Report form

National consultations for the Transforming Education Summit

Nur-Sultan, 2022

This report records the outcomes of the National consultations that took place in Nur-Sultan, Kazakhstan on June 14th, 2022

1. TES National Consultation Process
   Convenor's Name: UN Children's Fund (UNICEF) Kazakhstan and UNESCO Almaty Cluster for Kazakhstan, Kyrgyzstan, Tajikistan and Uzbekistan
   Number of consultations: 1 consultation
   Information on the consultation convened

Date(s)	June 14th 2022
Title	National Consultations
Types (e.g., National/Subnational)	National
Geographical Focus	National
Number of Participants	65
Language(s) used	Russian, Kazakh

Total number of participants:

Age range of participants:	
18-29	5
30-59	59
60+	1

Gender of participants:	
Female	51
Male	14
Prefer not to say	0

Number of participants from each sector:				
Education	57		Nutrition	
Child Protection	2		Communication	1
Health			Information technology	1
Labour			Social Protection	
Environment			Water, Sanitation and Hygiene	
Finance	2		Other	2

Number of participants from each Stakeholder group:	
3	Teachers, educators, facilitators, and professors
1	Youth and students (including children and adolescents)
5	School leaders
5	City and local government representatives
	Parents and caregivers
	Small/medium enterprises/unions
	Large national businesses
	Members of Parliament
	Multi-national corporations
	Local authorities
22	Government and national institutions
	Public servants
	Regional economic community
11	Local Non-Governmental organisations
8	International and / or Regional financial institutions
	International Non-Governmental organisations
	Indigenous people and community leaders
10	Scientific community, academic, universities and research institutes
	Media

	Other

2. Principles of engagement

How did you organize the consultations to ensure the following principles of national consultations?	
	A whole-government approach The consultation process has been led by UN Children's Fund (UNICEF) Kazakhstan and UNESCO Almaty Cluster for Kazakhstan, Kyrgyzstan, Tajikistan and Uzbekistan in a close cooperation with the Ministry of Education and Science. The consultations that took place on June 14th, 2022 brought together key UN agencies, national government, higher education institutions, non-governmental organisations, and schools. Inclusion, health and safety in schools; learning skills for life; teachers and teaching profession; digital learning and transformation and financing of education were addressed during the working group sessions.
	Inclusion and equality To ensure commitment of education stakeholders to take forward the education agenda, and gain insights on approaches that could effectively integrate efforts of multiple stakeholders in the area of education, UNICEF Kazakhstan and UNESCO Almaty Cluster for Kazakhstan, Kyrgyzstan, Tajikistan and Uzbekistan organised two meetings with the moderators of the sessions before the National Consultations. During these meetings, participants discussed education problems and identified areas of potential contribution to focus the discussions during the Consultations and help the participants in finding solutions. The process of inviting participants to the National Consultations has been inclusive. Inclusion of government officials, key international and national partners, NGOs, academia, and private sector are indicators of a process promoting equality among stakeholders involved in prioritizing key action tracks in education.

3. Consultation's focus and outcomes

A. What was/were the main area(s) of focus of the national consultation(s), based on the TES five thematic action tracks and the issues outlined in the Discussion papers and the Futures of Education Briefing Notes?

1. **Inclusive, equitable, safe, and healthy schools**

   Focus areas and key trends: School closures during the pandemic have resulted not only in interruption of learning for many students, but introduced threats to their health and well-being, including increased risk of violence and exploitation, malnutrition due to disruption of school meals, as well as the deterioration in the mental health of students and teaching staff. In this regard it is important to focus on:

a. *Creating Inclusive Schools*: It is important to understand the extent of learning losses (by subject and age of children) because of school closures during the Covid-19 pandemic. To compensate for learning losses, the schools should focus on providing additional opportunities for learning (online and/or offline) to all children, including children with special educational needs.

b. *Making Inclusiveness Truly Inclusive* implies ensuring access to education for all, regardless of their gender, age, socio-economic conditions, or other characteristics. Providing additional training and development opportunities for teachers to meet the needs of children with special educational needs seems increasingly important. The government and other stakeholders should work with school leaders to facilitate access to education for the most vulnerable children.

c. *Creating Safe and Healthy Schools:* When various emergencies happen at school, teachers, administration, and students should be prepared to address and recover from them. Schools need tools to use assessments of social and emotional knowledge, skills, and abilities to understand the development of individual students. Schools and education institutions at all levels need intervention programs to reduce school bullying, to provide psychology services and to encourage peer to peer support to contribute in increasing the psychological wellbeing of students. Anonymity and confidentiality of students are central to ethical provision of psychological assistance.

2. **Learning and skills for life, work and sustainable development**

   Focus areas and key trends

a. *A Curriculum That Develops and Improves Skills for Life, Work and Sustainable Development.* The rise of disinformation, quickly evolving labour market demands and other uncertainties require new curriculum that focuses on developing transversal and life skills, including global

citizenship competencies, healthy lifestyles and media and information literacy. This demands for transformation of learning and teaching through the use of effective teaching methods such as experiential learning, peer learning, project-based learning, etc.

b. *Ensure That Learners, Especially from Vulnerable Groups, Acquire Knowledge, Skills, Values and Competencies Needed for Future and Lifelong Learning.* This also requires changes and transformation of the education system that ensures individual educational trajectories and career counselling at all levels of education to enhance employability and enable sustainable transition throughout life. The transformed education system should enable all students, including vulnerable groups, asylum seekers and refugees to receive, analyse information and knowledge and apply it in different contexts. Provide refugees with access to higher education on equal basis with other citizens. Ensure development of the education institutions in rural and remote areas to allow skills development throughout life for rural communities, especially using ICTs.

3. **Teachers, teaching, and the teaching profession**

   Focus areas and key trends

a. *Solving the Challenge of Teacher Shortage and Quality.* The educational system should allow young professionals to enter the field of education avoiding unnecessary bureaucratic obstacles. The government will consider the best national and international practices that allow to recruit, develop and retain effective teachers. Entrance examinations that allow to start initial training require revisions to attract the best school graduates in the profession.

b. *Providing Quality Initial Teacher Education and Continuing Training.* Teacher professional development needs new standards and approaches to teacher training and retraining focusing on active, learner-centred pedagogy, practice-oriented classes to develop skills of new teachers and promote continuous professional development.

c. *Teaching Profession and Leadership.* There is a political will to raise the status of teacher in society and improve the attitude of students, parents, and school leadership towards teachers.

4. **Digital learning and transformation**

   Focus areas and key trends

a. *Digital Divide and Learning Losses.* It is important to assess learning losses of students (especially vulnerable learners, including in rural areas and children with special needs) who have been affected the most by the digital divide.

b. *Digital Skills Development and Sustainable Access to Digital Technologies.* This requires ensuring ICT infrastructure and additional learning opportunities for both teachers and learners

to access digital learning, development of digital skills and quality digital content. Government needs to support the development of open educational resources and digital tools to enhance pedagogical innovation and improve digital learning spaces.

c. *E-Safety for Learners*. Schools and educational institutions at all levels need risk assessment and policies and procedures to keep their students safe online.

5. Financing of education

Focus areas and key trends

a. *Education Finance: Using Money Effectively.* The financing of education system is vital for the future of education in the country. There is a need for developing effective mechanisms to allocate public funding and attract private funds. It is critical to consider various innovative approaches to funding in education and to implement the most effective ones, while ensuring education's quality, equity and inclusion.

B. What are the main outcomes regarding the key components of the national consultations?

Transformation of education [medium-longer-term]

Emphasise education as a public good, a right and a way to address inequality in society.

School should become a safe public space for all children.

Create safe and healthy schools.

Improve education system focusing on developing skills for life, work and sustainable development.

Develop key skills that help all learners, including the most vulnerable groups, asylum seekers and refugees, to acquire, analyse and apply information and knowledge in various contexts.

Improve the systems that support career and lifelong guidance for young teachers

Transform initial teacher training (and continuing training) with a focus on skills and competencies important for the future, including experiential learning (learning through experience), project-based learning, teamwork, etc. Provide opportunities for students to build connections with professionals and role models to enhance learning by integrating theory and practice.

Make teaching profession more financially and intellectually attractive (increasing career paths – horizontal and vertical – for teachers, regardless their age).

Introduce conditions to promote educators' autonomy and collaborative work with other teachers and school leadership.

Create opportunities for private sector through further development of public-private partnerships in education to improve quality of education

Mobilise state and non-state funds to improve public education and its financing

Create opportunities for online education for all children.

Provide technological training for teachers with a focus on application of digital tools in teaching.

Create a safe environment for online learning

Further develop open educational resources and open-access digital tools for students and teachers

4. Attachments

[List of participants](#)
[List of participants by discussion groups](#)
[Ministry of Education presentation](#)
[UNESCO presentation](#)
[UNICEF presentation](#)