CENTRAL ASIA SYMPOSIUM ON ICT IN EDUCATION 2016

Unleashing the Potential of ICT for Skills Development

Astana, Republic of Kazakhstan / 27-29 June 2016

Guidelines for SPEAKERS

CASIE convenes a strategic dialogue among high-level officials to exchange and cross-fertilize policy and project experiences and insights, as well as reflect on current conditions and share perspectives on creating and sustaining the strong partnership and collaboration among Central Asian countries. For this reason, the Symposium seeks to achieve a purposeful discussion enhanced by **guided and focused presentations.** As a Speaker, please consider the following points:

Presentation Content & Time Allocation
- You will have 20 minutes to present key findings about the topic through a slide presentation. Presentations must be able to respond to the **Guiding Questions** for your particular session, as enumerated below.
- **There will be simultaneous translation services from English to Russian, and vice versa. Please take the translation time into consideration and avoid heavy and lengthy presentations.**
- The Session Chair will regulate the time allocations, and facilitate the Q&A at the end of the session.

Submission
- Please submit an abstract of your presentation (maximum of 250 words), together with a brief biography of the speaker **in English** (maximum 150 words) on or before **3 June 2016**. These shall be posted on the Symposium website.
- The presentation slides can be made in either **English or Russian**, depending on the speaker's proficiency.
- Please limit your presentation to a maximum of 20 slides, corresponding to the time allocation.
- It is highly encouraged not to have heavy text in the slides, preferably less than 7 lines with minimum font size of 20.
- Please send an electronic copy of the slide presentation on or before **13 June 2016** to: Ms. Auken Tungatarova via e-mail: a.tungatarova@unesco.org
- Files are requested to be named following the example: *Session 1_John_Smith*

GUIDING QUESTIONS

Plenary Session 1
27 June 2016, Monday am
Providing open, flexible and blended learning opportunities for all

- What is the purpose, scope and target audience of your project?
- How does your programme/project/organization ensure learning opportunities and equal access to various students, including vulnerable, disadvantaged, and non-traditional learners for TVET?
- In which ways are ICTs utilized to promote open and flexible learning to accommodate various students?
- What types of support are provided to encourage various students throughout their learning process to participate, stay motivated and engaged, especially in distance education?
- Does your programme promote a lifelong learning aspect in regard to skills development?
- What are the major outcomes of your project? Please share examples and evidences.
- What are the critical success factors in carrying out your project and helping learners attain their educational goals?
- Any lessons learned that you want to share?

Plenary Session 2
28 June 2016, Tuesday am
Supporting practice oriented authentic learning experiences

- What is the purpose, scope and target audience of your project?
- What are the core skills and competencies that your project has identified in response to the changing nature of the labour market?
- How have ICTs been effectively utilized to ensure the relevance in education and training to the labour market needs? Can you share examples where the project helped learners develop higher order thinking and transversal skills?
- Do you have partnerships, practicums, or internship programmes where students can connect with well-established subject experts in the industry? Can you share examples?
- In regard to teachers, how do you ensure their adequate qualification and expertise for providing the latest and most relevant experiences for learners in and outside of classrooms?
- What are the major outcomes of your project? What evidence can you share?
- What have been the critical success factors in carrying out your project and helping learners attain their educational goals?
- Any lessons learned that you want to share?

Plenary Session 3
28 June 2016, Tuesday am
Strengthening data-informed education and training policy development

- What is the purpose, scope and target audience of your project?
- What platforms/tools have you utilized for data collection and analysis?
- How does your project support and promote data-informed policy development in your context? How can it help in identifying skills gaps between TVET programmes and the skills needed? How can it help in ensuring labor-market-responsive TVET?
- How do you ensure the quality, validity, variety, and coverage of data?

- How does/can data collection relate to, feed, and inform the National Qualification Framework (NQF)?
- What are some of the major outcomes of your project? What evidence can you share?
- Any recommendations for governments who wish to establish information management systems or improve data collection in their countries? (e.g. critical success factors and lessons learned)

Plenary Session 4
29 June 2016, Wednesday pm
Building partnerships for mainstreaming ICTs in education and training

- What is the purpose of strong partnerships between governments, industry partners, and other education stakeholders?
- Does your organization have an institutionalized approach to ensuring graduates have direct access to and opportunities to be employed directly during or upon completion of studies? If so, can you provide examples?
- Who are your partners, how were they selected, and what benefit do these partnerships bring? Are these partnerships mutually beneficial?
- Have you developed innovative funding mechanisms to secure the financial resources needed?
- What are the challenges that you have faced when developing or sustaining these partnerships? What about in regard to providing job opportunities to graduates?
- What are your recommendations in forging partnerships and ensuring students are confident throughout their studies and beyond?
- How can Central Asia better promote inter-country partnerships? Should they, and why?