

IIOE Asia-Pacific Mid-Year Meeting 2021

IIOE-CFHEW: Relevance to Central Asia

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The COVID-19 pandemic impacted the education

Created a danger that progress towards the SDG 4 to achieve quality education and lifelong learning will slow, stagnate, or even reverse

≈ 1.58 bln. affected learners in April 2020, in Central Asia -16 mln.
In Europe and Central Asia average student achievement will decline by up to 6%.

COVID-19
impact

Revealed deep systemic failures in entire education systems requiring a comprehensive approach including safe and friendly environments, qualified and motivated teachers, and relevant content

Teachers around the world were largely unprepared to support continuous learning and to adapt to new teaching methods.



Key challenges in introducing distance learning programmes

Central Asia

- Sharp decline in education quality;
- Skills gaps to use ICT;
- Inequalities in access to distance learning;
- Shortage of quality online learning content;
- Emotional unrest of students and considerable burden on home caregivers



The World Bank estimates that in Central Asia due to the pandemic:

- The average learning levels will fall and the share of children in early secondary education below the minimum proficiency level will rise

Assessment of Teachers' ICT Competencies in Kazakhstan: Findings

Kazakhstan



- ❑ Digital divide between rural and urban schools rural teachers access to online learning materials (34.2%) and online videos (33.4%) than urban teachers (21.7% and 19.8% respectively)
- ❑ Rural teachers also tend to use ICT skills less
- ❑ Self-assessment showed overall high level of competencies in all ICT related tasks
- ❑ 37.1% of teachers were never asked to identify their training needs in ICT
- ❑ 67% of teachers claimed that ICTs help for professional development, yet 7.5% of teachers attended 40 hours of ICT related training at the national level and 4.1% at the school level



Assessment of Teachers' ICT Competencies in Kyrgyzstan: Findings

Kyrgyzstan



- ❑ Nearly half of all teachers surveyed in the country had low to moderate levels of competence in terms of basic ICT skills and in utilizing ICT skills for teaching and learning
- ❑ More rural teachers indicate low ICT proficiency, especially when it comes to more advanced levels of ICT competence
- ❑ More experienced teachers have more difficulties in ICT application: 67% of teachers with more than 30 years of experience self-reported low and medium level of ICT competences
- ❑ 52% of respondents are not familiar with the national strategy of ICT use in education



Assessment of Teachers' ICT Competencies in Tajikistan: Findings

Tajikistan



- ❑ Teachers in urban areas display slightly more favorable attitudes to the value of ICT in student learning, compared to rural areas and rayon centers
- ❑ Given all ICT resources are available, teachers are constrained by their current levels of competencies to use those resources efficiently
- ❑ Limited access to necessary equipment and poor internet connection in schools translates into infrequent and/or minimal usage of ICT by teachers on a regular basis
- ❑ When it comes to applying their ICT skills in classroom instruction, overall the teachers appraised themselves as “average” in a range of ICT-supported instructional tasks



Assessment of Teachers' ICT Competencies: Recommendations

ICT in education policy

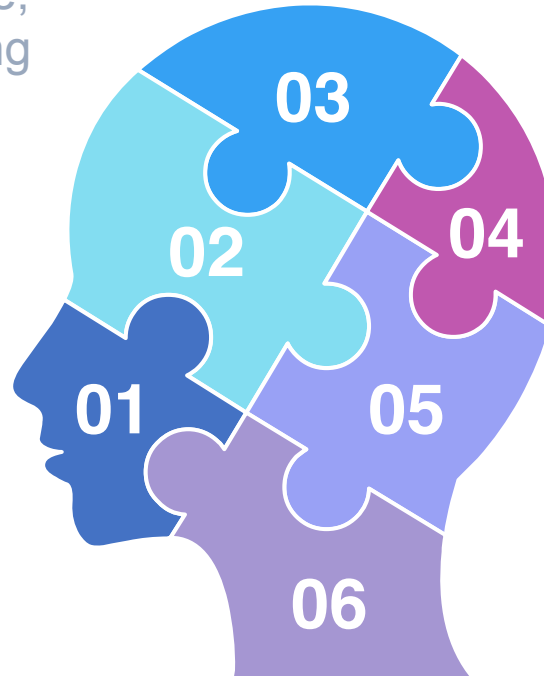
- ✓ It should cover such areas of ICT use in education as infrastructure, ICT competencies, digital learning environment and learning analytics

Modernization

- ✓ Conduct modernization of training and higher institution pedagogical programs with a focus on ICT competences

ICT infrastructure

- ✓ Strengthen the digital infrastructure and ensure connectivity at education institutions



Resources

Develop instructions, rules, guidelines for teachers on the use of ICT in education



ICT trainings

Training that is informed by learning needs and designed and delivered by taking into account the unique classroom contexts



Funding

For the improvement of teachers' skills and competencies to support learning and improve student outcomes through the use of ICT



IIOE-CFHEW: How is the competency framework presented relevant to the higher education sector in your country?

Economic development

Higher education is seen as crucial for economic development in the four Central Asian countries, who have committed to moving away from natural resources-based economies to information and knowledge-based societies.

Quality of learning

The COVID-19 pandemic has undoubtedly affected the quality of higher education with a switch to online learning platforms and courses. In Kazakhstan, 90% of universities adjusted their plans to offer distance education, yet only 19% of university students believe that the transition to e-learning has not affected the quality of education in any way.



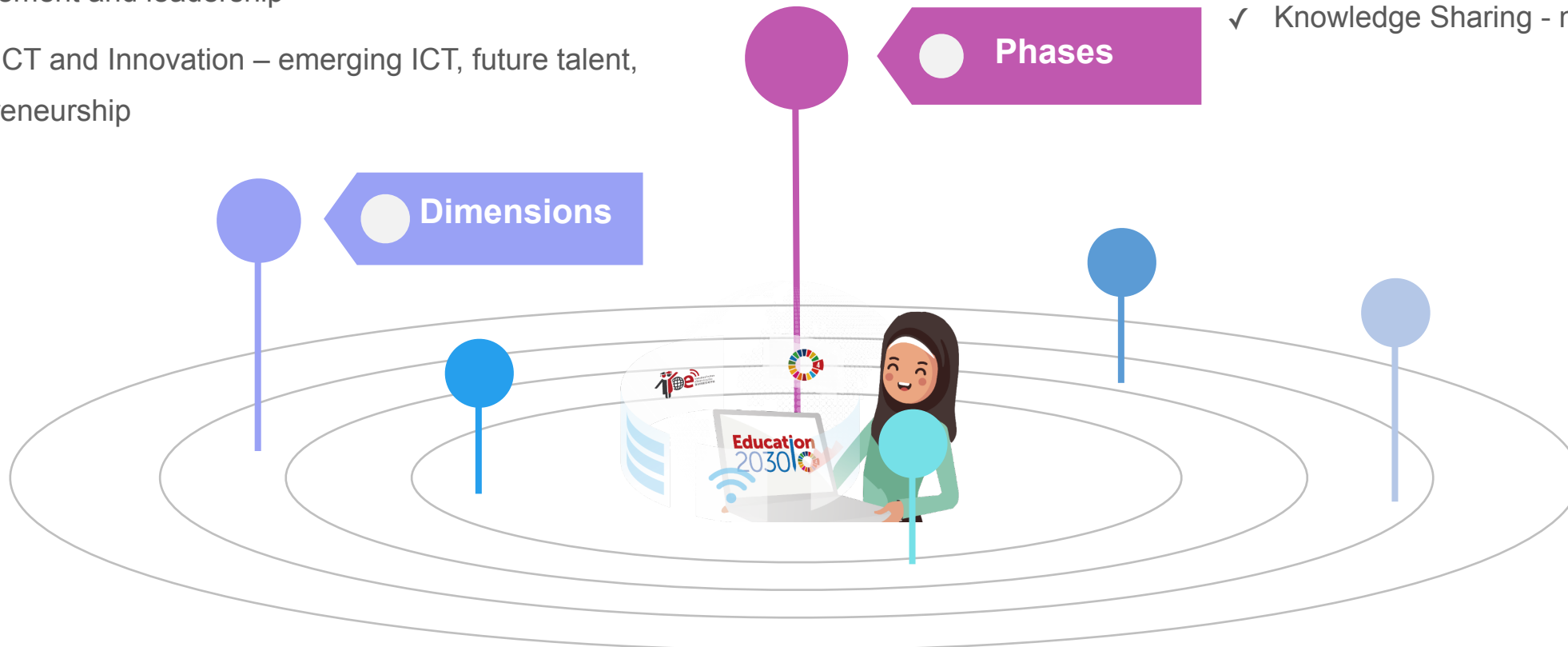
Which aspects of the framework are most relevant and which aspects require further rethinking? Why?

Three Core Dimensions for Teaching & Professional Development:

- ✓ OBTL – from traditional to more flexible programmes
- ✓ ICT and institutional development – faculty development, management and leadership
- ✓ Smart ICT and Innovation – emerging ICT, future talent, entrepreneurship

Key Phases of the IIOE-CFHEW:

- ✓ Knowledge Acquisition – the foundation
- ✓ Knowledge Application – ‘learning by doing’
- ✓ Knowledge Creation – innovative solutions
- ✓ Knowledge Sharing - networks



What would be some suggestions to improve the framework?



**Students with
special needs**



Using ICTs and other assistive technologies is crucial in ensuring learning for students with special needs, the HE workforce needs also to know how to work better in this field and adjust to their needs



Language



If the Framework could be translated into Russian and local languages, it would be quicker to utilize in Central Asian countries



Examples



Examples or best practices of education programmes or policies at HEIs using this Framework would be very useful



Trainings



Capacity building workshops and trainings might be needed for university faculty and staff on using and adapting the Framework

Thank you!

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