



*The Bolashak  
Fellowship program*  
in HAMK University of Applied Sciences, Finland

2013–2014

*The Bolashak  
Fellowship program*

in HAMK University of Applied Sciences, Finland

2013–2014

Seija Mahlamäki-Kultanen (edit.)

HAMK University of Applied Sciences  
Professional Teacher Education Unit

The Bolashak Fellowship program  
in HAMK University of Applied Sciences,  
Finland 2013–2014

Seija Mahlamäki-Kultanen (edit.)

printed

ISBN 978-951-784-675-2

ISSN 1795-4266

HAMK AOKKn julkaisu 3/2014

e-publication

ISBN 978-951-784-676-9 (PDF)

ISSN 1795-424X

HAMKin e-julkaisu 22/2014

© HAMK University of Applied Sciences and the authors

#### **PUBLISHER**

HAMK University of Applied Sciences

PO BOX 230

FI-13101 Hämeenlinna, FINLAND

tel. +358 3 6461

julkaisut@hamk.fi

www.hamk.fi/julkaisut

Photos: Bolashak scholars, Niina Mero/HAMK,  
Sara Kaloinen/HAMK, Ville Salminen/Obscure Entertainment,  
JAMK, Hämeenlinna city, HAMK photo library

Layout: HAMK Publications/Graafinen Idea

Design: Graafinen Idea

Printed in Tammerprint Oy, Tampere

Hämeenlinna, September 2014



*“Actively, reflectively, creatively,  
professionally, with a good sense  
of humour.”*





## *Index*

Introduction .....	6
Greetings from Hämeenlinna, the oldest inland city in Finland! .....	8
Greetings from JAMK .....	10
Bolashak fellowship program and policy context .....	14
Success Comes in Nine Months – Case Bolashak, Kazakhstan .....	18
Graduates .....	21
Summary of the evaluation of the program .....	46
HAMK services for skills excellence training .....	54





**Seija Mahlamäki-Kultanen**  
**Director, Adjunct professor HAMK UAS,**  
**Professional Teacher Education Unit**

## *Introduction*

**I**t was an honour for us to receive the first Bolashak fellowship program participants to study in the HAMK Professional Teacher Education Unit. We did that in close cooperation with many partners like the Kazakhstani Embassy in Finland, Bolashak office as well as JAMK University of Applied Sciences and the several schools in the Hämeenlinna region, just to name a few of them.

In this publication we have only included greetings from our key partners and are sorry for those whom we could not include because of the large amount of school and enterprise partners.



The general atmosphere which our dear Bolashak fellowship program participants brought to our organization was unique. They had such a high passion to learn and develop the level of their English competence as well as their teaching practices. Our program coordinators Mrs Maaret Viskari and Mr Brian Joyce responded carefully to their needs and organized studies with our staff based on their high professional standards and ethics.

I was personally also privileged to take part in the program which included supervising the projects of the participants and taking part in the research seminars.

The topics which the program participants had chosen for their projects and development works varied across fields. They were based on the needs and interests of the program participants and the organizations that had sent them. However, they covered a wide range of critical and important pedagogical issues searching for the best practice transfer between Kazakhstan and Finland. A separate publication will be published to celebrate and disseminate their high-quality learning results and end-products later in the autumn of 2014.

Now as our alumni, the Bolashak program participants continue their efforts and work in Kazakhstan. We wish them all the best, keep the Alumni-network alive and present your personal photos after the graduation ceremony with pride.

We devote this publication to the future, Bolashak!



## *Greetings from Hämeenlinna, the oldest inland city in Finland!*

**W**e are very pleased that the extremely important friendship between Kazakhstan and Finland got its first actual steps here in the heart of Finland, Hämeenlinna. Our friendship is on high level and presidential and ministerial visits have been made. Now it is time to continue an operational level such as for example teacher education. Education and well-being starts from good schools available to all children. The teacher's profession has a key role in building the society of Finland.

Here in Hämeenlinna we have a long history as a city of schools, and teacher education as well as ICT in supporting learning. The modern Hämeenlinna has high quality public services, and the schools are part of that. Hämeenlinna, as the first city in Finland, reached the quality nomination as a "Childfriendly City" in 2013, and we are very proud of that.

The schools and other services of Hämeenlinna invite new teacher students from Kazakhstan to visit and share experiences. We learned a lot from you, and I am sure that the coming visits will become as successful to both of us as the earlier ones.

HAMK is a modern applied university with lots of relevant services to meet the interests of Kazakhstan like nurse education, agriculture, environmental safety and engineering.

I wish all the best to all schools and teachers in Kazakhstan and a long, continuing co-operation between our countries.

**Sari Rautio**



**Chairman of Hämeenlinna City Board,  
Chair of Municipal Federation Council (HAMK)**



## *Greetings from JAMK*

JAMK University of Applied Sciences has been for years HAMK's strategic partner in education projects. Both of the universities have a large number of fields of study, including also vocational teacher education. Working together outside Finland has proven to be a successful cooperation. By combining our forces we are able to better serve our clients e.g. in teacher education and nursing. This has happened now for several years in Kazakhstan, but also in many other countries.



**Heikki Malinen**



**Vice Rector, JAMK University of Applied Sciences**





*“Enthusiastic and friendly participants with strong motivation to learn, who were developing their skills and knowledge truly and goal-orientationally.”*





*“Pedagogical weeks were fruitful and interactive. I have learned many interesting teaching methods and educational technologies.”*





Lasse Heikkilä  
Internal evaluation

## *Bolashak fellowship program and policy context*

**I**t has been an honour for HAMK University of Applied Sciences to have had the opportunity to host the participants of the Bolashak program in the semester of 2013–2014. As the first experience in offering education for the Bolashak students, we have not only been able to show the students the educational methods of the future, but also learned ourselves about the beautiful land of Kazakhstan, its people, its way of life and its future prospects.

The Bolashak program offers scholarships to well-performing Kazakhstani students and gives them the opportunity to study overseas in some of the best universities in the world. The students then return to Kazakhstan to implement their acquired knowledge in their fields.



Looking back to the starting points of the Bolashak program in HAMK, it can easily be seen that the education and educational methods HAMK offered were evaluated wisely by the Bolashak office as something that will greatly benefit the Republic of Kazakhstan in the goals mentioned in its national strategies and guidelines.

All the way through the program the teachers were introduced to state-of-the-art educational methods, equipment and environments, including virtual ones. The modernization of teaching methods is listed as one of the four main priorities of education in the strategy “Kazakhstan-2050”. The methods and tools the teachers used in Finland were planned with a focus on the realistic possibilities of implementing and using the same methods and tools back in Kazakhstan, even with different resources. This means that what they’ve learned is something that they can also bring back home, to make it possible for future students of Kazakhstan to get the best possible education.

In a broader point of view, there are also other elements in the Finnish educational model which match the current points of development of the Kazakhstani educational institutions and educational system. Among them is the prestige of the educational profession (as brought up, for example, in the “State program of education development in the Republic of Kazakhstan for 2011–2020”). The prestige of teachers is something that in Finland is on exceptionally high level. With the Bolashak participants, we could also already see a progress in this area. The teachers gained a great amount of self-esteem and pride in their profession, and the pride

that professionals take in what they do is the most important step in increasing the respect towards one's occupation.

In President Nursultan Nazarbayev's 2014 the State of the Nation Address "Kazakhstan's way – 2050: Common aim, common interests, common future" presented in January 17th, 2014, the President of the Republic of Kazakhstan says, that "we must do more to support our citizens with disabilities. [...] We will incorporate these people into active life, and they will not only receive disability benefits, but also feel themselves full-fledged members of the society. All social institutions, non-profit organizations, and the Nur Otan party have to start addressing this issue." It was only a few weeks after his address that the 21 Bolashak participants in HAMK were introduced to the concept and practices of special needs education, in which people with disabilities, for example, are helped to integrate into society at large. This field of education was a new experience for all of the participants, and it is an area in which we in HAMK have high quality practices even by European and global standards.

In the same address it is also said that "High schools should be of the same quality as the Nazarbayev Intellectual Schools." This program brought both the teachers of the Nazarbayev Intellectual Schools and teachers of other schools together, and offering equal quality education for all of the teachers was something HAMK took for granted.

The President of the Republic of Kazakhstan and The Ministry of Education and Science of the Republic of Kazakhstan are tirelessly developing the educational systems of Kazakhstan. The development work is really bearing fruit in several sectors, and it has been a pleasure for HAMK to take part in it. One example of the rapid advancement of Kazakhstani education is the recent membership of Kazakhstan in World Skills International. World Skills International "provides a unique means of exchange and compar-

ison of world-class competency standards in the industrial trades and service sectors of the global economy.” ([http://www.worldskills.org/index.php?option=com\\_content&task=view&id=13&Itemid=349](http://www.worldskills.org/index.php?option=com_content&task=view&id=13&Itemid=349)) Finland is an active member of World Skills International and is many times used as a benchmark. HAMK University of Applied Sciences specializes in the area of Skills competitions, both in structural development and teacher and trainer education both nationally and internationally, and we are truly looking forward to cooperating more with Kazakhstan in these fields of vocational education.





Mr Brian Joyce, Senior Lecturer and Ms Maaret Viskari, Client Relations Manager

## *Success Comes in Nine Months*

### **Case Bolashak, Kazakhstan**

**T**he first Bolashak scholarship program took place at HAMK University of Applied Sciences, Professional Teacher Education Unit (HAMK PTEU) during the 2013–2014 academic year, from October through July. The Bolashak program was established in 1993 by the President of the Republic of Kazakhstan, and promotes the internationalisation of their education sector. Every year thousands of students and scholars are sent to universities around the world to study and learn. The twenty-one scholars who came to Finland went through a rigorous selection process and only the best were received by HAMK PTEU. The successful candidates consisted of 18 upper secondary school teachers, two vocational school teachers and one human resource manager.

Over the negotiation table, Bolashak and HAMK co-created a unique training program that opened up the secrets of the success of the Finnish education system. This flagship course combined theory and practice in the Finnish learning environment and its success was separated from other Bolashak sponsored courses because the scholars were able to observe and experience first hand at the primary source.

The course consisted of those primary needs set down by the Bolashak directive, the individual needs of the scholars and the expertise that Finland has to offer. During the six-month English communications training for pedagogy and the three-month Finnish pedagogy training, the scholars, through theory, observation and practice, peaked at the end of the course by demonstrating the ability to analyse and create the requirements needed in their own learning environments. This demonstration was evidenced in their final seminar, thesis, master classes and teaching in English in regional institutes. Finland presented its expertise and strengths through its regional education cluster in Kanta-Häme.

This cluster and HAMK's expertise forms the flexible resources needed to meet the requirements of international learning communities like Bolashak. The pilot course with Bolashak has enriched our understanding of their needs and gives us a wonderful opportunity to move forward. In the future, HAMK with its partners will continue collaboration with Bolashak and other organisations from Kazakhstan and tailor the programs using the university's already established global networks.





*The Bolashak  
Fellowship program*

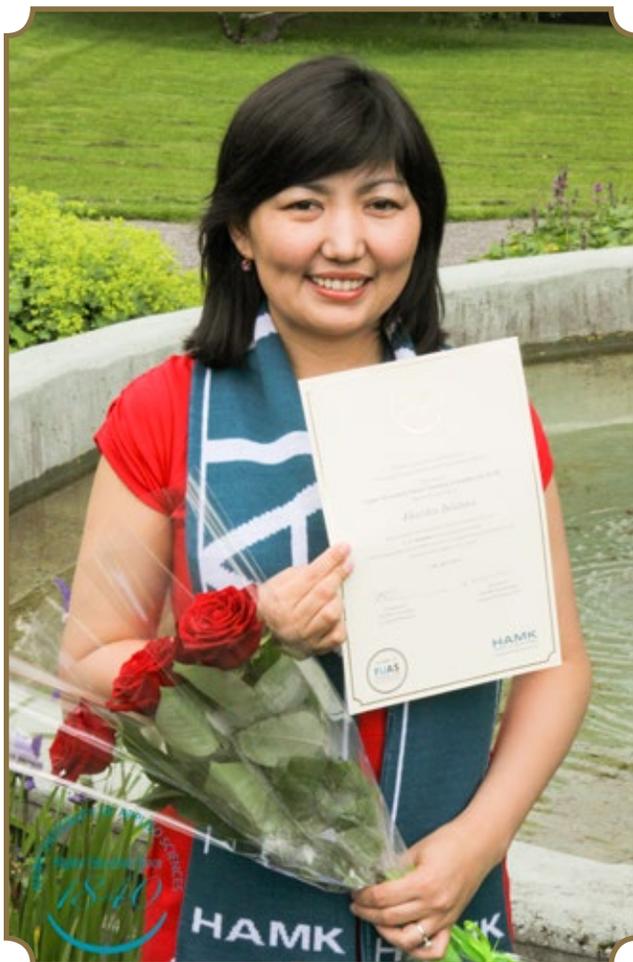
in HAMK University of Applied Sciences, Finland

2013–2014 Graduates



# Aibarshin Bolatova

NIS, Astana  
Teacher, chemistry



Development work title:  
How to make an active implementation  
curriculum for learning process



# Aigerim Altynbekova

No66 school-lyceum, Astana  
Teacher, ICT



Development work title:

How is project work organized and carried out  
at Kaurialan lukio school?



# Aigerim Nurtazina

Kazakh-Turkish lyseum, Oral  
Teacher, history



Development work title:  
Student assessment in Finland



# Aitzhan Kazhkenova

#31 school gymnasium, Astana  
Teacher, geography



Development work title:  
Using dialogical methods in learning and  
teaching processes



# Aizhan Akiyeva

NIS Oskemen  
Teacher, mathematics



Development work title:  
New learning approaches  
from Finnish experience



# Beimbet Mukhamediev

Liceum 38, Astana  
Teacher, Visual Art



Development work title:

The significance and content of the subject of visual art in the educational system in Finland



# Duman Sapakov

NIS Oskemen  
Teacher, biology



Development work title:  
Key points of Finnish Education System  
leading to success: Local School Perspective



# Gulden Kairliyeva

Gymnasium 42, “Ақ ниет”, Uralsk,  
Teacher, geography



Development work title:  
CLIL in geography



# Gulim Ayasheva

NIS Kokshetau  
Teacher, mathematics



Development work title:  
New learning approaches  
from Finnish experience



# Gulim Yessentayeva

Politechnic College, Astana  
Teacher, economics



Development work title:

Organizational and educational aspects of training  
the future vocational specialists in Finland



# Kuanysh Altynzhanov

NIS, Taldykorgan  
Teacher, mathematics



Development work title:  
The Flipped Classroom



# Lyazzat Kubasheva

College "Eurasia", Uralsk  
Teacher, humanities and economics



Development work title:  
Organizational and educational aspects of training  
the future vocational specialists in Finland



# Nazym Sagiyeva

NIS Oskemen  
Teacher, chemistry



Development work title:

How is project work organized and carried out  
at Kaurialan lukio school?



# Nurlygul Yessengaliyeva

Gymnasium No42 "Ak niet", Uralsk  
Teacher, mathematics



Development work title:  
Methods and apps which we have learned in Finland



# Rinat Zhumabayev

NIS Semey  
Teacher, mathematics



Development work title:  
Finnish pedagogical approaches:  
teaching in student centered way



# Samat Sharipov

NIS, Aktobe  
Teacher, physics



Development work title:  
How to make an active implementation curriculum  
for learning process



# Yermek Paizov

AOE NIS  
HR manager



Development work title:  
Modern approaches in Human Resources  
management



# Zhanar Zhaxybayeva

NIS Oskemen  
Teacher, English language



Development work title:  
Key points of Finnish Education System leading  
to success: Local School Perspective



# Zhanat Zhuldassov

NIS, Astana  
Teacher, physics and mathematics



Development work title:  
Finnish pedagogical approaches:  
teaching in student centered way



# Zhandos Bekish

NIS, Taldykorgan  
Teacher, mathematics



Development work title:  
The Flipped Classroom



# Zhupat Yerniyazova

NIS, Astana  
Teacher, physics and mathematics



Development work title:

Benefits and challenges of implementing best practices  
of the Finnish educational model  
into the Kazakhstan educational system







*“I got very good feedback from the participants from both the contents and the ways of teaching. Many participants were very open and also inspiring in their evaluation. In the learning situations there was also a lot of critical thinking, so that everything was not just positive nodding. I felt, that I as a teacher was also learning something.”*





“The virtual environment was very effective, because all of the time we could see the materials that we needed.”





Lasse Heikkilä  
Internal evaluation

## *Summary of the evaluation of the program*

The evaluation work of the 2013–2014 Bolashak program in HAMK began in May 2014. The purpose of the evaluation is mostly practical, the goals being the improvement of future programs and projects of similar nature to better serve the needs of our associates. As material in the evaluation process we used the feedback of the Bolashak participants and the HAMK PTEU teachers, and reflected that on the experiences the organizers had during the program.

Most of the feedback used in the evaluation was collected in May and June of 2014 using Webropol questionnaires. The Bolashak program participants filled out a detailed questionnaire regarding the whole period and several aspects of the program, while the HAMK PTEU teachers filled out a briefer questionnaire regarding their experiences and feelings about the program and the success of the course they held. Instead of filling out the questionnaire, some of



the teachers were interviewed. The experiences of the program's organizers are based on free-form interviews and discussions.

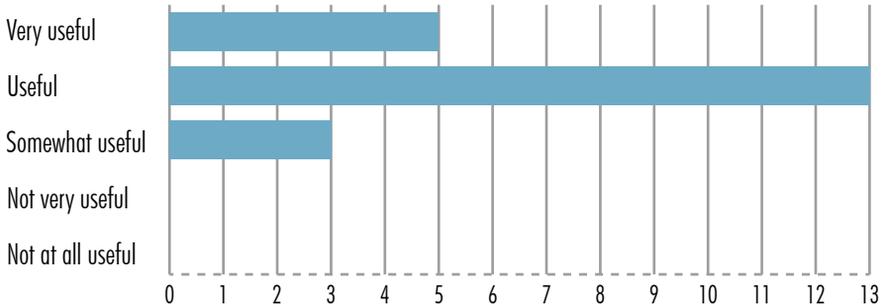
The feedback material has been processed and analysed using the NVivo qualitative analysis program as a research tool. The charts and tables come from the Webropol report. The interpretations I have made are based on the feedback material, discussions with the organizers and on my own knowledge of the program.

In general, the feedback from both the Bolashak program participants and the teachers is very positive. Especially the pedagogical period on the whole, the study materials and tools and the general organizing of the program received praises. In the English period we recognized ideas for further development, so that we could offer more diverse education for scholars with different learning strategies and goals and according to the different requirements of the different schools' teachers.

The administration and management of the program gained excellent ratings from the participants. The accommodations required a little extra attention, to make sure the participants felt at home in a new culture while still enabling them to get familiar with the surrounding way of life. For the staff's part more attention should be paid in the future on the different workload this type of program causes for people in various positions, since according to these experiences a high amount of flexibility is required from both the organizers and the teachers.

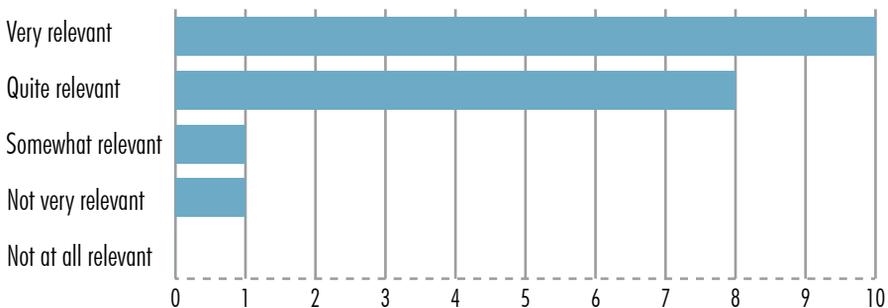
The material and tools the participants received, for example the books, hand-outs, library services, iPads and Moodle sites were seen as top quality and supported the participants in their learning process. Also the study visits were seen as useful. Some participants wished for even more school attendance, chats with local teachers and officials working in education. The cruises to Stockholm and Tallinn were seen as a great bonus by the participants.

How useful was the course in learning about the Finnish Education system and related topics?

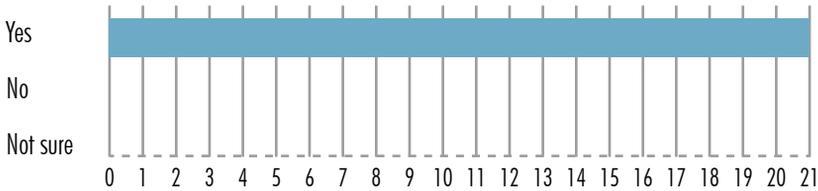


The pedagogical period as a whole was a very eye-opening experience for the participants. The themes were seen as very useful both for the participants personally and for their organization's needs (total average of 4,2 on a scale of 1–5) and the work of the HAMK teachers as very high quality. Every participant said that the pedagogical period in some way influenced their classroom methods and that they were able to use these methods in practice. Some participants would've wished for even more practical examples on the methods. For the Finnish teachers, the period was a great experience, and they really liked how the participants were interested in the topics and active during lessons.

"Seeing Finland through Culture" course's relevance for orientation?



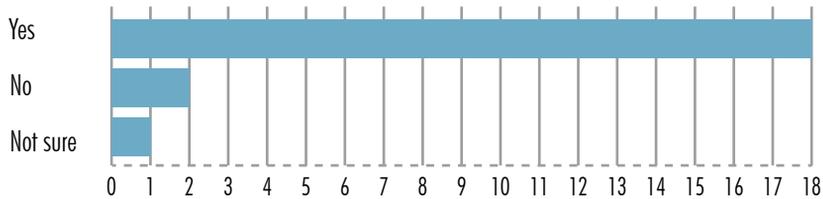
Did the pedagogical course influence your classroom methods when teaching in English?  
Were you able to use any of the new pedagogical methods?



The English period faced some challenges at first, with there being more differences in the background organizations and language skills between participants than the English teachers had anticipated. This caused some reorganizing on the course and the division into smaller groups. Overall the English course was satisfactory, however, with the high quality of the material and the education in itself compensating for the organizational issues. The participants also had high motivation in developing their English, using much of their free time studying English and being interested in possibilities in interacting with other students in English. In the end, according to self-evaluation, the English skill levels of the participants had increased from the average of A2–B1 to B1–B2 on the CEFR scale.



In your opinion will the English course help you when you start teaching in English?



All in all, it has turned out to be a good idea to make the program as long as it was. The process of learning the new pedagogical methods really seems to have required the knowledge of educational philosophy, which takes a few months to learn. During the orientation and English studies period the participants got to see the way of teaching, learning and living in Finland. This created a basis for being able to really implement the methods they learned to their own environment.

The satisfaction and genuine learning experiences of the Bolashak program participants were very important for the organizers and the teachers, and it turns out those goals were met in the program. In addition, the feedback from everyone taking part in the program brought up interesting ideas and phenomena, knowledge from which can easily be used in the future development of similar programs. There were even suggestions of entirely new contents and forms of courses that could be used in future realisations.







*“Everything was perfect; the arrangements, the lessons, all of the tours were useful and interesting. The organizers showed us around and gave answers on all questions.”*







Veijo Hintsanen



Seija Mahlamäki-Kultanen

## *HAMK services for skills excellence training*

While Kazakhstan has recently joined the World Skills Organization, it is natural to present also the services for skills excellence training. HAMK hosts a specific unit to serve educational organizations both abroad and in Finland in developing the curriculum to better meet skills excellence, supporting the competition organizers and training the teachers and trainers to prepare for the competitions. We take part in all World Skills Competitions, Euro Skills and National Skills Competitions, and all of their kinds. The Ministry of Education and Culture of Finland and Skills Finland are our key partners and supporters in this challenging national and international duty.

Our Skills Trainers Academy consists of a manager, Mr Tuomas Eerola, who together with our extensive networks and our experts like Mrs Pirjo Tuominen, Mrs Tia Isokorpi and Päivi Pynnönen and assistant Sara Kaloinen organizes services and training. The Finnish approach to skills actions is based on partnerships and cooperation where we share experiences and learn together.

One of our senior advisors is Mr Veijo Hintsanen. He has acted in the World Skills Organization as the Finnish Technical Delegate during 1989–2011, as the Vice Chair of the Technical Committee and a Member of the Board of Directors during 2003–2011 and as the Chairman of the Hearings Committee in World Skills Leipzig 2013, continuing in the position in World Skills Sao Paulo 2015. He is one of the founders of Skills Finland and a Member of the Board since 1993. He was one of the main organizers of World Skills 2005 in Helsinki. His career includes 20 years in several high administrative and expert positions on national level connected to the Ministry of Education and the National Board of Education. He was the President Director of HAMK University of Applied Sciences during 1993–2013.

One important aspect in striving for national skills excellence is research. Director of Research Unit Martti Majuri leads a unit which has skills excellence as a special focus. Several publications have been already published through the years and they are often freely available on the net.

Mr David Hoey, the acting Chief Executive Officer of the World Skills Organization regards skills competitions as a holistic approach and a movement to develop the quality and internationalization of vocational education and training. He often uses Finland and the Skills Finland organization as well as the Helsinki 2005 competitions as benchmarks. In his latest presentations he analyses the development of VET in Finland after the Helsinki 2005 World Skills Competitions. Benefits include, for example, raising the prestige and attractiveness of vocational education and training and better employability of graduates from the vocational secondary level. The attractiveness of VET is high in Finland, about half of the primary school graduates choose the vocational, the other half the general secondary level education.

*We look forward to working together also  
in this interesting area in the future!*





**HAMK**  
UNIVERSITY OF APPLIED SCIENCES  
Professional Teacher Education Unit

printed

ISBN 978-951-784-675-2  
ISSN 1795-4266  
HAMK AOKKn julkaisu 3/2014

e-publication

ISBN 978-951-784-676-9 (PDF)  
ISSN 1795-424X  
HAMKin e-julkaisu 22/2014