



A YEAR OF CHANGE, GROWTH, AND INSPIRATION

ANNUAL REPORT OF THE PUBLIC FOUNDATION
"TEACH FOR QAZAQSTAN"
JUNE 2024 - JUNE 2025



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Dear Friends, Partners, Colleagues, and all who share our vision!

This year has been one of great hopes and real victories for the Teach for Qazaqstan team. Day by day, we worked shoulder to shoulder so that children in our partner schools would find support and gain confidence. Teach for Qazaqstan is more than just a teacher training program; it is a true movement where everyone becomes an agent of change, inspiring students, colleagues, and even entire communities to develop and grow.

We extend our deepest gratitude to our key sponsor, Freedom Holding Corp, for their immense support and unwavering trust. We are also proud that new partners are joining our movement and that our alumni continue to work within the education system, becoming role models for students.

Working in the regions is always a challenge: a lack of resources, entrenched stereotypes, and disparities in children's academic readiness. We faced doubt and uncertainty, questions like, "Is it going to work out?". But every time we witnessed a student who was once afraid to raise their hand confidently presenting in front of the class, we knew our efforts were not in vain.

This year, thanks to your support and trust, we have:

- Placed new teachers in schools in the Karaganda region.
- Launched numerous educational and cultural projects that have transformed school life and engaged local communities.
- Provided our program participants not only with financial and methodological support but also coaching support, allowing them to focus on what matters most—the development of their students.
- Selected a new cohort of participants who joined the teaching staff of our partner schools this September.
- Strengthened our collaboration with local communities through training sessions and reflective meetings.
- Expanded our network of partners, enabling us to scale our impact and share best practices.

Teach for Qazaqstan is about people. It's about every child who has found confidence. It's about every teacher who dared to step outside the conventional. It's about every one of you who supported us with words, actions, and resources.

Thank you for your trust, your ideas, your constructive feedback, and your inspiration. We continue to move forward—for the children, so that a safe and nurturing educational environment is not a dream but a reality for every child.

With respect and faith in our shared mission,

Gulnara Salmen,

Co-founder and Director of the Public
Foundation “Teach for Qazaqstan”

During the 2024-2025 academic year, our Fellows directly taught approximately **3,500 students**. This impact is further reflected in the following key achievements:



These figures are **not just statistics**; they represent the change we are creating together. Behind every number are real people, genuine stories, and the faith and hard work of many individuals.

9

priority universities engaged

350+

teachers from partner schools trained

38

webinars for participants and finalists

35

events organized

270

fellow classroom visits

1500

candidates attracted

2

student clubs established

500k

new social media followers

>2500

students have been involved by TFG student clubs

From its very beginning, the program has grown to be more than an educational initiative; it has become a genuine platform for personal and professional transformation. It is where stories of perseverance and profound change take root. The testimonials of our participants and their students are a powerful reflection of how the program's core values manifest in people's lives. Their voices echo a fundamental truth: that every achievement is built on the courage to evolve and have faith in one's own potential.

*"Feedback is essential in everything we do. In my work, the children have always been my most important audience. Yet, receiving that authentic feedback directly from them was often a challenge. Then, one day, the feedback I had been longing for arrived in an unexpected way—through an adult. At a time when I felt completely overwhelmed and lost, it was 'those words' that revived my calling as a teacher and transformed me into a self-assured educator, free from doubt. In that instant, the external noise faded, and I finally heard my own inner voice. For the first time, my gaze shifted from outward to inward. I stopped focusing on my flaws and started recognizing my strengths. That was my victory. Teach for Qazaqstan (TFQ) was the project that became instrumental in my professional and personal growth. The foundation's values moved beyond being a mere 'slogan' to learn—they became my own personal creed. **TFQ has been a wellspring of knowledge, a door to immense opportunities, and, above all, the experience that shaped me into the educator I am today.**"*

Nurzada Bakhytzhana,
Graduate of the Program's First Cohort



A STUDENT'S VOICE

"In 2024, I was in the 11th grade. Initially, I had chosen to take World History and Law Fundamentals for the National University Entrance Test (UNT). I studied for these subjects, but after scoring poorly on two practice tests, I realized that if I took them, I wouldn't be able to get a state-funded scholarship. So, with just one month left in the school year, I switched to Physics and Mathematics. Among all the teachers, only Ms. Nazira supported me. In one month, she provided me with various resources and prepared me. As a result, I passed the UNT, achieved a high score, and was admitted to my desired major with a scholarship. For this, I am eternally grateful to Ms. Nazira."

Musa,
Tokarevskaya School

"I always looked forward to Kazakh language class. Our teacher, Maya Arystanbekovna, is the best teacher of the Kazakh language I've ever had. She makes every lesson engaging - creating different games, leading discussions on important topics, and making everything click. Because of her, I started not just learning the language, but truly began to feel it. In our classroom, we've built a culture of respecting each other's opinions and speaking up without fear. I started to gain real confidence. I understood just how much a teacher's support matters. The mission of Teach for Qazaqstan—to make quality education accessible to everyone—became personal for me because I lived it."

Alisa,
Novodolinskaya School,
Novodolinka village

RETHINKING THE FUNDAMENTALS:

HOW OUR VISION, MISSION, AND VALUES ACQUIRED A NEW FORM

Our first vision, mission, and values were drafted in the fall of 2022, a time when our team itself was still taking shape. We were thinking about our goals and future direction, but many of the ideas felt abstract. Without participants or partner schools yet, our concepts remained largely theoretical.

That all changed in the summer of 2023. We traveled to the Karaganda region with our first cohort of Fellows, entered our partner schools, and became part of the local communities. We saw, heard, and felt the reality on the ground – the voices of students, teachers, and residents. These real-world challenges clarified what was truly important to us and what was genuinely needed. We didn't revise our vision, mission, and values because our path had shifted. We refined them because our time in the field helped us understand the core of our work and express it with greater clarity.

What we have today is more than just words on a page. It is the result of a shared journey, born from a deep immersion in the reality around us and within our team.





VISION

We believe that every child in Kazakhstan can fulfill their potential and realize their dreams.

MISSION

We build a community that drives systemic change to realize children's potential and strengthen their belief in themselves and the world around them.

TEACH FOR QAZAQSTAN PROGRAM GOALS

The Teach for Qazaqstan (TFQ) program fosters a harmonious educational ecosystem where every participant—students, teachers, school leadership teams, parents, trustees, and our own staff—plays a vital role in creating positive change.

01 Goal

To build a shared understanding of the **importance of self-awareness, a growth mindset, and grit among all participants.**

All members of the educational community will discover the profound importance and power of self-awareness, a growth mindset, and grit as fundamental qualities of a successful person in today's world.

02 Goal

To enhance the level of self-awareness, growth mindset, and grit among all participants.

Participants will purposefully strengthen their capacity for self-analysis and reflection, cultivate a mindset oriented toward growth and opportunity, and further develop inner fortitude and resilience in the face of challenges and uncertainty.

03 Goal

To foster stronger and more collaborative relationships among all stakeholders.

The program's implementation will result in a dynamic ecosystem of relationships, built on the principles of equality, mutual respect, and productive collaboration among all stakeholders—a space where every voice is heard and every contribution is valued.

CORE VALUES



Inclusion and Diversity

Diversity of experience and perspective does not divide a community—it enriches it. Through deep respect for our differences, genuine acceptance, and a commitment to creating an environment where everyone can thrive, we can achieve the systemic changes that benefit all, not just a select few



Collective Leadership

Every community member is an active participant with a voice—empowered to engage fully, express their needs, and work in true partnership. Systemic change cannot be driven by one person alone; it requires our shared story and the unique leadership of each individual on the team



Commitment

Systemic change requires unwavering belief in our values and mission—the conviction to choose them in the toughest decisions and situations and dedicate ourselves fully to the cause. This commitment must be deeply personal for every individual, a driving force that transcends any formal role within the organization



Belief

We are driven by the conviction that trust unlocks potential. We work to ensure every child believes in their own future, every parent has faith in their child's abilities, and every school trusts in its capacity for positive change. Ultimately, we strive to create a community where everyone is confident that meaningful change is not only possible but achievable



Equity

Equity is the direct answer to inequality. Therefore, every decision and process within our organization must be viewed through the lens of equity

GOVERNANCE STRUCTURE OF THE FOUNDATION

The Foundation has maintained a four-tier governance system, with each level responsible for a distinct part of the work. This structure ensures the effectiveness and transparency of our operations.

The supreme governing body of the Foundation is the General Meeting of Founders, where key decisions are made. The founders—Dulatbek Ikbayev, Arman Shokparov, and Gulnara Salmen—determine the organization’s strategy and development priorities.

The Board of Trustees is a collaborative team responsible for strategic oversight. The Board is chaired by Dulatbek Ikbayev and includes members Arman Shokparov, Timur Turlov,

Jochen Berbner, and Khalida Azhigulova. Each trustee contributes to the Foundation’s development.

Operational management is led by the Director, Gulnara Salmen. She implements the decisions of the governing bodies and coordinates current projects.

To ensure financial transparency, the Foundation annually engages an independent auditor. In 2024, the audit was conducted by “Baker Tilly” LLP. The Foundation’s financial statements for 2024 have been confirmed as compliant with International Financial Reporting Standards (IFRS) and, in the opinion of the independent auditors, fully reflect its current financial position.



Dulatbek Ikbayev



Gulnara Salmen



Timur Turlov



Jochen Berbner



Khalida Azhigulova



Arman Shokparov

The Teach for Qazaqstan program is built on a solid framework of robust, carefully vetted documents that we continually review and refine:

- Educational Program for Pedagogical Retraining: A licensed program for our participants, accredited through our partner university, SDU University;
- Fellow Development Program: A curriculum that prepares and trains our Fellows for impactful engagement in the program;
- Foundation Policies for Program Implementation: A comprehensive set of policies ensuring safe, ethical, and effective operations, including: a zero-tolerance policy on Sexual Exploitation and Abuse (SEA) and all forms of discrimination; a child safeguarding policy; a Code of Ethics; an Educational Program policy; a Conflict of Interest policy; a Whistleblower policy; and a Charitable Aid policy;
- Partner School Leadership Training: A program for the administration and key teachers of partner schools;
- In-Service Teacher Support Program;
- Program Logic Framework: The model for measuring the program's overall impact and effectiveness;
- Fellow Monitoring Methodology: The system for tracking and supporting participant progress;
- Fellow Selection Methodology: The criteria and process for selecting new program cohorts;
- New Region & School Expansion System: The framework for mapping and entering new regions, districts, and partner schools;
- "Aina" Research Festival Concept: The foundational plan for the annual educational research festival;
- Program Goal Rubrics: Behavioral models and assessment frameworks for each of the program's core target mindsets;
- Program Goal Assessment Frameworks (Behavioral models for each target mindset);
- Professional Track Curricula for Participant Graduation.







STRONGER TOGETHER: OUR GLOBAL PARTNERSHIP WITH TEACH FOR ALL

Teach for Qazaqstan is growing robustly through its unique collaboration with the international Teach For All network, which unites 62 independent organizations worldwide. Throughout the year, our team participated in online and offline training, continuously expanding our professional horizons and exchanging best practices.

A particular milestone was the Global Prospective Partner Immersion, co-hosted by Teach for All and the Foundation from June 18 to 22, 2025, in Astana, Kazakhstan served as a platform for international knowledge exchange, featuring strategy sessions, meetings with government bodies, school visits, and tours of cultural and historical sites. Representatives from Cameroon, El Salvador, Indonesia, Mauritania, Mauritius, Rwanda, Tajikistan, and other countries gained a deep understanding of TFQ's operational context. They noted: ***"TFQ doesn't just share experiences, it creates a space for genuine, profound dialogue"***. Participants highlighted that the combination of professional exchange and informal gatherings allowed for a deeper understanding of TFQ's core values and organizational culture.

The panel discussion "Local Leadership as Part of a Global Movement" brought together Mr. Sayasat Nurbek, Minister of Science and Higher Education, and Mr. Timur Turlov,

Founder of Freedom Holding Corp. and TFQ's principal donor. This gathering stood as a testament to how diverse leaders can unite around a common purpose.

In June 2025, Wendy Kopp, founder and CEO of Teach for All, visited Kazakhstan. Her visit coincided with the graduation of TFQ's inaugural cohort. She personally congratulated the graduates on completing their two-year journey, highlighting the profound impact of their work in advancing educational equity. "Your teaching exhibitions are more than a celebration", she noted. "They are a space for reflecting on the program's core values, for deep introspection, and for the relentless pursuit of growth—this is the essence of TFQ at every level".

For many participants, this encounter served as a powerful source of motivation and a clear affirmation that transformative change starts with belief in oneself and the courage to take initiative.

THE PATH TO A NEW PROFESSION:

HOW WE FIND OUR TALENTED TEACHERS

Every year, we conduct a multi-stage competitive selection process for candidates to join the Program. We strive to make this process not only objective but also as transparent and accessible as possible for all applicants. To achieve this, we use our own proprietary methodology, which combines classic personnel assessment techniques with adapted case studies tailored to the specifics of the education sector. At each stage, we evaluate not just knowledge, but also values, capabilities, and behavior—because for us, it is essential to see the whole person.

Our criteria are grounded in global best practices and the experience of partner programs within the Teach For All network. Assessments are carried out by certified assessors who are thoroughly familiar with the program. This approach allows us to gain a deeper understanding of each candidate's potential and match it accurately with our selection requirements.

For data convenience and security, we have implemented our own online platform that guides candidates through every stage—from application submission to the final selection. To ensure a level playing field for all participants, we have formed a selection committee comprised of experts in education, HR, and independent observers from other fields.

Our doors are open to a diverse range of individuals:

- University graduates beginning their professional journey;
- Experienced professionals dreaming of a career change who wish to contribute to education;
- Graduates of pedagogical universities aiming to elevate their work to the next level;

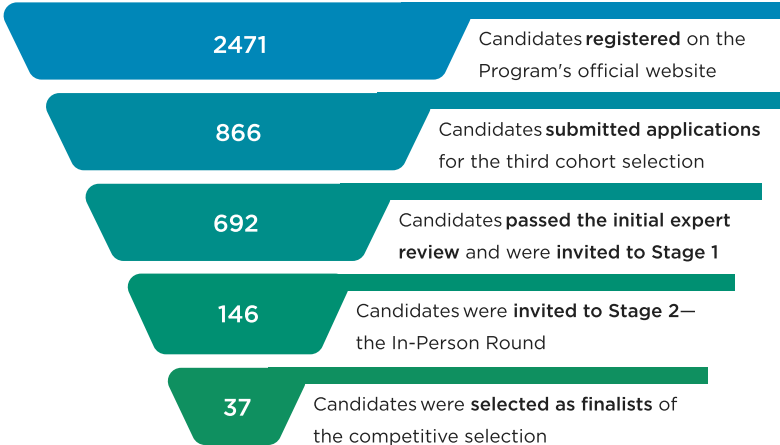
This diverse composition helps us build a strong and motivated team of future teachers.

This year, we introduced a new tool to our selection process: a role-playing simulation. Candidates were asked to step into the role of a teacher and resolve real-life conflict situations faced by our participants in schools. This approach helps us better predict how an individual will act in challenging circumstances.

Another key innovation was training Foundation staff as internal assessors. With expert support, our team has expanded, enabling us to evaluate candidates with even greater precision and depth. All of these enhancements allow us to identify those who are ready to grow and develop alongside us.

SELECTION RESULTS FOR THE PROGRAM'S THIRD COHORT:

SELECTION PROCESS FUNNEL:



Since 2023, TFQ student clubs have been established at priority universities: the TFQ NU Club at Nazarbayev University and the TFQ SDU Club at Suleyman Demirel University. These clubs raise awareness about educational inequality by organizing quizzes, guest lectures, case competitions, and school visit programs. To foster a deeper understanding of the issue and develop relevant skills, the clubs also conduct training sessions on educational inequality for their members.

We continuously refine our selection process to make it transparent and accessible to everyone who wishes to join our Program.



WELCOME ON BOARD:

HOW WE SUPPORT OUR NEW PARTICIPANTS

This year, we placed special emphasis on onboarding our new participants to ensure their first steps were as comfortable as possible. We completely overhauled our approach to supporting finalists and implemented several valuable innovations.

We created a practical phone checklist to promptly spot and resolve potential issues from the very first conversation. A tailored survey gave us direct insight into the support our newcomers truly value and the concerns that matter most to them.

One of the best additions this year has been our new buddy system, pairing newcomers with mentors from our first cohort of participants. These mentors offer firsthand experience and practical guidance, fostering a close-knit community of support and shared growth.

The revised selection format and timeline allowed us to organize a more immersive onboarding experience for our finalists. The newcomers are actively exploring the values and mission of Teach for Qazaqstan, reflecting on issues of educational inequality, and becoming acquainted with our leadership style.

We have also strengthened professional preparation: invited subject-matter experts are helping finalists solidify their knowledge. This year, with our support, participants were able to pass the Teacher Knowledge Assessment (TKA) in a shorter timeframe.

We are confident that this comprehensive and supportive approach will empower our new participants to begin their work in schools with confidence.





OUR APPROACH: INNOVATION, SUPPORT, GROWTH

In June 2024, Teach for Qazaqstan completely transformed how we train and support our team. We moved from a model relying on twenty external specialists to a **streamlined, dedicated team of three**. This core team serves as a single point of contact, managing all training logistics, leading seminars and webinars, and providing constant, accessible support.

This shift has made collaborative lesson planning a daily practice. The result is not only higher-quality instruction but also a stronger culture of collective leadership, where integrated workshops and special projects have become a natural part of our work.

The move to the *Moodle platform* has made learning interactive and convenient: quizzes, surveys, and assignments with instant feedback now provide real-time progress tracking and allow for swift responses to participants' needs.

At the heart of our training program remains an unwavering focus on child safeguarding, recognition of each student's uniqueness, and the development of their autonomy. We deliver this through a combination of in-person seminars and regular webinars, ensuring the training is engaging for everyone.

It is incredibly rewarding to witness the transformation in our participants after the seminars. Their lesson planning becomes more creative, their application of inclusive principles more deliberate, their collaboration with colleagues more dynamic, and their integration into the school community more complete.

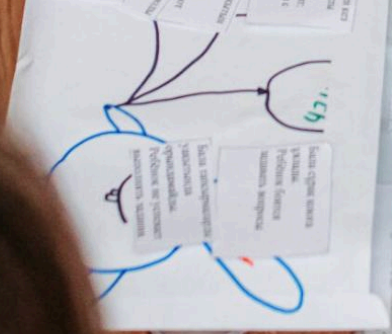
To evaluate our impact, we introduced **clear assessment frameworks** and now conduct **progress reviews every six months**. This year's results demonstrate substantial participant development: their teaching has shifted decisively toward a student-centered approach, with academic performance in their classrooms consistently ranging between 65% and 85%.

A key innovation this year has been our enhanced tutor support system. We have developed a proactive approach to notice shifts in participants' morale and motivation, allowing us to offer help when it matters most. A simple status check using a "green, yellow, red" zone system helps us and the participant quickly co-create a stabilization plan.



HILAL HUDA

Asas yang di atas
sasaran utama
kegiatan adalah
Pusatnya meng-
alokasikan sumber
dan tenaga
kegiatan
kegiatan yang
dibutuhkan
kegiatan yang
dibutuhkan
kegiatan yang
dibutuhkan



Asas yang di atas
sasaran utama
kegiatan adalah
Pusatnya meng-
alokasikan sumber
dan tenaga
kegiatan
kegiatan yang
dibutuhkan
kegiatan yang
dibutuhkan



Специализация
каждого студента
есть возможность
сделать ее сильней

У нас гарантирован
каждый шаг
вашего успеха

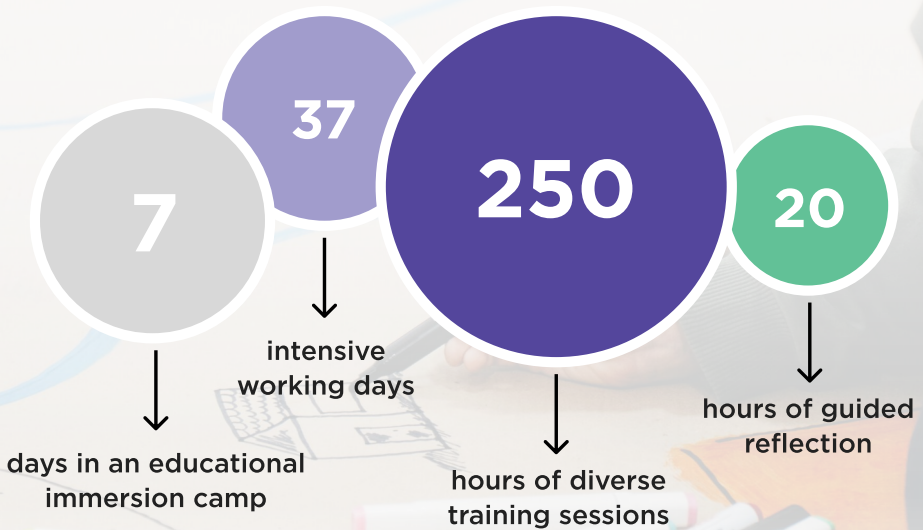
"Working with the tutors provides a real sense of comfort: you can always openly discuss challenges and get support. Readiness: 100%!"

SUMMER ACADEMY 2024: A HUB OF NEW POSSIBILITIES

In June 2024, the second Summer Academy brought together a new group of driven and dedicated young people committed to teaching in our partner schools. The participants undertook a rigorous program, engaging in deep discussions and tackling challenges through collaborative problem-solving.

The topics ranged from building an authentic community and exploring modern pedagogical approaches to a deep dive into our organization's values, mission, and cultural DNA.

A SNAPSHOT OF THE 2024 SUMMER ACADEMY:



Invited experts brought a unique dynamism to the Academy.

Ildar Valiullov, for example, brought to life the critical role of team synergy, particularly in onboarding new members. A panel of pedagogy specialists—**Nurlan Imangaliev**, **Kaiyrbek Mukashev**, **Aitkul Zhandarbekova**, and **Stanislav Kaurov**—went beyond explaining policy details to deconstruct real classroom scenarios, equipping participants with actionable strategies.

Finally, **Aigerim Kusainkyzy** fostered an environment for candid conversation, transforming education policy from a distant concept into a tangible part of a collective mission that everyone could own.

We extend our heartfelt gratitude to all the experts who made this Academy special. We eagerly look forward to future collaborations, where we can continue to share knowledge and grow together.



A PROFESSIONAL GROWTH JOURNEY: MAPPING OUR PARTICIPANTS' SUCCESS

This year, our participants experienced a true journey of discovery and growth with their Professional Growth Journal—a personalized tool where each Fellow tracks their plans, core objectives, and successes in the classroom and beyond. This practice transforms intangible growth into clear, measurable steps, sustaining motivation by making each person's goals feel more tangible and achievable.

The most valuable insights come from the participants themselves, whose stories show that change is reflected not just in words but in daily actions.

Balaua Zholdaskhanova, a Fellow from the second cohort, shares:

"I want to share a moment when belief changed my students' attitudes and motivation. As a career coach, I often accompany students to competitions. On one occasion, the school administration was hesitant about one boy—cybersports weren't supported—but I insisted he be given a chance."

Initially, the boy was placed on the bench, but he enthusiastically learned the rules and supported his team. On the second day, he took to the field—and the team won 2nd place!

"After the trip, he was literally transformed: he became more active, started sharing his experiences, and even took part in a school New Year's play. Both his classmates and his homeroom teacher noticed: "He changed after that day."

Other reflections from our Fellows are just as insightful:

"At the beginning of the year, I questioned if my classroom rules were making a difference," shares Marina Karimbayeva, a second-cohort Fellow. "But by the third term, the students were reminding each other about the 'one voice' rule to ensure everyone was heard. That's when I felt it—working with these children is helping me grow as a person, too."

Together, the growth journal and our shared practices create an environment of growth, support, and genuine inspiration for our entire community—teachers, students, and team alike.

PARTICIPANTS' MILESTONES & VICTORIES

We take great pride in witnessing the ongoing, impressive achievements of our Program Fellows and their students.

1st place at the city stage and 2nd place at the regional stage of the Republican Creative Competition for Teachers of Mathematics, Physics, and Computer Science

Served as a jury member for the Open International Competition of School Scientific Projects "Science. Technology. Algorithmization. Programming"

Participation in the regional Olympiad for young teachers "Zhas-STAR", the tournament for computer science teachers "Uzdik ITUstaz", and the sports programming championship AlgoBatyr

Bronze medal at the International Open Creative Competition for Teachers and Olympic Reserve Coaches in Mathematics, Physics, and Computer Science – IMPACT Olympiad

Winner of the "Best Ideas" competition named after Lyazzat Bayishkyzy – Grand Prix at the city stage

2nd place in the Regional "Website Creation" Competition as part of the "Web-Master" project

Competition "To Talented Children – A Talented Teacher", city stage – 2nd place (2 participants)

City Scientific Conference "Alikhan Bukeikhanov – Personality of the Nation" – 2nd place

Competition "Zhyp Zhalyln" ("Flame of Poetry"), nomination "Kalamger" ("Writer"), city stage – 2nd place

A Russian language teacher was a finalist in the regional competition "Symphony of Success"

STUDENT ACHIEVEMENTS

3rd place in the "Altyn Saqa" mathematics olympiad

3rd place for students in the City Robotics Tournament "RoboLego2025"

Participation in the "Bright Future" project in the "Writer" and "Abish Readings" categories

"Ilyas Zhansugurov Readings" - 2nd place

3rd place in the district mathematics olympiad

Regional World History Olympiad - 1st place

UNT (National University Entrance Test) results sufficient for a state-funded scholarship

Environmental Project Competition "With Care for Our Native Land" - 3rd place

2nd place in the regional Russian language olympiad



PARTICIPANTS' PROJECTS

In 2024, our participants and partners implemented numerous dynamic projects that significantly enriched the educational environment of schools in the region. All initiatives were aimed at developing student potential and fostering a supportive atmosphere. Our partners also provided exceptional opportunities, including visits to the Parliament and Nazarbayev University, as well as participation in the Nobel Fest and the International ICPC World Finals in Astana.

Modern educational practices were introduced even in small villages like Novodolinka, Gabiden Mustafina, and Novaya Uzenka, where initiatives such as "Midrash" cafes, student-led podcasts, and professional seminars for teachers were successfully implemented.

Among the projects implemented were:

- "Anti-Bullying" initiatives in schools in Shakhtinsk and Novodolinsky village;
- "Midrash" cafes in Novodolinsky and Gabiden Mustafin villages;
- A student podcast at the M. Zhusip School (Novaya Uzenka);
- Teacher seminars with the Karaganda Medical University at the M. Zhusip School (Novaya Uzenka);
- PBL (Project-Based Learning) lessons and "Your Friend" exhibitions on stray animals at the K. Satpayev and N. Abdirov Schools in Abay;
- The "Letters of Kindness" project to connect generations;
- Inviting an astronomer to motivate students;
- A book drive for the "Mektepke Kitap" ("Book to School") library in Abay;
- Planting a "Graduates' Alley" in Novodolinsky village.

Special Projects from Our Partners:

- Special Projects from Our Partners:
- A visit by Foundation Co-founder Dulatbek Ikbayev, including lectures for high school students;
- Participation of education professionals and school principals in Nobel Fest;
- Identity exploration workshops by Make Mektep in Abay;
- Career orientation trips to the Parliament and Nazarbayev University;
- A trip to Astana IT University for an exhibition on Artificial Intelligence;
- Master classes and participation in the ICPC World Finals;
- Participation in the HOPE International Baccalaureate (IB) School Festival;
- The "SAQ" safety project in Novodolinsky.

SOFT CHANGE CASES

“A girl who was dismissed at the start of the year, spoke in a whisper, and did not participate, has now become more open and active—she raises her hand in class.”

“In the classroom, children have begun to show more understanding and acceptance towards a student with special educational needs.”

“The class has become more united, cohesive, and open.”

“In my lessons, the children have started reminding each other of our rules: “one voice”, respect, and “one person outside the classroom.”

Our participants regularly take the stage at key educational events, sharing insights from their classroom practice at forums like **Creativity and Science** by [Steam.kz](#), [Pedsovet.kz](#), annual August teacher conferences, and training seminars. Their contributions consistently create an environment of collaborative learning, sparking meaningful dialogue and advancing professional development across the educator community.





THE RECIPROCAL MAGIC: HOW CHILDREN SHAPE OUR GROWTH

Every day with the children brings new discoveries and mutual growth. For Teach for Qazaqstan educators, the classroom has become a catalyst for personal transformation. *"This academic year has been a time of new discoveries for me. At the Mashkhor Zhusup School, we didn't just teach—we learned to hear and see the individual in every child,"* reflects one of our participants.

School has become a dynamic and creative space. Through practices like nonviolent communication, girls' empowerment circles such as "Voice of Children's Hearts," original stories told in three languages, and shared film discussions on vital topics, the academic year transforms into a continuous, living conversation.

Our Fellows highlight tangible strides in inclusion: *"Our biggest win is that students with special needs now have a voice. They express their thoughts openly and stand up for themselves. I see this as our most important accomplishment."*

In May, reflective lessons were held where children shared their impressions of interacting with our Fellows—and **their sincere feedback speaks for itself:**

" Thanks to your methods and words, I've started approaching everything with more understanding and kindness. Thank you for helping me discover my potential and always inviting me to events. "

" The rules you created helped us with discipline and taught us how to be good friends. I didn't understand them at first, but now I see the point. "

" You taught us not just the subject, but about life—how to solve problems, and how to approach everything with kindness and respect. "

" A comfortable atmosphere, creative lessons. Geography class was like a breath of fresh air among other subjects. "

We extend our gratitude to the organizations that have provided invaluable pro bono support to the Foundation:

McKinsey & Company Kazakhstan

– for intellectual volunteering and strategic development counsel for the Foundation.

McKinsey
& Company

Dos community

– for intellectual volunteering across multiple areas of the Foundation’s work.

DOS
ДОС
ДОС







AWARDS FOR OUR SUPPORTERS: RECOGNIZING CONTRIBUTIONS TO TFQ'S GROWTH

In 2025, Teach for Qazaqstan established special recognition awards for our key supporters—those who have worked with us on a pro bono basis since the program's launch, provided systematic support to the team, and made a significant contribution to the Foundation's development. These individuals and organizations helped lay the program's solid foundation, and their professionalism and dedication have become part of our success story.

(Professional Mentor)

“KÁSIBI JANASHYR”

– for exceptional empathy, unwavering support, and dedication to the well-being of the people who are at the forefront of change – awarded to **Ildar Valiullo**v, founder of the Development School, psychologist, and human development expert.

(Professional Mentor)

“KÁSIBI JANASHYR”

– for educating participants, safeguarding their rights, and fostering their legal awareness – awarded to **Aigerim Kusainkyzy**, PhD candidate in Public Administration, researcher in gender economics.

(Professional Mentor)

“KÁSIBI JANASHYR”

– for contributing to the Foundation's public image and for the skill of amplifying the voices of those who change the world – awarded to **Ainur Umaeva**, Owner and General Director of the communications agency “Tidam”.

(Professional Mentor)

“KÁSIBI JANASHYR”

– for educating participants, safeguarding their rights, and fostering their legal awareness
– awarded to **Khalida Azhigulova**, Legal Sociologist, Doctor of Law (PhD) from the University of Leicester, UK.

(Professional Mentor)

“KÁSIBI JANASHYR”

– for educating and inspiring participants, and for contributing to the formation of future change leaders – awarded to **Yeskendir Bestay**, educator-trainer, founder of Ustart.

(Trusted Partner)

“SENIMDI SERIKTES”

– for courage, innovation, and dedication to the idea of accessible, quality education for all children – awarded to **the Department of Education of the Karaganda Region**.

(Trusted Partner)

“SENIMDI SERIKTES”

– for providing support, creating space for growth, and paying attention to every participant – awarded to the **Nazarbayev Intellectual School of Karaganda**.

(Mentor Figure)

“ZHANASHYR TULGA”

– for a significant contribution to the establishment of the Teach for Qazaqstan program – awarded to **Kuralai Zharkymbayeva**, Director of the “Research and Development” department at the Foundation.

(Mentor Figure)

“ZHANASHYR TULGA”

– for founding the Teach for Qazaqstan program – awarded to **Gulnur Zhasekenova**, Director of the “Recruitment, Selection, and Marketing” department at the Foundation.



A LANDMARK GRADUATION: CELEBRATING TEACH FOR QAZAQSTAN'S FIRST PIONEERS

June 2025 was a special month for the entire Teach for Qazaqstan team—it marked our very **first graduation ceremony**. Twenty-two participants concluded their inspiring journey through a program that transformed their professional trajectories and made a real difference in the lives of children.

The program's second year was a true marathon of discovery and growth. Together, we conducted **8 intensive seminars**, observed **32 lessons**, organized **more than 15 webinars with live reflection**, carried out **over 70 collaborative planning sessions**, and held **200 individual coaching sessions** where every participant received personalized support.

The final stage at Teach for Qazaqstan marks **the beginning of a professional track**. It is more than just training; it is a space for self-discovery, reflection on experience, and preparation for the next step. We are inspired by the practice of the global Teach For All network, where 80% of alumni continue to work in education or social sectors, expanding their impact on the future.

We presented our participants with **four development pathways**:



Teaching

for those who found their calling in the classroom.



Social Movements

for those who want to change society.



Research

for those committed to advancing educational science.



Education Management

for future leaders of the sector.

Each pathway is more than an **eight-month course**—it's a real opportunity to reflect on the question: "How do I want to change the world next?" We are confident that the true leadership journey begins after the program, when inspired and idea-driven Teach for Qazaqstan graduates start changing the world around them.





COLLECTIVE
IN
TEACH FOR
QAZAQSTAN





TEACH FOR
QAZAQSTAN



FREEDOM
HOLDING CORP.

LEADERSHIP
OR DIVERSITY
QAZAQSTAN



1 FLOOR

● Stairs

● Toilet

● Block C

● Block D

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REIMAGINING PARTNERSHIP: AN ECOSYSTEM APPROACH AND COLLECTIVE LEADERSHIP FOR CHILDREN

The summer of 2024 marked a turning point. After soliciting feedback from every key group—students, school leaders, and teachers—a clear insight emerged from our conversations and observations.

In our first year, our support for participants was well-intentioned but external. We focused on “creating comfortable conditions,” yet for deep, sustainable change, this proved insufficient. The core realization was that **the community needed to shift from being a setting to being an equal partner.**

This insight became our catalyst. We adopted an ecosystem approach where every voice—parent, educator, school leader, or student—holds the agency to co-create change. This commitment launched the next, more collaborative chapter of our work in communities.





COLLABORATING WITH PARTNER SCHOOL FACULTY: BROADENING OUR SHARED PURPOSE

Throughout the year, we placed special emphasis on strengthening connections with teaching staff and developing the leadership capacity of our partner schools.

As early as the autumn of 2024, we organized a series of launch trainings for more than 350 teachers from 7 schools. Led by trainers Ildar Valliullov and Yerlan Mustafin, these sessions became more than just workshops—they evolved into a space for deep reflection on contemporary challenges in education, the role of an adult alongside a child, and the personal

responsibility of every educator. What was particularly valuable was that after these sessions, the teachers' lounge became alive with discussion, and educators began initiating small but significant changes in their own practice. We intentionally organized on-site visits to each school to meet the teams in person and openly discuss plans for the year.

DEVELOPING SCHOOL LEADERSHIP: BUILDING IDENTITY, RESILIENCE, AND CAPACITY

In the second year of our partnership, our approach deepened significantly. We moved beyond standalone training sessions for school leaders to focus on systematically building their leadership capabilities and forging lasting strategic alliances. Our efforts are now concentrated on three core priorities:

- **Strategic Visioning**
- **Personal Leadership**
- **Culture of Collaboration**

1.

Strategic Visioning:

Leaders learn to see the school as a living system and develop strategic foresight.

2.

Personal Leadership:

We foster awareness of one's leadership stance and honor the unique identity of each school.

3.

Culture of Collaboration:

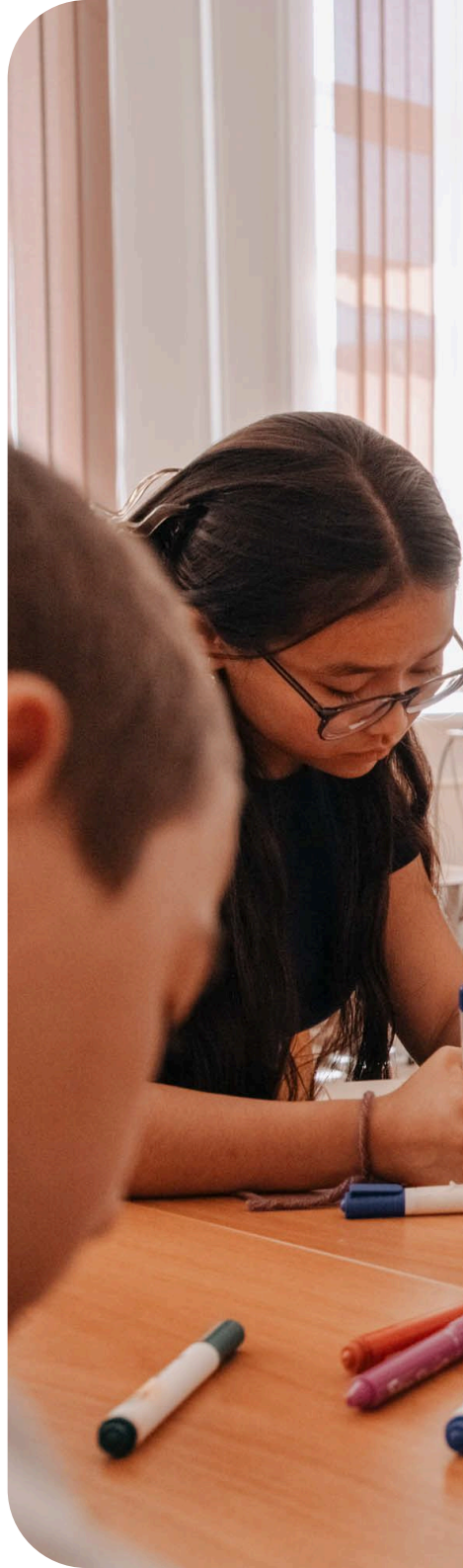
We cultivate a team mindset and promote horizontal collaboration among all participants in the educational process—from teachers and parents to students and local partners.

Each meeting is a chance to pause, rethink established routines, and gain a fresh perspective on one's role. Here is what our partners say:

"We often look for external factors. But sometimes we need to turn our attention inward. To ourselves. To start changing from within."

"These sessions offer a space to pause the daily hustle. It's in that stillness that we can actually start to think about what really matters."

This integrated approach instills confidence and a clear vision for the future among school leadership. Within an atmosphere of trust, administrators support one another and engage the entire school ecosystem—students, parents, and the local community—in a collective push forward.







INSPIRING THE INSPIRERS: IN-SCHOOL SUPPORT FOR TEACHERS

This year, Teach for Qazaqstan elevated its engagement with teachers, recognizing how professional challenges impact their well-being—and, by extension, their students.

Colleagues from partner schools often asked us: *“Is there a way for us to receive the same kind of support as your program participants?”*. That question sparked the idea for a pilot project: a support course for in-service teachers, which we launched this academic year.

Between two and seven teachers joined the program in each school, allowing us to invest deeply in each participant’s development. Yet we know that...

a child’s well-being is shaped by the entire adult environment of a school, not just by individual teachers.

To understand what truly matters to educators, we conducted focus groups and in-depth interviews. The issues teachers raised clustered into **three key areas**: professional, personal, social needs.

Based on this analysis, we designed a four-month program, channeling the Foundation’s best expertise into its development.

Our key topics address:

- professional burnout and loss of energy
- challenges with personal boundaries and a sense of autonomy
- uncertainty in communicating with colleagues, leadership, and parents
- the search for one’s own development path – the desire to build a career intentionally rather than get lost in a stream of unstructured courses.

To achieve this, we created a support community in a familiar format – via WhatsApp – where each month was dedicated to a specific theme, featuring active discussions, online tea chats, and expert guest sessions.

Beyond this, a new space for rest and reflection emerged: in-person “Saturday Days of Mindfulness”, where participants explored relevant issues, engaged in physical practices, and connected with like-minded peers.

This year, 37 teachers joined our support community. Their feedback captures its essence:

“It’s a very safe place. It feels like you can be truly heard without judgment—a place where you can finally process feelings of guilt”.

For many, the program has become a source of emotional support, a catalyst for professional renewal, and a genuinely safe space.

We are certain:

Supporting teachers is a critical investment in our children’s future.





MIRRORS OF MUTUAL UNDERSTANDING: HOW THE "AINA" FESTIVAL CONNECTS GENERATIONS

This year, we did more than launch a new project—we entered a completely new phase of our programmatic work: the **"Aina" Family Festival**. This event became a unique convergence of our core priorities: mindfulness, personal identity, and—above all—friendship and equality among all participants in the educational process.

We envisioned more than an event; we created a living space that people would want to return to again and again. Here, children, parents, and educators are given a rare opportunity to pause, truly listen to one another, and rebuild connections. "Aina" has transformed into a true laboratory of self-

discovery: a place for shared discoveries, new meanings, and intergenerational dialogue. For its guests, the festival offered a feeling of connection between past, future, and a shared journey—*"Here, you feel how important it is to be part of something bigger and how the festival brings people together!"*

At the heart of "Aina" are **five thematic stations**:

01.

Sezim

(Feelings & Emotions)

an emotional intelligence zone for openly discussing feelings and experiences.

02.

Tamyр

(Roots)

where families explored their traditions, traced their heritage, and shared family stories.

03.

Super Kūsh

(My Superpower)

a station for participants to uncover their talents and inner resources.

04.

Biz

(We)

a space for realizing one's place within a whole; through exploring differences and similarities, participants understood the strength of community.

05.

Özgeris

(Change & Influence)

a station for reflecting on how each person influences their environment and how the environment—family, school, city, country—shapes us in return.

Every thematic station was buzzing with activity: individual, group, and paired practices evolved into candid conversations, discoveries, and the rebuilding of trust. What was especially valuable was that the festival became a place where families could strengthen their bonds. One participant shared: *“Today, my child and I attended the festival at our school...We particularly loved the “Tamyr” (Roots) station. There, we drew our*

family tree, remembered our grandparents, and explored the stories behind our names. It was a rare and important day when we could truly be together and reflect on what matters most”.

In 2025, the festival was held in three schools: in Novodolinskoye (70 participants), Shakhtinsk (150 guests), and Gabiden Mustafin village (50 guests).



FROM COLLEGE TO CLASSROOM:

A JOURNEY OF PURPOSE AND CONFIDENCE

School begins long before the first bell rings —with the preparation of future teachers. This year, we took a step toward that future by beginning to work with those who are just choosing the teaching profession. Through the collaboration and trust of the Department of Education of the Karaganda Region, we established a partnership with the Karaganda Higher Pedagogical College.

We immersed ourselves in the college's educational environment:

- conducted a curriculum audit to identify key areas for development;
- launched a series of focus groups where students shared their thoughts openly.

The dialogue revealed a clear insight: the fears of future educators are often linked not to academic subjects, but to human relationships.

The greatest challenge isn't academic rigor—it's communication with children, parents, and colleagues.

We are committed to supporting new teachers and helping them overcome these barriers, making the profession feel more attainable and rewarding.







PROJECT ERG MEKTEP: SHAPING A SAFE AND INSPIRING FUTURE FOR SCHOOLS IN KAZAKHSTAN

This year, we took a significant step in scaling our educational initiatives by launching the **ERG Mektep** project in partnership with ERG.

This program aims to create a new type of school—spaces where **safety, engagement, and mindful development** form the foundation of the educational process.

The one-year pilot project involves three schools located near ERG Group's production sites:

- State Institution "Kazakh Secondary School named after Ybyrai Altynsarin" in Aksu, Pavlodar Region
- State Institution "Gymnasium No. 2" in Rudny, Kostanay Region
- State Institution "Khromtau Gymnasium No. 5" in Khromtau, Aktobe Region

The project involves 9 specially selected teachers who, starting in September 2025, will begin implementing modern teaching methods.

Creating a **safe environment** has been established as the key priority: safety policies are being introduced, training sessions for students and teachers are being conducted, and response protocols for any situation will be developed. This comprehensive approach helps foster an atmosphere of trust and well-being.

A key component is the introduction of **positive discipline**, through which we help students develop responsibility and autonomy.

The learning process will be built around working on real-world tasks. Students will test their abilities by solving mini cases based on the company's actual interests. This allows children to master interdisciplinary skills and project-based thinking, which is essential preparation for real-life challenges.





INSPIRING INITIATIVES: EVENTS THAT PROMOTE OUR VALUES

This year, the Foundation’s team participated in significant projects that promoted the values of education, inclusion, and social responsibility. Each initiative helped us share the Foundation’s mission with new audiences and bring like-minded people together.

These initiatives have become more than an expression of our values—they have served as a platform for new partnerships and inspiring encounters. Thank you to everyone who has stood with us and supported the Foundation’s mission.



RUN FOR AUTISM:

A RACE FOR INCLUSION

We supported a charity run promoting inclusion for children with autism. Participants took to the starting line for their students, aiming to raise awareness about the importance of supporting children with special needs.



TEDx ASTANA:

ECO-CORNER AND A PODCAST ON WHAT MATTERS

We created an eco-corner, introduced guests to our programs, and gave everyone a warm photo keepsake from the daily life of our participants, who shared stories about

working with children in the regions. The main event was a candid podcast on the importance of vulnerability, which brought guests together for an honest conversation.



ALMATY MARATHON:

EVERY STEP IN SUPPORT OF EDUCATION

During the marathon, we produced a short film about Program participant and teacher Abay Sibansbay, who shared how sports help him inspire his students: *"After my first Summer Run, I became a fan. I want to show kids that*

doing sports is normal." The foundation team also took part in the Summer Relay, running alongside members of the Board of Trustees, friends of the foundation, and Program participants.

MOVING FORWARD TOGETHER: HOW WE MEASURE AND IMPROVE OUR IMPACT

This year, working “on the ground,” we gained a deeper understanding of the challenges facing our team and partners, allowing us to identify more effective solutions. We formalized our theory of change and created the Foundation’s logical framework to clearly articulate goals and measure progress in key areas: self-awareness, growth mindset, and resilience. For transparent assessment, we developed specialized assessment frameworks that account for participants’ age and characteristics, as well as their behavioral indicators for each goal.

These frameworks underwent a multi-stage validation process and will now serve as the foundation for monitoring, evaluation, and learning — enabling us not only to track outcomes but also to continuously improve projects for the benefit of all involved.

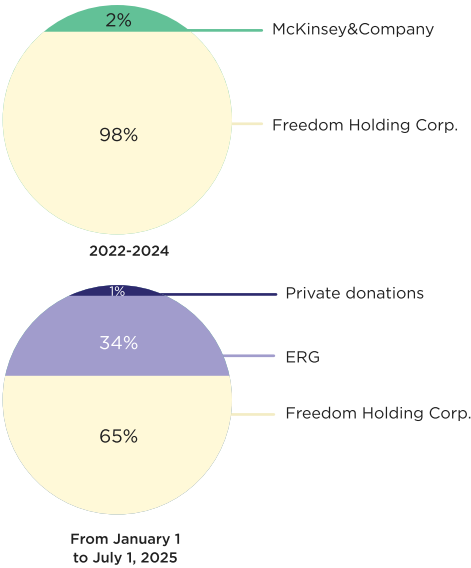
Monitoring and evaluation are our method for learning and growing alongside our beneficiaries and partners.

FINANCIAL OVERVIEW: TRANSPARENCY AND ACCOUNTABILITY

Financial transparency is a core principle of our work. During the reporting period, the Foundation demonstrated stable growth and the effective use of resources. Key financial indicators reflect the scope of our activities and the efficiency of our operations.

Indicator (in thousands of KZT)	2022	2023	2024	As of July 1, 2025
Opening Balance	0	145 112	219 794	329 887
Receipts for the Period	167 620	454 650	602 125	141 356
Total Available Funds	167 620	599 762	821 919	471 242
Expenditures for the Period	22 508	379 968	492 033	280 585
Closing Balance	145 112	219 794	329 887	190 657

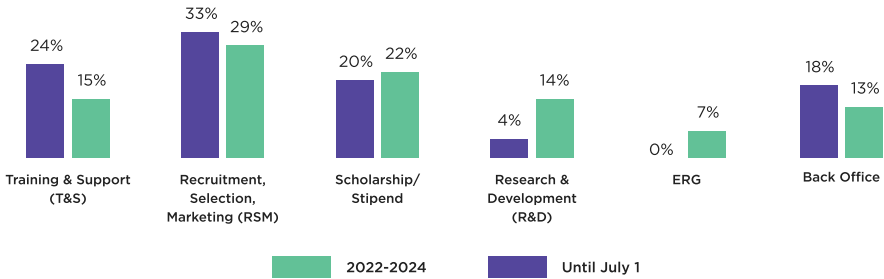
REVENUE STRUCTURE



The accompanying charts track the evolution of donor contributions from 2022 through 2024 and into the first half of 2025, providing clear visibility into trends within our funding mix.

All contributions are allocated toward fulfilling our core mission—supporting programs and projects as outlined in our approved budget. Our focus is on program delivery, keeping administrative overhead to a minimum, a practice that underscores our commitment to financial stewardship and operational efficiency.

COMPARISON OF EXPENDITURE STRUCTURE



We are committed to the utmost transparency in the use of the funds entrusted to us and are open to dialogue with all stakeholders. The audit of the Foundation’s 2024 financial statements was conducted in accordance with International Standards on Auditing by “Baker Tilly.” The financial statements, confirmed by an independent auditor, are published on the Foundation’s website.

We thank all our partners and donors for the trust and support in our mission to reduce educational inequality in Kazakhstan.

*We believe that every child in Kazakhstan
can unlock their potential and realize
their dreams.*





TOGETHER TOWARDS SUCCESS:

INSIGHTS FROM THE TFQ ENGAGEMENT SURVEY

For the second year in a row, the Foundation has participated in Teach For All's global "Employee Engagement for Results (EFR)" survey. This allows us to track changes over time and benchmark our performance against partner organizations.

The study covers 12 key cultural dimensions: purpose, accountability, collaboration, recognition, flexibility, and others, providing a comprehensive analysis of our internal climate. Responses are measured on a 5-point scale.



OUR RESULTS

In 2024, 90% of staff participated, and the **overall engagement score was 4.1 points** — a consistently high result that aligns with last year's score and the Teach For All international average (4.4 points). Responses are rated on a scale of 1 to 5, meaning a score of 4.1 confirms strong team motivation and effectiveness.

The highest-rated dimension is belief in the TFQ mission, scoring 4.7 points in both 2024 and 2025.

This shared commitment is what drives us toward our ambitious goals and sustains an atmosphere of trust and mutual support within our team.

- High Performance
- Observations
- Urgent Actions







OUR AMBASSADORS

We are proud of the Teach for Qazaqstan Ambassadors — dynamic individuals who are transforming education for the better every day. Each one supports our program and contributes fresh ideas, energy, and enthusiasm to the development of educational initiatives.



NARIMAN AMANTAYEV

— brain researcher, Ph.D. candidate at McGill University, featured in Forbes "30 Under 30." His work is transforming approaches to learning and communication.



PERIZAT MYRZAKHMET

— a talented screenwriter who unveils the creative potential of education, blending ideas with practice to make learning more engaging.



YESKENDIR BESTAY

— an educator and trainer who helps unlock leadership qualities, inspiring students to believe in themselves and realize their potential.



KAMILA ROLLAN

— Ph.D. from Cambridge, founder of the “Education for All” center. She creates an inclusive environment that opens up new opportunities for children to learn and grow.



DANIYAR ZHIGITBEK

— author of popular books and the Kitapal project, who makes financial topics simple and accessible through practical advice and an engaging style.



AITKUL ZHANDARBEK

— a teacher-geek who incorporates pop culture elements into lessons, creating a unique atmosphere where children eagerly explore new things.



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TEACH FOR QAZAQSTAN IN THE PRESS: AN EXTERNAL PERSPECTIVE

Teach for Qazaqstan garners significant interest from media in Kazakhstan, which highlight the program's importance for education and share the inspiring stories of its participants.

Driven by powerful personal narratives, deep expertise, and strong media partnerships, Teach for Qazaqstan continues to prove its vital role and forward momentum in shaping the future of education in Kazakhstan.

“For the first time in a while, I recalled my school years with warmth and felt a deep respect for all participants of the TFQ project, who are changing our reality more than anyone else. Through their example and guidance, they give children hope for a bright future and faith that they can succeed. Isn't that what matters most?”

[Manshuk Media](#)

highlights the project's uniqueness

“Alina Smakotina's story could be a script for an inspiring film about a life transformed. In August 2023, she moved from bustling Astana to the monotown of Abay. Since 2023, the first cohort of 22 young teachers has educated over 3,500 students across nine schools in the Karaganda region. Together, they have delivered 15,000 hours of lessons and implemented projects - for example, “What does a village child dream of?” in collaboration with Dope Söz.”

[Batyrbamal](#)

shares a story of transformation

"In a world where teaching is often linked to low wages and heavy workloads, a dedicated few are bringing education to remote Kazakh villages through the Teach for Qazaqstan program... A central objective is to tackle educational inequality by narrowing the divide between rural and urban schooling. These teachers are united by shared values: a supportive environment, community spirit, mutual trust with students, and innovative methods. While some are certified educators, others have made a complete career change, all driven by the same purpose - to deliver quality education to the countryside..."

The Astana Times

focuses on the program's mission

"...Teach for Qazaqstan continues to strive for systemic change in Kazakhstan's educational system, creating equal opportunities for every child and contributing to the long-term development of the country's regions."

Biznes-Mir

emphasizes the strategic significance of TFQ

"The program fosters a secure space that honors every child's dignity and individuality. It also opens doors for young people, allowing them to venture into new professional fields and secure contract-based positions. Currently, 32 teachers are serving in the Karaganda region, with the majority having moved there from different regions across the country."

Ortalyq Qazaqstan

spotlights the program's values and opportunities

"In our country, there is frequent discussion about the significant disparity in educational outcomes between rural and urban schools. The issue of providing modern educational conditions for children from rural regions is becoming especially pressing. Various programs are being implemented to address this problem. One of them, and undoubtedly a unique one, is the Teach for Qazaqstan project."

El.kz

addresses the urgency of the urban-rural education gap

OUR PARTNERS

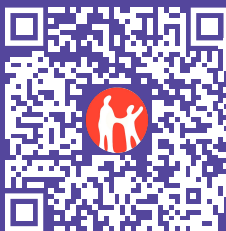
Partner Organization	Role in the Project
Teach For All, Inc.	Collaboration to advance the shared goal of developing collective leadership so that all children can fulfill their potential
McKinsey & Company	Intellectual volunteering
Freedom Holding Corp.	Strategic donor; implementation of the Program in 9 partner schools in the Karaganda region
ERG	Key donor; implementation of the ERG Mektep project in 3 schools in Rudny, Khromtau, and Aksu
Ministry of Science and Higher Education of the Republic of Kazakhstan	Collaboration on the implementation of the "Teach for Qazaqstan" program
Ministry of Education of the Republic of Kazakhstan	Collaboration on the implementation of the "Teach for Qazaqstan" program
SDU University	Collaboration on the pedagogical retraining and certification of "Teach for Qazaqstan" program participants
Enactus Kazakhstan	Collaboration on the implementation of educational projects
HR Managers Association	Collaboration in the candidate selection process for the Foundation's educational programs/projects
DOS Community	Collaboration on intellectual volunteering
Department of Education of the Karaganda Region	Collaboration on the implementation of the "Teach for Qazaqstan" program

Department of Education of the Ulytau Region	Collaboration on the implementation of the "Teach for Qazaqstan" program
Department of Education of the Aktobe Region	Collaboration on the implementation of the "Teach for Qazaqstan" program
Department of Education of the Kostanay Region	Collaboration on the implementation of the "Teach for Qazaqstan" program
Department of Education of the Pavlodar Region	Collaboration on the implementation of the "Teach for Qazaqstan" program
Tidam.co	Collaboration on intellectual volunteering
HeadHunter	Collaboration on using the platform for Program participant recruitment
NIS Karaganda, NIS Astana	Providing venues for Foundation events
IQ Coworking	Providing a venue for in-person selection in Astana
House of Friendship of the Assembly of People of Kazakhstan	Providing a venue for in-person selection in Karaganda
UIB, Kenzhegali Sagadiyev University of International Business	Providing a venue for in-person selection in Almaty
B. Tulegenova Creative School	Providing venues for Foundation events
Riviera International School by Quantum	Providing venues for Foundation events
Aqyldy qala	Placement of Foundation information on LED screens in 5 cities
Microsoft	Provision of free software licenses for office operations



HOW YOU CAN SUPPORT US:

Charitable donations



Teach for Qazaqstan