



SECRETARIAT OF THE CONFERENCE ON INTERACTION
AND CONFIDENCE BUILDING MEASURES IN ASIA

СЕКРЕТАРИАТ СОВЕЩАНИЯ ПО ВЗАИМОДЕЙСТВИЮ
И МЕРАМ ДОВЕРИЯ В АЗИИ

№ 16-1/534

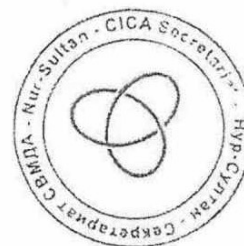
*Приложение:
1. Отчет по итогам
Семинара в сфере
образования.*

Секретариат Совещания по взаимодействию и мерам доверия в Азии (СВМДА) свидетельствует свое уважение государствам-членам СВМДА и имеет честь направить развернутую информацию по итогам семинара «Обмен опытом и сотрудничество в сфере образования в условиях пандемии COVID-19», организованный Республикой Казахстан 28 июня 2021 года.

Итоговая информация также будет доступна для ознакомления в открытой части веб-сайта Секретариата СВМДА в разделе «Публикации».

Секретариат пользуется случаем, чтобы возобновить государствам-членам СВМДА уверения в своем весьма высоком уважении.

город Нур-Султан, 25 августа 2021 г.



**ГОСУДАРСТВА-ЧЛЕНЫ
СОВЕЩАНИЯ ПО ВЗАИМОДЕЙСТВИЮ И
МЕРАМ ДОВЕРИЯ В АЗИИ**

Қосымша:
1. Білім беру
саласындағы
семинар бойынша
ақпарат.

Азиядағы өзара іс-қимыл және сенім шаралары кеңесінің (АӨСШК) Хатшылығы АӨСШК мүше мемлекеттеріне өзінің зор ілтипатын білдіре отырып, 2021 жылғы 28 маусымда Қазақстан Республикасы ұйымдастырған «COVID-19 пандемиясы кезеңіндегі білім беру саласында тәжірибе алмасуы мен ынтымақтастық» семинары бойынша толық ақпаратты жолдауды өзіне мәртебе санайды.

Аталмыш ақпарат АӨСШК Хатшылығы веб-сайтының ашық бөлімінде «Жарияланымдар» тарауында қолжетімді болады.

Хатшылық осы мүмкіндікті пайдалана отырып, АӨСШК мүше мемлекеттеріне өзінің зор ілтипатын тағы да растайды.

Нұр-Сұлтан қаласы, 2021 жылғы 25 тамыз

**АЗИЯДАҒЫ ӨЗАРА ІС-ҚИМЫЛ ЖӘНЕ
СЕНІМ ШАРАЛАРЫ КЕҢЕСІНІҢ МҮШЕ
МЕМЛЕКЕТТЕРІ**

**International Seminar on the Exchange of Experience and
Cooperation on Education in the Time of the COVID-19 Pandemic**

**28 June 2021, Nur-Sultan
online**

REPORT

As part of its CICA Chairmanship in 2020-2022, the Republic of Kazakhstan hosted an international online seminar on *the Exchange of Experience and Cooperation on Education in the Time of the COVID-19 Pandemic* on 28 June 2021.

The event was attended by speakers from Afghanistan, Bangladesh, China, India, Israel, Palestine, Republic of Korea, Russia and Uzbekistan, and by staff members of the CICA Secretariat.

Moreover, representatives of Jordan, Egypt, Iran and Bahrain showed their interest and participated in the seminar.

The education seminar under the human dimension was designed to promote effective regional cooperation among the CICA Member States in the field of education and to establish contacts with educational institutions.

Participants of the meeting discussed issues of further cooperation in the field of preschool, secondary, technical and vocational education, as well as in the field of higher education in the context of the pandemic.

The meeting was chaired by Vice Minister of Education and Science of the Republic of Kazakhstan **Rustem Bigari**. In his speech, Mr. Bigari noted that Kazakhstan would promote the initiative of President of the Republic of Kazakhstan Kassym-Jomart Tokayev to turn the Think Tank Forum of the Conference into a permanent expert platform.

In addition, he noted that in order to ensure the protection of the life and health of students and pupils, teachers, other employees of educational organizations, as well as to prevent the spread of coronavirus infection COVID-19 during the pandemic, the Ministry of Education and Science of the Republic of Kazakhstan adopted relevant regulatory legal acts on organization of the educational process with distance learning technology and on strengthening measures to prevent the spread of the coronavirus infection in educational institutions during the pandemic.

In her speech, Acting Director of the International Cooperation Department of the Ministry of Education and Science of the Republic of Kazakhstan **Elmira Aïssan** said that the Ministry of Education and Science of the Republic of Kazakhstan had developed a plan for organizing the educational process for the 2020-2021 academic year in the context of the COVID-19 pandemic.

In addition, she informed that children of generation Z were using the Internet daily in immense numbers, which led to the idea of making a better use of the spent time by the digital generation.

In this regard, resources had been created for the active use of digital content, which included video content for logical thinking, memory training, etc. One of those resources was Bilimkids.kz.

She noted that the main goal of creating the platform was to digitalize educational activities, replenish educational resources in the Kazakh language, create conditions for early development of children, provide methodological assistance to educators and provide content to parents.

At the same time; online/offline digital educational resources in Kazakh, Russian, English had been introduced in the country's schools.

The *TV Lessons* project had been also launched, thanks to which the best teachers of the country had recorded lessons in all main subjects of grades 1-11, which were broadcast on two TV channels throughout the academic year. That was an alternative option for children to gain knowledge and repeat the material they had learned during the pandemic.

A system of electronic journals and diaries, unified national educational database (which made it possible to avoid paper reporting during the pandemic and promptly receive data for a quick response in conditions of quarantine measures) had also been developed, robotics rooms, IT classes, IT centers and STEM laboratories had been opened.

Moreover, a system for education data analysis had been developed, which helped to find out about the availability of vacancies in schools, compare the quality of education in schools, and learn more about material and technical capabilities of schools.

It was also noted that in order to strengthen the cooperation of the teacher, student and parent, as well as to increase the efficiency of the educational process, a unified information system of electronic journals and diaries called "Kundelik" had been introduced, which simultaneously opened access to educational materials, homework, feedback sections, digital educational resources of the "Bilimland.kz" online platform.

Methodological recommendations and additional regulatory documents (step-by-step instructions for teachers, students, parents, etc.) on the organization of the educational process with distance learning technology in institutions of higher education, technical and vocational education (hereinafter - TVE), secondary and preschool education had been developed.

The regulatory legal acts had been improved in terms of organizing the educational process with distance learning technologies, conducting intermediate and final certification of students in the distance learning context.

Colleges of the country had access to more than 30 information platforms (BilimAl, SmartCollegeNation, Platonus, SmartCollege, AIS Sova, etc.).

In addition, in order to provide methodological assistance to teachers, to ensure high-quality classes, the country carried out work to create a single database of electronic resources for the TVE system and fill it with a relevant content. To date, a catalogue had been formed with digital resources, including video tutorials, electronic textbooks and additional materials. The catalogue was constantly updated with new educational and methodological resources.

Based on the experience of countries, the recommendations of the OECD, the World Bank and the results of the tests carried out, it was decided to conduct distance learning using ICT technologies, combining the capabilities of localized foreign and domestic solutions.

As a result of the meeting, the participants agreed to actively interact and strengthen further regional cooperation aimed at ensuring peace, security and stability in Asia.

While addressing the participants, CICA Deputy Executive Director **Chi Fang** noted that COVID-19 had affected all continents of the world, and all areas of life, including education. According to the specialized agencies of the United Nations, about 800 million schoolchildren and students continued to face serious learning obstacles. During the pandemic, all educational institutions were closed from 3.5 to 5.5 months, which led to the transition to a distance learning format. At a seminar held on the International Day of Education on 24 January, UNESCO Director-General Audrey Azoulay noted that education was the main area for sustainable development of countries. Consequently, deterioration in education could lead to the destruction of the entire foundation of development. The Kazakh CICA Chairmanship was ready to make every effort to establish cooperation between the Member States in order to develop education in the context of the pandemic. The measures for the development of education in CICA provided for the development of

scientific and educational institutions and non-governmental organizations, including scientific exchange, student exchange and joint events.

Professor at the Ben-Gurion University of the Negev of the State of Israel **Halleli Pinson** talked about the challenges that the education system of Israel faced due to COVID-19. Israel had one centralized education system, which consisted of four different types of education system: state-secular (for secular Jews), state-religious schools (for religious Jews), independent schools (partially funded and controlled by the state) and Arabic-speaking schools. Halleli Pinson focused on the challenges of all types of schools during the online education. The main problem of online learning was the issue of the access: access to technology, access to the Internet and use of technologies. That problem affected all households, especially minority groups, such as people who lived in rural areas. According to statistics, in Israel, 55,000 students did not have access to electricity. Therefore, access was the major issue in online education. The Israeli education system had solved that problem by providing households with laptops and tablets. Another challenge of the online education was the use of technology. As the children had different economic backgrounds, their abilities of using technologies also differed. That led to the gap of achievements between the children, students from different economic backgrounds. The system of education of Israel was trying to decrease that gap. Another community, which was challenging in terms of the access to online learning, was the Orthodox Jewish community. Ideologically, they were not allowed to connect online platform and to possess different technologies. However, the intense spread of the disease forced them to use the technologies. The education system created new platform for the Orthodox Jewish community, which did not have any religiously objectionable material. Religious people could enter the platform and hear the recorded video. The education system of Israel attempted to solve the challenges caused by COVID-19 and tried to adapt to the new changes.

Doctor of Biological Sciences, Deputy Director for Research at the Institute of Developmental Physiology of the Russian Academy of Education, Professor **Lyudmila Sokolova** said that the distance learning format in isolation had caused a number of problems that complicated the educational process in all countries of the world. One of those problems was the insufficient equipment of students with high-quality electronic devices. Employees of the Institute of Developmental Physiology of the Russian Academy of Education conducted an online survey to assess the use of electronic devices by schoolchildren in the context of the COVID-19 pandemic. 53 regions of the

Russian Federation, more than 160,000 parents of students in grades 1-11, more than 56,000 schoolchildren in grades 4-11 took part in the survey. The purpose of the survey was to identify the daily routine and well-being of students during online learning, to study the use of computer technologies in distance learning of schoolchildren. As for the results of the study, about 47.2% of students used smartphones, 37.9% used laptops for distance learning. Prolonged use of a smartphone led to a whole range of health problems for students: electromagnetic radiation, increased stress on the eyes, and others. For this reason, the use of smartphones during distance learning was not permissible. Researchers found that about 27% of students needed help with the Internet (connecting via videoconference, uploading videos, photos, completed assignments into the electronic diary). The lack of digital competence of students in online learning led to the fact that students experienced difficulties in the educational process. It was clear that 7.6% of children were able to study new material and homework by themselves. The results of the online survey showed that about 53.5% of students spent more than 3 hours learning new material and completing homework. 50.9% of schoolchildren used electronic devices for more than 6 hours a day, which was higher than any standard of use and negatively affected the functional state of children (headaches, back pain, fatigue). As a measure to prevent the deterioration of the functional state of children, various physical training pauses had to be arranged. However, teachers and parents did not control that aspect, which led to rapid deterioration in the condition of the students. According to the results of the online survey, it was strongly recommended to use laptops in online learning and to take various measures to prevent fatigue during classes with electronic devices. It should be also noted that many regional ministries, under the leadership of the Ministry of Education of the Russian Federation, were creating their own educational platforms, such as the Moscow Electronic School, which was a great help for teachers, students and their parents.

Tharwat Zaid, Assistant undersecretary for educational affairs of the Ministry of Education of the State of Palestine stated that schools were divided into three categories. For the schools with less than 25 students in the class there was face-to-face learning and education in Palestine. For the other two types of schools, they had organized the alternative lessons, meaning that half of the students study in the first half of the week, and the other half in the second half of the week. In the case when there was a high risk of COVID-19 spread and all the schools were closed, the education system worked online.

Moreover, the Ministry of Education of Palestine had organized the e-school platform that can be accessed by all the school students, their parents and by the teachers, and that included educational packages that had content of the school textbooks, presentations, audio and video lessons. There was also an educational broadcasting TV channel for all classes. Nonetheless, he admitted that the country was not ready for the online education, having only 17% of the teachers and students with electronic devices for online lessons. Whereas, at the moment, almost 70% of both the students and teachers had access to online devices. Finally, the main concern from the Palestinian side was that the Internet connection was weak with 3G only, while the government was working with the Israeli occupation to provide 4G access for education.

Representative of the People's Republic of Bangladesh, Dean of the Faculty of Science and Technical Education, Professor of the Electrical and Electronic Engineering Department in the Islamic University of Technology, **Mohammad Rakibul Islam** started with presenting the University he worked for. Then he proceeded to the main challenges regarding the COVID-19 pandemic, namely, online classes, laboratory arrangements and online evaluation. He noted that the University helped students by providing appropriate Internet connection and allowing to watch the lectures afterwards if they missed one. Lab sessions were held using online laboratory simulation tools and video demonstrations. Last, but not least - evaluation and grades were given in accordance with ethical aspect of the students. In order to avoid the cheating in the exams, they used questions and viva models.

Speaker from the Republic of Korea, Cloud Services Delivery Leader for the Public Sector at the Bospin Global, **Song Oh Joon** started with the background of online education in Korea. With the beginning of the pandemic, Korea had a mission to provide 3 million students with online education just within 2 weeks. For that purpose, they organized two different Cloud Service Providers (CSP): Education Broadcasting System (EBS) and Korea Education and Research Information System (KERIS). With the help of these Clouds, Korea managed to build online education platform and provide students with digital education, keeping the simultaneous number of students very high. Besides educational purposes, Korea was planning to adopt a cloud system on governmental services to provide public cloud services.

Representative of the Republic of Uzbekistan, Head of the Department of Pedagogy and Psychology of the Uzbekistan State University of World Languages, **Dusmurod Jurayev**, stated that the main functions of international cooperation in higher educational institutions were to improve the educational

activities of the university, develop academic mobility, promote the development of the infrastructure of the university, strengthen the foreign cultural policy of the state. To achieve these goals, it was necessary to determine priority areas, develop scientific ties between countries, and form international programs on that basis. Moreover, he believed that student and teacher exchanges between countries would rapidly develop the possibility of obtaining innovative ideas and knowledge.

Representative of the Republic of India, President of Corporate and International Relations at the Sharda University, **Ashok Daryani** began with the bigger picture of the University studies. The University quickly adopted to the challenges brought by the pandemic. All the staff members and the students were taught how to handle online meeting software, integrated an automated student admission and registration management system. Furthermore, the University integrated cloud-based software for all the staff members and students, invented automatic question paper generation system and mentoring portal, which was a platform for the communication between students and teachers. He believed that success in the higher education lied in cooperation and collaboration between the universities of different countries and encouraged to organize partnership and communication channels among the universities. He gave an example of online internships, joint online programs, sharing e-libraries, etc.

Representative of the Islamic Republic of Afghanistan, Senior Lecturer at the Kabul University of Medical Sciences, **Shafiullah Roghmal** started with the experience of Afghanistan's higher education system in the COVID-19 pandemic. He said that universities quickly adopted most of the available electronic platforms for their use for educational purposes. The Government integrated edX (AfghanX) platforms for the university studies and used other more popular platforms, such as Google meetings and TV channels. Apart from the online education, students had intensive courses for 4 weeks by the end of the semester, which was followed by onsite offline exams. He agreed that onsite exam idea caused many challenges, and so did the internet connection in the country.

28 June 2021