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

- **Online tutoring**: To develop soft and hard skills of students, extra lessons for closing learning gaps.
- **Online clubs**: To improve distance teaching skills of teachers, including ICT literacy and subject literacy.
- **Online professional development**: Development safety guidelines and toolkits for schools in red zones.

### SCHOOL REOPENING

- **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 red zones.
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Competency-based teaching, learning and assessment

Center of excellences

348

International experts

260 trainers

30 staff retrained abroad

60 testologists

6000 teachers will be trained
Challenges in monitoring the quality of education in the areas of learning assessments and exams in 2020

**National Assessments**

- **SCHOOL MIDTERM ASSESSMENTS**
  - CANCELLED AND FINAL GRADES ARE ASSIGNED BASED ON PREVIOUS TERM RESULTS

- **LARGE SCALE ASSESSMENTS (9TH, 11TH GRADES)**

**International Assessments**

- **PISA FIELD TRIAL**
  - April, 2020
  - Postponed to 2021

- **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
**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).

**CHALLENGES**

- Knowledge acquisition
- Competency-based learning
- Critical thinking

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- Online platform
- Internet connection
- Teaching skills for distance learning
- Knowledge acquisition
- Competency-based learning
- Critical thinking