CASIE 2015

PRE-SYMPOSIUM SURVEY

Jonghwi Park
UNESCO Bangkok
9 July 2015

OVERVIEW

- Duration: 16 June - 2 July 2015

- Participated countries: Mongolia, Kazakhstan, Tajikistan and Uzbekistan

- Outlines

  - Part I: National Indicators on ICT in Education

  - Part II: Progress since CASIE 2014

  - Part III: A strategic action plan for the next 3 – 5 years

PART I. NATIONAL INDICATORS ON ICT IN EDUCATION

PART I NATIONAL INDICATORS:
Policy on ICT in education

	ICT in Education Masterplan	ICT component in national education policy	No policy or no material available
CASIE 2014	Mongolia	Kyrgyzstan Tajikistan Uzbekistan	Kazakhstan Turkmenistan
CAISE 2015	Mongolia Tajikistan Uzbekistan	Kazakhstan Kyrgyzstan	Turkmenistan

PART I NATIONAL INDICATORS:
Main educational goals of the government through the use of ICT for education

Mongolia

- Integration of ICT into teaching and learning
- Utilization of ICT in education management
- Improvement of ICT infrastructure in education sector
- Enhancement of ICT knowledge and skills

Kazakhstan

- Formation of ICT-competent pedagogies/interactive technologies
- Automation of the educational process
- E-government
- E-learning and smart-learning

Tajikistan

- Improvement of ICT literacy among teachers and students at schools

Uzbekistan

- Increase access to quality in education, in line with modern requirements, educational development, and social development
- Stage-by-stage development to the new level of education supported by ICT
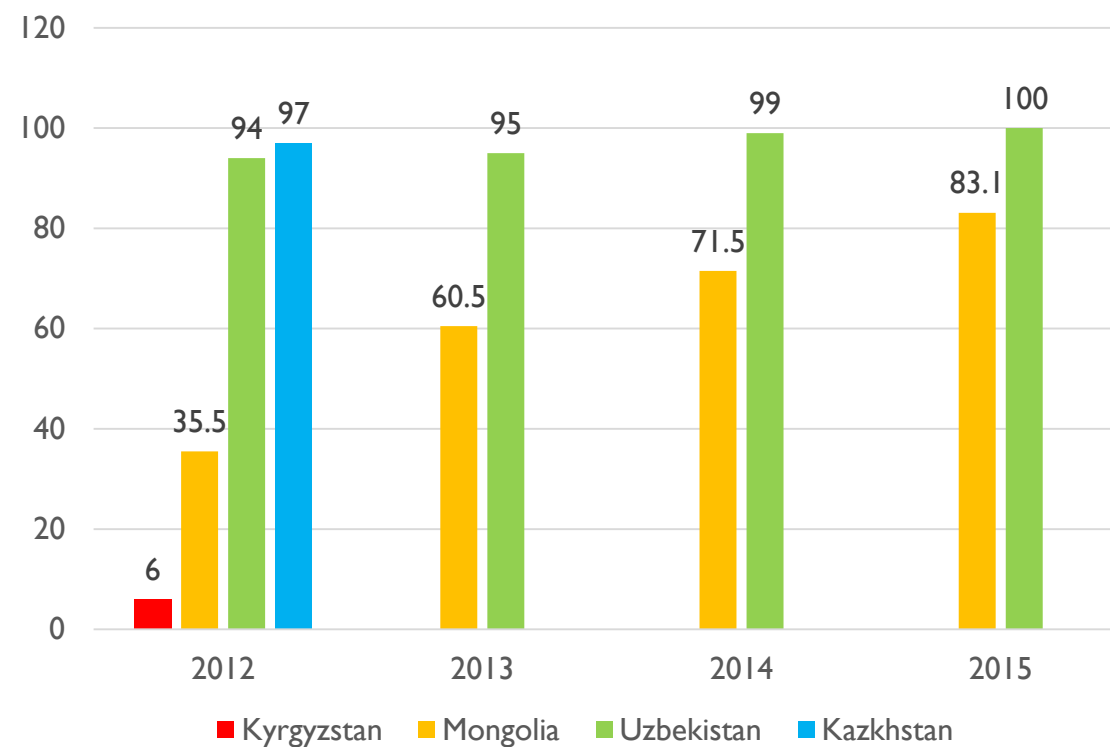
% of schools with internet access

Percentage of Schools with Internet Access 2012 – 2015

Legend: ── Mongolia ── Uzbekistan

% of Schools with Internet Access 2012 – 2015

Legend: ■ Kyrgyzstan ■ Mongolia ■ Uzbekistan ■ Kazkhstan
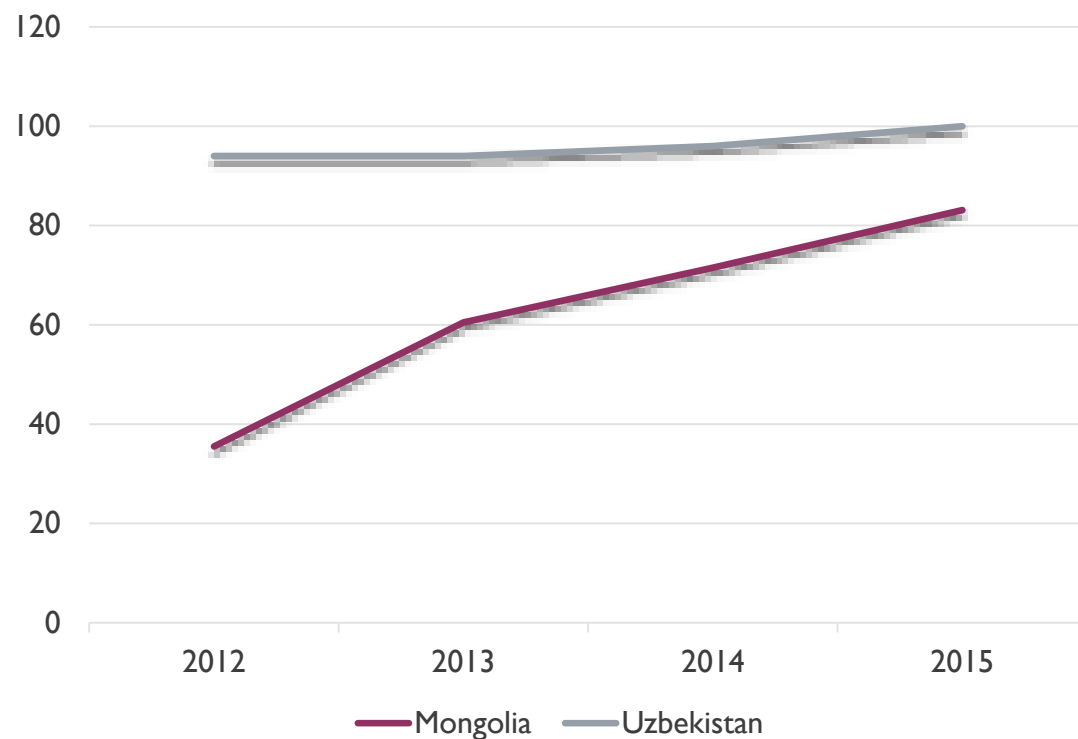
Data on Kyrgyzstan and Kazakhstan from UIS (2014). ICT in Education in Asia.

Teacher training for ICT integration

☐ In all 4 countries, *pre-service teacher training* include requirements for ICT-related competence.

☐ In all 4 countries, *in-service teacher training* include requirements for ICT-related competence.

☐ In all 4 countries, *teachers' competencies attained through training are being assessed* through…

- **Mongolia**: Exam

- **Kazakhstan**: Exam, Classroom observation, Teacher portfolio

- **Tajikistan**: Exam, Monitoring

- **Uzbekistan**: Exam, Teacher portfolio

EMIS: What level are the data collected?

MONGOLIA

National level

KAZAKHSTAN

All levels (teacher, school, district and national levels)

EMIS

All levels (teacher, school, district and national levels)

TAJIKISTAN

Teacher and student level

UZBEKISTAN

PART II. PROGRESS SINCE CASIE 2014

Q. CASIE 2014 identified four major challenges that pertain in the CA region. Provide updates as to how these challenges have been/are being addressed.

	Mongolia	Uzbekistan
Teacher Professional Capacity	Through human resource management subsystem of education sector information system, MECS shall support teachers in professional development	Every year, since 2011, professional development courses are provided to the staff of educational institutions on ICT
ICT Infrastructure & Connectivity	MECS initiated "New Century Education" project on ICT infrastructure to provide fiber optic connectivity and local area network for each school and kindergarten	In 2015, full provision for schools of educational computer classes is planned, including ICT and connectivity to Internet
EMIS	"Educational Sector Information System Development" project is on the way (70% completed)	EMIS exists for school education; the creation of complex informational system "Talim" is being developed
ICT-enhanced Pedagogy	Some regulations have prepared for ICT-enhanced pedagogy and general pedagogical and ICT requirements and a methodology/framework to develop e-contents	N/A

PART II PROGRESS SINCE CASIE 2014
COLLABORATION WITH OTHERS

	Mongolia	Uzbekistan
Collaboration with Central Asian countries	None	Participates in all events in the region, including 2014 CASIE held in Tashkent
Collaboration with countries outside of Central Asian region	KERIS, South Korea on teacher's ICT skill development	South Korea on ICT introduction, as well as professional development for which specialists of ICT systems of education are sent
Collaboration with local organizations	NGOs	Mutual collaboration with local organizations in the development of electronic resources, programmes, etc.
Collaboration with international organizations	ADB, World Bank on education sector reform projects	UNESCO, UNICEF, JICA, KOICA, etc.

PART III. PLANS FOR COMING YEARS

PART III A STRATEGIC ACTION PLAN FOR THE NEXT 3 – 5 YEARS

We would like to utilize CASIE as a platform to…

- collaborate with other CA countries and learn more about their ICT in ed policies

We are interested to further explore … in future CASIEs

- **Mongolia**: Development of Common Strategic Framework for ICT in Education Policy
- **Kazakhstan**: Teacher professional development for ICT-education integration
- **Uzbekistan**: ICT for educational management and OER

THANK YOU