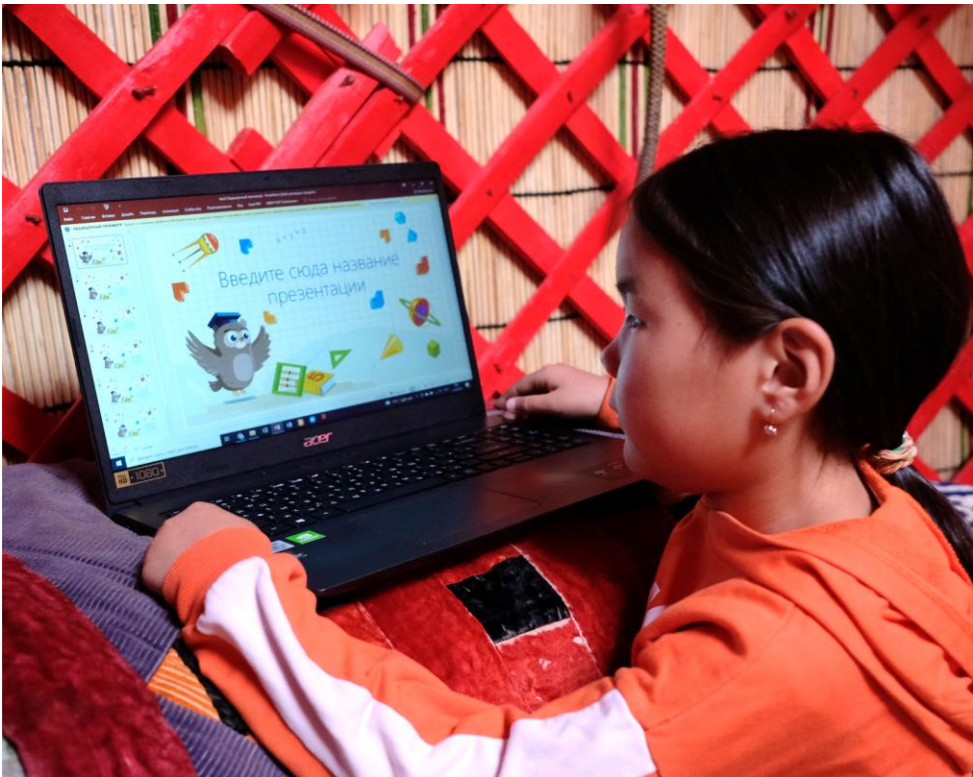




A DISTANT REALITY OR DISTINCTLY POSSIBLE?

**CHALLENGES AND OPPORTUNITIES FOR DISTANCE EDUCATION
IN THE KYRGYZ REPUBLIC, MONGOLIA AND TAJIKISTAN**

Jyldyz Doolbekova, Almagul Osmonova, Emma Sabzalieva



PROJECT TITLE: DISTANCE EDUCATION TO IMPROVE QUALITY AND ACCESS TO SCHOOL EDUCATION

IN KYRGYZSTAN, MONGOLIA AND TAJIKISTAN

Main objective: to promote innovative distance learning approaches that ensure equitable access and quality education for children from disadvantaged groups

Learner Groups: Remote rural communities, gender, ethnicity

Funder: IDRC KIX

<https://www.idrc.ca/en/initiative/knowledge-and-innovation-exchange>

RESEARCH QUESTIONS

What are the specific vulnerabilities of different groups of learners in distance education?

- How different is the vulnerability of school children, boys and girls, including ethnic minorities, and living in remote communities?
- Are other inequalities and specific vulnerable groups beyond those identified in the project emerging?

Where and what kind of innovative distance education practices have been identified?

- By whom are innovative practices created and by whom are they identified?
- Who defines what is innovative?
- How can such practices be scaled up, and which formats could be more effective for different vulnerable groups?

RESEARCH METHODOLOGY



Desk study
on Distance
Education,
Digitalization &
Teaching
Profession
2021



Designing tools
Reviewed &
Approved by the
International Review
Board of AUCA

Dec 2021
Dec 2022



Qualitative Research
Focus Group Discussions,
Participant Observations &
Semi-structured Interviews

Feb-June 2022



**Quantitative
Research**
Nationwide, teachers &
students, in-person
survey, random
sampling

Feb-Apr 2023



**Policy briefs (3)
& Final Report**
Based on the research
findings

July – October 2023



DIGITAL TRANSFORMATION IN EDUCATION: NATIONAL STRATEGIES

Three countries adopted ambitious national strategies and programs

The ways, potential (human & finance) and dynamics of implementation are different

The Government's commitment to sustainability of the achieved results has to be explicitly supported by monitoring system to improve digital content and expand its usage



NATIONAL DIGITAL RESPONSES TO COVID-19 PANDEMIC

KYRGYZSTAN

300 days
1 350 000 st.

7000 TV
lessons
300 teachers
e-libraries
e-platforms

MONGOLIA

200 days
900 000 st.

4000 video,
audio lessons
5000 teachers
National
e-platform

TAJIKISTAN

Prolonged
holidays
2 000 000 st.

TV lessons
e-platforms



WHAT HAVE WE LEARNED ABOUT EDUCATION DIGITALISATION UNDER PANDEMIC CONDITIONS?

**School closures + Rapid shift to distance learning
= Dramatic acceleration of education digitalisation**

This highlights:

- The central role of teachers and the teaching profession
- Distance learning tools and platforms have become more valued
- Supporters and drivers of innovations include not only donor organizations, but parents, local NGOs, progressive youth, and volunteers



INFRASTRUCTURE AND MANAGEMENT RECOMMENDATIONS

1. Ensure long-term continuity of national strategies and improve efficiency in management by using digital instruments (informational systems, etc).
2. Strengthen digital infrastructure in schools
 - Monitor Internet connection & speeds
 - Reach schools in remote areas
3. Develop/update digital educational resources
4. Integrate National Educational Platforms into the school curriculum to increase usage by teachers in 'traditional' lessons.
5. Improve collaboration between state and private sectors companies in creating digital content



RECOMMENDATIONS REGARDING TEACHERS

1. Empower teachers and involve them in design and adaptation of innovations in schools
2. Stimulate and connect teachers, parents, to support and drive innovations
3. Engage volunteers from among IT sphere, private sector, expert & youth communities into communications regarding TPD and building digital skills.

TPD reforms focused on building digital skills can contribute in to improve quality of and access to education of disadvantaged groups



QUANTITATIVE RESEARCH

Period: February - April 2023

Focus: perception/readiness of teachers and students to distance education:

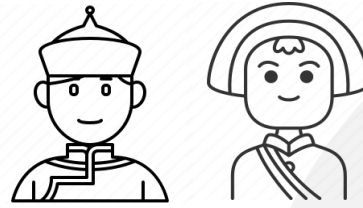
- adaptation to changed situation
- motivation to teach/learn
- implementing innovations
- needs of vulnerable groups

NEXT STAGE. QUANTITATIVE RESEARCH



KYRGYZSTAN

- 7 regions
- 2 cities
- 3600 students
- 900 teachers



MONGOLIA

- 4 regions
- 1 city
- 2000 students
- 500 teachers



TAJIKISTAN

- 4 regions
- 2 cities
- 4800 students
- 600 teachers

A photograph of four children of East Asian descent sitting at a wooden table. They are all looking at a black smartphone held by the girl on the right. The girl on the far left is wearing a grey long-sleeved shirt. The child next to her is wearing an orange t-shirt with a Mickey Mouse graphic. The boy in the back is wearing a black shirt. The girl on the right is wearing a pink hoodie and holding a purple pen. They are all smiling and appear to be engaged with the device. The background features a red wooden lattice structure over a bamboo wall.

DISTINCTLY POSSIBLE!