



STATE INSPECTORATE FOR SUPERVISION  
OF QUALITY IN EDUCATION UNDER  
THE CABINET OF MINISTERS  
OF THE REPUBLIC OF UZBEKISTAN



NEQMAP Webinar

# Introducing NEQMAP Strategy in Strengthening the Quality of Education in Asia-Pacific

Tuesday, 30 June 2020 | 14:00 – 15:30hrs. Bangkok Time

## STRENGTHENING QUALITY LEARNING OUTCOMES IN UZBEKISTAN: SUCCESS STORIES AND CHALLENGES

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## Strengthening quality learning outcomes in 2020



### ORGANIZATION OF TEACHING AND LEARNING

1. Organization of distance education through **TV broadcasting** (*TV-lessons, five days per week*).
2. Parent and student communication, assessment of learning outcomes were set up through **telegram messenger and e-assessment system** (*kundalik.com*).
3. **Final grades** were assigned based on the previous term grades.

### PROBLEMS

1. **89,8%** of students were covered with e-learning.
2. **75%** students watched TV lessons.
3. **384375** students didn't do homework and their knowledge was not assessed.
4. **Low** ICT literacy of teachers.
5. **Lack** of two-way communication with students and parents.

### CONSEQUENCES

1. Gaps in learning
2. **40%** of learning outcomes were not covered/addressed.
3. Gap between knowledge acquisition and ability to apply (transversal skills).





## FILLING LEARNING GAPS

Online tutoring

Online clubs

Online professional  
development



To support school graduates for the preparation for admission exams into higher educational institutions.



To develop soft and hard skills of students, extra lessons for closing learning gaps.



To improve distance teaching skills of teachers, including ICT literacy and subject literacy.

## SCHOOL REOPENING



**SAFETY NORMS**

Development safety guidelines and toolkits for schools in **red zones**



**HEALTH AND HYGIENE**

Development health and hygiene guidelines and toolkits for schools in **red zones**



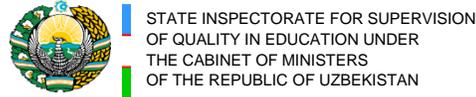
**SAFETY NORMS**

Development safety guidelines and toolkits for schools in **orange** and **green zones**



**HEALTH AND HYGIENE**

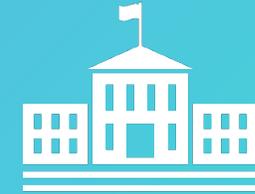
Development health and hygiene guidelines and toolkits for schools in **orange** and **green zones**



# Competency-based teaching, learning and assessment



## NATIONAL CENTER FOR INTERNATIONAL ASSESSMENTS



**7** International experts

**260** trainers

**30** staff retrained abroad



**348** Center of excellences

**60** testologists

**6000** teachers will be trained



## Challenges in monitoring the quality of education in the areas of learning assessments and exams in 2020

### PUBLIC EDUCATION SYSTEM

#### National Assessments

**SCHOOL MIDTERM ASSESSMENTS**

**LARGE SCALE ASSESSMENTS  
(9<sup>TH</sup>, 11<sup>TH</sup> GRADES)**

**CANCELLED AND FINAL GRADES ARE ASSIGNED BASED ON PREVIOUS TERM RESULTS**

#### International assessments

**PISA**

**PISA**  
FIELD TRIAL  
april, 2020

**Postponed to 2021**

**PIRLS**

**PIRLS**  
FIELD TRIAL  
april, 2020

**Postponed to October 2021**





## NATIONAL LARGE-SCALE ASSESSMENTS

### ADMISSION EXAMS TO HIGHER EDUCATION INSTITUTIONS



PERIOD

August 2020



EXAM PLACES

Large PAVILIONS (400-500 students)



SUBJECTS

Number of subjects is decreased from 5 to 2 subjects



HEALTH AND  
SAFETY

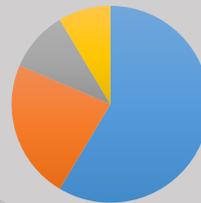
Social distancing, health and safety requirements



### CHALLENGES

#### How to address learning gaps?

Exam questions are not adjusted for learning loss.



#### How can we use it for evidence based policymaking?

Lack of capacity of analyzing data for decision-making.



#### Uncertainty

Unstable situation related to COVID-19.



#### Memorization vs Application

Exams are not designed to measure abilities and competencies






## CHALLENGES

### Monitoring system

Online monitoring of quality of learning outcomes has not been implemented system-wide yet.



### Online platform

There is no single electronic education platform for teaching and learning materials, virtual lessons, assessment materials



### Internet connection

Low speed of internet, far urban and rural regions are not covered with mobile and internet networks.



### Teaching skills for distance learning

Lack of teaching skills in a teleseminar/ streaming video environment and creating interactive and supportive environments for students



### Knowledge acquisition

The current practice focuses on memorizing and describing textbooks and teaching materials



### Competency-based learning

The current teaching and pedagogical practices are not oriented on forming transversal skills



### Critical thinking

Assessments are not designed for competency-based learning (logical and creative thinking, problem solving skills)

