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## **PROBLEMS OF LEGAL REGULATION OF INTERCULTURAL COMPETENCE OF A TEACHER ON THE EXAMPLE OF LEGAL EDUCATION**

The number of international students is one of the indicators of the international effectiveness of universities. That is why we are working to improve the intercultural competence of teachers and staff of Kazakhstani universities who work (or will work) with foreign students. The insufficient level of the teachers' ICC complicates the educational process, levels the opportunity to take advantage of the intercultural environment for learning, can lead to a deterioration of group interaction and, as a result, to a decrease in the prestige of education in the eyes of foreign students. The focus on the development of a scientific and methodological base for the expansion of the teachers' MCC, thus, confirms the compliance of our project with the growing need to train teachers of the Kazakh higher school to work with a multilingual (and multicultural) audience of foreign students.

The aim of the research is to develop a conceptual, legal and methodological framework for building a sustainable model for expanding the intercultural competence (ICC) of teaching lawyers, with the aim of introducing and improving the ICC for training lawyers-teachers of Kazakhstan higher school to work with a multilingual (and multicultural) audience represented by foreign students. The results of the research will contribute to building more effective models for solving new socio-pedagogical and educational tasks that the expansion of international academic contacts brings, which in the long term will serve to strengthen the competitiveness of higher education in the Republic of Kazakhstan.

The article is based on the materials of a scientific project on the topic: Intercultural competence of a university teacher and its impact on improving the competitiveness of higher education in Kazakhstan.

**Key words:** the right to education, legal education, foreign and exchange students, competitiveness of Kazakhstan's education, intercultural communicative competence.

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### **Құқықтық білім беру мысалында оқытушының мәдениаралық құзыреттілігін құқықтық реттеу мәселелері**

Шетелдік студенттер саны университеттердің халықаралық тиімділігінің көрсеткіштерінің бірі болып табылады. Сондықтан да біз шетелдік студенттермен жұмыс істейтін қазақстандық университеттердің оқытушылары мен қызметкерлерінің мәдениетаралық құзыреттілігін арттыру үшін жұмыс істейміз. Оқытушылардың мәдениетаралық құзыреттілігі деңгейінің жеткіліксіздігі білім беру процесін қиындатады, оқыту үшін мәдениетаралық ортаның артықшылықтарын пайдалану мүмкіндігін жояды, топтық өзара іс-қимылдың нашарлауына және соның салдарынан шетелдік студенттердің көз алдында білім беру беделінің төмендеуіне әкелуі мүмкін. Оқытушылардың МАҚ кеңейту үшін ғылыми-әдістемелік базаны дамытуға баса назар аударуы, осылайша, біздің жобамыздың шетелдік студенттердің көптілігі (және мультимәдени) аудиториясымен жұмыс істеу үшін Қазақстандық жоғары мектебі оқытушыларын даярлауға деген қажеттіліктің өсіп келе жатқанының сәйкестігін растайды.

Зерттеудің мақсаты көп тілді (және көп мәдениетті) аудиториямен жұмыс істеу үшін Қазақстанның жоғары мектебінің заңгер-оқытушыларын даярлау үшін МАҚ енгізу және жетілдіру мақсатында заңгер-оқытушылардың мәдениетаралық құзыреттілігін (МАҚ) кеңейтудің тұрақты моделін құру үшін тұжырымдамалық, құқықтық және әдіснамалық негізді әзірлеу болып табылады. Зерттеу нәтижелері халықаралық академиялық байланыстарды кеңейтуге

алып келетін жаңа әлеуметтік-педагогикалық және білім беру міндеттерін шешу үшін неғұрлым тиімді модельдер құруға ықпал ететін болады, бұл ұзақ мерзімді перспективада Қазақстан Республикасында жоғары білімнің бәсекеге қабілеттілігін нығайтуға қызмет етеді.

Мақала ғылыми жобаның материалдары негізінде жазылған: Университет оқытушысының мәдениаралық құзыреті және оның Қазақстандағы жоғары білімнің бәсекеге қабілеттілігін арттыруға әсері.

**Түйін сөздер:** білім алу құқығы, заңгерлік білім, шетелдік студенттер мен студенттер алмасуы, қазақстандық білім берудің бәсекеге қабілеттілігі, мәдениетаралық коммуникативтік құзыреттілік.

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### **Проблемы правового регулирования межкультурной компетентности педагога на примере юридического образования**

Количество иностранных студентов является одним из показателей международной эффективности университетов. Именно поэтому мы работаем над повышением межкультурной компетентности преподавателей и сотрудников казахстанских университетов, которые работают (или будут работать) с иностранными студентами. Недостаточный уровень межкультурной компетенции преподавателей усложняет образовательный процесс, нивелирует возможность воспользоваться преимуществами межкультурной среды для обучения, может привести к ухудшению группового взаимодействия и, как следствие, к снижению престижа образования в глазах иностранных студентов. Акцент на развитие научно-методической базы для расширения межкультурной компетенции преподавателей, таким образом, подтверждает соответствие нашего проекта растущей потребности в подготовке преподавателей казахской высшей школы для работы с многоязычной (и мультикультурной) аудиторией иностранных студентов.

Целью исследования является разработка концептуальной, правовой и методологической основы для построения устойчивой модели расширения межкультурной компетенции (МКК) преподавателей-юристов с целью внедрения и совершенствования МКК для подготовки юристов-преподавателей высшей школы Казахстана для работы с многоязычной (и мультикультурной) аудиторией, представленной иностранными студентами. Результаты исследования будут способствовать построению более эффективных моделей для решения новых социально-педагогических и образовательных задач, которые несут с собой расширение международных академических контактов, что в долгосрочной перспективе послужит укреплению конкурентоспособности высшего образования в Республике Казахстан.

Статья написана на основе материалов научного проекта по теме «Межкультурная компетенция вузовского преподавателя и ее влияние на повышение конкурентоспособности высшего образования в Казахстане».

**Ключевые слова:** право на образование, юридическое образование, иностранные студенты и студенты по обмену, конкурентоспособность казахстанского образования, межкультурная коммуникативная компетентность.

### **Introduction**

The scale of the problem to enhance the ICC of the university teachers and staff is both, cross-national (due to the topicality of internationalizing higher education in Kazakhstan and in other states wishing to open their education for foreign students) and cross-sectional (since effective learning in a multi-cultural environment goes beyond the pure educational sector but reaches out to other spheres such as, administration and business, not to mention social communication and interaction). The last two decades witnessed "a rise in the popularity of

study abroad programmes" worldwide (Tarchi&Suri, 2021: <https://www.researchgate.net>). Globally, the number of international students has risen from 2 million in 1998 to 5,3 million in 2017 (OECD, 2019: [www.oecd-ilibrary.org](http://www.oecd-ilibrary.org)). The number of international students is among the indicators of the international efficacy of universities in, e.g. Times Higher Education (THE) World University Ranking (<https://nacada.ksu.edu>).

Internationalization of higher education (HE) is a trend relevant for Kazakhstan where 89 foreigners who demonstrated excellence in studies were enrolled in higher educational programmes in 2019

within the Scholarship programme for education of foreign students at the universities of Kazakhstan. In 2021, the number of foreign students in Kazakhstan who received education grants increased up to 240 scholarships for all the levels of higher and post-graduate education (Scholarship programme in Kazakhstan, 2021). Interest for obtaining education in Kazakhstan increased among the foreign citizens also when it comes to applying for international mobility grants with the placement in Kazakhstan, as well as for governmental and inter-governmental support funding. If in 2019, the number of foreign students was 16 thousand individuals, in 2021 this number increased up to 25 thousand individuals, which make approximately 6.5 per cent of the total number of students in Kazakhstan (Kazakhstan's Independent Agency for Quality Assurance in Education, 2021: <https://iqaa.kz>).

In 2021 the National project entitled "Quality education "Educated nation"" was adopted by the Government of Kazakhstan, envisioning a set of measures aimed at increasing the international attractiveness of national education (Decree of the Government of Kazakhstan of 12 October 2021: [www.adilet.zan.kz](http://www.adilet.zan.kz)). This project inter alia emphasizes that internationalization of higher education is a tendency to remain topical for all the national universities. Among the universities of Kazakhstan our partner universities, al-Farabi Kazakh National University in Almaty and International Kazakh-Turkish University named after Akhmet Yassawi in Turkestan stand out as the universities accommodating 15 per cent of all the Turkic-speaking foreign states.

At the same time, internationalization brings in "multiple diversities in any given classroom or academic program" (Lee, 2017: 85). The growing diversity in higher education requires not only excellent language skills from all the participant of the educational programmes, but also an ability to effectively communicate in an intercultural environment (Tarchi&Surian, 2021: <https://www.researchgate.net>). Known (in most general terms) as **intercultural communicative competence (ICC)**, the said ability is as significant in an intercultural environment as education per se. Research, for example, shows that in the sector of international business and commerce candidates with proven strong IC often have an advantage over other candidate, even though the educational level of the former were lower (Sercu, 2004: 75) (Deardorff, D. 2011: 11).

Mastering IC is significant for all actors in higher education: public authorities, university management and teachers, not to mention the students themselves, because living in a diverse society or mere

exposure to another culture does not automatically mean the ability to effectively solve intercultural issues and effectively communicate in an intercultural environment (Deardorff & Jones, 2012: <https://sk.sagepub.com>).

Current research findings in the area of ICC in higher education conducted by the scholars in Kazakhstan (Amirova et al., 2016: 96, Ignatova et al., 2015: 127) and by the international scholars reveals that conflicts rising in a multi-language and multi-cultural environment as well as the need to repeat the material for the students who do not master the language of instruction well, impedes the educational process. This proves the urgency for expanding the CII-related research in Kazakhstan since mastering the ICC becomes a significant pedagogical skill for teaching foreign students. ICC deficiency on the part of teachers can lead to poorer group interaction within the classroom (Deardorff&Jones, 2012: <https://sk.sagepub.com>) or cause an increased dropout rate as the result of (not always overt) attitudes on the part of the teacher (Otten, 2003: 125). With respect to the university staff, international support officers and academic advisors, insufficient ICC impacts the learning process indirectly, yet significantly by adding to the stress of the advisors, who are not always able to handle difficult intercultural situations (Ali&Johns, 2018: <https://nacada.ksu.edu>). And this is the crux of ICC, assessing concrete conditions in education and communication, in order to make the best out of the interaction (Goth&Kjelsvik, 2020: 245).

Thus, the call for the enhanced ICC in higher education comes from general societal need in social cohesion and accommodating diversity in education (Riekkinen, 2018: 52). Amidst the conditions of internationalizing higher education in Kazakhstan undertaking measures for enhancing the ICC becomes crucial. Darla Deardorff, the most cited author in the area of ICC, justifies the concept of an "internationally competent faculty" (Deardorff, 2011:8). Nevertheless, in Kazakhstan the situation of ICC competent faculties and advisors is far behind the current research advancements. There is no requirement of special pedagogical training including in ICC neither for the university teachers, nor from the university staff. To compare, in Finland, the university teachers are increasingly encouraged by the universities to obtain special training in university pedagogics, of which a diversity component is a part. Municipalities require for teaching migrant children special ICC education from primary school teachers, who are otherwise obligated by law to hold an M.A. in pedagogics or an equivalent degree. The

demand for increased ICC competence in education is also relevant for Norway where changes were introduced in education curriculums, which nowadays include a stronger diversity component (Rosnes, 2018: 281). The recent law amendments require from the university teachers training in university pedagogics (UiO, Pedagogical Requirements: [www.uio.no](http://www.uio.no)). Nevertheless, neither Finland nor Norway require ICC training from the other staff in the university, which is in a way odd, since academic advisors who work in international departments of the university deal on a daily basis with foreign students (Charles & Stewart, 1991: 173).

The implementation of research on the project involves the use of an integrated methodology, where each task is performed by the most optimal research method, according to the presented statement “task – method”

Task 1) Based on the conclusions of modern scientific approaches to the MCC, identify strengths and limitations in the national and regional legislation of the Republic of Kazakhstan (RK), program documents and standards higher education, in relation to the place and role of the MCC in the educational process of universities with the participation of foreign students.

### Methodology

The composite model of the MCC is taken as a basis: knowledge-skills-attitudes (Griffith et al, 2016: <https://onlinelibrary.wiley.com>). However, our project is aimed at improving only two (cognitive) elements of the MCC in an attempt to increase the level of specialized knowledge and specific didactic and communication skills and strategies. We do not seek to detract from the importance of the (affective component) attitudes, recognizing that it is the individual characteristics of the teacher, identified using patterns formed as a result of interaction between people in different situations, that are responsible for showing concern, building trust and closeness, sensitivity and respect for the views of students (Hanssen, 2017: 9). However, attitudes as well as personality traits are difficult to assess and measure (Sercu, 2004: 75, Deardorff, 2011: 7, and many others). For this reason, we leave the affective component of the MCC outside the scope of the project. At this stage of the development of scientific views on the MCC, the focus of scientists is shifting from studying “them,” moving to studying “us,” putting more and more effort into understanding how to cope with the learning process in the diversity society (Rosnes, 2018: 276). The current scien-

tific approach highlights the advantages that a multilingual and multicultural environment can bring to the educational process with the participation of competent teachers (Cummins, 2019: 10, Ibrahim, 2016: 75). Thus, we are trying to show the ICC as a two-way process: understanding the peculiarities of the Kazakh teaching tradition and knowing what difficulties foreign students face in the two regions of the Republic of Kazakhstan (we) is combined with studying the basics of the main foreign teaching traditions (those that are most represented by foreign students in the Republic of Kazakhstan) and how to use strengths. These traditions are in the multicultural audience in the Republic of Kazakhstan (they).

Task 2)-3) Based on the conclusions obtained by completing task number 1, to conduct a comparative analysis of legislation and policy documents in the field of higher education, as well as educational standards in the Republic of Kazakhstan, on the one hand, and in Finland and Norway, on the other hand. 3) To test the possibility of applying the best practices of Finland and Norway studied during task number 2 in the conditions of the Kazakh higher school.

Methods and approaches. The leading method is comparative law. The choice of jurisdictions for comparative analysis is based on the technique of comparing the (own) national system and the best practices of other states in order to improve national practice. The comparison with the two mentioned Scandinavian countries is due precisely to the presence of effective practices in the field of teaching foreign students, which is reflected in the results of educational activities: Finland places the largest percentage of foreign students in OECD countries (Finland, Statistics on foreign degree students, 2018), and Norway is an example of a country where foreign students leave some of the best reviews about educational exchanges (DIKU, 2019: <https://khrono.no>).

Task 4) To prepare a package of scientifically based amendments to the current legislation and educational standards of the Republic of Kazakhstan in the field of higher education.

Methods and approaches. The main method is the method of textual analysis of documents and sources, and the development of proposals to consolidate the need to train the MCC of university teachers.

Task 5)-6). To collect up-to-date factual first-hand data on the urgent needs and problems in the educational process in the intercultural environment of universities from the point of view of all participants in this process: foreign students, teachers, em-

ployees of international departments of universities in Almaty and Turkestan.

Methods and approaches. Due to differences in the compositional structure and the number of foreign students in these locations, differences in cultural and educational traditions, the needs may differ significantly. The collection of material is carried out by the method of semi-structured interviews in focus groups among interested actors. The obtained data are analyzed by the method of qualitative discursive analysis of the problems that the participants of the educational process face in cross-cultural situations.

Task 7)-8) Based on the new information received about gaps in regulatory regulation and the locally determined needs of participants in the educational process in the two regions, to develop a training module called “Intercultural competence in higher education: potential and prospects for expansion” and a collection of operational materials for the module. As well as conducting the module “Intercultural competence in higher education: potential and prospects for expansion” with the involvement of invited lecturers from among the above-mentioned collaborators.

Methods and approaches. The specified module can be, with certain modifications, about which we will prepare the appropriate guide, used in various higher education programs that prepare specialists to work in an intercultural environment. In order to provide the most relevant and meeting the real needs of specialists in the workplace content of the module, its development is carried out on the basis of collaborative design (Deketelaere & Kelchtermans, 1996: 75). This method boils down to the active involvement of participants and subjects of the educational process, as well as partners from sectors related to education, who also work in an intercultural environment, in planning the structure and content of the module. Collaborators (teachers, foreign students, employees of International departments of universities, representatives of public authorities and public associations) will be involved at all stages of module development: from drawing up the module program, selecting educational literature, to developing plans for a specific lecture and determining assessment methods. They will be invited to comment and discuss the creation of the module throughout the development process of the latter.

Task 9) To develop a system for assessing progress in the expansion of the ICC after completing the module “Intercultural competence in higher education: potential and prospects for expansion”.

Methods and approaches. This task has no less scientific and practical potential than the development of a module on MCC that meets local needs in a collaborative format, because authoritative international scientists in the field of IWC have identified an urgent need to improve the methods of assessment and measurement of IWC: “in professional fields that have adopted an implicit commandment about the need to own a strong IWC, and where employers need effective methods to recognize how successfully hired employees will work in situations of intercultural contact, it is time to take active and systematic Actions to develop an adequate assessment tool for the ICC” (Sercu, 2004: 73-89). Since the affective component of the MCC – personality traits and attitudes – is the most difficult to assess, we will focus on assessing progress in the cognitive components of the MCC, namely in assessing 1. the acquired specialized knowledge and 2. possession of the optimal didactic and communicative strategies of the participants of our training in the form of the MCC training module.

Task 10) To make the results of our research transferable to various higher education programs.

Methods and approaches. Portability is ensured by creating a collection of manuals and explanations containing approximate explanations on how to adapt the results obtained for use in other disciplines and programs. This is achieved by developing a web portal with operational materials (lecture plans, video interviews, handouts, etc.) for conducting studies on the ICC, the content of which, with certain modifications, can be used in other regions of the Republic of Kazakhstan, as well as when teaching other disciplines besides law and when teaching at other levels of education.

4) methods of collecting primary (source) information, its sources and application for solving project tasks, methods of data processing, as well as ensuring their reliability and reproducibility.

The project works with several sets of primary data.

Category 1. Official sources and documents. The team receives this data from open sources, systematizes and stores it on protected sources in text form. The data is processed without the use of software. Data analysis takes place by dividing the data content into analytical categories, according to the above approaches and theoretical principles.

Category 2. New data obtained through interviews in focus groups. The team receives this data from interviews, before which participants are informed about the goals, objectives and methods of research, and sign a consent form. Responses are

recorded in audio format. For processing, the responses are decrypted, encoded. The results are processed using the InVivo data processing program, which allows you to identify common topics from the available interview data and conduct a language analysis of the expressions used by the interview participants. Primary and processed data is stored on secure sources.

### **The main part**

In pursuits of the goal to increase the international competitiveness of Kazakhstan's higher education, the ability of teachers to effectively communicate across the cultures, known as intercultural communicative competence-ICC, becomes a peripheral component across various factors contributing in the process of reaching this goal. Thus, our project aims to design an ICC training for university teachers and staff in direct response to the local needs and demands from our two regions, Almaty and Turkestan, while our self-reflexive methodology and flexible operational materials will furnish a model that is transferable to other programmes across Kazakhstan and, probably also beyond. This will be done through the analysis and systematizing theoretical, legal, and methodological foundations of ICC – which Kazakhstan's scholarship is not as yet substantially equipped with. Our studies meet the call for more qualified university teacher equipped to effectively deal with the new socio-pedagogical tasks which the enhancement of international academic and educational connections of Kazakhstan bring with it vis-à-vis the modern societal challenges related to post-pandemic realities or political and social unrest.

The key tenet of our project is the emphasis on the urgency of strengthening the ICC of the university teachers and staff, as well as the law students who are expected to work in a multicultural environment in the future. This project differs from the significant amount of similar initiatives as it, firstly, aims at elaborating the ICC progress assessment tool. Secondly, it keeps up with the collaborative approach in staff training: research and approbation of results take place in close cooperation with key local actors and stakeholders, those being university teachers, university language teachers, university staff working with foreign and exchange students, and the community representatives (NGOs and foreign and exchange students themselves) in two regions of Kazakhstan. These regions are Almaty City with predominantly Russian-speaking population and Turkestan City the inhabitants of which are Ka-

zakh-speaking. Such collaborative approach allows us to design ICC training model in direct response to the local needs and demands from our study regions in Kazakhstan, while our self-reflexive methodology and flexible operational materials will furnish a model that is transferable to other educational programmes Kazakhstan, as well as those serving teachers and staff working at various levels from professional to adult education.

The project will bring both, short-term and long-term deliverables and changes.

Immediate short-term results are the following:

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

Positioning al-Farabi University to offer-to-offer ICC study modules that are relevant for local conditions and to offer educational programs, accounting both, the achievements of international scholarship and local needs and realities.

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

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

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

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

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

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

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

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

Training university teachers with the topical ICC-related knowledge and skills which will con-

tribute in enhancing the welfare of foreign and exchange students, raise of the efficiency of educational process in a multicultural environment, and possibly deterring the problem of staff burnout and ultimately leading to the rising prestige of Kazakhstan's education in the eyes of foreign students.

Preparation of students, teachers and university staff for effective work in an intercultural audience with the help of the MKK module; we will create a cohort of professionals who have received relevant training in the field of MKK.

An opportunity for partner universities to offer a module that is relevant in the conditions of the Almaty region, and on its basis educational programs that take into account equally both the achievements of international scientific thought and local needs and realities.

The program and methodological support for the module on the ICC for teachers and university staff, as well as students, focused on meeting the local needs for an effective ICC of all participants in the educational process in Almaty and Turkestan in an intercultural environment, covering the problems identified in the legal regulation in the field of education and the ICC.

Obtaining new research data by conducting interviews among all interested actors.

Development of transferable and flexible teaching materials for the MCC module, which will be available free of charge to other universities through the website of our project, which will provide other universities with operational guidance in order to reproduce the most successful aspects of our MCC training, adapting to their own local context and the needs of local communities.

An analytical report on the strengths and weaknesses and on the possibilities of its transferability for teaching other disciplines besides legal ones and, possibly, at other levels of education.

Guidelines for the modification of the MCC training module in relation to various educational programs.

The developed "roadmap", which includes models of support and development of schemes for expanding the MCC of teachers in two regions of the Republic of Kazakhstan.

In the long term, the results of research on the project will contribute to strengthening diversity in the universities of the two regions of the Republic of Kazakhstan (and possibly throughout the Republic of Kazakhstan).

The rooting of the research-based method and practice of collaborative design of modules, programs and courses.

Implementation of the author's assessment tools of the MCC.

Training of higher school teaching staff with the best up-to-date knowledge in the field of MC, which will improve the well-being of foreign students, rationalize the educational process in a multilingual environment, possibly preventing the problem of staff burnout, and thereby contributing to increasing the prestige of Kazakhstani universities among foreign students.

The potential use of verified methods of involving representatives of local communities, in particular, proven methods of involvement in the design of modules, programs and courses in other scientific projects, not only in Kazakhstan, but also abroad.

The use of the ICC assessment tool by various stakeholders, including student educators, teachers, as well as employers. In the latter case, this assessment tool will help to link education more closely with the workplace – not only in universities, but also outside the field of education.

## Conclusion

The research will bring both short-term and long-term results and changes.

Immediate short-term results are the following:

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

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

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

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

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

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

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

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

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

Developing an ICC progress assessment toolkit.

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

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

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

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

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