

The Way Forward

KYRGYZ REPUBLIC

Country presentation – 12 October 2020

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I. Kyrgyz Republic education system current state

- international rankings
- economic context

II. Desired learning outcomes

- Skills, abilities and knowledge of the 21st century
- Existing reform agenda after the COVID-19 crisis

III. Realizing the reform agenda

- role of teachers, school leaders and policy makers
 - the successful reform policy requirements
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Human Development Index (HDI)

In 2018 Kyrgyzstan rates 122 among 189 countries with 0.674 index

- Expected years of schooling (years)- 13.4
- Education index- 0.734
- Government expenditure on education (% of GDP)- 7.2
- Literacy rate, adult (% ages 15 and older)- 99.2
- Population with at least some secondary education (% ages 25 and older) - 98.4
- Mean years of schooling (years)- 10.9
- Percentage of schools with access to internet- 44
- Pupil-teacher ratio, primary school (number of pupils per teacher) – 25
- Life expectancy at birth (years)- 71.3
- GNI per capita- 3, 317

Source: UNESCO Institute for Statistics (2019)

International comparative research of the abilities and skills of 15-year-old students (PISA)

Purpose – to evaluate readiness of 15-year-old students for active participation in the life of society, i.e. assessment of their functional skills.

Instruments of the research – tests and questionnaires (on the basis of a stratified sample).

Outcome – definition of the accordance of abilities and skills of 15-year-old students to the international standards of functional skills and readiness for modern life; identification of factors that allow to explain the differences in results between participating countries.

PISA 2006

- 398750 students from 57 countries participated in PISA 2006
- In the KR, 5904 15-year-old students from 201 schools from all regions took the test (in Kyrgyz, Russian, or Uzbek)
- Kyrgyzstan rated 57 out of 57 countries
- Mean scores by a 1000 – pt. scales
 1. Scientific literacy- 322
 2. Reading literacy-285
 3. Math literacy- 311

PISA 2009

- 470 000 students from 65 countries participated in PISA 2006
 - In the KR, 4986 15-year-old students from 173 schools from all regions took the test (in Kyrgyz, Russian, or Uzbek)
 - Kyrgyzstan rated 65 out of 65 countries
 - Mean scores by a 1000 – pt. scales
 1. Scientific literacy- 330
 2. Reading literacy-313
 3. Math literacy- 330
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Factors explaining low performance of Kyrgyz students

- Low GDP level
 - Poor costs allocated per one student
 - Relationship between school performance and schools' socio-economic background
 - Lack of teaching staff
 - Lack of teaching and learning resources
 - Few students with pre-primary preparation
 - Students are not aware of effective learning strategies
 - Access to education materials at home and etc.
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Pupil- teacher ratio (number of pupils per teacher)

Country	Number of students per teacher
Kyrgyzstan	25
Tajikistan	22
Russia	21
Kazakhstan	20
Uzbekistan	21

Source: United Nations Development Program 2019

What does participation in the PISA research give to Kyrgyzstan?

- Assessment of educational achievements of Kyrgyzstan's students from the position of contemporary international priorities in the sphere of school education.
 - Analysis of the results of the study based on objective measurements and production of scientific conclusions that can be used for improvement of educational policy.
 - Possibility of using the results of the study for defining the strategy of school development in Kyrgyzstan.
 - A detailed report on the results for all interested parties (Ministry of Education, schools, parents) is being prepared
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What skills will citizens, workers, and leaders of tomorrow need?

- ICT skills
 - Analyze comprehensively
 - Think critically and make decisions
 - Work in teams with people of different backgrounds.
 - Formulate questions and communicate clearly.
 - Conduct information search and analysis
 - Develop the ability to «learn to learn» throughout their life.
 - Creating new value
 - Reconciling tensions and dilemmas
 - Taking responsibility
 - Social and emotional skills
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Constraints and challenges

- low level of teachers' pedagogical expertise,
 - few young professionals, lack of popularity of the teaching profession
 - inability of the older generation of teachers to introduce reforms in the educational process,
 - insufficient access to IT, lack of equipment for the educational process, poor infrastructure and technical base at schools.
 - the level of methodological training of teachers by the state. institutions are very low.
 - low salary level and weak social support for young professionals.
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The successful reform policy requires:

- Long term vision
 - Sustainable financing
 - Digitalization of education system
 - Professional development of teachers and education ministry officials
 - Mobilization of teachers and school leaders
 - Effective use of finance resources
 - Global and future orientation
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Thank you for your attention!
