



Schools2030 Research Launch

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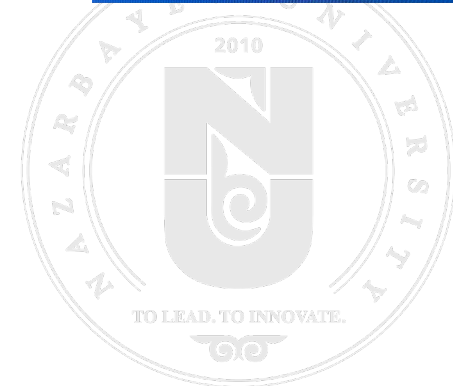
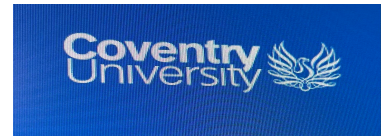
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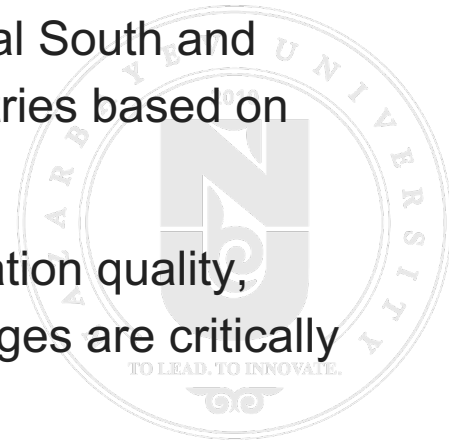


Title of the study

Exploring school-based education stakeholders' perspectives on quality of education in Kyrgyzstan and Tajikistan in the context of School 2030 initiative

Background:

- Quality is a contested concept with no universally agreed upon definition
- There are huge gaps in learning outcomes between Global South and North, OECD countries, and between Central Asian countries based on types of schools, rural vs urban, gender, and languages
- Local stakeholders' perspectives and aspirations of education quality, associated challenges, and their responses to the challenges are critically important



Purpose of the study

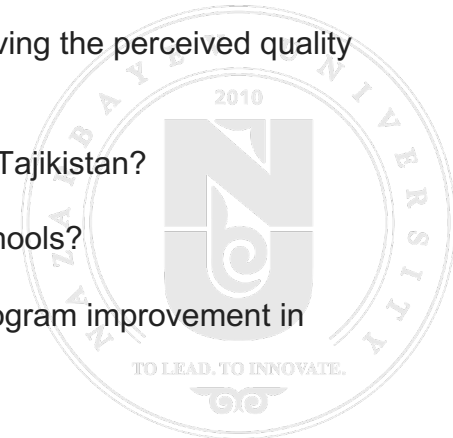
To identify and generate classroom and school based effective, culturally relevant and contextually workable practices and ideas around quality of education, so as to change the paradigms of thinking on how sustainable, workable and replicable solutions can be developed in countries like Kyrgyzstan and Tajikistan.

- The research topic is relevant to the first of the five themes laid out in the AKF Call for Proposals: *'Effective teaching strategies to raise holistic learning outcomes'* –
- It is also connected to the other themes around equity and inclusion, effective use of ICT, and learning and well-being



Research Questions

- What are the school leaders, teachers, students, and parents' conceptions of quality of education? How similar and different are these from those proposed by global research and reform organizations?
- What teaching and learning strategies are used to achieve the desired quality of education?
- How are the learning differences, inequity and exclusion issues understood and addressed in those schools?
- What opportunities, resources, and support do these school leaders and teachers have to achieve the perceived quality of education in their schools?
- What issues and challenges do these school leaders, teachers, and students face in achieving the perceived quality of education in their schools? How do they address these challenges?
- How has pandemic affected the delivery of quality education in schools of Kyrgyzstan and Tajikistan?
- What recommendations can be made to enhance quality in Kyrgyzstan and Tajikistan's schools?
- What are the policy and practice implications of the pandemic on policy, curriculum and program improvement in Central Asia and globally?



Mixed-methods study, involving quantitative survey and qualitative interviews and observations at 30 purposefully selected schools (15 each in Ky and Tj) Plus individuals from education ministries, regional, district and local education managers, and AKF and AKES education teams

- Survey will be administered to around 1500 participants
 - 25 students (14-15 years old) and 25 teachers randomly selected from each school ($25+25 \times 30=1500$)
- Anonymous Online or Paper-based survey will be administered in the selected schools
- 3 Focus-Group interviews at each school (teachers, students, parents) – $03 \times 30=90$
- 8 individual interviews with senior education officials (MOE, AKF)
- 1 individual interview with school director at each school ($1 \times 30=30$)
- 5-6 individual interviews with regional & district education officials



This study will be guided by a combination of theories around education quality: Human Capital, Human Rights, and Social Justice approach to quality of education;

This framework will allow us to encourage participation, hear the voices, and listen to all stakeholders about their aspirations, challenges, and responses in relation to quality of education

Expected Outcomes:

- Deepened, broadened and culturally grounded knowledge on challenges and solutions for policy, planning and practice for quality education
- Changed culture of viewing education quality from being dependency-and-externally-oriented and -defined to an interdependent, dialogical, yet critical, proactive and reflexive mindset;
- Enhanced holistic satisfaction with and confidence in public education by all the stakeholders;
- Direct and indirect socio-economic impact through both practical and policy relevance;
- Developed capacities and skills for continued production and sustenance of such knowledges and best practices
- Enhanced collaboration, teamwork and shared decision-making at all levels of education management



- Work closely with partners / stakeholders to develop evidence-based products, tools and events to share empirical knowledge with policy makers, education managers, and school communities;
- Develop and share policy briefs, newsletters, monographs, and other materials in local languages and disseminate them widely;
- Conduct workshops, seminars, conferences and community events at local, national, regional and international level;
- Use social media as well as print and electronic media to share best practices and solutions to problems faced by schools;
- Conduct policy dialogues and do advocacy;
- Present and publish in local, regional and international forums and journals...



Thank You!

