South Asia Regional Symposium on ICT for Education

27-28 February 2018

Shangri-La Hotel, Colombo, Sri Lanka
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ABOUT SARSIE

Since 2000, South Asia has made significant progress in improving access to basic education despite the many challenges posed by the region’s diverse and large population. In 2015, the Sustainable Development Goals (SDG) were adopted to end poverty, protect the planet and ensure prosperity for all. In particular, the Education 2030 Agenda aims to “ensure inclusive and quality education for all and promote lifelong learning”. Given this new agenda, South Asia faces the challenges of improving the quality of education in parallel with the continuing need to increase access.

To address these challenges, the Education 2030 Agenda highlights the potential of information and communications technology (ICT) for education to facilitate progress towards SDG 4. As a regional follow up, the Asia-Pacific Member States officially endorsed the *Regional Strategy for Using ICT to Facilitate the Achievement of SDG4* at the Asia Pacific Ministerial Forum on ICT in Education in May 2017 (AMFIE 2017). At the same Forum, the South Asian representatives agreed that the two immediate actions to improve quality of education through ICT were (1) improving teacher capacity and training and (2) developing quality standardized digital content for sharing between national repositories. In the sub-region itself, the South Asian Association for Regional Cooperation (SAARC) Framework for Action for Education 2030 sets out enhancing the use of ICT in education as a priority area towards improving access to and quality of education.

As a way forward, ADB and UNESCO Bangkok jointly organized the South Asia Regional Symposium on ICT for Education (SARSIE) to engage participants to:

- Share regional good practices and challenges on ICT in education;
- Discuss ways to fully utilize existing central and school-level ICT infrastructure in their own country context; and
- Discuss ways to prepare future-ready human capital by the time of graduation from secondary education.

**Dates:** 27-28 February, 2018

**Venue:** Spice Room Ballroom, Shangri-La Hotel, Colombo, Sri Lanka
### PROGRAMME

#### Day 1: 27 February 2018, Tuesday

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<td>9:00 – 9:30</td>
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<td>• H.E. Mr. Akila Viraj Kariyawasam, Minister of Education, Sri Lanka</td>
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<td>• Mr. Shigeru Aoyagi, Director, UNESCO New Delhi</td>
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<td>9:30 – 10:00</td>
<td>Keynote Speech</td>
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<td>• <strong>ICT: Solution to Education Challenges</strong>, Mr. Sungsup Ra, Director, Human and Social Development Division, South Asia Department, ADB</td>
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<td>10:00 – 10:10</td>
<td>Overview of the Forum</td>
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<td>• Mr. Ryotaro Hayashi, Social Sector Economist, ADB</td>
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<td>• Ms. Jonghwi Park, Programme Specialist, UNESCO Bangkok</td>
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<td>10:10 – 10:30</td>
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<td>10:30 – 12:00</td>
<td>Session 1: ICT and SDG4</td>
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<td>Moderator: Mr. Brajesh Panth, Chief, Education Sector Group, SDCC, ADB</td>
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<td>• <strong>The Asia-Pacific Regional Strategy: 4 Priority Areas and 6 Action Points towards SDG4</strong>, Mr. Jian Xi Teng, Programme Officer, UNESCO Bangkok</td>
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<td>• <strong>ICT for Education in Developing South Asia</strong>, Prof. Cher Ping Lim, Chair Professor of Learning Technologies and Innovation, The Education University of Hong Kong</td>
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<td>• <strong>ICT Skills Demand</strong>, Mr. Gan Chia Huey, CEO, JobKred, Singapore</td>
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<td>13:30 – 15:00</td>
<td><strong>Session 2: Gallery Walk</strong>&lt;br&gt;Moderator: Ms. Mel Tan, Programme Officer, UNESCO Bangkok&lt;br&gt;British Council-Bangladesh&lt;br&gt;Chungdahm Learning&lt;br&gt;FIT-ED&lt;br&gt;International Telecommunication Union (ITU)&lt;br&gt;Korea Education and Research Information Service (KERIS)&lt;br&gt;Micro:bit Sri Lanka User Group (SLUG)&lt;br&gt;Microsoft&lt;br&gt;MPDA.inc&lt;br&gt;NSDevil&lt;br&gt;UNESCO Bangkok</td>
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| 15:30 – 17:00 | **Session 3: Setting the Context – National Policy on ICT in Education**<br>*Panel Discussion*
|               | Moderator: Ms. Satoko Yano, Programme Specialist and Chief of Education, UNESCO New Delhi
|               | Panelists:<br>**Bangladesh**: Mr. Md. Abu Sayed SK, Additional Secretary, Secondary and Higher Education Division, MOE<br>**Bhutan**: Mr. Yeshey Lhendup, Deputy Chief Program Officer, MOE<br>**India**: TBC<br>**Maldives**: Mr. Ibrahim Asif Rasheed, Head of Policy Planning and Research Division, MOE<br>**Nepal**: Mr. Govinda Prasad Sharma, Under Secretary, MOE<br>**Sri Lanka**: Ms. Vasana M.A. Edirisuriya, Deputy Director, ICT Branch, MOE
|               | Q&A and Open Discussion |
| 18:00 – 20:00 | **Networking Reception/Dinner** |
## DAY 2: 28 February 2018, Wednesday

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<td><strong>Introduction</strong>&lt;br&gt;Review of Day 1 and Brief Introduction of Day 2 Programme</td>
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<td>• Moderator: Mr. Ryotaro Hayashi, Social Sector Economist, ADB</td>
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<td>9:15 – 10:45</td>
<td><strong>Session 4: Teacher Development for ICT in Education</strong>&lt;br&gt;Moderator: Ms. Smita Gyawali, Senior Project Officer (Education), Nepal Resident Mission, ADB</td>
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<td>• <strong>Preparing Teacher to be a Change Agent – Singapore Experience</strong>, Dr. Shanti Divaharan, Associate Professor, National Institute of Education, Singapore</td>
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<td>• <strong>Competency-Based Teacher Development on ICT in Nepal – Developing Teacher’s Capacity to Utilize School ICT Infrastructure</strong>, Mr. Shyam Singh Dhami, Deputy Director, National Center for Educational Development, Nepal</td>
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<td>• <strong>MOOCs as an Alternative for Teacher Professional Development</strong>, Dr. Wang Qiong, Director of X-Learning Center, Peking University, PR China</td>
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<td>10:45 – 11:00</td>
<td><strong>Coffee Break</strong></td>
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<td>11:00 – 12:00</td>
<td><strong>Session 5: Beyond Foundational Skills for Future Ready Education</strong>&lt;br&gt;Moderator: Ms. Sun Lei, Education Programme Specialist, UNESCO Dhaka</td>
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<td>• <strong>Digital Skills for Decent Work for Youth</strong>, Mr. Sameer Sharma, Senior Advisor, ITU Regional Office for Asia and the Pacific</td>
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<td>• <strong>CODE@SG - Developing Computational Thinking and Making as a National Capability</strong>, Mr. Adrian Lim, Director, Digital Participation and Foresight Division, Infocomm and Media Development Authority of Singapore (IMDA)</td>
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13:30 – 15:30  Session 6: Online, Offline and Open Educational Resources
Moderator: Mr. Seok Yong Yoon, Principal Public Management Specialist (e-Governance)

- Use of ICT in Math Education: Case Studies of MathCloud in Sri Lanka and Bhutan, Mr. Seunghoon Ji, General Manager, MPDA, Inc, Korea; Dr. Bilesha Weeraratne, Research Fellow, IPS, Sri Lanka; and Mr. Yeshey Lhendup, Deputy Chief Programme Officer, MOE, Bhutan

- Transforming Education with the use of ICT in Korean Case, Mr. Jaewon Cho, Programme Officer, KERIS, Korea

- Teacher-led Content Development, Mr. Md. Afzal Hossain Sarwar, Policy Specialist, Access to Information (a2i) Programme, Prime Minister’s Office, Bangladesh

- Distance Learning for Both Online and Offline Environment in Nepal, Dr. Purusottam Kharel, Assistant Professor, Department of Computer Science and Engineering, Kathmandu University, Nepal

Q&A and Open Discussion

15:30 – 15:45  Coffee Break

15:45 – 17:45  Session 7: Partnership
Moderator: Ms. Mel Tan, Programme Officer, UNESCO Bangkok

- ICT in Education for ADB Operations, Mr. Brajesh Panth, Chief, Education Sector Group, SDCC, ADB


- Discussion of Action Plan by Country, all participants from Bangladesh, Bhutan, India, Maldives, Nepal, Sri Lanka

- Reporting Back on Country Outputs

17:45 – 18:00  Closing Remarks

- Mr. Brajesh Panth, Chief, Education Sector Group, SDCC, ADB
Biography:
Hon. Akila Viraj Kariyawasam assumed the office as the Minister of Education with added responsibilities of Culture, Archaeology, Library Services and National Archives in January 2015. He is the Deputy General Secretary of the ruling United National Party and the leader of the Trade Union. At present, Mr. Kariyawasam is engaged to bring about a revolutionary change in the education system of the country to avail educational services to all strata of the society in the urban and rural sector. An educational program under the guidance of Mr. Kariyawasam, “13 years of schooling” has been launched to win the opportunities offered by the modern employment market and to ensure the educational rights of the children. A “Smart Classroom” program is being launched to bring the modern technology to the very classroom level.

Biography:
Mr. Shigeru Aoyagi joined UNESCO in July 2002 as Chief of the Literacy and Non-Formal Education (NFE) section within the Education Sector at Headquarters. In this capacity, he has supervised, managed and coordinated the section’s work within the framework of EFA, as well as its work on literacy and NFE for the four regional programmes for universalization of primary education and the eradication of illiteracy.

After his assignment in Paris, he was appointed as the Director of the UNESCO Office in Kabul and UNESCO Representative to Afghanistan in December 2006 where he successfully promoted UNESCO’s field of competence, Education, Science, Culture, Communication and Information in Afghanistan in close collaboration with government authorities, UN agencies, and NGOs. In January 2012, he was appointed as Director of UNESCO Office in New Delhi.
Keynote Speech: ICT—Solution to Education Challenges

Synopsis:
Within one generation, Republic of Korea and Singapore were able to achieve economic miracles, partially due to a holistic approach of strong investment in education and ICT. This can serve as an exemplary case for countries in South Asia. Several education challenges in the sub-region persist with a need to significantly improve access to education, increase the quality of learning, and strengthen education governance. Meanwhile, the changing demands for the 21st century are placing increasing importance on non-routine analytical and interpersonal skills.

ICT for education could provide a solution to the remaining challenges and play an instrumental role in preparing future-ready human capital. It requires a balanced investment in hardware, connectivity, contents, and people. Initiatives are not always expensive nor do they require universal access to the internet. But, the balance of investment is context specific, and each country must determine its own pathway by learning from global, regional and local cases of success and failure.

Biography:
Mr. Sungsup Ra is currently Director, Human and Social Development Division, South Asia Department, Asian Development Bank (ADB) since January 2011 and a Chair of the Education Sector Group in ADB. Since joining ADB in 2001, he worked as Director, Pacific Strategy and Special Operations, Pacific Department, Senior Advisor to the Managing Director General, and Deputy Country Directors, Bangladesh and Nepal Country Offices. He also taught at leading universities in Japan, Korea, and the US. Author of over 50 publications, he is a regular contributor to public debates in news media and conferences on current economic and human development issues. Recognized in Marquis ‘Who’s Who,’ he is a member of the International Advisory Board of the Journal of Asia-Pacific Economy published by Routledge, United Kingdom. He holds a Doctorate Degree in Economics from the University of Illinois.

Sungsup Ra
Director, Human and Social Development Division
South Asia Department
Asian Development Bank
Overview of the Forum

Biography:
Mr. Ryotaro Hayashi is Social Sector Economist at the Asian Development Bank (ADB). He works on improving the education sector in South Asia, particularly Bangladesh, India, Nepal and Sri Lanka. He also serves as a knowledge focal point of ADB social sector (education and health) in South Asia region. Before joining ADB as a Young Professional in 2015, he worked for 10 years in international development organizations at the World Bank, Japan International Cooperation Agency (JICA), and Japan Bank for International Cooperation (JBIC). He holds a Master degree on Social Policy and Development from the London School of Economics and Political Science (LSE) in UK.

Biography:
Ms. Jonghwi Park leads the regional programme on ICT in Education at UNESCO Asia Pacific Regional Bureau for Education, supporting the effective integration of ICT in national education systems of 46 Member States across the region. Her team focuses on policy-level support for Member States, including ICT national policy review, ICT in education master plan development and regional comparative research on current issues.

Prior to joining UNESCO, Jonghwi had worked as e-Learning project manager in the Rep. of Korea for universities and corporate trainings. She obtained her Master degree in Educational Technology from Hanyang University, Rep. of Korea and her PhD in Learning Sciences from McGill University, Canada.
Presentation Title:
The Asia-Pacific Regional Strategy: 4 Priority Areas and 6 Action Points towards SDG4

Synopsis:
With advancing technology driving rapid change in education, where should countries’ education systems proceed and how should they prepare their citizens for the future? Given the necessarily ambitious SDG 4 targets, it is imperative that Member States’ policies are developed and implemented to fully exploit the opportunities offered by ICT.

This presentation will cover how the Asia-Pacific Regional Strategy on Using ICT to Facilitate the Achievement of Education 2030 provides guidance to policy makers by identifying Four Priority Areas and Six Action Points for Member States to consider integrating into their ICT in education policy over the next five years to continue steady progress towards the SDG 4 targets.

Biography:
Mr. Jian Xi Teng is a Programme Officer in ICT in Education under the Section for Educational Innovation and Skills Development at UNESCO Bangkok. His specific responsibilities include the Digital Kids Asia Pacific cross-comparative research project into children’s digital citizenship competencies, ICT in Education Master Plan technical support, and developing opportunities for collaboration on ICT for development initiatives. His interests lie at the intersections of law, education policy and technology. He has a Bachelor of Laws (Honours) from the National University of Singapore and was called to the Singapore Bar.
Presentation Title:
ICT for Education in Developing South Asia

Synopsis:
This presentation first examines the existing state and gaps of ICT in education of three South Asian countries, Bangladesh, Nepal and Sri Lanka, and then suggests innovative strategies to address these gaps by better leveraging upon the opportunities of ICT to improve equity, and enhance quality and efficiency in the education sector for accelerated human resource development. Although this presentation will examine how ICT could be leveraged to improve equity and enhance quality and efficiency, the main focus of the discussion will be on how ICT could be adopted at the system-level to enhance student learning engagement and outcomes, including their capacity to learn for life. A holistic approach to ICT in education is adopted to assess the existing state of ICT in education within and across the three countries. Based on the assessment, the three countries’ ICT in education development are then evaluated by UNESCO’s four progressive stages of ICT in education adoption: Emerging, Applying, Infusing and Transforming.

Biography:
Mr. Cher Ping Lim is the Chair Professor of Learning Technologies and Innovation at The Education University of Hong Kong and the Editor-in-Chief of The Internet and Higher Education. He is the lead of the Digital Learning for Development network. Over the last two decades, he has engaged major education stakeholders at the national and international levels as his research and development partners for enhancing education equity, quality and efficiency through digital learning.

Cher Ping Lim
Chair Professor of Learning Technologies and Innovation
The Education University of Hong Kong
Presentation Title:
ICT Skills Demand

Synopsis:
JobKred is a company that uses Big Data to derive real-time information about skills demanded by employers across different countries and sectors. It then applies these findings in an AI-powered career development platform. Gary Gan, CEO of JobKred, will share some data about skills demand across a variety of roles and industries in the ICT sector.

Biography:
Mr. Gary Gan is an experienced entrepreneur and marketer, involved in the startup of several successful companies across a broad spectrum of industries.

He is currently founder of JobKred, a career development platform that uses AI and data science to help people close their skills gaps and navigate the future of work.

Gary has been invited to speak at conferences such as Asian Development Bank’s Skills Forum 2017, NTUC’s Shaping Careers, Channel NewsAsia Singapore Tonight, and at university events for NTU, NUS and ITE.

Gary Gan
CEO
JobKred
The Gallery Walk Session is a unique platform for country delegates to learn about key development players and explore partnership opportunities on promising ICT programmes and projects. Concurrently, Gallery Walk presenters benefit by gaining a better understanding of the priorities and needs of participating countries through direct interactions with high-level representatives.

Session 2 will be a 1.5-hour session dedicated solely to the Gallery Walk (GW) where invited presenters will be able to showcase their respective programmes/projects to the Symposium participants. Likewise, country delegates will have opportunities to visit the booths during breaktimes throughout the two-day Symposium.

**Mechanics during Session 2**

1. The first 20 minutes will allow the Gallery Walk presenters to make 2-minute pitches on their featured project and what to expect from the booth.

2. For the remaining 70 minutes, Symposium participants are free to visit the booths on their own and explore partnership opportunities.

Kindly refer to the section on Gallery Walk (page 29) for brief descriptions on the showcased projects.

For more information, project details are available at this link:

During the Panel Discussion, each country’s representative will share their national experiences in positioning ICT in the National Education Sector Plans as well as in developing/implementing their respective ICT in Education Master Plans. They will also discuss how these have transformed or reframed their education systems in the context of Education 2030.

It is hoped that the Symposium participants will gain a clear understanding of the status of ICT integration in education at the national level across South Asia, and explore the common challenges that the countries have faced. Through this interactive discussion, participants will exchange their views on the roles of ICT in education and the Education 2030 Agenda, and share policy recommendations from their first-hand experiences. The session will also inform development and help participating private sector partners to understand the needs of each country and how to best support them.

Panelists

- **Bangladesh**: Mr Md. Abu Sayed SK, Additional Secretary, Secondary and Higher Education Division, MOE
- **Bhutan**: Mr Yeshey Lhendup, Deputy Chief Program Officer, MOE
- **India**: TBC
- **Maldives**: Mr Ibrahim Asif Rasheed, Head of Policy Planning and Research Division, MOE
- **Nepal**: Mr Govinda Prasad Sharma, Under Secretary, MOE
- **Sri Lanka**: Ms Vasana M.A. Edirisuriya, Deputy Director, ICT Branch, MOE
Session 4: Teacher Development for ICT in Education

Presentation Title:
Preparing Teacher to be a Change Agent—Singapore Experience

Synopsis:
The profile of the younger generation has rapidly changed to encompass the changing nature of technology. The digital natives, as they are termed, are excellent consumers of technology. However, are they prepared for the actual worklife with relevant soft skills and process skills in utilizing technology? Schools act as the bridge for the younger generations’ consumption of technology and as the place to equip them with the relevant knowledge and skills. Teachers, thus, have an important role in designing the relevant technology mediated learning experiences. This session will share how the National Institute of Education and the Ministry of Education in Singapore have strategized to prepare its teachers to be designers of the technology mediated learning experiences for students.

Biography:
Dr. Shanta Divaharan has focused her teaching and research on augmenting technology mediated learning. This expertise extends to her administrative role as Associate Dean/Pedagogical Development and Innovations. Working on both strategic and operations levels at the National Institute of Education (NIE) Singapore, Dr. Divaharan has led projects in developing NIE’s Teaching and Learning Framework, planning the technology roadmap, and rolling out both physical and virtual technology-mediated learning spaces.

At the Operational level, she has managed diverse teams through course re-design, developing interactive resources and rolling out of customized workshops for both faculty and students. In her departmental role, as Assistant Head, she was in-charge of curriculum review for two core modules. Dr. Divaharan have worked extensively with schools in assisting them to roll out their technology mediated learning.

Shanti Divaharan
Associate Professor
Educational Technology
Nanyang Technological University
Presentation Title:
Teacher Development for ICT in Education

Synopsis:
Integration of ICT into teacher professional development (TPD) would be useful in helping teachers to organize interactive learning to relate students’ learning to their daily experience, social development and technological innovation. In this presentation, we will discuss:

- Present practice and provision of ICT in teacher development
- Teacher competency and teacher standards in ICT to use in classroom practices for effective teaching and learning
- Ways of integrating technology tools and resources into teacher development programs
- Teacher development programs through online courses using learning management systems
- Opportunities and threats in using ICT in teacher development.

Biography:
Mr. Shyam Singh Dami has been working for two decades in the field of teacher professional development in Nepal. With both a Master and M.Phil degree in education, he has been involved in designing and development of training curriculum and implementing the TPD and educational management training. Besides that, Mr. Dami has experience on virtual class material design and delivery through use of ICT such as Moodle Learning Management Software (LMS).

Shyam Singh Dami
Deputy Director
National Centre for Educational Development
Nepal
Presentation Title:
MOOCs as an Alternative for Teacher Professional Development

Synopsis:
There are many advantages to improving teaching competencies of teachers through MOOCs, including multimedia contents which integrate theories and case studies to bring a vivid learning experience. Learners can repeat their studies and return to parts of the course where they meet obstacles or need help in practice. The diversity of MOOC learners also provides the possibility of forming a teaching practice community across regions and disciplines.

In the last three years, we have developed four MOOCs. Based on the analysis of learners’ learning behaviors in MOOCs, this presentation explores the feasibility of teacher professional development based on MOOCs and the perspective of establishing the community of teachers' practice. Based on the research data, this paper puts forward some suggestions on the instructional design of MOOCs to enhance the teaching abilities of teachers.

Biography:
Ms. Qiong Wang has 20 years of experience in research on developing national strategies about ICT for education in China, especially on digital campus planning, smart classrooms, learning space design and ICT in teaching and learning in formal or informal settings. Among other projects, she has conducted research on systematic instructional design theories with online courses for K-12 teacher professional development, and partnered with Intel Foundation to build a teachers’ community of practice and STEM course for high school students. She has a Ph.D. in Computer Science, majoring in e-learning environment design.

Qiong Wang
Director of X-Learning Center
Peking University, China
Presentation Title:
Digital Skills for Decent Jobs

Synopsis:
ILO and ITU are leading the Digital Skills for Decent Jobs Campaign as part of the Global Initiative on Decent Jobs for Youth in order to foster decent and inclusive employment and entrepreneurship opportunities in line with the Sustainable Development Goals. Training in- and out-of-school youth with basic and advanced digital skills promises to connect young people with unprecedented job opportunities in the digital economy, leading to innovation, higher productivity and competitiveness, expanding markets, access to work and entrepreneurship opportunities. This presentation would discuss the need for digital skills, prevailing gaps, future opportunities, and how investing in digital skills development for young people, including women, pays off.

Biography:
Mr. Sameer Sharma is serving as the Senior Advisor at ITU, responsible for sustainable development through ICTs offering technical assistance to South Asian countries. He has assisted over 17 countries in migration from legacy networks to Next Generation Networks, National Broadband Policy Framework and Wireless Broadband Master Plans, among others. He is also the regional focal point in assisting countries in developing national cybersecurity strategies. Mr. Sharma has worked on promoting collaboration through cross sectoral activities in sectors including health, agriculture, financial inclusion and natural disaster as well as development of mobile applications. He was awarded a medal of excellence by ITU in 2009.
Presentation Title:
CODE@SG - Developing Computational Thinking and Making as a National Capability

Synopsis:
Barely any discipline or profession today remains untouched by computation. With computers and information technology permeating every aspect of how we work, live and play, coding and programming have emerged as important 21st century skills required by the future workforce for the digital economy and become Singapore’s national capability to support the Smart Nation Initiative. To this end, the IMDA has a strategic programme called CODE@SG in place in schools and the community to ensure that future generations are adequately equipped with the necessary digital skills as we enter the fourth industrial revolution, and to grow a pool of students who have the talent and interest in computing so that they will take up the subject at higher levels and pursue tech and infocomm-media career opportunities locally and globally.

Biography:
Mr. Adrian Lim is the Director of the Digital Participation and Foresight Division at the Infocomm Media Development Authority of Singapore (IMDA), a government body that promotes and regulates the country's converging technology sectors. Adrian was formerly Principal of Ngee Ann Secondary, a Future School founded in 1994. The school has since won widespread recognition, including as a Microsoft Pathfinder, Mentor and World Tour school. He was an honoree winner in the Junior Chamber International Ten Outstanding Young Persons World Award in 2011, and an expert panel member of the US-based Horizon Report: K-12 Edition. Adrian was educated at the Harvard University's Graduate School of Education.

Adrian Lim
Director
Infocomm Media Development Authority of Singapore
Presentation Title:  
Use of ICT in Math Education: Case Studies of MathCloud in Sri Lanka and Bhutan

Synopsis:  
ADB has piloted MathCloud in Sri Lanka and Bhutan through technical assistance (TA) project. In this presentation, three experts involved in the project will share their experiences, and reflect on the effectiveness and implementation challenges.

First, Mr. Seunghoon Ji from MPDA.inc, Korea, will introduce MathCloud, a solution for students struggling in mathematics, by drawing on cases in US schools. Second, Dr. Bilesha Weeraratne from Institute of Policy Studies of Sri Lanka will discuss the impact evaluation findings for 8th grade students in Sri Lanka. Lastly, Mr. Yeshey Lhendup from Ministry of Education in Bhutan will share implementation experience of MathCloud introduced in 4 schools (2015) and 8 schools (2016) in control schools in Bhutan.

Biography:  
Mr. Seunghoon Ji is the Co-Founder and General Manager of MPDA Co. Ltd. where he leads development of online based learning platform, content, and algorithms for adaptive learning. He has previously worked as Project Leader with the Korean Ministry of Education on projects related to teacher training on ICT using smart adaptive e-learning and developing games for teaching math online.

Seunghoon Ji  
General Manager  
MPDA. Inc.
Biography:
Dr. Bilesha Weeraratne is a Research Fellow at the Institute of Policy Studies of Sri Lanka (IPS). Bilesha holds a BA in Economics from the University of Colombo, Sri Lanka, an MA in Economics from Rutgers University, USA, and an MPhil and a PhD in Economics from the City University of New York, USA. Subsequent to her doctoral studies Bilesha was a Postdoctoral Research Associate at Princeton University, USA.

Bilesha Weeraratne
Research Fellow
Institute of Policy Studies of Sri Lanka

Biography:
Mr. Yeshey Lendhup currently looks after the ICT for School Education programme in the Bhutanese Education system. Prior to taking the current responsibility, he served as a teacher for seven years and vice principal for four years in a higher secondary school. Some of the achievements/initiatives are:

- Training school ICT lab assistants
- Connecting the secondary schools to the Internet through leased lines
- Setting up of computer labs in 20 schools.

Yeshey Lendhup
Deputy Chief Programme Officer
Ministry of Education
Presentation Title:
Transforming Education with the Use of ICT in Korean Case

Synopsis:
As the world moves further into the 21st century, the prevalence of ICTs is drastically expanding and creating new possibilities. Accordingly, education systems across the world are changing from conventional pedagogies to ICT-integrated teaching-learning methods that promote 21st century skills such as computational thinking, communication, creativity and imagination, and collaboration and teamwork.

In this sense, KERIS has set out to provide a number of key services to promote quality of education for learners and to establish innovative ways of education management system. It also focuses on enhancing digital competencies of developing countries and thereby bridging the digital divide. This presentation will share information on the “Innovative ICT-Integrated Classroom Project”. The project aims to innovate teaching-learning practice in schools in developing regions and strengthen learners’ capacity through the use of ICT devices, software and other teaching-learning facilities. Since 2011, the project has constructed ICT-integrated classrooms in 15 countries.

Biography:
Jaewon Cho is a Programme Officer in the International Initiative and Cooperation Section at KERIS. After 5 years of teaching experience in the Air Force Academy of Republic of Korea, he joined KERIS and is responsible for implementing the “Innovative ICT-Integrated Classroom Project”. He has also participated in holding numerous international events including the Global Symposium on ICT in Education and Partnership Programs. Jaewon holds a Master’s degree from Seoul National University where he specialized in international relations.

Jaewon Cho
Programme Officer
Korea Education and Research Information Service
Presentation Title:
Teacher-led Content Development: Empowering Teachers to Set Foundation for 21st Century Learning

Synopsis:
For the first time in Bangladesh, thousands of teachers have been empowered and trained by e-Learning and curriculum experts to produce digital content for Multimedia Classrooms. This innovation was pioneered by the Access to Information (a2i) Programme at the Prime Minister’s Office, Bangladesh in collaboration with the Ministry of Education (MoE) and Ministry of Primary and Mass Education (MoPME).

The teachers of Bangladesh are now using multimedia classrooms, creating or assembling digital content to transform the teaching-learning practices in schools. This presentation will be about how Multimedia Classrooms have enabled teachers to collaborate with each other to produce the most effective digital content, and how a Teachers’ Portal is empowering them to share content and voice opinions, suggestions, and concerns to policy makers.

Biography:
Mr. Afzal Hossain Sarwar is responsible for developing an innovative ecosystem for education using ICTs, policy formulation and nationwide upscaling of innovative ideas in the field of education. His primary area of interest lies in ICT for Educational Development (ICT4ED). Sarwar drafted new strategies for ICT4D and ICT4E initiatives and coordinated crosscutting policy initiatives among stakeholders. He was also involved in designing and developing ICT in Education Master Plan, and National Policy on Open Education Resources for Bangladesh. Now he is playing a key role in enhancing the quality of education using ICTs in cooperation with different ministries, directorates, private sector and other agencies.

Afzal Hossain Sarwar
Policy Specialist
Access to Information (a2i) Programme
Presentation Title:
Distance learning for both online and offline environments in Nepal

Synopsis:
Government schools in Nepal are facing issues on quality education due to a lack of education systems for teaching and learning techniques. In addition, factors such as poor school infrastructure, facilities, and lack of refresher training for teachers are affecting the quality of education in Government and Community Schools. For these reasons, ICT in teaching and learning methods will play a major role.

According to our research among nine model schools, ULT (U-Learning System – Distance Learning for both online and offline environment) has shown to be an effective teaching and learning technology. This technology provides excellent teaching and learning process to teachers and students to improve for quality education in Nepal. Local government (municipalities) have also realized the positive outcome of this technology.

This presentation will explore the use of ICT in distance learning for both online and offline environments in Nepal.

Biography:
Dr. Purusottam Kharel has a PhD in Computer Engineering, and is a faculty member at the Department of Computer Science and Engineering, Kathmandu University. He is currently involved in a U-Learning System for Equal Education Opportunities Based Ubiquitous Technology Project for Nepal, while also working as a coordinator for the distance learning online and offline environments. Dr. Kharel is working with 47 government and community schools to improve the quality of education through the use of ICT with the support of NSDevil and Jinju National University, Republic of Korea. He has been the coordinator of KUIT Park, and has established six research and development labs in IT Park Panauti. Dr. Kharel has published several research papers on the use of computers.
Presentation Title:
ICT in Education for ADB Operations

Synopsis:
Despite significant improvements in access to education at all levels in the region, millions of school-aged children are either not in school or leaving with insufficient skills. Research shows that, more than quantity of education, the quality of education is much more closely associated with economic growth of countries. SDG4 emphasizes “ensuring inclusive and equitable quality education and promoting life-long learning opportunities for all”. This provides a major opportunity for collaborating with partners, traditional and non-traditional, to deepen learning at all levels. Without the use of appropriate technology, it may not be possible to scale up quality at reasonable costs. The presentation will highlight the challenges and opportunities for improving learning outcomes of all children, and how education technology and smart partnerships can help scale up quality of education to achieve SDG4 targets in more harmonized and concerted ways.

Biography:
Mr. Brajesh Panth is the Chief of Education Sector Group at the Asian Development Bank (ADB). He provides technical leadership to the education sector group (ESG), leads the preparation of the ESG work plan and facilitates collaboration across sector and technical groups in ADB and with external partners. He has over 25 years of experience in the education sector including sector assessment, project processing, implementation, evaluation, and policy dialogue, covering all levels—primary, secondary, technical and vocational education and training (TVET), and higher education. He holds a doctorate in education administration, planning and social policy from Harvard University, and a Master in Business Administration from the University of New Hampshire, USA.
Presentation Title:
Harnessing potential of ICT in education in South Asia: UNESCO’s activities for 2018-2019

Synopsis:
Guided by SDG 4 and its associated Framework for Action and the Regional Strategy for Using ICT to Facilitate the Achievement of SDG4, UNESCO Bangkok is providing technical assistance to Asia-Pacific Member States in effectively positioning ICT to facilitate the achievement of SDG 4.

South Asia is one of the priorities for UNESCO, given the educational challenges faced by many of the countries, as well as the clear potential of ICT in education in the sub-region.

This presentation outlines the rationale and strategic priorities for UNESCO’s activities for enhancing ICT in education in South Asia. Key activities planned for 2018-2019 will also be presented to explore possibilities of collaboration and synergy among the South Asian countries as well as with developing partners.

Biography:
Ms. Satoko Yano is a Programme Specialist and Chief of Education at UNESCO New Delhi. Currently she manages UNESCO’s education programme in Bhutan, India, Maldives, and Sri Lanka with a focus on achieving SDG4/ Education 2030. Previously, she was a Programme Specialist in the Unit for Inclusive Quality Education (IQE) at UNESCO Bangkok for 7 years, leading a team working on issues related to education sector planning and management with a specific focus on supporting the Member States in integrating the SDG4/Education 2030 agenda into national policy and planning processes. She holds a Bachelor degree in psychology from University of Tokyo, Japan and a Master and Ph.D. in Comparative Education (with specialization in Economics of Education) from Columbia University, USA.

Satoko Yano
Programme Specialist
Chief of Education
UNESCO New Delhi

Jonghwi Park
(refer to pg.10)
GALLERY WALK
<table>
<thead>
<tr>
<th>Exhibitors at a Glance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The British Council</strong> is the UK’s international organisation for cultural relations and educational opportunities, and implements programmes to address issues of equality and diversity, as a crucial part of cultural relations.</td>
</tr>
<tr>
<td><strong>Chungdahm Learning</strong> is a private education service provider that specializes in English learning contents, learning centers, and digital interactive classroom platforms, with over 50,000 global users.</td>
</tr>
<tr>
<td><strong>FIT-ED</strong> is a private, non-profit organization based in the Philippines. Its mission is to help people and communities to harness ICTs for learning in powerful and economically and socially meaningful ways.</td>
</tr>
<tr>
<td><strong>ITU</strong> is the United Nations specialized agency for ICTs. ITU is committed to connecting all the world's people – wherever they live and whatever their means. Through their work, ITU protects and supports everyone's fundamental right to communicate.</td>
</tr>
<tr>
<td><strong>KERIS</strong> is responsible for promoting ICT in education to facilitate education innovation. Its mission is to drive education innovation through the use of ICTs in education, not only in the Republic of Korea, but also worldwide.</td>
</tr>
<tr>
<td><strong>Micro:bit SLUG</strong> consists of young volunteers who work together to increase computer programming capabilities and thus empower every child in Sri Lanka to enrich their lives.</td>
</tr>
<tr>
<td><strong>Microsoft</strong> Education strives to empower the students of today to create the world of tomorrow. It implements various programmes that support students, teachers, and school leaders by providing them with the right tools as well as build their capacity in using these tools.</td>
</tr>
<tr>
<td><strong>MPDA, Inc.</strong> has been providing e-learning programs for public education teachers from developing countries, and uses a special algorithm that trains learners’ logical interpretation ability.</td>
</tr>
<tr>
<td><strong>NSDevil</strong> is the world's first venture company to develop UBT (Ubiquitous based Test), contributes to the public examination test innovation and education innovation such as Korea healthcare medical license examination.</td>
</tr>
<tr>
<td><strong>UNESCO</strong> Asia and Pacific Regional Bureau for Education assists and supports Member States in effectively using ICT to facilitate the achievement of the Education 2030 targets.</td>
</tr>
</tbody>
</table>
Project duration | 2012 - Present
--- | ---
Target countries | Bangladesh, India, and Nepal
Education level served | Women, girls, and ICT
| Grade 8-12 students or similar age group
Contact information | Mostofa Mohiuddin
| Head of Schools
| mostofa.mohiuddin@britishcouncil.org

**Project Description**

This programme addresses the challenges of improving education and employment opportunities, increasing access to ICT, and contributing to the reduction of early marriage among adolescent girls in participating countries. More specifically, it focuses on enhancing their English proficiency, digital and 21st Century skills, and awareness of social issues. This is done through a network of non-formal, community-based English and digital clubs, which have been effective in reducing barriers to social and economic opportunities as well as developing their girls’ skills and confidence.

To date, 8,973 adolescent girls have benefitted from the programme. More information is available on the project website: [www.britishcouncil.org.bd/en/edge](http://www.britishcouncil.org.bd/en/edge)

**Sustainability**

Continued support from community members and parents is needed to ensure sustained programme implementation. In addition, an alumni network of peer leaders will be created and local expertise will be developed to take on implementation and monitoring roles within their communities.
ICT for Education: Mobile Broadband in Myanmar

<table>
<thead>
<tr>
<th>Project duration</th>
<th>2016 - 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target countries</td>
<td>Myanmar</td>
</tr>
<tr>
<td>Education level served</td>
<td>Grades 7 to 10</td>
</tr>
<tr>
<td>Contact information</td>
<td>Min Shin</td>
</tr>
<tr>
<td></td>
<td>General Manager Global Support</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:minshin@chungdahm.com">minshin@chungdahm.com</a></td>
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</tbody>
</table>

**Project Description**

This project with UNESCO-Yangon involved delivering Chungdahm Learning’s digitization services and classroom platform to 31 public schools across three different states in Myanmar. While Ericsson provided classroom hardware and connectivity, CDL supported UNESCO-Yangon in creating a smart learning digital classroom environment for students and teachers. National English textbooks for Grades 7 to 10 were converted into digital versions and downloaded onto networked teacher and student tablets, and used together with the LoudClass Interactive platform. Training of teacher trainers from the MOE-Department of Basic Education was also a core part of the project.

The end result was an interactive environment that enabled at least 3,100 students to learn using customized digital textbooks and platforms.

**Sustainability**

The implementation model can be scaled to include more schools. CDL is looking forward to additional partnerships to better education in developing countries.
Digital Learning for Development (DL4D)

**Project duration** | 2016 - Present
---|---
**Target countries** | Global South in Asia, Latin America, Africa, and the Middle East
**Education level served** | All levels
**Contact information** | Victoria L. Tinio  
Network Hub Manager and Executive Director of FIT-ED  
dl4d@fit-ed.org

**Project Description**

DL4D aims to improve educational systems through expanding understanding about digital learning, fostering collaboration on research, and scaling proven innovations. Specifically, it is focused on research on learning at scale, learning analytics, and digital game-based learning. DL4D helps scale proven innovations by contributing to educational policy-making and action at national and sub-national levels.

To date, 12 research papers have been published covering at least 8 countries.

**Sustainability**

DL4D is building a coalition for Teacher Professional Development at Scale (TPD@Scale) for the Global South, with the purpose of facilitating quality teacher professional development towards achieving SDG4. We are looking for potential partners to co-design and conduct research and implementation of TPD@Scale programmes and initiatives.
This initiative was designed to promote broadband Internet connectivity in schools around the world. Its purpose is to ensure that schools can serve as community ICT centers for rural, marginal urban, and isolated areas, towards upgrading the ICT knowledge and skills within the community. It promotes community engagement in developing ICT facilities of target schools, using primarily a public-private-people’s partnership (4P) approach. The following are taken into consideration in selecting schools: a) status of ICT development in the area, b) availability of educational resources, c) economic well-being of the community, and d) community contribution to ICT development.

In Sri Lanka, ITU-TRCSL selected 25 districts and 8 estate schools to benefit from the project – i.e. a laboratory will be set up at remote primary or secondary schools in each district.

**Sustainability**

Partner communities are expected to sustain the operations of the school laboratories.
Korea Education and Research Information Service (KERIS)

Innovative ICT-Integrated Classroom

<table>
<thead>
<tr>
<th>Project duration</th>
<th>2011 - Present</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target countries</td>
<td>Sri Lanka, Nepal, Bangladesh</td>
</tr>
<tr>
<td>Education level served</td>
<td>Primary/Secondary</td>
</tr>
</tbody>
</table>
| Contact information | Jongwon Seo  
Chief, Int’l Initiative & Cooperation Section  
jseo@keris.or.kr |

**Project Description**

This project supports the improvement of the educational environment and teaching methods by equipping selected classrooms with state-of-the-art hardware and software packages, supporting the development of teaching materials, and providing relevant training for teachers and students. With increased access to ICT devices and appropriate learning contents in line with well-designed curriculum, both learning motivation and outcome can be improved as it places students more to the core of learning practice.

Over the past 7 years, 10,000 students and 300 students from 15 different countries have benefitted from the project. Moreover, teachers and students from beneficiary schools showed higher competency in digital literacy than in other schools.

**Sustainability**

Country implementation lasts for 7 years, of which sufficient teacher training, consulting advice, and material follow-up supports are provided. The project, with the support of the Ministry of Education of Republic of Korea, is set to expand to new partner countries or renew the support for previous partner countries.
**Project Description**

Micro:bit SLUG’s goal is to use micro:bit to help students learn the basics of programming and computational thinking, a critical 21st century skill.

Learning computer programming through using keyboard and screen feels outdated. As such, students are not willing to learn computer programming because of this traditional practice. But using a micro controller like micro:bit can be a life-changing experience.

Through this project, the micro:bit technology has empowered over 5,000 students to learn programming. To support this, learning content has been localized to Sinhala and Tamil, and over 100 teachers have been trained on the technology.

**Sustainability**

Micro:bit SLUG’s main target is to reach more children by the end of 2018. Specifically, disadvantaged children in various parts of the country.
Microsoft

Transforming education to build “future ready” students

<table>
<thead>
<tr>
<th>Project duration</th>
<th>Launching 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target countries</td>
<td>South Asia</td>
</tr>
<tr>
<td>Education level served</td>
<td>K-12</td>
</tr>
<tr>
<td>Contact information</td>
<td>Felicia Brown</td>
</tr>
<tr>
<td></td>
<td>Asia Pacific Education Programs Manager</td>
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<tr>
<td></td>
<td><a href="mailto:feliciab@microsoft.com">feliciab@microsoft.com</a></td>
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</tbody>
</table>

**Project Description**

This project will showcase how schools are preparing students with skills in order to compete in the new and emerging economies and careers of tomorrow by leveraging affordable, inquiry and project based activities and resources, using basic technologies to promote creativity, collaboration and problem solving. The project will also demonstrate how educators are building their own capacity to incorporate these skills in their own teaching practice.

**Sustainability**

Our goal is to support a greater number of teachers to understand Future Ready Skills and how to integrate these skills into their teaching practice using simple ICT tools and content, thus reaching the greatest number of students.
Learning from e-learning
(Testing Intelligent learning systems in South Asia)

<table>
<thead>
<tr>
<th>Project duration</th>
<th>2015-2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target countries</td>
<td>Bhutan</td>
</tr>
<tr>
<td>Education level served</td>
<td>Grade 8</td>
</tr>
<tr>
<td>Contact information</td>
<td>Seunghoon Ji</td>
</tr>
<tr>
<td></td>
<td>General Manager</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:Seunghoon.ji@mpdas.com">Seunghoon.ji@mpdas.com</a></td>
</tr>
</tbody>
</table>

**Project Description**

MPDA’s e-learning content emphasizes understanding the logic behind a question (a Russian style which emphasizes interpretation more than explanation) and applies axiomatic math education that focuses on training the learner’s logical interpretation ability. The system accumulates an individual student’s learning database and provides customized learning based on his proficiency level.

Through ADB’s technical support, the pilot implementation of MathCloud in Bhutan covered 12 treatment schools and 12 control schools in eight provinces. Despite some challenges, the project not only provided students with access to computers, computer literacy and online learning but also enabled teachers to improve their computer skills and learn more through the Internet. Furthermore, on an average, students from the treatment schools scored significantly higher (2.99 marks out of 30) more than their counterparts from control schools.

**Sustainability**

MPDA is exploring possible partnerships to expand the benefits of using SoftMath (MathCloud), Algorithm Labs to more students and teachers.
Project EEO BULT: Integrated Technology Hub and Education Clusters

<table>
<thead>
<tr>
<th>Project duration:</th>
<th>2014 - Present</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target countries:</td>
<td>Nepal</td>
</tr>
<tr>
<td>Education level served:</td>
<td>Higher secondary education, higher education, and TVET</td>
</tr>
<tr>
<td>Contact information</td>
<td>Dr. Manish Pokharel</td>
</tr>
<tr>
<td></td>
<td>Associate Professor, Department of Computer Science &amp; Engineering, Kathmandu University</td>
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<tr>
<td></td>
<td><a href="mailto:manish@ku.edu.np">manish@ku.edu.np</a></td>
</tr>
<tr>
<td></td>
<td>Mr. Seungyong [Cavin] Shin</td>
</tr>
<tr>
<td></td>
<td>Chairman of Technical and Business Advisory Board</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:nswolff@nsdevil.com">nswolff@nsdevil.com</a></td>
</tr>
</tbody>
</table>

**Project Description**

The Project EEO BULT (Equal Educational Opportunities by U-Learning Technology) seeks to create high quality education environments by using ubiquitous-based learning (UBL) and ubiquitous-based test (UBT) technologies. In addition, it provides educational services to local communities through supporting localization of technology and education methods, and technical support for the local IT industry.

The technology applications have now reached 9 schools, 19 teachers, and 803 students. As a result of their use, students have shown improved concentration in the classroom and increased understanding of their lessons.

**Sustainability**

In 2018, 3 municipalities have made the decision to expand the project to a total of 35 schools.
**Project Description**

*In the wake of SDG4, how can Member States develop and implement policies that harness the power of ICT in education?*

This question goes to the core of UNESCO Bangkok’s *Digital Planning Guide* Project, which aims to support Member States in the Asia-Pacific region with the development and implementation of ICT in education policies.

The Guide provides strategic interventions to facilitate the implementation of SDG4 and the Asia-Pacific Regional Strategy on Using ICT to Facilitate the Achievement of Education 2030 at the national level.

It aims to reduce the risk of failure in critical parts of the ICT in education planning process by showing where to start, where to go next, how to cost the policy, and where to look for assistance.

**Sustainability**

The Guide will be in dual-format, for low-bandwidth and high-bandwidth environments. It is being tested in at least two Member States and will be improved iteratively based on user feedback.
Reflection Sheet for DAY 1

What are the key takeaway messages from today’s sessions about using or positioning ICT in the national education system? What would be/have been the three priority areas for your country in using ICT to achieve the SDG4 national targets?

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Related to the priority areas above, have you identified potential partners or developed ideas to facilitate the implementation of the priority areas from the Gallery Walk? If so, please elaborate.

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Based on the priority areas or partnership ideas listed above, what are the challenges you expect to face, and how can these challenges be addressed?

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What are the specific types of support that you need from other countries/organizations to overcome the identified challenges?

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Reflection Sheet for DAY 2

What are the key takeaway messages from today’s sessions on Teacher Development on ICT (Session 4), Skills for the Future (Session 5), and Open Educational Resources (Session 6)?

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Based on the key messages above, are they applicable/relevant to the implementation of the three priority areas in your country that have been identified yesterday? If so, how?

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What are the specific types of support that you need to apply the key lessons learned from the Symposium sessions in order to ensure the implementation of the three priority areas in your country?