALUES FOR ITSELF:



Professionalism

- Commitment to high standards
- Competence and continuous learning
- Respect for diversity



Commitment

- Mission-oriented approach
- Commitment to students
- Serving the community
- Ethical use of resources



Leadership

- Role model behaviour
- Co-operative leadership
- Courage in decision-making
- Accountability and responsibility



Trust

- Honest and transparent communication
- Confidentiality and privacy
- Trustworthy relationships
- Ethical behaviour



Partnership

- Partnership through co-operation
- Mutual respect and understanding
- Overall responsibility and accountability
- Inclusion and equality

HISTORY OF THE FOUNDATION

Over the past 15 years, multiple efforts have been made to launch the Teach for All program in Kazakhstan.

2012: Initial attempts to launch a "Teach for All" program in Kazakhstan were made by Sayasat Nurbek, current Minister of Science and Higher Education. Being a President of the "Bolashaq" Center for International Programs he established communication with "Teach for America". However, the initiative did not receive sufficient support and was not implemented.

2018: Gulnaz Kordanova, a regional teacher with firsthand experience of educational inequality, established official partnerships with the global NGO "Teach For All" and founded the "Teach for Kazakhstan" Foundation in 2019.

She assembled a dedicated volunteer team to launch the program in Kazakhstan. During this process, she collaborated with teams from Teach for Armenia, Teach for America, and Teach For All to develop the country's first educational curriculum, expand professional networks, and conduct advocacy initiatives as well as pilot programs in schools across Almaty.

2022: After enrolling at Harvard, Gulnaz transitioned the leadership of the foundation, which led to the conclusion of its partnership with Teach For All.

SEPTEMBER 2022: A NEW CHAPTER COMMENCED WITH THE ESTABLISHMENT OF THE "TEACH FOR QAZAQSTAN" FOUNDATION (NOTED WITH A "Q" TO REFLECT THE KAZAKH LANGUAGE), LED BY GULNARA SALMEN, DULATBEK IKBAYEV, AND ARMAN SHOKPAROV.

The initiative garnered support from "Teach For All" and "McKinsey & Company Kazakhstan," while collaborating with the Ministry of Education and the Ministry of Science and Higher Education of Kazakhstan. Additionally, the Foundation received backing from Majilis deputies and senior leaders in Kazakhstan's education sector.

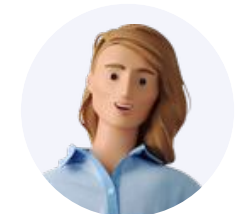
MANAGEMENT STRUCTURE



The supreme body
General Meeting of Founders



Collegial governing body
Board of Trustees



Executive body
CEO



Control body
Independent auditor

THE BOARD OF TRUSTEES



Dulatbek Ikbayev
Chairman
of the Board of Trustees



Timur Turlov
Member
of the Board of Trustees



Khalida Azhigulova
Member
of the Board of Trustees



Jochen Berbner
Member
of the Board of Trustees



Arman Shokparov
Member
of the Board of Trustees



Gulnara Salmen
CEO

THE CEO OF THE FOUNDATION

IN ORDER TO IMPLEMENT THE PROGRAMME, THE FOUNDATION HAS DEVELOPED DOCUMENTS AND METHODOICAL FRAMEWORK OF DOCUMENTS:



An educational programme for PGCE has been developed specifically for the Programme fellows, which was licensed through the partner university SDU University;



A programme of training and support of fellows for effective interaction within the framework of the Programme has been developed;



The following policies have been developed by the Foundation to implement the Programme: a comprehensive zero tolerance policy towards sexual exploitation and abuse (SES) or discrimination on any grounds; a child protection policy; a code of ethics for the Foundation; an educational programme policy; child safeguarding policy;



a conflict of interest policy; a whistleblowing policy; and a donation acceptance policy;



A training programme for management teams of partner schools (administration and teacher-leaders) has been developed;



A logical framework for measuring the effectiveness of the Programme has been developed;



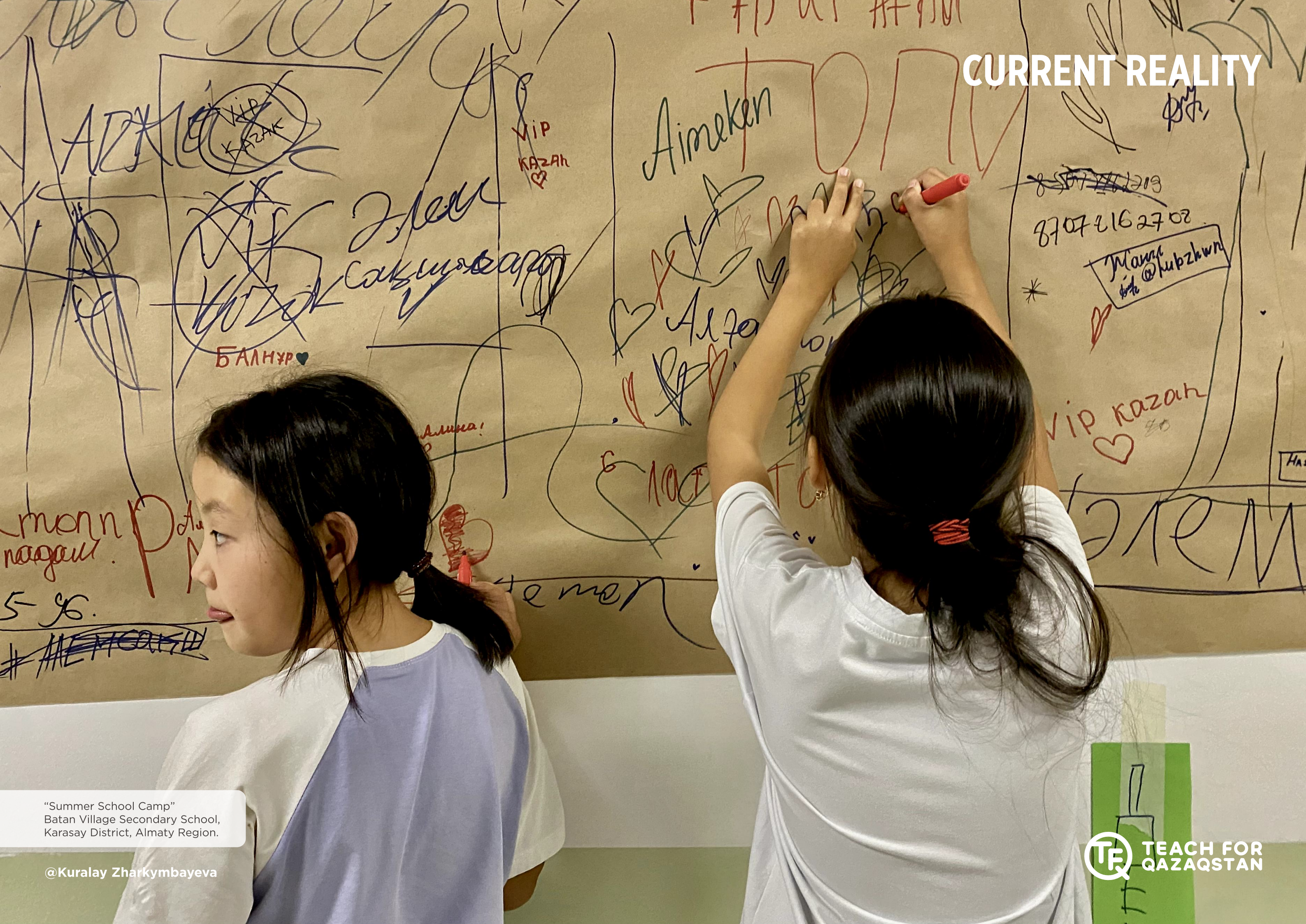
A methodology for monitoring fellows of the Programme has been developed.

LLP “Ernst & Young” was the independent auditor for the Foundation’s financial statements from its formation to December 31, 2023. The audit followed international auditing standards. According to the auditor, **the financial statements accurately reflect the Foundation’s financial position as of December 31, 2023.**

However, there is an exception regarding the valuation of the Foundation’s inventories. The inventory count took place before the audit, and the auditors had no opportunity to verify its value through alternative methods.



CURRENT REALITY



“Summer School Camp”
Batan Village Secondary School,
Karasay District, Almaty Region.

@Kuralay Zharkymbayeva



LAUNCHING THE FELLOWSHIP PROGRAMME

At the time of the program’s launch, there were 7,637 schools in Kazakhstan. Kazakhstan’s education system faces significant disparities. While 80% of schools are in rural areas, 56% of students attend urban schools, creating imbalances in funding and infrastructure that worsen educational inequality. High urbanization rates lead to a shortage of qualified teachers in rural areas, negatively affecting children’s education. Frequent internal migration further disrupts children’s stability and development.

To tackle these challenges, the program was launched in Karaganda, where urbanization reaches 80%. Karaganda exemplifies the urban-rural divide, making it an ideal pilot region for developing solutions that can be applied nationwide.

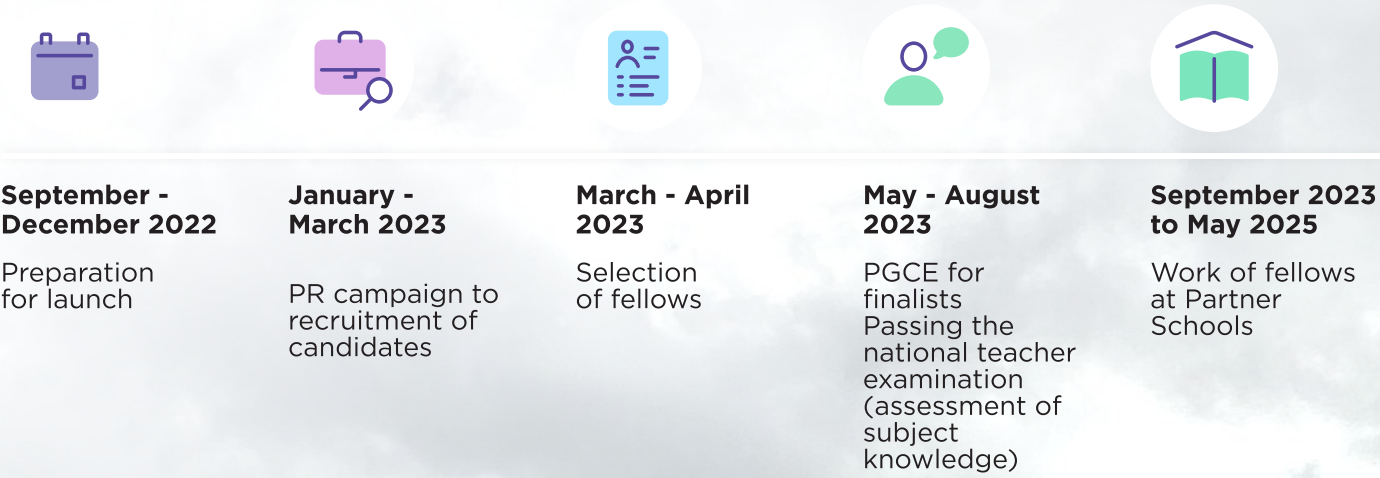
“Teach for Qazaqstan” Foundation envisions a world where a child’s future is not determined by their family’s social status or place of residence. To this end, we strive for equal access to quality education

FOLLOWING THE LAUNCH OF COHORT I OF THE PROGRAMME IN 2023, THE FOUNDATION:

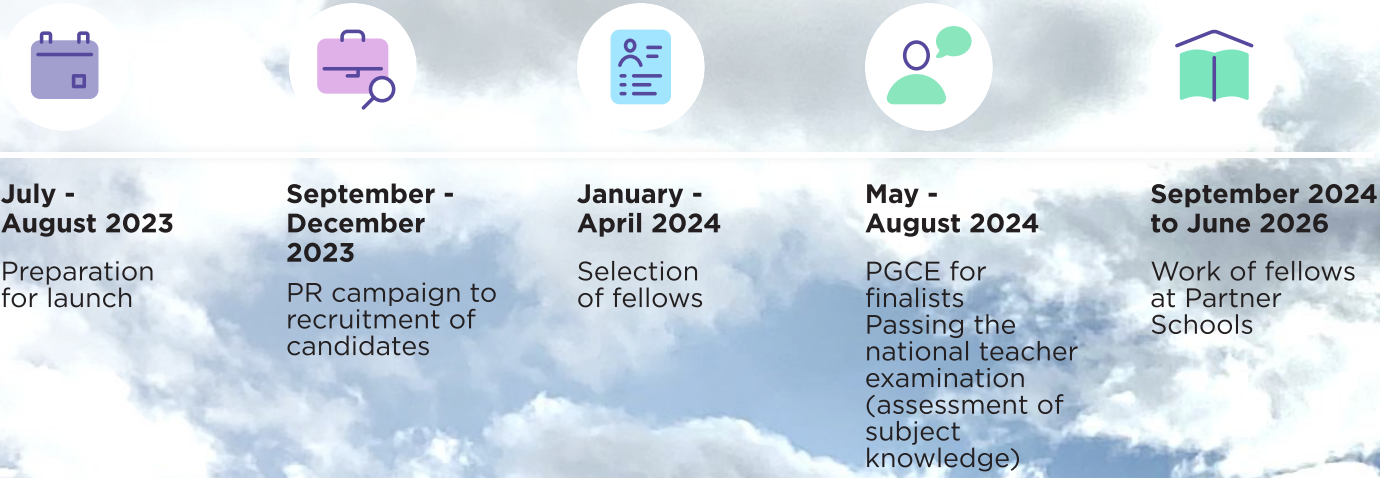
- selected 49 Programme fellows from over 3,000 applications;
- established partnerships with one region and 10 schools;
- reached more than 6,000 students;
- conducted a teacher retraining program and facilitated the employment of 29 participant teachers in regional schools;

- developed an educational programme for PGCE:
 - teacher of English language;
 - teacher of Kazakh language and literature
 - teacher of Russian language and literature;
 - history teacher;
 - geography teacher;
 - computer-science teacher;
 - maths teacher;
 - biology teacher;
 - physics teacher;
 - chemistry teacher.
- developed a training programme for methodologists and coaches to support programme fellows;
- developed a programme to work with leadership teams of partner schools.

TIMELINE FOR THE IMPLEMENTATION OF COHORT I OF THE PROGRAMME



TIMELINE FOR THE IMPLEMENTATION OF COHORT II OF THE PROGRAMME



Abay city, Abay district, Karagandy region

@Kuralay Zharkymbayeva

PARTNERSHIP WITH “TEACH FOR ALL”

“How to solve the problem of educational inequality in Kazakhstan?”
Podcast “Talap Talks” with R. Oshakbayev
In the photo: Edna Novak and Gulnara Salmen



[Link to Podcast](#)



TEACH FOR
QAZAQSTAN



PARTNERSHIP WITH “TEACH FOR ALL”

“Teach For All” is a non-profit organization founded in 2007 by the founders of “Teach for America” (established in 1989) - Wendy Kopp, and “Teach First” (established in 2003) - Brett Wigdorz.

“Teach For All” is a network of 62 independent partner organizations, each led and managed locally. “Teach For All” focuses on fostering local leadership and sharing international best practices.

A MEMORANDUM OF COOPERATION BETWEEN “TEACH FOR ALL” AND THE “TEACH FOR QAZAQSTAN” FOUNDATION WAS SIGNED IN OCTOBER 2022.

As part of this memorandum, “Teach For All” provided methodological support for the launch of the project. After the full launch of the project and the fulfillment of all criteria’s, the “Teach for Qazaqstan” Foundation became the official 62nd partner of “Teach For All” in June 2023. The requirements for partnership include maintaining the autonomy of members of the global network, considering the local context of the country, and adhering to the unifying principles of “Teach For All”.

In May 2023, the “Teach For All” team visited Kazakhstan to provide support and assess the alignment of our activities with their standards.

During this visit, Edna Novak and Shoaib Alam from “Teach For All” engaged with Foundation staff, participants from the inaugural cohort, Minister of Science and Higher Education Sayasat Nurbek, the head of the Karaganda region’s education department, Majilis members, and the Foundation’s founders. The visit received high praise from the “Teach For All” team, leading to the decision to formalize a full partnership with “Teach for Qazaqstan.”

Edna Novak praised the Foundation’s achievements, stating: “Overall, as I’ve shared a few times over the past few days, honestly this is the strongest partner launch that I have ever personally witnessed, and it has been nothing less than utterly inspiring and energising to get to spend the last week with the “Teach for Qazaqstan” team and community of fellows, partners and supporters...Shoaib and I would have wanted to recommend them for partnership sooner actually, if we’d realised just how far along they were in their strategic thinking, planning and execution in every area...”.



Edna Novak
Head of APAC region

In turn, partnering with Teach For All provides its partners with:

- ✓ access to the global network and co-operation;
- ✓ shared resources and shared experiences;
- ✓ professional development and leadership opportunities;
- ✓ alumni network access and support;
- ✓ building trust and international presence.

 [link to the article](#)

Materials taken from <https://teachforall.org>



School - K. Satpayev Center for Additional Education City of Abay, Abay District, Karaganda Region

“TEACH FOR ALL” EVENTS THAT FOUNDATION EMPLOYEES TOOK PART

- ✓ Prospective Partner Immersion event held in Mumbai, India from 13 - to 16 February 2023, in partnership with Teach For India;
- ✓ Asia Pacific CEO Retreat hosted by Teach For All, Inc. in Siem Reap, Kingdom of Cambodia from 7 - 10 August 2023;
- ✓ Asia-Pacific Senior Leadership Retreat, hosted by Teach For All, Inc. in Siem Reap, Kingdom of Cambodia from 13 - to 17 August 2023;
- ✓ Global Conference on Learning from Africa: Developing Students as Leaders and the Global Directors Retreat hosted by Teach For All, Inc. in Nairobi, Republic of Kenya, from 17 to 19 October 2023;
- ✓ Kids Education Revolution retreat conducted by Teach For India in Mumbai from 1-5 February 2024;
- ✓ APAC Recruitment, Selection, & Matriculation (RSM) Network Learning Trip conducted by Teach For All in Dhaka, People's Republic of Bangladesh from 5 - 7 March 2024;
- ✓ Coaching Transformational Teachers and Leaders Conference held by Teach For All in Auckland, New Zealand from 12 - 15 March 2024;
- ✓ Asia-Pacific Regional CEO Retreat, hosted by Teach For All, Inc. in Auckland, New Zealand from 6 - 9 May 2024;
- ✓ Inner Leadership for System Change Event held by Teach For All, Inc. in Nagarkot, Federal Democratic Republic of Nepal from 1 - 5 June 2024.



ACKNOWLEDGMENTS

We express our gratitude to the organisations that have provided pro bono support to the Foundation:

McKinsey
& Company

for volunteering support on strategic development



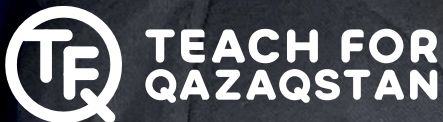
Dos community - volunteering support in various areas of the Foundation's work



Nazarbayev Intellectual Schools - for providing venue for conducting educational seminars for program participants

Students are building a house out of cardboard
B. Kosynov Secondary School,
Aitey Village, Karasai District, Almaty Region

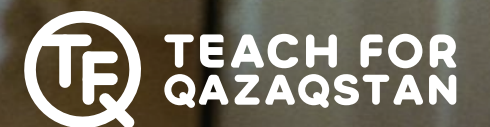
@Kuralay Zharkymbayeva



SELECTION OF FELLOWS

School - Shokan Ualikhanov Lyceum,
City of Abay, Abay District, Karaganda Region

@Kuralay Zharkymbayeva





SELECTION OF FELLOWS

The Foundation conducts a rigorous annual selection process for its program. Candidate evaluation is based on global best practices and the experience of other Teach For All partner programs. To ensure transparency and data security, a dedicated platform guides candidates from application to completion of the selection process. A selection committee comprised of education and HR experts, as well as independent observers, guarantees a fair and merit-based evaluation for all candidates.

THE FOUNDATION HAS SUCCESSFULLY COMPLETED TWO COHORTS OF TEACHER CANDIDATE SELECTION.

The program targets a diverse audience, including:

- university graduates,
- experienced professionals,
- graduates of pedagogical universities.

To prevent experienced teachers from leaving their current schools, the Program's second cohort excluded educators with prior teaching experience.

The Foundation has conducted two rounds of recruitment for prospective teachers. The first round focused on raising awareness of the Programme. A variety of marketing strategies, including online advertising and media partnerships, were used to attract candidates. During the recruitment period from January 13th to May 13th, 2023, the program website received over 15,000 visits.

Teach for Qazaqstan's social media campaign successfully reached over 968,000 unique users between January 9th and March 8th, with a total of 1.8 million impressions. Additionally, our media partnerships with outlets like Tengri News and Astana Times attracted an additional reach of 750,000 subscribers.

The Foundation's outreach efforts have been successful in attracting a growing number of applicants. Podcasts produced in collaboration with Dope Soz, Real Qadam, NFactorial, Narikbi, and Oy Detox have garnered 49,000 views. This, combined with other marketing initiatives, has contributed to a significant increase in program applications.

While the first cohort received over 3,000 applications, the second cohort saw a rise in registrations to 4,900.

The selection process involves a rigorous evaluation, including a motivational essay, case studies, a video interview, and an in-person assessment center.

CURRENTLY, 25 FELLOWS ARE ACTIVELY PARTICIPATING IN THE PROGRAM, AND WE ANTICIPATE WELCOMING UP TO 20 NEW TEACHERS IN 2024

In 2023, the Foundation conducted a multi-stage competitive selection process for participation in the Programme. More than 3,000 registration forms were received on the Foundation's official website from potential candidates.

The Foundation has successfully placed 25 fellows in 10 state schools across the Karaganda region, where they are teaching a variety of subjects.

Our fellows are graduates of prestigious universities like Nazarbayev University, Al-Farabi Kazakh National University, and L.N. Gumilyov Eurasian National University. Additionally, the cohort includes professionals from various fields, such as information technology, public service, and technical specialties. Participants come from diverse regions of Kazakhstan, including Astana, Aktobe, Atyrau, Aktau, Almaty, Taldykorgan, Zhetysu, Abai, Semey, Ust-Kamenogorsk, Pavlodar, Petropavlovsk, Shymkent, Taraz, Kentau, Kyzylorda, Zhezkazgan, Kostanay, and more. This geographic diversity reflects our fellows' commitment to the program's values and the goal of unlocking the potential of Kazakhstan's children through teaching in a new region for two years.

AKNOWLEDGEMENTS

We would like to thank the organisations and people who have provided support to the Foundation:

- FE "ITHD" [HT1] - for technical support of the website and selection platform
- Headhunter Kazakhstan - for providing free placement of vacancies
- Satbayev University, KIMEP - for providing the full-time venue for the selection stage
- Mugalim Academy, Modern Teachers Academy - for providing a venue for the in-person selection in Karaganda city
- Gymnasium No. 81 Astana English school - for providing a venue for the in-person selection in Astana city
- Nazarbayev Intellectual School of Karaganda - for providing a venue for the Foundation's events: corporate event, training of fellows, selection of specialists for the Foundation's team.
- News portals er10.kz, bluescreen.kz, zakon.kz, ManshuqMedia, Steppe, Kapital.kz - for assistance in putting the Foundation's mission in the spotlight and disseminating information about its activities
- Proactive Teacher, Pakita, Asselibadula, Kamilla Tuyakbaeva, Narikbi, Nurlan Imangaliyev, Kuanysh Beisek, Kana Beisekeev, Nariman Amantaev, Anuar Zhangozin, Arman Suleimenov, Erzhan Esimkhan, Timur Ibragimov, Mitya Bainazarov, Olesya Kolesnichenko, Gennady Zakharov, Alexey Alekseev, Kamila Rolan, Laura Vaygorova, Eskendir Bestay, Sayasat Nurbek, Nursultan Nasylov, Alina Abdrakhmanova, Zaure Rozmat, Aigerim Kusayynkyzy - for support and coverage of the Foundation's activities in social networks
- AIIESEC, ENACTUS, National Volunteer Network, Alliance of Students of Kazakhstan - for organising posts and stories on social networks about the start of the application process
- US Embassy, UNICEF, EFCA - for support in spreading information about the Foundation
- Dope Soz podcasts What does village children dream of?, Nfactorial: "How to solve the problem of educational inequality in Kazakhstan?", NIS Alumni: Who Else but Us? and SARYARQA TV channel "About Teach for Qazaqstan" - for spreading information about the Foundation and the problem of inequality.



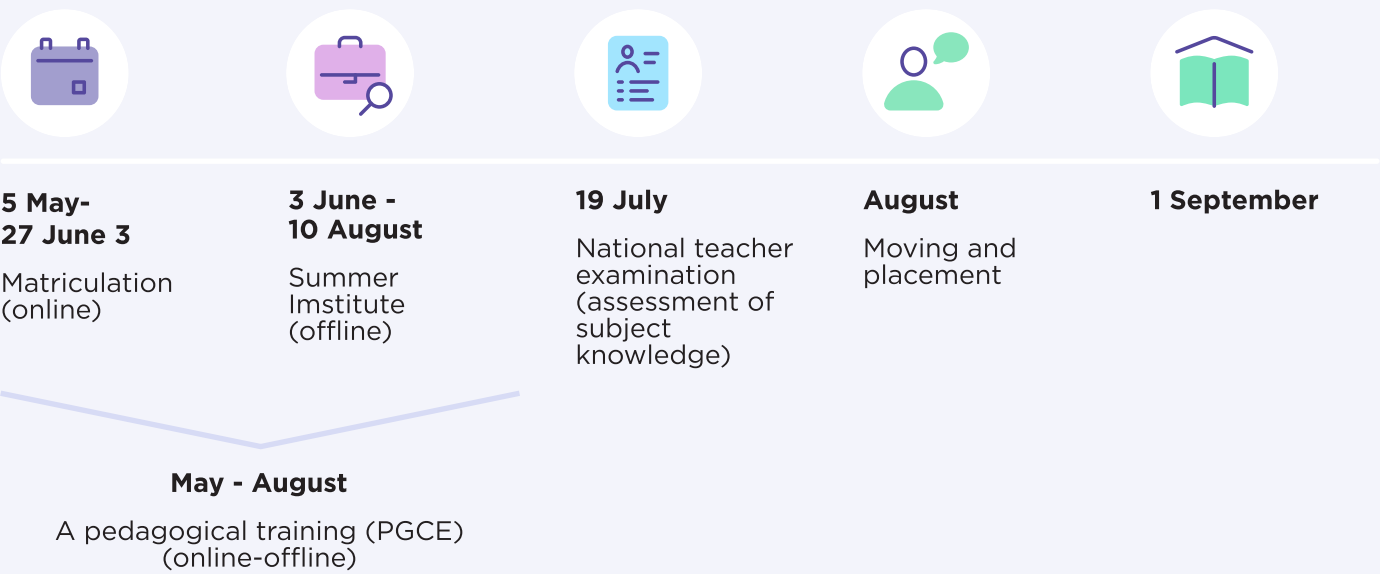
Teach for Qazaqstan Foundation Team
Karaganda Regional Museum of Fine Arts



Exhibition of works by program
fellows at the opening of the
Summer Institute for the II cohort.
Karaganda Regional Museum of Fine Arts

LAUNCH OF THE FIRST COHORT OF THE TEACH FOR QAZAQSTAN FELLOWSHIP PROGRAM

The first cohort of 42 fellows embarked on their journey with Teach for Qazaqstan on May 5, 2023. They completed an intensive training period from May to August, culminating in their placement as teachers.



During the initial training phase, called matriculation, the fellows spent time reflecting on their decision to join the program and discussing the program’s goals and expectations. Some participants even reconsidered their commitment after this period of self-reflection. Below is the matrix that guided our evening meetings with participants:

What is TFQ for me? Did I understand it correctly?
(About the mission, values of the foundation)

Why am I here? Is TFQ about me or not?
(identifying one’s true motivation, values)

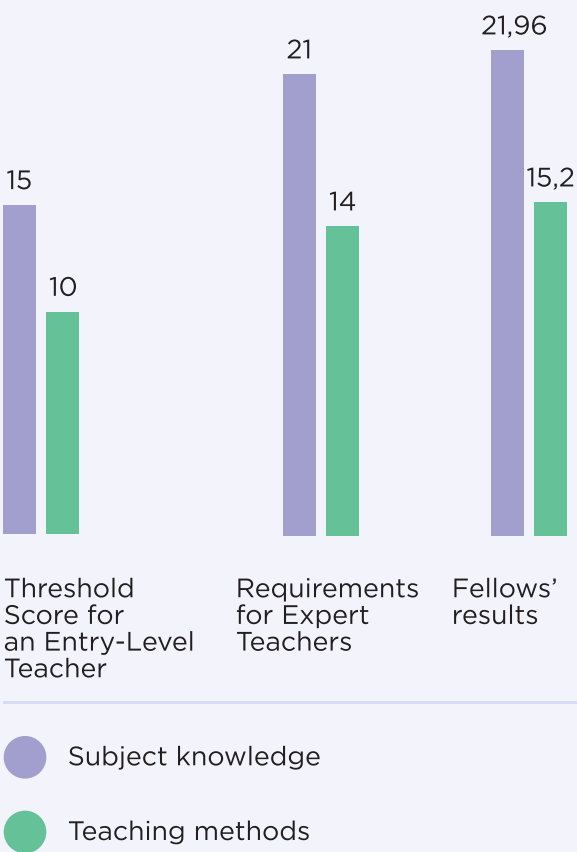
What is inequality?
Does it apply to me and how do I feel about it?

Immersing to Teach For All experience

How will collective leadership help us to tackle inequality?

Am I ready to move? Are my loved ones ready?

In parallel with their training and matriculations, fellows were asynchronously preparing for the national test, the “Teacher Knowledge Assessment.” Only successful completion and certification of this test can provide fellows with the opportunity to work in a state school. Each teacher must pass a national test in two areas: “Teaching Methods” and “Subject Knowledge.” On July 19, 2023, all fellows of the I cohort of the programme successfully passed the test, demonstrating results far above the threshold required for employment.



On August 10, the training cycle for the program’s fellows concluded. Many found the blocks “Deep Understanding of Self” and “Deep Understanding of Others” particularly challenging.

"It turned out to be scary to delve into my childhood and see elements of inequality and injustice there. It's painful, but now I realise that it was necessary for us to understand the children on the ground and to be able to see ourselves in them"

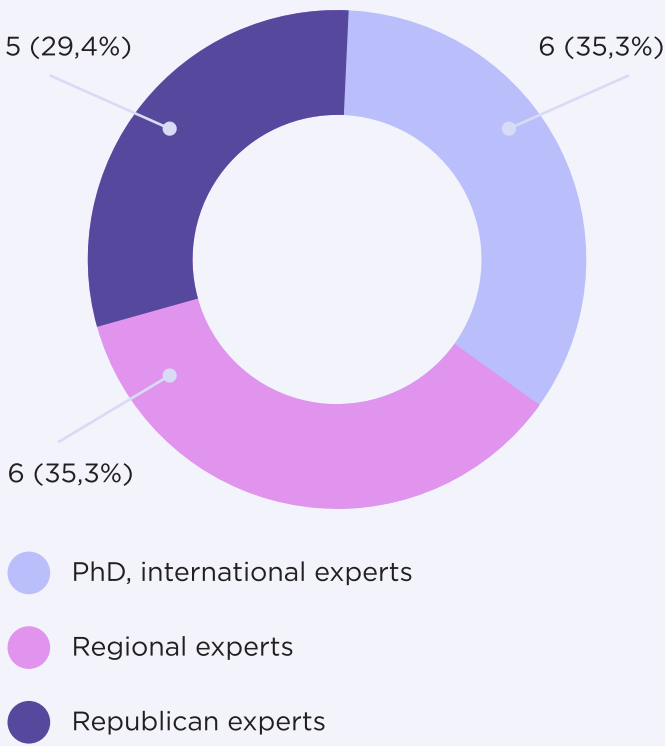
"In theory, it seems like you're so tolerant of everyone. It turns out that there are so many prejudices and stereotypes in your head. I never thought I was a discriminatory person. It's shameful and hard to admit it, it's harder to eradicate it from yourself"

For people who have completely changed their profession, the pedagogy block has also been a challenge:

"The illusion that a teacher teaches for 45 minutes and that's it, has completely dissipated. It turns out that there is so much work before and after the lesson. It is difficult to digest this information. I also feel like there are a lot of official documents that the teacher needs to know. This part was the hardest for me"

"I graduated from high school when there were still grades, 4's and 5's. The hardest thing for me is the different attitude towards grades, criterion grading and all these points. In my head, I want to convert everything into a 3 or a 4, as in our time."

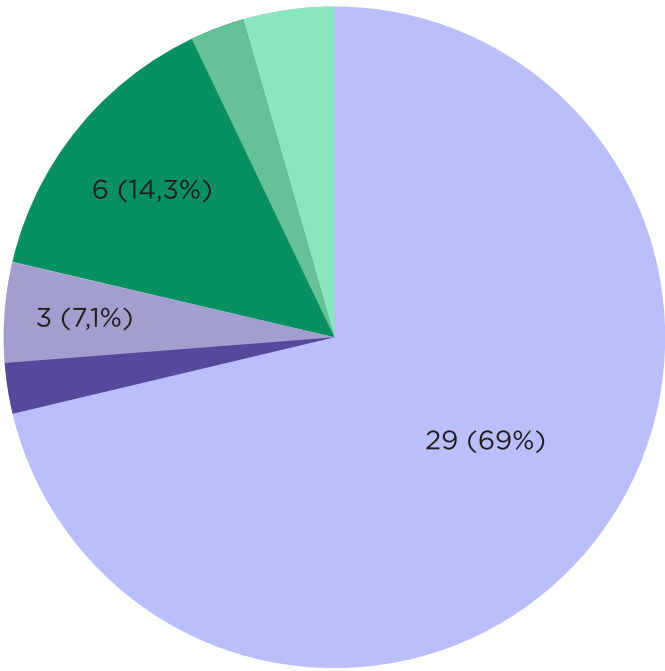
It is worth noting that most of the invited lecturers at the Summer Institute were happy to support the project on a pro-bono basis or on a token payment (below market rate):



FELLOWSHIP PROGRAMME

For fellows, the Summer Institute was an opportunity not only to prepare for schoolwork and participation in the programme, but also to meet once again with their past, reflect on the present and look into the future. This, of course, influenced their answer to the question "Do I realistically want to devote two years of my life to this endeavour?". The final picture of those who left the project and decided to stay looked like this:

Programme fellows



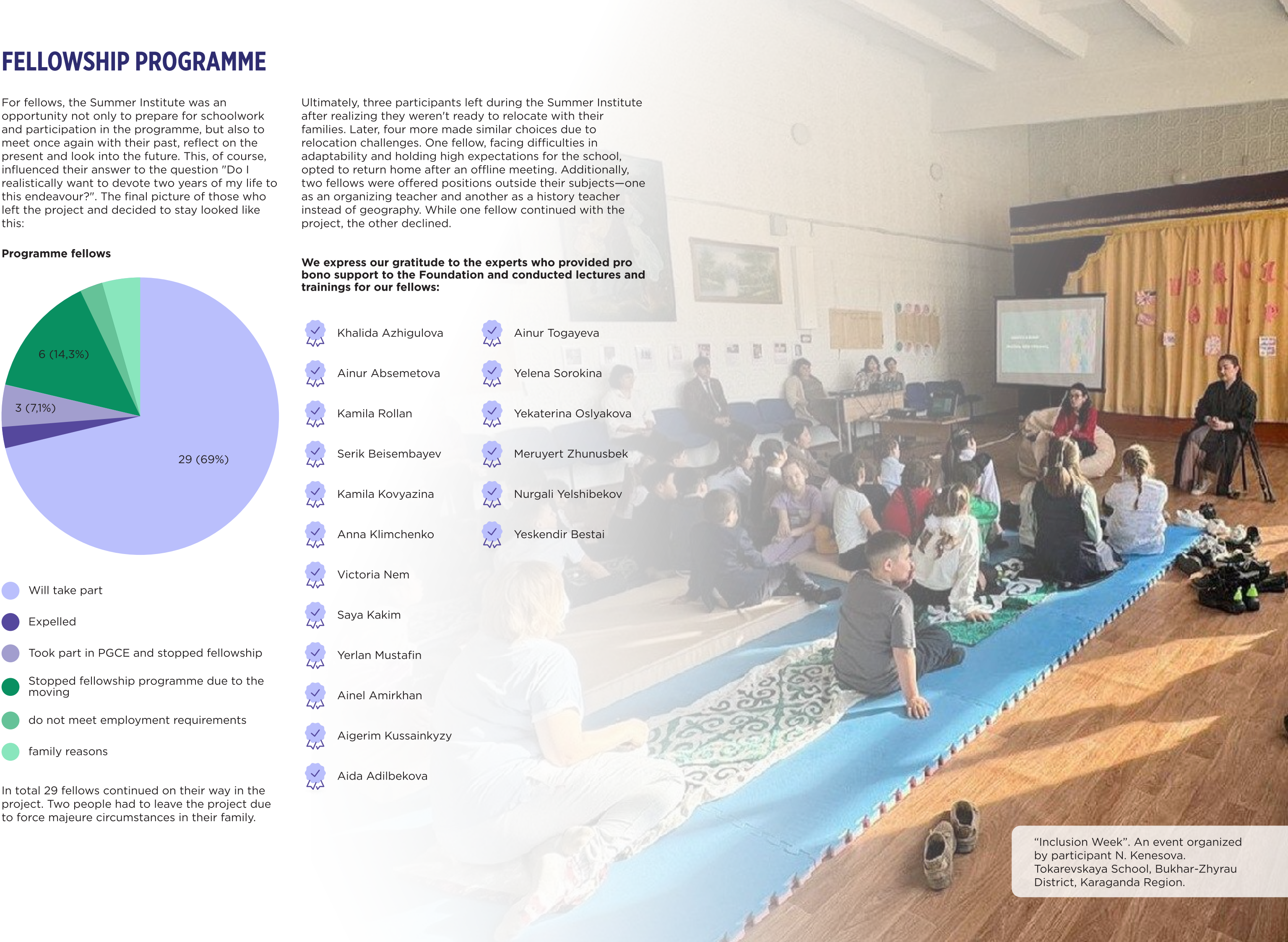
- Will take part
- Expelled
- Took part in PGCE and stopped fellowship
- Stopped fellowship programme due to the moving
- do not meet employment requirements
- family reasons

In total 29 fellows continued on their way in the project. Two people had to leave the project due to force majeure circumstances in their family.

Ultimately, three participants left during the Summer Institute after realizing they weren't ready to relocate with their families. Later, four more made similar choices due to relocation challenges. One fellow, facing difficulties in adaptability and holding high expectations for the school, opted to return home after an offline meeting. Additionally, two fellows were offered positions outside their subjects—one as an organizing teacher and another as a history teacher instead of geography. While one fellow continued with the project, the other declined.

We express our gratitude to the experts who provided pro bono support to the Foundation and conducted lectures and trainings for our fellows:

- | | |
|-----------------------|------------------------|
| ✓ Khalida Azhigulova | ✓ Ainur Togayeva |
| ✓ Ainur Absemetova | ✓ Yelena Sorokina |
| ✓ Kamila Rollan | ✓ Yekaterina Oslyakova |
| ✓ Serik Beisembayev | ✓ Meruyert Zhunusbek |
| ✓ Kamila Kovyazina | ✓ Nurgali Yelshibekov |
| ✓ Anna Klimchenko | ✓ Yeskendir Bestai |
| ✓ Victoria Nem | |
| ✓ Saya Kakim | |
| ✓ Yerlan Mustafin | |
| ✓ Ainel Amirkhan | |
| ✓ Aigerim Kussainkyzy | |
| ✓ Aida Adilbekova | |



"Inclusion Week". An event organized by participant N. Kenesova. Tokarevskaya School, Bukhar-Zhyrau District, Karaganda Region.



IDENTIFYING PARTNER SCHOOLS AND BUILDING RELATIONSHIPS

In January 2023, the Foundation team initiated its engagement with potential partner schools by conducting meetings and presentations in the Nura, Bukhar-Zhyrau, Karkarala, and Abay districts, as well as in Shakhtinsk, Saran, Temirtau, and Balkhash. During subsequent visits, the team partnered with the Paperlab research center to assess community needs. The Foundation faced several initial challenges in establishing partnerships with local communities, including:



Parents expressed concern that the Foundation's values might differ from their own cultural norms.



State schools shared negative past experiences with outside partners who made unfulfilled promises, leading to unfinished projects and new problems.



Local residents found it challenging to understand the program's purpose and were hesitant about its English name.



Many schools were scared to be first, waiting for the "Yes" command from higher authority

1. School-Gymnasium No. 7 named after Saken Seyfullin of the Balkhash City Education Department of the Karaganda region
2. State school No. 25 named after Ybyrai Altynsarin of the Department of Education of Balkhash City District, Karaganda region
3. State school named after Mashkhur Zhusup of Department of Education of Bukhar-Zhyrau District, Karaganda region
4. State School No. 11 of the Department of Education of Shakhtinsk city, Karaganda region
5. State school 7 of Department of Education of Shakhtinsk city, Karaganda region
6. School-Lyceum named after Alikhan Bokeikhan" of Department of Education of the Shakhtinsk city, Karaganda region
7. Tokarevskaya School Support (Resource Centre) Department of Education of Bukhar-Zhyrau District, Karaganda region
8. School-lyceum named after Shokan Ualikhanov Department of Education of Abay district, Karaganda region
9. Support School (Resource Centre) named after Nurken Abdirov of Department of Education of Abay District, Karaganda region
10. School-Centre of Additional Education named after Kanysh Satpayev" of Department of Education of Abay District, Karaganda region.

25 PROGRAMME FELLOWS HAVE BEEN EMPLOYED AS 'TEACHERS' IN PARTNER SCHOOLS.

Based on the subjects chosen by the program fellows and the available vacancies in schools willing to partner, we signed partnership agreements with ten schools where our fellows are now employed.

During the academic year the Programme team together with the fellows of Cohort 1 developed new partnerships with principals, head teachers and teachers. Once a month supervisors visited school to collect feedback on the interaction with fellows in the field. Also 3 meetings were also held with partner schools leadership team:

- Calibration session on deep understanding of the self in the context of inequality
- Our actions as an organisation in a rapidly changing world
- Reflection: Summarising the year and gathering feedback

LESSONS LEARNT IN PARTNERSHIPS WITH THE SCHOOLS

Partner schools value the Foundation’s ability to recruit diverse teachers and cultivate inclusive, respectful learning environments. This has been crucial in building trust between the Foundation and schools. School staff appreciated the fresh perspectives that new teachers brought to their classrooms. **However, they also recognized the challenges that arose during the first year and the need for continued support in the upcoming academic year.**



Our fellows employed a new approach to interacting with students that local teachers found difficult to understand. This raised concerns about maintaining discipline and the potential for negative changes in children’s behavior.



Some fellows left the program mid-year, making it difficult for schools to find replacements.



For an extended period, participants remained isolated and failed to integrate into the local community, prolonging their adaptation process and raising concerns for the school.



Schools observed that participants received ongoing training, coaching, and reflection, which differed from the traditional education system followed by state teachers. This created a disconnect in teaching approaches. There were recommendations to bridge this gap by involving local teachers in shared learning sessions.



Parents and teachers expressed concerns about the quality of instruction, fearing that teachers with only four months of training might not be sufficiently prepared.

TRAINING AND SUPPORT FOR PROGRAMME FELLOWS

During the academic year, program fellows received pedagogical and methodological support from the Foundation, including online and offline training and optional psychological support. **Key educational areas addressed this year included:**



Humanistic frame



Building a community



Inclusive education



Nonviolent communication



Student Classroom Effort



Effective lesson structure

Mentoring groups and training focused on self-care, emotional intelligence, and stress resilience, recognizing the unique challenges of relocating and adapting to a new profession. **Participants identified the following key challenges in Year 1 of the program:**

- Adapting to a new place, moving

- Interaction with their new team
- Immersion in the new profession of teaching
- Commitment to the values of the humanistic framework when interacting with children

We express our gratitude to the experts who provided pro bono support to the Foundation and our fellows:



Valiullov Ildar



Biketova Lesya

At the end of the school year, each program fellow participated in a 360-degree assessment, reflecting on their academic year and receiving feedback from peers, supervisors, methodologists, school colleagues, the Foundation’s team, and students. Based on the assessment results, each fellow received personalized feedback on areas for growth, which they will work on with the Foundation’s team during the summer break.



First September
Novouzenka village

COHORT I FELLOWS' ACHIEVEMENTS

The first year of the program has led to significant changes both inside and outside the classroom. Here are some key victories:

Nazira Kenesova

“A WORLD IN WHICH EVERYONE CAN FEEL THAT THEY BELONG, CAN BE CONSIDERED AS A SUCCESS.”

As a physics and mathematics teacher at Tokarevskaya Support School (Resource Centre), Nazira is deeply committed to creating an inclusive environment. Her dedication is rooted in her prior experience as a volunteer in this field. Nazira arranged for a child with special needs to perform at a festival, offering her a chance to shine. This opportunity allowed her classmates, who had previously bullied her, to see her in a new light. The performance not only amazed her parent, who had never witnessed her child's potential before, but it also led to a significant decrease in bullying.

Later, Nazira organized a forum at the school that fostered a supportive atmosphere, inviting external speakers who encouraged active participation from everyone. This event underscored the importance of giving every child the opportunity to be recognized and valued for their unique strengths.

Gulzhiyan Zhanieva

“EDUCATION ENDS WHERE VIOLENCE BEGINS”

Gulzhiyan has created a unique classroom culture where safety is paramount. She taught her students a simple yet powerful tool: if they see someone, including her, acting in an unsafe way, they're encouraged to say "stop" together. By practicing this consistently throughout the year, the students have developed a strong understanding of safety, learning how to both protect themselves and respect the boundaries of others.

Smakotina Alina

“IF THEY ARE AWAITING YOU, YOU'RE DOING THINGS RIGHT.”

Alina provides home tutoring for Khalid, a 9th-grade student with cerebral palsy and a speech disorder. Initially, Khalid was self-conscious about his condition and tended to be quiet during lessons, often saying "I don't know, I didn't understand." However, after a few sessions, he opened up and started talking more. He even began seeing Alina to the door himself. Khalid's mother noted that she hadn't seen her son so energetic in a long time. She mentioned that he always looks forward to Alina's lessons. Khalid is always prepared for his lessons, answering homework questions right at the door before even sitting down.

Sarsenbayeva Ulbosyn

“WHEN PEOPLE BELIEVE IN YOU, YOU DON'T JUST RUN, YOU FLY”

Ulbosyn's greatest strength lies in her unwavering belief in children. In her early days at school, she noticed a stark contrast: top students were consistently encouraged, while average students were often overlooked. During a presidential fitness test, Ulbosyn was tasked with supervising a running race. As the race began, everyone cheered for Sasha, a standout student, while Asan, an average student, lagged behind, receiving no support. Recognizing this, Ulbosyn shouted, "Asan, you can do it! Go!" Her encouragement spurred Asan on, and he ultimately won the race. Later, as they walked home, Asan shared that her words had inspired him to give his best effort.

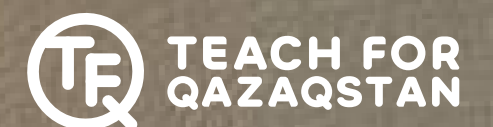


“Summer Institute” PGCE at SDU University

SPECIAL PROJECTS IN COMMUNITIES

Tokarevskaya Support School, Bukhar-Zhyrau
District, Karaganda Region

@Manat Karinov



SPECIAL PROJECTS

PHOTO CAMP WITH MANAT KARINOV

November 2023, photographer Manat Karinov hosted a Photo Camp at the Tokarevskaya Support School (Resource Centre) in the Bukhar-Zhyrau District of Karaganda Region. About 50 students in grades 6 to 10 participated, learning the fundamentals of photography and composition. The camp culminated in a collaborative exhibition showcasing the students' work alongside Manat. Throughout the event, both the school and the House of Culture demonstrated strong support by providing facilities and actively engaging with the students.

**“ THIS HAS NEVER HAPPENED
BEFORE IN OUR SCHOOL ”**

-the children said on the last day of camp.

“ WE WERE EVEN A LITTLE ENVIOUS. THE CHILDREN WERE SO EAGER TO GO TO THESE COURSES WHICH THEY WEREN'T EVEN REQUIRED TO JOIN

- teachers mentioned.

“THE SCHOOL HAS COME ALIVE,
IGNITING OUR ENTHUSIASM TO
ORGANIZE EVEN MORE EVENTS
AND ACTIVITIES.”

- programme fellows mentioned.



“Student Photo Exhibition”
Tokarevskaya Support School, Bukhar-Zhyrau
District, Karaganda Region

SPECIAL PROJECTS

PROJECT “MYN SHYRAQ”

In May 2024, we partnered with Nazarbayev University students and the TFQ NU Club to launch the “A Thousand Lights” project at School No. 25 in Balkhash.

Main goal

The project’s mission was to provide children with the opportunity to explore new interests and uncover their talents. We aimed to create a space where they could experiment in various fields, discover their hobbies, and develop their skills.

Results

The project featured an engaging two-week camp filled with various interest clubs, culminating in a vibrant festival. A total of 159 students from grades 5 to 11 enthusiastically participated in classes on debate, English, handicrafts, rocket science, drama, dance, videography, and science.

The two weeks were rich with joy and creativity, showcasing the children’s impressive achievements.

The final festival was a true celebration, allowing the children to proudly present their accomplishments to parents, teachers, and the entire school community. The invaluable support from the school administration, teachers, and parents contributed to the camp’s success, and all expressed heartfelt gratitude for the wonderful experience.

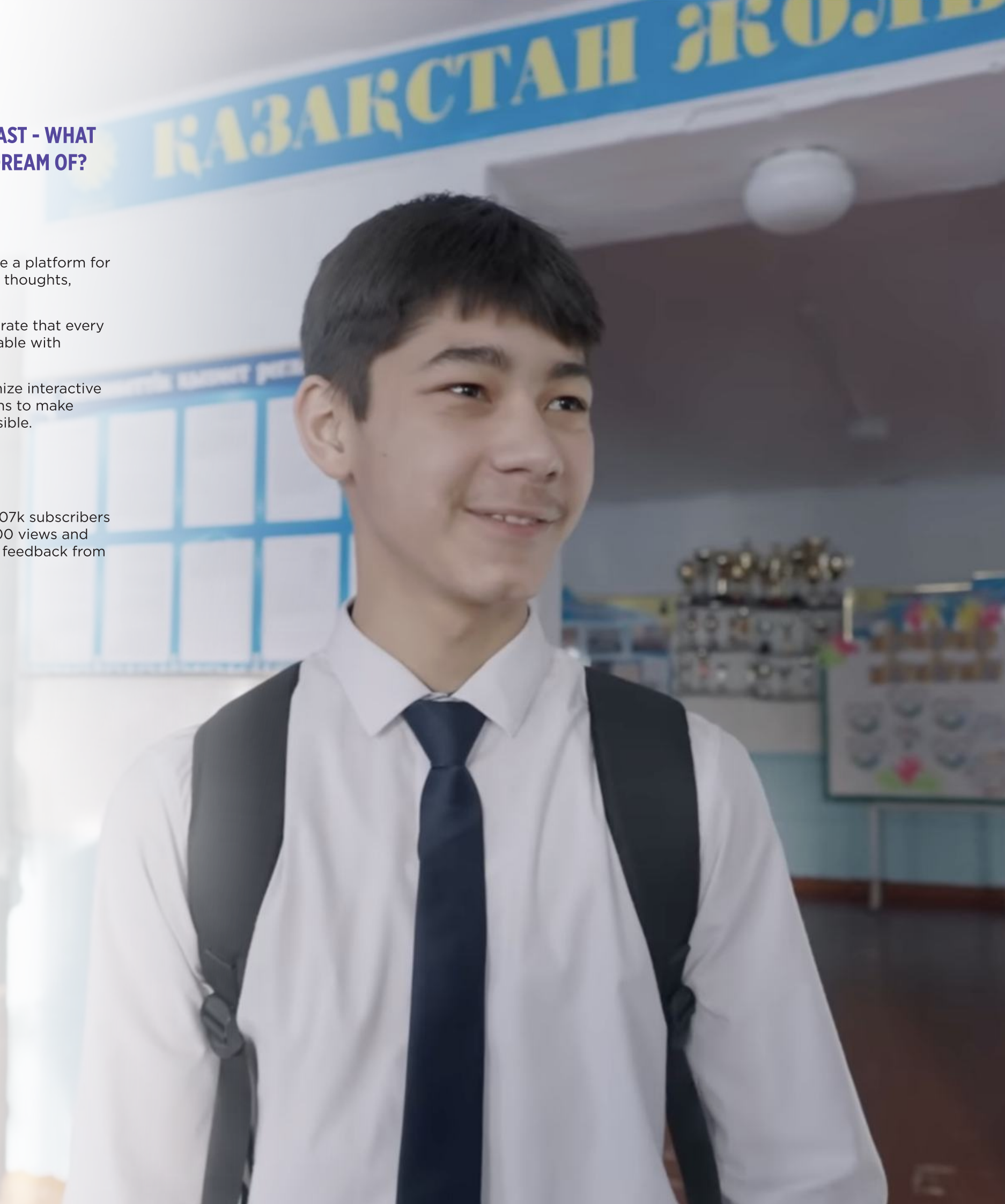
PROJECT: DOPE SOZ PODCAST - WHAT DOES VILLAGE CHILDREN DREAM OF?

Goals

- 1. Encourage Expression:** Create a platform for children to openly share their thoughts, dreams, and ideas.
- 2. Inspire Aspirations:** Demonstrate that every dream is valuable and achievable with persistence and support.
- 3. Enhance Engagement:** Organize interactive and informative history lessons to make learning enjoyable and accessible.

Results

Official ‘Dope Soz’ channel has 107k subscribers
The video has gained over 20,000 views and received a great deal of positive feedback from viewers.



SPECIAL PROJECTS

ILLUSTRATION CAMP WITH AIGERIM ZHOLAMAN

Illustration Camp with Aigerim Zholaman
Inspired by Manat’s example, fellow illustrator Aigerim Zholaman connected with us on Instagram and offered to share her expertise with the children. This led to another successful camp focused on illustration, held in Novouzenka village, where some program participants are also active.

The camp culminated in an exhibition showcasing the children’s artwork, featuring two selected drawings that will be embroidered on the Foundation’s branded products. Approximately 30 children participated in the camp.

Such was the positive feedback given by the children:

“ WE’D LIKE YOU
TO BE OUR ART TEACHER.”

“ THREE DAYS WASN’T ENOUGH
FOR US! STAY LONGER.”

NIGHT AT SCHOOL, GULZHIYAN ZHANIYEVA

After completing elective courses with the Foundation, Gulzhiyan learned about the “Night at School” project and launched it for her 11th-grade classes. In just two months, she assembled a team of local teachers and Programme fellows, securing support from the administration, the district’s department of education, and parents to host the event. The event saw participation from 21 children, some accompanied by their parents. It created cherished memories, allowing students to reflect on their school life and bid farewell to their school. Colleagues were impressed by how well the event was organized.

Children:

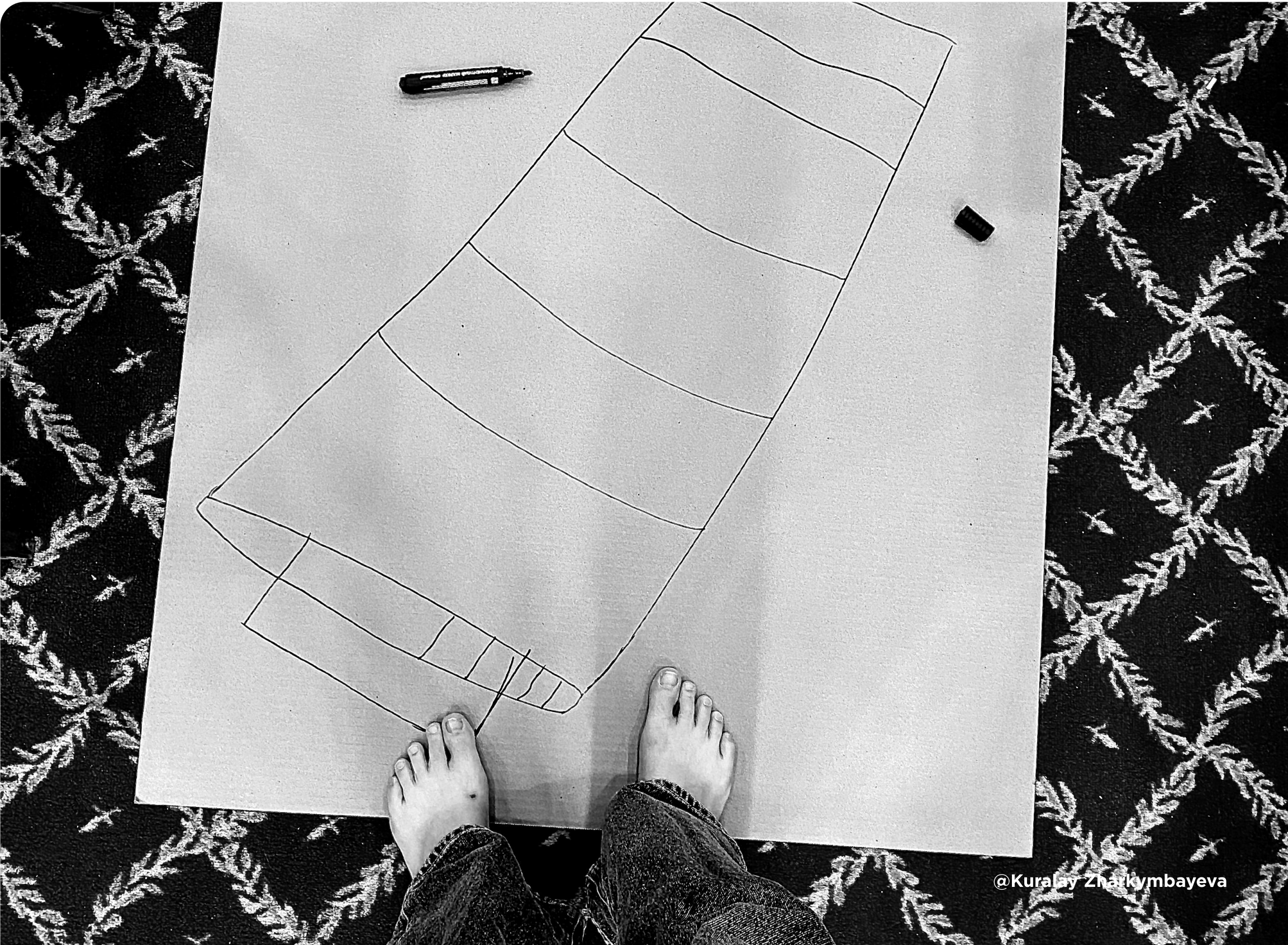
“ NO ONE HAS EVER TRIED SO HARD
FOR US BEFORE. THIS IS THE FIRST
TIME IN OUR LIVES

“Just wanted to say a huge thank you, the kids loved it,” - said parents.

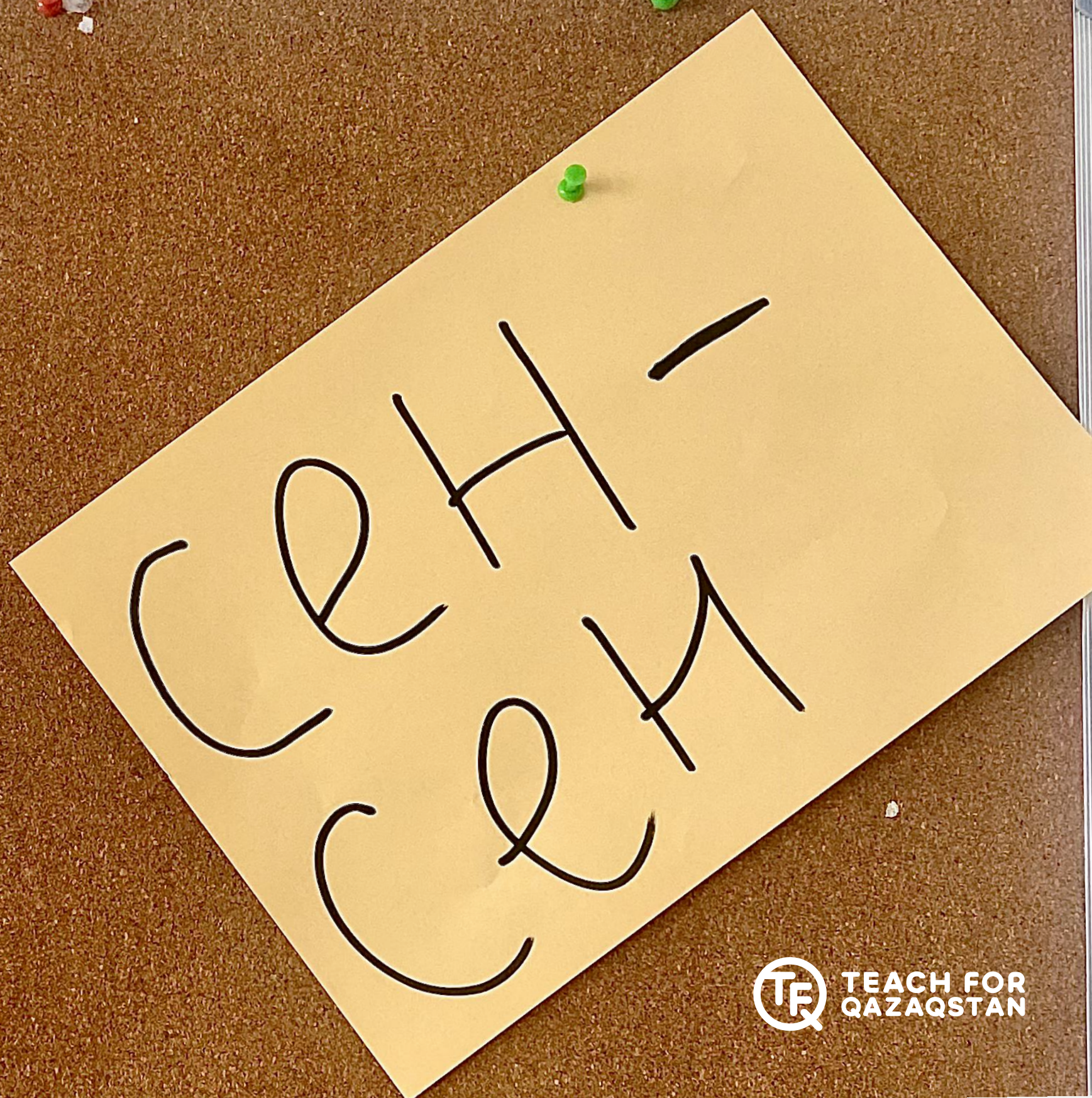
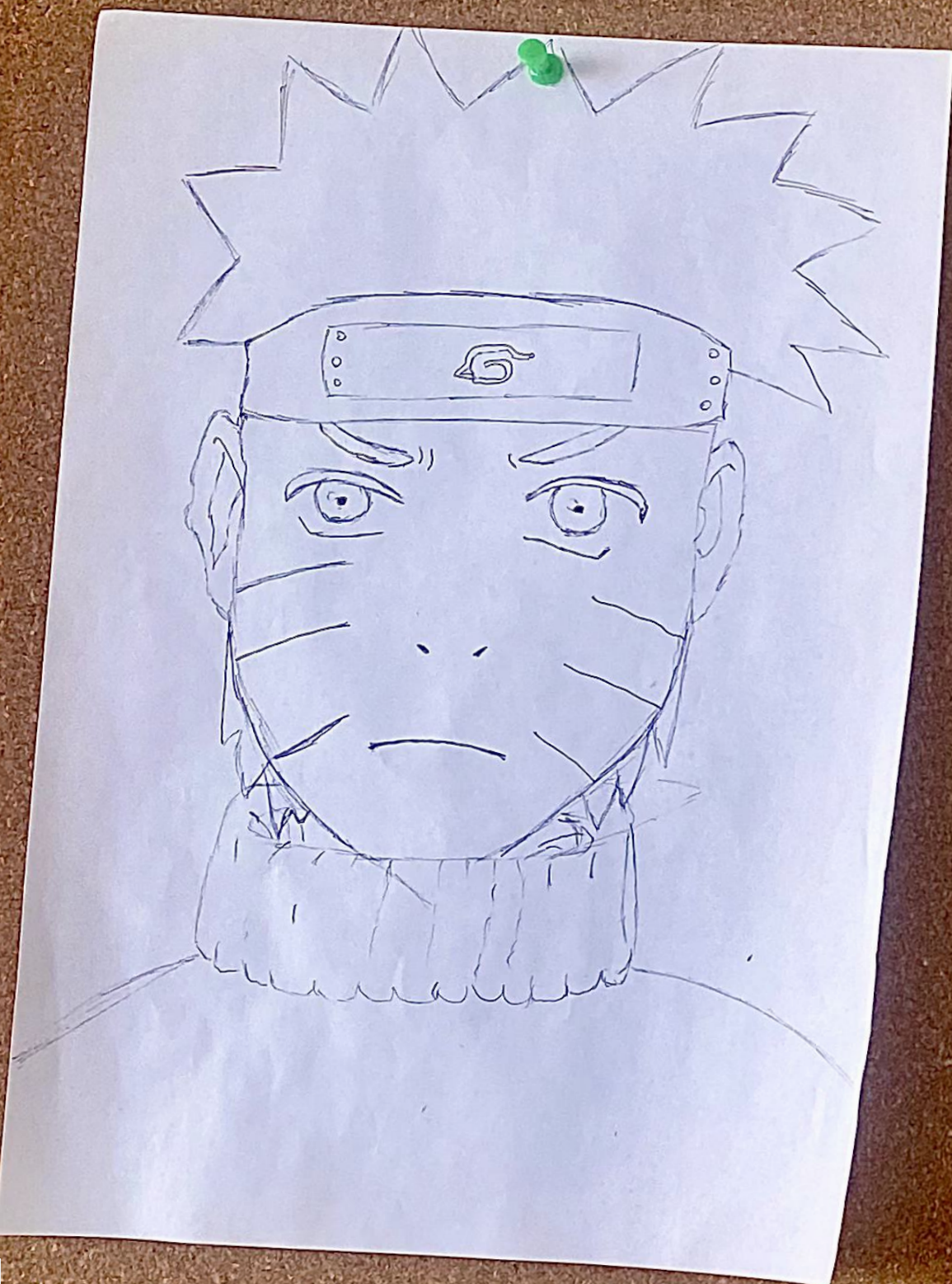
“This is the teacher who organised the Night at School” - this is how children now introduce Gulzhiyan to their parents because of the warm associations.

“The kids came home on fire, we’re shocked, thank you”- parents.

Wow, the Teach for-ers have turned our school ‘upside down’ - school administration.



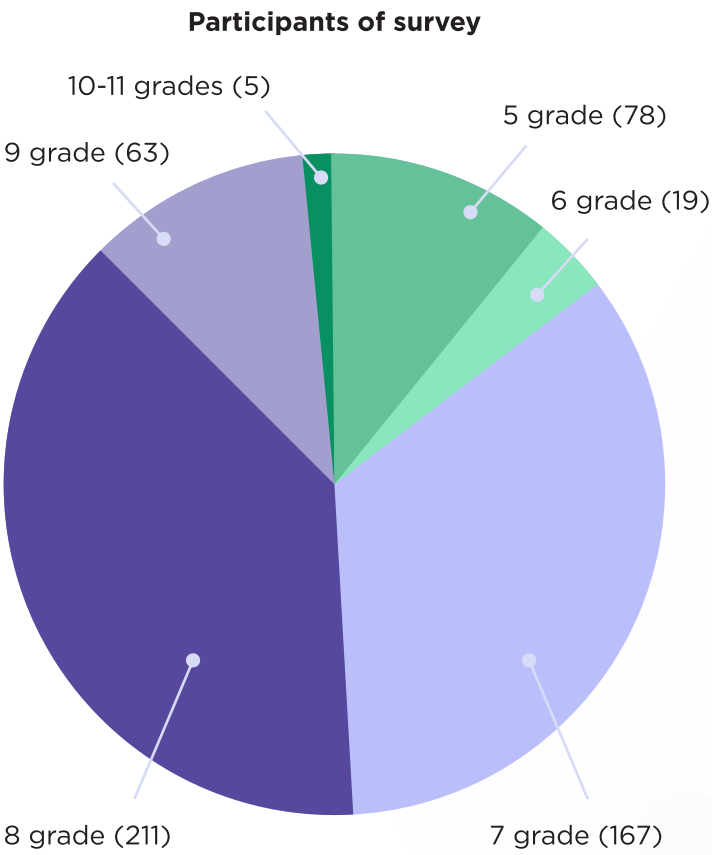
@Kuralay Zharkymbayeva



PERCEPTIONS OF THE TEACHING STYLE OF FELLOWS

PAPERLAB

The 7 C's questionnaire comprises 21 validation questions divided into seven categories: Care, Confer, Captivate, Clarify, Consolidate, Challenge, and Control. A total of 543 students participated in the survey:



	Sub1	Sub2	Sub3	Index
Care	49%	36%	57%	47%
Control	44%	40%	-9%	25%
Clarify	59%	65%	71%	65%
Challenges	59%	58%	65%	60%
Confer	65%	64%	67%	65%
Captivate	58%	36%	66%	53%
Consolidate	69%	64%	69%	67%

1. The results revealed that "Consolidate," "Clarify," and "Confer" received the highest positive ratings. However, the "Control" category had lower scores, indicating that teachers frequently struggle to maintain effective classroom management. This challenge affects students' ability to express themselves freely, as many feel apprehensive about potential ridicule from their peers.
2. Conclusion: It is essential for teachers to prioritize classroom management. Additionally, students have voiced a need for more focus on correcting mistakes and providing constructive feedback on their work. The responses suggest that not all students have developed a strong rapport with their teachers and may feel that their individual needs are not adequately addressed.

FEEDBACK FROM PARTNER SCHOOLS



Novodolinka village
Karagandy region

@Kuralay Zharkymbayeva

FEEDBACK FROM PARTNER SCHOOLS

In May 2024, the Foundation team conducted in-depth interviews with administrators from partner schools, revealing a remarkable level of transparency, honesty, and courage. Below are some heartfelt reflections and areas for development that we will focus on together in the coming school year:

I like the programme very much. This programme introduces a new trend to the teaching staff, in working with children and in being able to motivate students. When you work in one collective, everything becomes monotonous, with the arrival of the programme there is more inspiration and motivation

It is important to have a positive attitude and a positive attitude to life. It is important to recognise that this is not the only way to achieve a positive result. I'm not sure what to do about it

The more we communicate with the foundation, the better we see how the children are prepared: in terms of pedagogical ethics, and knowledge, and humanity, tolerance, and learning, self-development....I look from the outside and think: if I were younger, I would also go to a similar programme, not a teacher's programme, but something else. It's something new, exciting... The foundation has also considered all aspects from a legal point of view. At the seminar we were told about ethics, that is the teacher's attitude and how the child feels, or if a child complains, if a teacher, a participant of the project, says something wrong.... So it's about the safety of children. The most important thing is the life and health of our children. They may not learn something in class, they may learn it later, but they are under the attentive and friendly supervision of a teacher. For me, one of the main points is the attitude towards children.

These teachers you graduated have a different spirit, a different view of the world, although they give the same knowledge as we do. It's just that in their innovations, new developments, they include the use of ICT, they try to use telephones, and some cards, that is, they implement everything possible, in the most interesting, positive ways to achieve the goal of the lesson, the most important thing for us.

There has never been a project like this before. We need to teach children in a new way. I think the project is right and it will also address the shortage of qualified personnel.

You come not to control but to learn something, and it's all based on trust. Usually, when people come here, it's to punish or 'shoot down' someone. But you don't do that. It's something different. Everything is well-organized, and you bring such positivity. I see it, and it's honestly very pleasant.

It had a huge impact. At your seminars, we saw interesting ways of organizing things. And my teachers also noticed this. You walk into a seminar, and everyone is smiling, friendly. We lift each other's spirits!

I believe that the relationship between children and the teacher is shaped differently, particularly through the students from the neighboring school, especially when it comes to interactions

When your teachers first came, everyone was curious. What is this about? What makes them different? I think they've slowly shown how they are different and how they conduct lessons in a new way, not like the usual standards our teachers follow. I've even been to the regional education department a few times for teacher certification, where we, as experts, evaluate schools. I've shared there that your teachers are a bit different and conduct their lessons in a different way. I personally like it.

The scope of work has increased: visiting lessons, additional monitoring. But visiting the lessons of the programme participants and the lessons of the old-school teachers, one comes to the conclusion that, indeed, the participants are more democratic, they address children as you, they do not poke a child, they do not allow themselves to raise their voices, criticise or humiliate the children in the presence of others, and if this practice were adopted by all other teachers of the school, then perhaps the attitude of children to teachers would also change

At first, I didn't understand what the goal of the project was. But when I attended Nurzada's lesson and saw how someone who wasn't a teacher could deliver such a strong lesson, I realized how much this project has to offer.

For next year, the schools provided the following recommendations to improve and strengthen the Programme:

Most schools expressed a desire for greater preparedness in terms of pedagogical and administrative aspects: knowledge of technical details, lesson structure, responsibility, and key documents.

Due to the fellows's different teaching and communication styles compared to local teachers, there were concerns about how children are being educated and potential cultural clashes within the school's ecosystem. Schools suggested involving local teachers more actively in training participants, so they can understand the nuances of the local education system.

Schools noted that some fellows were unprepared for the typical teacher workload. They had different expectations. Schools recommended deeper immersion in the local context during training and urged fellows to integrate into the local community earlier, rather than sticking only with fellow participation.

Schools also highlighted that not all staff fully understand the purpose of the program and are hoping for more involvement from the foundation in school life next year.

Schools are concerned about the program's duration. Two years seem too short for them, as they will have to invest in a new specialist again. They suggested considering sustainability and increasing the program duration for participants to 3-5 years.

Initially, schools had high expectations that fellows would come in and start changing everything. They recommend the foundation establish clear, transparent joint activities with schools for adaptation and mutual agreements.

CHANGES IN THE LIVES OF FELLOWS AT THE END OF THE FIRST YEAR



“Run with Purpose”
Participation of program participants in the
charity run “Run for Autism,” Astana

CHANGES IN THE LIVES OF FELLOWS AT THE END OF THE FIRST YEAR

@Kuralay Zharkymbayeva

Many people may think that programme fellows are changing the lives of children and communities, but they forget how much the fellows themselves are changing. In the final reflection, fellows also recorded the changes that had happened to them. We share the most important ones:

“

I like the fact that the foundation provides opportunities to learn new things and improve existing skills. Constant training and seminars work in my case and I am improving my knowledge. I also like the methodological support, as I can clarify something with the methodologist at a moment's notice. And the motivation given by the Foundation team has a positive effect on me. It is also very pleasant to realise that the foundation can support your idea or event, that your voice has weight

”

“

Since September, I have learned to take full responsibility for my life and develop perseverance. For example, since October, I have been living on my own. Before that, I lived with my parents, so they were responsible for everything. Now, I handle all matters related to my life independently, including household issues like finding a home, signing a lease agreement with the landlord, and organizing household items. As for perseverance, when I was looking for a home, I found one and moved in with all my belongings, but then a conflict arose between the owner and his wife, and they decided not to rent the house anymore. So, once again, I was out on the street with all my belongings, but within 4-5 hours, I found a new apartment and moved there. These experiences have helped me grow significantly as an individual.

”

“

The achievement I am most proud of is my connection with my students. From September 1st until today, we have created an open and understanding environment with the children. In this safe space, the children feel free to express their thoughts, and their actions are not restricted. However, there were challenges in creating a safe environment, for example, some children perceived the safe environment as a space where 'anything goes.

”

“

Overcoming my own stereotypes and habits related to how I react to stressful situations wasn't easy, but constant self-reflection and reflection with my wife helped me improve. I noticed that my new approach to managing emotions not only improved my relationships with others. I would also add that Gulzhiya was my role model. The way she communicated with the children and the responses she displayed also influenced me. Gulzhiya is the best!

”

“

I can't imagine what kind of teacher I would be without our foundation

”



Fellows of the Programme
Balkash city, Balkash lake

FEEDBACK FROM FREEDOM SHAPAGAT, A KEY SPONSOR OF THE PROJECT

FEEDBACK FROM FREEDOM SHAPAGAT, A KEY SPONSOR OF THE PROJECT



Building a modern democratic society in Kazakhstan with a socially orientated economy is impossible without a cultured, highly educated, spiritually and professionally developed youth. We are convinced that the foundations for this should be formed in a modern school.

Our acquaintance with the Public Foundation "Teach for Qazaqstan" took place at the end of 2022. For almost 2 years we have been working together on the implementation of an educational project in the Karagandy region. As a charitable foundation, we support systemic projects in education in our work. We see that this project is sustainable, contributes to real changes in the work of schools and brings joy and enthusiasm to children.

We thank our partner PF "Teach for Qazaqstan" for its professionalism, high engagement, responsible attitude to its business and ability to find the right solutions in a rapidly changing world.

We wish the project further upscaling and growth!



КNovouzenka village
Karagandy region

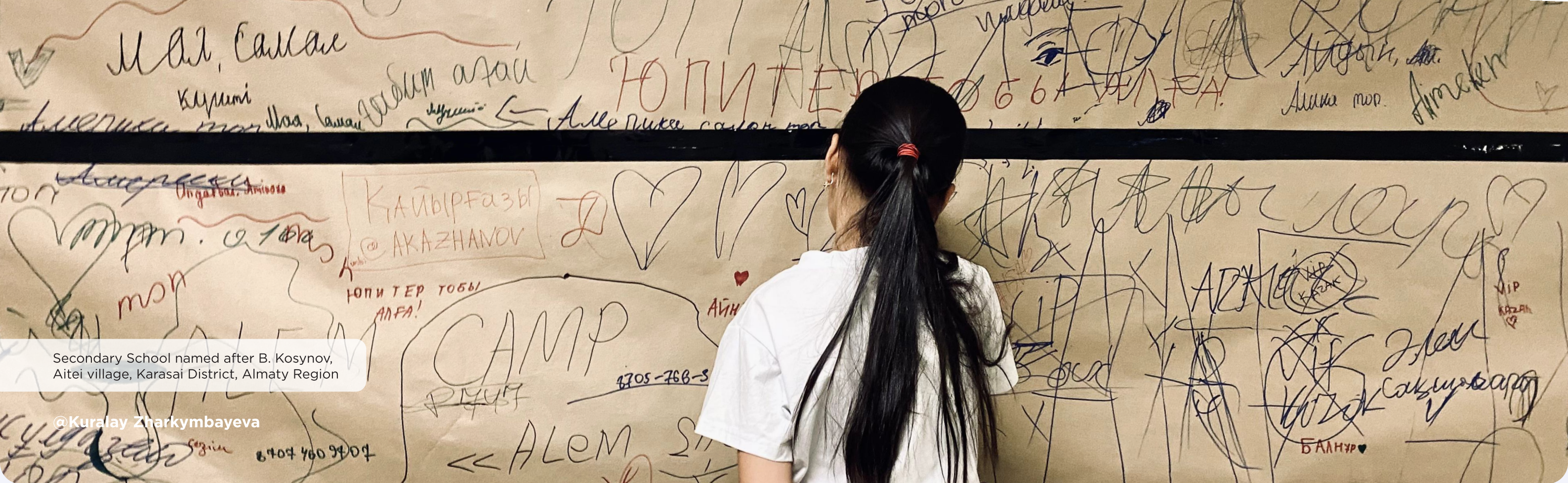
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BUDGET

Abay city Karagandy region

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TEACH FOR
QAZAQSTAN







Secondary School named after B. Kosynov,
Aitei village, Karasai District, Almaty Region

@Kuralay Zharkymbayeva




BUDGET

Since the date it was founded, the Foundation has introduced a system of management accounting and budgeting. The objective of this system was to be able to reliably plan the financial and economic activities of the Foundation and to ensure cost management and control over the fulfilment of plans.





Together with the development of the budgeting system of the Foundation, the existing processes, document flow and work procedures, as well as the rules of internal interaction were analysed. As a result, the following were developed and approved:

-  The accounting policies of the Foundation;
-  Regulations on remuneration of labour of employees;
-  Regulations on business trips;
-  Policies for soliciting, spending and accounting for charitable giving.

The following documents are currently being drafted in the Foundation:

-  Procurement Regulations;
-  Budgeting Regulations;
-  Regulations on the procedure for organising and conducting events.

In addition to the above documents, the Foundation has worked on the budget structure, unification of the list of cost items and stages of the Programme life cycle. As a result, the Foundation annually draws up a generalised budget detailed to the level of a unified list of cost items broken down by donors and stages of the process, taking into account the following areas of the Foundation's activities:

-  Recruitment, Selection, Marketing (RSM);
-  Training and Support (T&S);
-  Research and Development (R&D);
-  General.

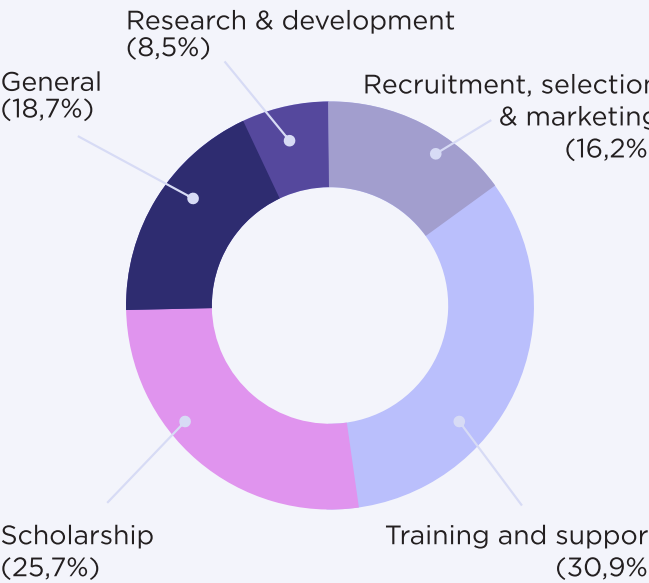
From September 2022 to June 2024, the Foundation received and spent funds as follows:



97.6% of the received funds came from Freedom Holding Corp., 2.4% from LLP "McKinsey & Company Kazakhstan," and 0.03% from individual crowdfunding.

The total contribution of the Foundation per fellow of the first cohort of the Program is 28.5 million tenge for the entire period of the Program (from October 2022 to June 2025).

Expenses for the fellows' second year in the program will shape the final costs per fellow. The expenses are distributed as follows:



SUPPORT PUBLIC FOUNDATION



Kaspi QR


Қайырымдылық көмек
Благотворительные пожертвования



Teach for Qazaqstan

Novouzenka village
Karagandy region

@Kuralay Zharkymbayeva

 **TEACH FOR
QAZAQSTAN**

PARTNERS OF PUBLIC FOUNDATION AND THEIR ROLES

Konyrat village
Karagandy region

@Kuralay Zharkymbayeva

PARTNERS AND THEIR ROLES

Name of thepartner organisation	How does one participate in the project?
Teach For All, Inc.	Collaborating on the common goal of developing collective leadership to ensure that all children have the opportunity to realise their potential. Joining the PF "Teach for Qazaqstan"to the official Teach For All network dedicated to this mission.
McKinsey & Company	Philanthropic support and intellectual volunteering
Freedom Holding Corp.	Sponsorship support
Ministry of Science and Higher Education of the Republic of Kazakhstan	Co-operation on implementation of the "Teach for Qazaqstan" programme
Ministry of Education of the Republic of Kazakhstan	Co-operation on implementation of the "Teach for Qazaqstan" programme
SDU University	Co-operationon retrainingand certification of participants of the "Teach for Qazaqstan" programme
Paperlab	Conducting needs assessment of beneficiaries of PF "Teach for Qazaqstan" in 14 partner schools in Karagandy region (Context study to identify out-of-school factors that may influence the learning process, drawing up a social portrait of schools, identifying the main barriers to school development and potential "growth points", etc.).
Enactus Kazakhstan	Co-operation on the implementation of projects in the field of education
Association of HR Managers	Interaction in the process of selecting candidates for the Foundation's educational programmes/projects
DOS Community	Co-operation on intellectual volunteering
Karagandy region Department of Education	Co-operation on implementation of the "Teach for Qazaqstan" programme
Ulytau region Department of Education	Co-operation on implementation of the "Teach for Qazaqstan" programme
Tidam.co	Co-operation on intellectual volunteering
OnPoint	Consultancy support in team building, training and development, motivation, and staff appraisals
HeadHunter	Collaboration on the use of the recruitment site for Programme participants



@Kuralay Zharkymbayeva

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THANK YOU FOR VIEWING!

Abay city
Karagandy region

@Kuralay Zharkymbayeva



TEACH FOR
QAZAQSTAN