



KIX EAP HUB REGIONAL CONFERENCE

Education Policy and Innovation
7, 14, 21 and 28 October 2021

EPIC event report



IDRC | CRDI

International Development Research Centre
Centre de recherches pour le développement international



INSTITUT DE HAUTES
ÉTUDES INTERNATIONALES
ET DU DÉVELOPPEMENT
GRADUATE INSTITUTE
OF INTERNATIONAL AND
DEVELOPMENT STUDIES



Network for international policies and
cooperation in education and training
Réseau sur les politiques et la coopération
internationales en éducation et en formation

PROGRAMME AT A GLANCE

AGENDA

	DAY 1 Thu, Oct 07	DAY 2 Thu, Oct 14	DAY 3 Thu, Oct 21	DAY 4 Thu, Oct 28
10:00 – 11:00 (CET)	Conference Opening and Keynote Address	Keynote Address	Keynote Address	Keynote Address
11:00 – 11:30 (CET)	BREAK			
11:30 – 13:00 (CET)	Parallel Sessions 1 – 2	Parallel Sessions 5 – 6	Parallel Sessions 9 – 10	Parallel Sessions 13 – 15
13:00 – 13:30 (CET)	BREAK			
13:30 – 15:00 (CET)	Parallel Sessions 3 – 4	Parallel Sessions 7 – 8	Parallel Sessions 10 – 11	Parallel Sessions 16 – 17
15:00 – 15:10 (CET)				Closing Session





ABOUT EPIC

The first Education, Policy, and Innovation Conference aimed to create a forum for intensifying dialogue between researchers, policymakers, and practitioners from Caucasus, Eastern Europe, Central Asia, and beyond. The conference provided a venue for bridging the, seemingly perennial, gap between research, policy, and practice. In bringing together educational sector experts and policy institutions, the conference mobilized knowledge and provided visibility to national and regional expertise. It welcomed recent data-driven research and best practice, which addressed current national and regional challenges and provided prospective solutions.

COVID-19 response and digital learning

In 2020, education systems worldwide were subject to significant changes and urged to accelerate digitalization. On day 1 of the conference, we focused on this novel research field. We discussed challenges and measures to limit education risks in pandemic times.

Gender equality and social inclusion

The expansion of inclusive education has been among the biggest reform approaches over the last 20 years worldwide. Day 2 provided an opportunity to focus on research and measures to improve access to quality education, especially for children that are particularly disadvantaged due to gender, language, poverty, disability, and location.

Educational assessment

On the third day of the conference, we discussed research on international, national, and learning assessments. Sessions focused on how educational results can support learning and inform educational systems.

Teaching quality and learning

On our final conference day, we literally zoomed in on teaching and learning. We discussed research and good practices regarding teacher training and development, teaching and learning materials, and instruction quality.

Virtual conference

Online participation and access to the sessions

The conference was held via Zoom, with one main room and different rooms for the parallel sessions. The main room was the central focal point, where the welcome, keynote addresses, and technical support took place.

Conference page

The conference website was a key element of the event, as it provided access to all the conference parallel sessions.

The conference website is available at the following link:

<https://norrage.zohobackstage.eu/KIXEPIC>

Using Zoho

Instructions for using Zoho can be found [here](#).

Using Zoom

Instructions for using Zoom can be found [here](#).



PROGRAM COMMITTEE



GITA STEINER-KHAMSI

Professor Gita Steiner-Khamsi joined NORRAG as the Director in February 2017, with the aim of expanding NORRAG's research capacities and outreach. She has been seconded by Columbia University, where she is a Professor of Comparative and International Education at Teachers College, to strengthen the field of international education at The Graduate Institute of International and Development Studies in Geneva. She is holding a dual academic affiliation as a full professor, splitting her time between the two institutions. A past president of the Comparative and International Education Society (CIES), she is actively engaged in the professionalization of international and comparative education.



DARKHAN BILYALOV

Darkhan Bilyalov is the Rector of Abai Kazakh National Pedagogical University, the oldest university and the leading pedagogical institution in Kazakhstan. Darkhan obtained his Ph.D. in Higher Education from Pennsylvania State University and his Masters of Science in Higher Education degree from Northwestern University. He has worked to improve various aspects of Kazakhstani education for more than 15 years. He took an active part in multiple initiatives and projects funded by the World Bank, the United Nations Development Programme, the European Commission, UNESCO, the EBRD, and the Government of Kazakhstan.



ULVIYYA MIKAYILOVA

Ulviyya Mikayilova is an International Consultant from Azerbaijan, with valuable experience as an Early Childhood and Inclusive Education Training, TOT and Policy Expert with diversified ECE & SNE training design, delivery project experience, curriculum development and policy analysis in Azerbaijan, Uzbekistan, Tajikistan, and Kyrgyzstan. She currently serves as an Assistant Professor at ADA University (Baku, Azerbaijan) and teaches several courses within Leadership and Management in Education Master Program. Ulviyya Mikayilova is a member of the Public Council at the Ministry of Education of Azerbaijan.





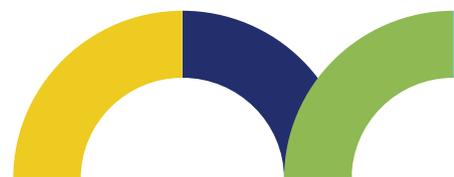
JOSÉ LUÍS CANÊLHAS

José Luís Canêlhas joined NORRAG as KIX EAP Hub Manager in July 2020. José Luis has significant experience in management consulting and international development roles. José Luis worked in the financial services private sector before his career evolved to international consultancy at school and systems-level education planning and M&E roles in Africa and Southeast Asia. He also served on the Global Partnership for Education committee on Governance, Ethics, Risk and Finance. Prior to joining NORRAG,



JULIA LEVIN

Diploma Psychologist Julia Levin is a researcher, lecturer, and practitioner working at the intersection of international educational assessment, teacher training, and conflict mediation. She is the lead for the TIMSS 2023 study's subproject "Digitization at Elementary Schools in Germany" at the University of Hamburg, researching digitalization and the link to teaching quality and educational results. She previously worked for the German Corporation for International Cooperation (GIZ) in Central Asia developing the first large-scale assessment study in Kazakhstan, Kyrgyzstan, Tajikistan, and Turkmenistan. As Knowledge Lead in the context of the Education Knowledge and Innovation Exchange (KIX) project, she supports the Asia, Europe, the Pacific, Middle East and North Africa (EAP) Hub. Working closely with partners from Caucasus, Central Asia, Eastern Europe she is active in efforts to enhance knowledge exchange and to promote evidence-informed policy and practice.



WELCOME MESSAGE

Dear conference presenters and participants

We would like to extend a warm welcome to you for actively participating in the inaugural conference of the KIX hub of the Europe – Asia – Pacific region!

KIX is an abbreviation and stands for “Knowledge & Innovation Exchange.” As members of the global KIX community, we believe that the use of evidence and policy-relevant knowledge is crucial for strengthening education systems. How can we make better use of research for policy decisions, how can we learn from experiences in other countries, how can we bridge research, policy, and practice, how can we make national expertise better heard, seen, and acknowledged, and how can we ensure that international organizations take into account the varied local needs and conditions? These and many other questions are at the heart of our endeavors and are likely to come up in the sessions of this conference. This conference is also a place where national and international experts learn from each other. KIX helps to surface, disseminate and amplify that knowledge and facilitates the exchange, dialogue, as well as visits of national experts and policy experts that work on similar challenges in the region. For the time being, the inter-country visits are somewhat restricted as they are taking place in a zoom room! We are cautiously optimistic that the future KIX conference will also include face-to-face interaction and inter-country visits.

We are extremely pleased about the large number of organizations in the region that have supported and co-sponsored the conference (over 30) and the even bigger number of abstracts that we received for the virtual conference (over 120 abstracts). This conference is also an opportunity to interact with the numerous experts that are involved in regional or global grants of KIX.

The KIX EAP hub welcomes your suggestions for future thematic priorities of our webinars, learning cycles, workshops, podcast series, newsletters and peer exchange. Please share your ideas and suggestions with your national KIX coordinator or the national KIX Steering Committee in your country.

KIX is a multi-year initiative of the Global Partnership for Education in Washington and is administered at global level by the International Development Research Centre in Ottawa. We are grateful to both organization for their active support and encouragement.

GITA STEINER-KHAMSI

Professor, Columbia University, New York
Director, NORRAG & KIX EAP hub

JOSE LUIS CANELHAS

Education and Development Economist Specialist
Manager, KIX EAP hub

JULIA LEVIN

Learning Assessment Specialist
EPIC Conference Coordinator



KEYNOTE SPEAKERS



MARGARITA FOCAS LICHT

Manager, Partnerships Team
Global Partnership for Education

After managing GPE's country support team for several years, Margarita Focas Licht currently leads GPE's efforts to strengthen partnership effectiveness and engagement. Margarita has nearly 30 years of experience working on education in developing countries. Prior to joining the GPE Secretariat in 2011 she was UNICEF's education chief in Madagascar. She has also worked as Save the Children Norway's education adviser in Ethiopia, special needs education expert at UNESCO, and as a teacher in Madagascar. Her work over the years has focused on education for marginalized children through both formal and alternative pathways, ranging from school- and community level engagement to district, national and global program development, policy dialogue and partnerships.



ZSUZSA MILLEI

Professor of Early Childhood Education
Faculty of Education and Culture,
Tampere University

Zsuzsa Millei is a Professor of Early Childhood Education at Tampere University, Finland. Her research addresses child politics by exploring how politics (power, government, nationalism, and ideology) intertwine with childhood and children's everyday life in child institutions, and more recently reconfigured within the Anthropocene. Her comparative studies of nationalism and explorations of childhood memories of (post)socialist societies use post-qualitative and artistic methods and reveal complex matrices of power and seek to decolonize the research imagination and knowledge production. Her recently edited special issue on 'Banal and Everyday Nationalisms in children's mundane and institutional lives' is forthcoming in the journal of Children's Geographies. Her co-edited book 'Childhood and Schooling in (Post) Socialist Societies: Memories of Everyday Life' by Palgrave Macmillan and other articles and artistic explorations related to the Re-connect / Re-collect: Crossing the Divides through Memories of Cold War Childhoods project can be found on the website www.coldwarchildhoods.org.



ISAK FROUMIN

Professor
Higher School of Economics, Moscow

Isak Froumin is an Academic Director of the Institute of Education of the Higher School of Economics National Research University. He is a Doctor of Pedagogy, Honored Professor, Honored Teacher of the Russian Federation. From 1999 to 2011 he was the head of the educational program of the World Bank in Russia. His experience with the World Bank also extends to projects in Kazakhstan, Kyrgyzstan, Afghanistan, Nepal, Turkmenistan and India. From 2012 to 2016 he served as an advisor to the Minister of Education and Science of the Russian Federation. Since 2020 he is an Academician of the International Academy of Education.



FREDA WOLFENDEN

Professor of Education and International
Development
Open University

Freda is Professor of Education and International Development at the Open University, UK where she has held a number of management positions. During 2019 – 20 Freda was Education Director for the Girls Education Challenge (GEC), a UK FCDO programme (500£M) supporting the learning of over 1.3M girls in 17 countries.

Freda's current research is focused on the ways in which digital technologies and open practices can influence pedagogic practice and support transformation at institution and system level. She is research lead for two KIX projects: 'Scaling the TPD@Scale approach in three GPD countries' (KIX Global) and 'Networked Improvement Communities for School Leaders towards Equity and Inclusion' (GPE EAP). Other recent work includes redesigning of the education workforce for the Education Commission, leadership of a large TPD programme in India and the development of pathways into teaching for marginalized young women in Sierra Leone.



PARTNERS

The KIX EAP Hub thanks the support of the following partner organizations.



EVENT HIGHLIGHTS



DAY 01: COVID-19 response and digital learning



Margarita Focas Licht
Global Partnership for
Education



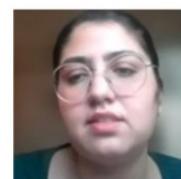
Sarah Fuller
UNICEF Regional Office for
Europe and Central Asia



Almagul Osmonova
Taalim-Forum Public Foundation
Kyrgyzstan



Valtencir Mendes
UNESCO



Monwarad Sherzad
Aga Khan Foundation Afghanistan



Yung Nietschke
ACER

Day one of EPIC paid attention to COVID-19 response and digital learning. The conference opened with a keynote address from Margarita Focas Licht, Manager of the Partnerships Team at GPE and Valtencir Mendes, Senior Education Programme Lead at UNESCO.

 [Watch the day 1 highlights video:](#)



According to Ms. Licht, around 90% of the world's learners, i.e., an unprecedented 1.5 billion students, were affected by the pandemic. She focused her address on detailing the different ways that GPE has supported partner countries' response to the pandemic by mobilising stakeholders and creating opportunities for innovative educational approaches to reach the most marginalised groups. Building on this discussion, Valtencir Mendes gave an overview of the GPE-supported collaboration between the World Bank, UNICEF and UNESCO on COVID-19 responses at the national, regional and global level, which aimed to generate global public goods and build capacity.

The keynote address was followed by four thematic sessions.

THEMATIC SESSION 1 focused on challenges and opportunities for education amid the COVID-19 pandemic. Jyldyz Doolbekova and Almagul Osmonova (Taalim-Forum) did the first presentation on education interventions in Kyrgyzstan, Mongolia, and Tajikistan in response to the COVID-19 pandemic. Assel Myrzakhmetova (Buketov Karaganda University) followed with a presentation on the information culture of the youth in Kazakhstan in the context of the pandemic. Iva Perkovic (Network of Education Policy Centers) delivered the third presentation that explored state policies concerning learning gaps, student wellbeing, and support for teachers and school leaders a year after the onset of the pandemic in 15 countries in Central Asia and the Caucasus. The final presentation by Tamta Grigolia (Ministry of Education and Science of Georgia) covered computer technologies during covid-19 in the context of the education system in Georgia.

THE THEMATIC SESSION 2 focused on the prospects of digitalization in education. Morwared Sherzad (Aga Khan Foundation Afghanistan) discussed how the Schools 2030 project used digital learning solutions to keep Afghan children in schools during the COVID-19 pandemic. Daniyar Kussainov and Gulnaz Kordanova (Connect-ed) followed with a presentation on their project Connect-ed that aims to bring digital equality among children in Kazakhstan. Next, Roza Mukanova and Nina Stukalenko (Orleu) tackled the issue of keeping up the professional development of teachers in the context of digitalization in education. Lastly, Pina Tarricone, Kemran Mestan and Ian Teo (ACER) introduced their policy monitoring framework and tools that aim to assist policymakers with managing teaching and learning risks during emergencies.

THEMATIC SESSION 3 was on educational development in the digital age. The session started off with a presentation from Nurgul Abisheva and Natalya Trnabaeva (Orleu) addressing 'cyberpedagogy' and the need to study, develop, and introduce knowledge of cyber pedagogy into pedagogical practice. Next, Sarah Fuller (UNICEF) focused on support for teachers during emergency, addressing education responses to COVID-19 and implications for education system digitalization. Following this, Aziz Soltobaev spoke about 'IlimBox' – an educational platform for distance learning. Lastly, Elena Volkova, Aleksey Semyonov and Gulnaz Bektemirova (Westminster International University, Uzbekistan) presented their paper on the feasibility of scaling an innovation in the Uzbekistan education sector, a study developed as part of the KIX-EAP learning cycle on 'Feasibility Study on Scaling Innovation'.

THEMATIC SESSION 4 then focused on digital learning and teaching. The first presentation by Maia Bliadze and Nino Petviashvili (European University) highlighted two barriers in implementing a universal online education: unequal availability of internet connectivity and emotional burnout of teachers. The second presentation by Yung Nietschke (ACER) and Reiko Take (DFAT) spoke about the project ASPIRE in the Indo-Pacific region to support learning continuity, access, and equity in response to COVID-19 school disruptions. The next set of presenters, Deniza Alieva (Webster University, USA) and Liliya Makovskaya (Westminster International University in Tashkent) shared their study on the feasibility of scaling the online platform 'EduMarket', which was written as part of KIX-EAP learning cycle 'Feasibility Study on Scaling Innovation'. Following this, Leila Almagambetova (Orleu) did a presentation on video tutorials as an effective means of distance learning. The session ended with Garen Avanesyan's (UNICEF) data-packed presentation on household-level readiness for remote learning.



Learn more about the first day of EPIC by exploring the following resources:

Presentations from all thematic parallel sessions

Session recordings:

[Keynote address](#)

[Thematic session 1](#)

[Thematic session 2](#)

[Thematic session 3](#)

[Thematic session 4](#)



DAY 02: Gender equality and social inclusion



Zsuzsa Millei
Professor of Early Childhood Education at Tampere University



William C. Smith
Senior Lecturer, University of Edinburgh



Lyubov Dorozhkina
National Consultant, UNFPA Kazakhstan



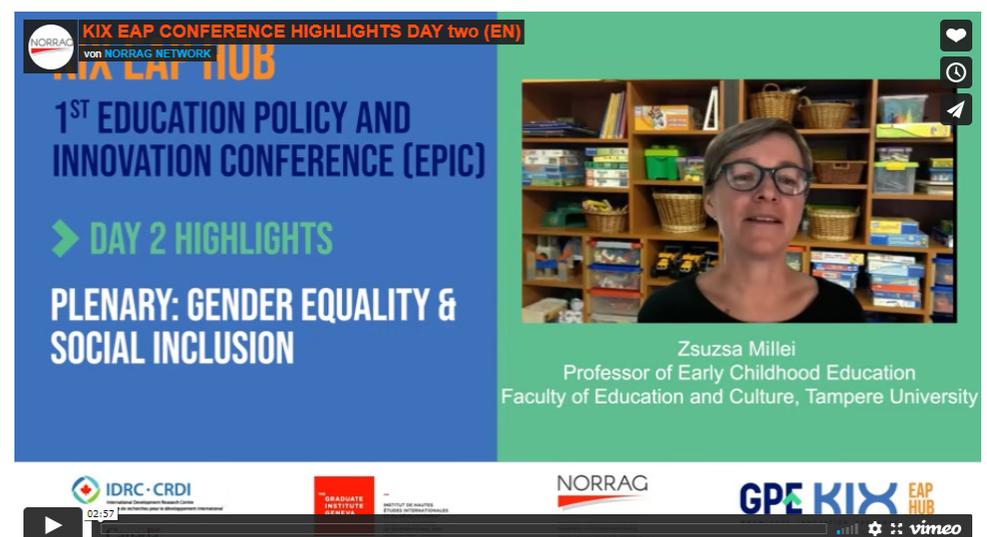
Lana Jurko
Executive Director, Network of Education Policy Centers (NEPC)



Anindita Nugroho
Education Research Consultant, UNICEF

The second day of the KIX Education Policy Innovation Conference (EPIC) focused on gender equality and social inclusion. Zsuzsa Millei, Professor of Early Childhood Education at Tampere University, delivered the keynote address titled “Becoming with a (gendered) world”. Building on research findings from the Hungarian context, she examined how histories, politics, hierarchies of power, new relations of economic and social life shape children’s lives and can lead to gender discrimination or denial of individual rights. When asked how policymakers could promote gender equality and social inclusion, she referred to the importance of listening to researchers and to “keep in touch with what is happening on the ground, talk to communities and see what their issues are... look at the connection between everyday lives and what policies do”.

 [Watch the day 2 highlights video:](#)



Following the keynote address, discussions on the topic continued in two blocks of thematic sessions. These sessions were: i) Access to Education ii) Gender Inclusive Education in the post-Soviet space iii) Policy Lessons on Inclusive Education and iv) Inclusive Education from Policies to Practice.



THEMATIC SESSION 5 Amélie Gagnon, Senior Programme Specialist (Development), IIEP-UNESCO, chaired the session on “Access to Education”. William C. Smith (Senior Lecturer, University of Edinburgh), Antonia Voigt (Project research assistant, University of Edinburgh) and Batjargal Batkhuyag (Executive Director, Mongolian Education Alliance) discussed barriers to secondary education in the Asia Pacific region with a focus on Mongolia. Kamila Kovyazina and Victoria Nem, researchers from Public Foundation “PaperLab”, presented the “Index of Inequality of Access to High-quality Secondary Education in Central Asian countries”. Zhaslan Nurbayev (Associate Professor, Gumilyov Eurasian National University) shared his research findings on the topic of inequality between students of rural and urban schools in Kazakhstan. Lastly, Yunus Khasanov (Ministry of Education, Tajikistan) discussed psychological and pedagogical support for parents of children with disabilities in the context of inclusive education.

THEMATIC SESSION 6 The session “Gender-inclusive education in the post-Soviet space” was chaired by Carole Faucher (Professor, University of Edinburgh). Lyubov Dorozhkina (National Consultant, UNFPA Kazakhstan) presented on the topic of spiritual and moral development of students, protection of their reproductive health and preparation for family life on the basis of a value-oriented approach. Adedoyin Adebolarinwa from ADA University discussed “Gender Equity: The imperative of girl child education as a critical component of nation-building”. Karlygash Kabatova (Researcher, and Founder of Uyatemes.kz) talked about Uyat [‘shame’ in Kazakh], gender stereotypes and other obstacles for youth sexuality education in Kazakhstan. Finally, Anna Mikhilchenko (Head of the Department of Economics and Management, Ukrainian Engineering and Pedagogical Academy (Bakmut) shared “overcoming gender inequality as one of the conditions for shaping human development”.

THEMATIC SESSION 7 Andie Reynolds (Programme Director, University of Edinburgh) chaired the session “Policy Lessons on Inclusive Education” during which Ivana Cenerić, a researcher from the Centre for Education Policy, discussed action for reducing inequalities in education and presented a comparative report for Albania, Bosnia and Herzegovina, North Macedonia, Kosovo, Serbia, and Turkey. Lana Jurko (Executive Director, Network of Education Policy Centers) presented findings from the GEM report emphasizing that all means all in inclusion and education. In conclusion, Sergiy Londar, Director of the State Scientific Institution “Institute of Educational Analytics,” shared the development of inclusive education in Ukraine.

THEMATIC SESSION 8 The final session on “Inclusive Education from Policies to Practice” was chaired by Darkhan Bilyalov (Rector, Abai Kazakh National Pedagogical University). Zarina Norova (Head of the Department of Teaching Methods, Republican Institute of Advanced Training and Retraining of Employees in the field of education) presented on the importance of mother tongue-based multilingual education for young children. Aleksandr Ivanov (Director, Education Initiatives Support Fund) discussed his KIX EAP Learning Cycle team’s study on the feasibility of scaling innovative elements of a preschool education project in Kyrgyzstan. Jutarō Sakamoto and Sarah Fuller from UNICEF Europe and Central Asia Regional Office shared their research findings on the topic of “Reshaping education pathways in Roma settlements: Exploring the potential to address inequality through quality, inclusive education”. Finally, Ghazala Syed (Project Coordinator, UNICEF) and Anindita Nugroho (Education Research Consultant, UNICEF) discussed gender-responsive ECE programming.



Learn more about the second day of EPIC by exploring the following EPIC resources:

[Presentations from all thematic sessions.](#)

Session recordings:

[Keynote address](#)

[Thematic session 5](#)

[Thematic session 6](#)

[Thematic session 7](#)

[Thematic session 8](#)



DAY 03: Educational assessment



Dr. Isak Froumin
Higher School of Economics,
Moscow



Saule Hamzina
RTI International/USAID



Saulesh Mukanova
National Center for Professional
Development "Orleu"



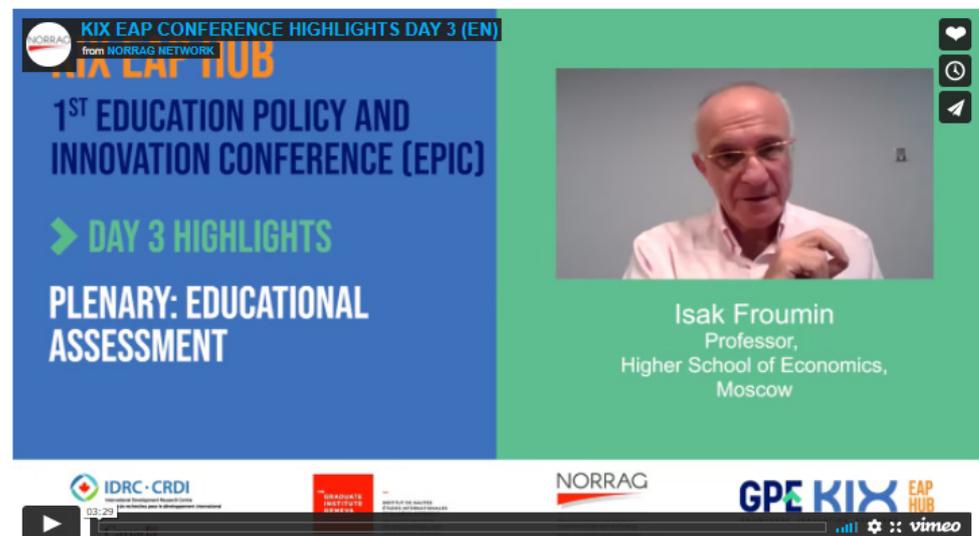
Gunel Alasgarova
Kent State University



Deepa Sankar
UNICEF Uzbekistan

The third day of the KIX Education Policy Innovation Conference (EPIC) focused on Educational Assessment. Dr. Isak Froumin, Professor and Academic Director of the Institute of Education of the Higher School of Economics National Research University, Moscow, delivered the [keynote address](#) titled 'Contemporary educational outcomes: what to assess'.

 **Watch the day 3 highlights video:**



Dr. Froumin emphasized in his address the importance of educational outcomes in educational assessment, highlighting that often the discussions focus on the assessment process and assessment techniques, while insufficient attention is paid to what should be assessed. Based on the human capital theory, Dr. Froumin presented a framework for educational outcomes, in which he highlighted the particular importance of assessing not only traditional subject-based competencies but also universal competencies and soft skills. He also gave examples of countries that implement universal competencies in their educational programs and outlined the importance of simplifying the constructs describing educational content and developing new assessment tools in the future.

The keynote address was followed by four thematic sessions.

➤ **THEMATIC SESSION 9** explored new directions in educational assessment and included four presentations. The first presentation by Dr Elizabeth Cassity and Debbie Wong from the Australian Council for Educational Research (ACER) focused on effective teaching and measurable learning. Saule Hamzina and Aikynay Yusupova (RTI International/USAID), presented how teachers can use the newly developed BaalooApp in formative assessment. Alira Ten (National Center for Professional Development “Orleu”) explained why, in the digital world, pedagogical design is a new competence of a teacher. Finally, the fourth presentation by Tenlik Dalayeva (Abai Kazakh National Pedagogical University) was dedicated to the criteria-based assessment of visual materials in digital learning.

➤ **THEMATIC SESSION 10** focused on assessment for learning in a changing world and featured five speakers. The first speaker, Garima Bansal (ACER) gave a presentation on problem-based assessment. Further, Saulesh Mukanova and Meiramgul Zhetpisbayeva (Orleu) contributed to the discussion by presenting their work on formative assessment as a tool for learning process improvement. Gulnara Bibileishvili (NGO Child, Family, Society) devoted her presentation to assessing the readiness and role of bilingual preschool education in regions densely populated by national minorities. Aigul Sailybayeva (Orleu) focused her presentation on learning objectives and assessment coordination. Finally, Sharifa Kotibova (Institute of Education Development of the Academy of Education of Tajikistan) discussed the role of formative assessment in the competence-based approach to learning.

➤ Four presentations of the **THEMATIC SESSION 11** were dedicated to measuring educational results. Rimantas Želvys (Vilnius University) started the session with his presentation on the predictive value of centralized student assessment in the case of Lithuania. Ildana Khalitova (Orleu) focused on normative bases for assessing the quality of teaching activity. Gunel Alasgarova (Kent State University) shared the analysis on the correlation between different types of exams in Azerbaijan. Closing the session, Honali Kurbonzoda (RIASRWFE Institute, Tajikistan) presented the prospects of the quality of teaching and (assessment of) learning in Tajikistan.

➤ The discussion on **THEMATIC SESSION 12** reflected on educational assessment and policy implications. Firstly, Marianna Marin (State University of Moldova) presented the results of the 1st KIX EAP Learning Cycle study on the criteria-based assessment through descriptors in the general education of the Republic of Moldova. The second presentation was given by Deepa Sankar (UNICEF Uzbekistan), who emphasized the importance of assessing what students learn and the implications for reforming education quality in Uzbekistan. Nataliia Tytarenko (State Scientific Institution “Institute of Educational Analytics”) addressed how monitoring is one of the tools for implementing the reform of the New Ukrainian School. Finally, Zhannat Mussina (Nazarbayev Intellectual School) shared her research on the effectiveness of education reforms in Kazakhstan through the lenses of PISA 2009–2018.



Learn more about the third day of EPIC by exploring the following resources:

[Presentations from all thematic parallel sessions \(KIX EPIC Day 3\)](#)

Session recordings:

[Keynote address](#)

[Thematic session 9](#)

[Thematic session 10](#)

[Thematic session 11](#)

[Thematic session 12](#)



DAY 04: Teaching quality and learning



Freda Wolfenden
Professor of Education and
International Development at
Open University



Gulmira Qanay
Kazharkum National Women's
Teacher Training University



Oscar Diaz Botia
International Security and
Development Centre



Aysel Beydullaeva
ADA University



Oluwaseyi Olubunmi Sodiya
Khazar University



Ulviya Mikayilova
ADA University

The final day of the KIX EAP Education Policy Innovation Conference (EPIC) on the topic of Teaching Quality and Learning was held on 28th October 2021. The keynote address was delivered by Freda Wolfenden, Professor of Education, and International Development at Open University.

Professor Wolfenden focused her address on scaling innovations, in particular innovations relating to teacher professional development. There were three main takeaways from her address. First was her insight on designing and implementing professional learning. According to her, even though cascade models are the usual practice, they are not very efficient as individual teacher experiences are not considered. Instead, implementation of professional learning should consider the local education ecosystems in place. Second was her appreciation for the use of ICTs in teacher professional development. The use of ICTs can make TPDs more personalized, and teacher owned. Further, it can extend the reach of professional development and make it more inclusive and localized. Last was her message on the three key factors to think about when scaling TPDs. These are quality, efficiency, and equity. Quality refers to effective professional development established through research, efficiency refers to the use of resources that ensure quality and equity and, equity refers to access to professional development for teachers.

 **Watch the day 4 highlights video:**

KIX EAP HUB
1ST EDUCATION POLICY AND
INNOVATION CONFERENCE (EPIC)
DAY 4 HIGHLIGHTS
PLENARY: TEACHING QUALITY
AND LEARNING

Freda Wolfenden
Professor of Education and
International Development at
Open University

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GRADUATE
INSTITUTE
GENEVA
NORRAG
GPE KIX EAP HUB
vimeo

The keynote address was followed by five thematic sessions and the closing session.

➤ **THEMATIC SESSION 13 FIRST SESSION ON EDUCATING EDUCATORS FOR THE FUTURE** was chaired by Duishonkul Shamatov (Nazarbayev University). Gulmira Qanay (Kazakh National Women's Teacher Training University) presented on Exploring the development of teacher leadership in schools in Kazakhstan. Nazira Dusheeva (Kyrgyz Academy of Education) and Tamo Chattopadhyay (American University of Central Asia) spoke about some approaches and models in quality management of teaching/learning. Rusudan Chanturia (Coalition Education for All Georgia) talked about teachers' professional development in Georgia. Lastly, Murzalinova Alma Zhakimovna (Orleu) presented on teaching and evaluating successful teachers for educational leadership.

➤ **THEMATIC SESSION 14 ON 21ST CENTURY TEACHING AND LEARNING** was chaired by Elizabeth Cassity (ACER). The session kicked off with a presentation on a monitoring report on the situation with inclusive evaluation in Central and Eastern Europe, the Caucasus, and Central Asia by Ulviyya Mikayilova (ADA University). Ian Teo (ACER) then presented on Integration of 21st century skills in education systems. Bahodur Mengliev (OOO Gayur) spoke about advanced training of teachers based on the competence-based approach of teaching in secondary schools of the Republic of Tajikistan. Lastly, Anzhelika Chepelenko (Ukrainian Engineering and Pedagogical Academy) presented on the prospects of the market of educational services.

➤ **THEMATIC SESSION 15 ON DEVELOPING TEACHER COMPETENCE** was chaired by Arushi Terway (NORRAG). Oluwaseyi Olubunmi Sodiya (Khazar University) presented on the impact of workplace professional development training for in-service teachers' performance. Zhanna Sagitova (L.N. Gumilyov Eurasian National University) then presented on training of teaching staff based on practice-oriented learning. Finally, Mukhambetjanova Saule Talapedenovna (Orleu) presented on the fundamentals of the formation of digital competence of teachers in the conditions of the system of advanced training of educational workers.

➤ **THEMATIC SESSION 16 ON REFLECTION ON THE CONTEXT FOR EFFECTIVE LEARNING** was chaired by Ulviyya Mikailova (ADA University). First Natalia Morari (Tiraspol State University) presented on the specificity of student research activity in the humanist disciplines. Then Natalia Orekhova (Nazarbayev Intellectual Schools) Bigazina Perizat (Nazarbayev Intellectual Schools) spoke about "natural science" as a component of the pedagogical conditions for the formation of research skills. Following this, Oscar Díaz Botía (International Security and Development Center) spoke about food for education and child nutrition in Kyrgyzstan. Lastly, Bakhtiyor Buriev (Institute of Education Development of the Academy of Education of Tajikistan) talked about the ways to improve the quality of teaching mathematics.

THEMATIC SESSION 17 chaired by Ryan Allen (Chapman University) was on the topic of developing and improving instruction quality. Irina Karimova (Institute of Education Development of the Academy of Education of Tajikistan) presented on language development in the context of a multilingual setting in Tajikistan. Next, Aysel Beydullayeva (ADA University) spoke about teacher awareness on various instructional design models. Following this, Iaha



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[Keynote address](#)

[Thematic session 13](#)

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[Thematic session 15](#)

[Thematic session 16](#)

[Thematic session 17](#)

[Closing session](#)

Rasulova (The Institute of Education of Azerbaijan Republic) presented on relation of instruction quality and reading comprehension ability at preschool age. Lastly, Aytan Suleymanova (ADA University) presented on gender based problems and possible solutions in the context of classroom management.

Lastly, in the **CLOSING SESSION** Professor Gita Steiner-Khamsi spoke about the success of the four-day conference and reflected on the hope of the team that a new field develops wherein “researchers, government officials, civil society and teacher associations join hands to figure out what works, what should happen, what did not work and what should be discontinued”. She also thanked everyone who participated in the conference and made it a success. José Luís Canêlhas (KIX-EAP Hub Manager) and Julia Levin (KIX-EAP Hub Knowledge Lead) also thanked all participants and spoke about next steps.

About NORRAG

NORRAG is a global membership-based network of international policies and cooperation in education and training. In 1977 the Research Review and Advisory Group (RRAG) was established, which then founded several regional RRAGs, one of which became NORRAG in 1986. NORRAG's core mandate and strength are to produce, disseminate and broker critical knowledge and to build capacity for and with academia, governments, NGOs, international organizations, foundations and the private sector who inform and shape education policies and practice, at national and international levels. By doing so, NORRAG contributes to creating the conditions for more participatory, evidence-informed decisions that improve equal access to and quality of education and training.

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The KIX EAP hub facilitates cross-country knowledge and innovation exchange and mobilisation, learning, synthesis, and collaboration among national education stakeholders in 21 GPE partner countries in Europe, Asia, and the Pacific (EAP). The hub also offers opportunities for peer learning and exchange by means of professional development and inter-country visits.

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