

Kyrgyz Republic

READ 1
Trust Fund Grant
2009–2015

READ 2
Trust Fund Grant
2017–2019

CONTEXT

Following the collapse of the Soviet Union, one of the first priorities in the Kyrgyz Republic was to create a functioning Ministry of Education with the capacity to establish education policy as well as to oversee the provision of education and to ensure its quality. Another priority was to reorient education programs to the new needs arising from the transition to a market economy. Since then, the Kyrgyz Republic has made important progress in improving its education system and now nearly all Kyrgyz students complete basic education. To further improve education quality, the government introduced reforms to strengthen the education system and improve the quality of teaching and learning. Thus, the Kyrgyz Republic has focused on building the capacity of key institutions and stakeholders in administering learning assessments and using assessment data to inform education policy.

FOCUS AREAS OF READ TRUST FUND GRANT SUPPORT

Developing and implementing a new national assessment strategy

Improving capacity to generate and use assessment information

Reforming high-stakes examinations

AS A RESULT OF THE READ TRUST FUND, THE KYRGYZ REPUBLIC:

Strengthened the enabling environment for the country's learning assessment system

The Republican Institute of In-Service Teacher Training (RIITT), the National Testing Center (NTC), the Center for Educational Assessment and Teaching Methods (CEATM), and teacher training institutions have improved and clarified their respective mandates on the learning assessment system.

Enhanced the capacity of the teaching workforce by incorporating training on classroom assessment into pre-service and in-service teacher training

The Kyrgyz Academy of Education (KAE) developed and conducted a training program on classroom assessment for lead and primary teachers to develop the skills and expertise in classroom assessment. The program was delivered to more than 6,200 primary school teachers. The training course materials were subsequently

incorporated into the regular curriculum for in-service and pre-service training.

Improved the quality of teaching by developing clear policies and guidelines on classroom assessment

The Kyrgyz Republic developed system-level curriculum and learning standards documents that outline what students are expected to learn.

A manual with guidelines for teachers on classroom assessment was created, clearly outlining what should be assessed, the uses of assessment information, and the formats for assessment questions and tasks. Over 90,000 manuals were distributed to teachers during in-service training sessions and provided to national and regional teacher training institutions to be incorporated into the training for pre-service teachers.

Is becoming better able to certify student knowledge by having examinations that are high quality and aligned with what is taught in school

In 2015, the government introduced a new competency-based curriculum with updated learning standards, syllabi, and learning outcomes. As a result, the School Leaving Examination (SLE) was realigned with the new learning standards in order to effectively assess learning achievements under the new curriculum.

Is increasing capacity of key stakeholders to use assessment data in order to benefit from more evidence-based policies

The READ 2 Trust Fund grant focuses on supporting assessment specialists and key education stakeholders, such as practitioners and policymakers who design and deliver teacher training and provide pedagogical guidance.

For example, in 2019, a workshop was conducted for 39 test developers on the New National Standards requirements

concerning key competencies and acquisition levels of competencies.

Is moving towards systematically monitoring and supporting improvements in teaching practices

Teachers have been provided with professional development opportunities, and classroom observation and evaluation techniques have been introduced to enhance the use of classroom assessment activities, thus strengthening teachers' effectiveness in the classroom.

Moreover, the Kyrgyz Republic is improving instructional effectiveness by introducing individualized training plans and designing a customized pedagogy and mentoring program. The mentoring program will be followed by classroom observations to assess changes in teachers' teaching practice and to inform teachers' professional development programs, as well as to provide targeted coaching support to select teachers and mentors.

