

Armenia

READ 1
Trust Fund Grant
2011–2015

READ 2
Trust Fund Grant
2017–2019

CONTEXT

Education has been a priority sector for public investment in Armenia since the late 1990s. The government has implemented reforms to increase access to and improve the quality of the education system. Reforms introduced in the past 10 years have included new curriculum for grades 1 through 9 and state standards for secondary education. These changes were accompanied by large-scale teacher training programs to support the new curriculum. The Ministry of Education and Science (MoES) also invested in improving management efficiency through the development of its Education Management Information System (EMIS). Further, large-scale assessments to evaluate and monitor the quality of learning in schools were introduced.

FOCUS AREAS OF READ TRUST FUND GRANT SUPPORT

Improving capacity to generate and use assessment information

Reforming high-stakes examinations

Strengthening teacher training in classroom assessment practices

AS A RESULT OF THE READ TRUST FUND, ARMENIA:

Increased the capacity of the teaching workforce

Classroom assessment practices in Armenia have been improved through the training courses that were developed to ensure that teachers build appropriate skills and expertise in classroom assessment approaches.

Two reports were produced on Armenia's classroom assessment practices and on the options for strengthening pre- and in-service teacher training programs on classroom assessment to improve student learning.

Two training courses on classroom assessment and examinations were developed for pre- and in-service teachers, and these courses were piloted with 70 university lecturers and teachers.

22 university professors were trained in classroom assessment and 19 professors were trained in measurement and testing.

Expanded the scope of National Large-Scale Assessments (NLSA)

Two NLSA activities were introduced—an Information, Communication, and Technology (ICT) Literacy Test, which assesses grade 9 students in competencies in using modern information and computer technologies, and the Trends in Armenistic Subject Studies assessment, which assesses grade 8 students in Armenian, Literature, and History.

In 2013, after adapting the tools of the ICT Literacy Test to the Armenian context, the ICT Literacy Test was administered to a nationally-representative sample of 2,400 students from all regions of Armenia and the results were used to inform policy in integrating ICT programs in education.

Developed its own qualified assessment specialists

Armenia developed national capacity to carry out assessment activities by providing technical training to over 100 key education stakeholders

through 15 different international conferences and specialized courses on assessment topics. Moreover, 25 assessment practitioners and academics participated in an intensive training program on topics related to National Large-Scale Assessments (NLSA). These trainings have expanded Armenia's understanding of key issues in assessment.

The technical capacity of the ATC staff to more efficiently and rigorously administer assessments was enhanced further through practical experience in introducing Computer Based Testing (CBT).

These activities are fostering assessment self-sufficiency and sustainability and laying a strong foundation for an effective assessment climate in Armenia's education system.

Is creating a sustainable local cadre of assessment professionals

A Master's program in Educational Assessment was developed and introduced at the Yerevan State

University of Languages and Social Sciences. The program will prepare assessment experts to support national assessment development and analysis, secondary analysis of international assessment data, reliability and validity studies for public examinations, and evaluations of MoES and Assessment and Testing Center (ATC) programs.

Is enhancing the rigor and reliability of examinations for improved equity of access to higher education

A Computer-Based Test in Mathematics for Armenia's Unified Entrance Examination (UEE) was designed and piloted with over 700 students. The gradual introduction of CBT in UEE, to which Armenia has committed, will allow students to better demonstrate their knowledge and skills and ensure that they are assessed more efficiently and objectively.