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Teacher Support System Study

UZBEKISTAN
EDUCATION
for
EXCELLENCE
PROGRAM



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UNIVERSITY

Uzbekistan Education for Excellence Program

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ACRONYMS AND ABBREVIATIONS

COVID-19	coronavirus disease 2019
EFL	English as a Foreign Language
FFT	Framework for Teaching
ICT	Information and Communication Technology
MoPE	Ministry of Public Education
RTI	RTI International
SIS	Status of Instruction Study
TPD	teacher professional development
TSSS	Teacher Support System Study
ULA	Uzbek Language Arts
ULA/Math	Uzbek Language Arts and Mathematics
USAID	United States Agency for International Development

SECTION I: BACKGROUND

The Uzbekistan Education for Excellence Program (the Program), funded by the United States Agency for International Development (USAID), aims to support the Government of Uzbekistan's vision for high-quality education. The curricular focus of the Program is on Uzbek Language Arts (ULA), Mathematics, Information and Communication Technology (ICT), and English as a Foreign Language (EFL) in general primary and secondary schools across the country. The Program is implemented as a partnership between USAID, the Uzbekistan Ministry of Public Education (MoPE), and a consortium of implementing partners led by RTI International (RTI) with Florida State University and Mississippi State University. The RTI Consortium provides the expertise and experience needed to help the MoPE to:

1. Develop relevant and appropriate student learning standards for ULA, Mathematics, ICT, and EFL;
2. Customize or develop and pilot revised student textbooks and teacher guides;
3. Design and implement an effective in-service teacher professional development (TPD) approach on the new curriculum products and instructional practices; and
4. Conduct Program monitoring, evaluation, and learning activities, including impact evaluation research.

In Year 2 (October 2020–September 2021), the Program designed and implemented a Status of Instruction Study (SIS) to shed light on teachers' knowledge, attitudes and beliefs, skills, and behaviors; the resources available at the school level and for the targeted subjects; and how these resources are used. The Program also designed a Teacher Support System Study (TSSS) to examine the existing teacher support system and identify teacher support challenges and opportunities. The TSSS results will be used to create a Program TPD approach. The TSSS data collection process was integrated into the second phase of the SIS data collection process, which occurred in mid-2021. This was done because both studies targeted the same respondents: teachers, school directors, and methodologists. The TSSS, like the SIS, was originally intended to include in-person interviews. However, because of the prolonged difficulties caused by the coronavirus disease 2019 (COVID-19) pandemic, data collection was done remotely.

This report presents the TSSS methodology and findings from online surveys administered to more than 4,100 teachers, 183 school directors, and 131 methodologists from all regions of Uzbekistan, including the Republic of Karakalpakstan and Tashkent City.

SECTION II: METHODOLOGY

The TSSS was a descriptive quantitative study that used online surveys. It was designed to answer the following research questions:

1. How is the current teacher support system structured, and is it changing instructional practices?
2. What opportunities and support do teachers currently have to enhance their content knowledge and pedagogical skills?

The TSSS was designed together with the SIS using the Framework for Teaching (FFT) as a conceptual foundation. The FFT was developed by The Danielson Group (2019)¹ and outlines four main domains of teaching, including teaching responsibility, planning and preparation, classroom environment, instruction, and professional responsibilities. For each domain, the framework features components and elements to consider.

The Program team considered the FFT because no single existing conceptual framework was suitable for adoption “as is”. RTI’s own work, which included a situation analysis for English language instruction in Ethiopia,² a study on teacher guides,³ and a School Snapshot on Management Effectiveness,⁴ provided some context for designing both the SIS and the TSSS.

Because the FFT is a tool for teacher reflection, practice improvement, and evaluation that was designed for teachers and administrators, its purposes did not fully align with that of the SIS and TSSS. However, the framework provided useful domains and components to consider for the SIS and TSSS and to guide the development of the surveys.

Items from the FFT’s fourth domain, “Professional Responsibilities,” were included in the TSSS. To create the draft survey items, the Program collaborated with partners Florida State University and Mississippi State University. Local Program staff reviewed the draft items for contextual relevance and translated them into Uzbek. The surveys were tested with teachers to ensure that the question and response phrasing was clear, the response options were comprehensive, the online survey administration was free from errors, and the administration time was estimated accurately. The instruments were then revised by Program staff to incorporate feedback from respondents.

The survey was exempted from review by RTI’s Institutional Review Board because its purpose did not meet the criteria for research involving human subjects. The survey did, however, include a comprehensive informed consent procedure to ensure that respondents were fully aware of the study’s purpose, potential risks, administration approaches, data

¹ The Danielson Group. (2019). *The Framework for Teaching*. Retrieved from <https://danielsongroup.org/framework>

² RTI International. (2017). *English situation analysis report. Reading for Ethiopia’s Achievement Developed Technical Assistance (READ TA)*. Retrieved from https://pdf.usaid.gov/pdf_docs/PA00MHT6.pdf

³ Piper, B., Sitabkhan, Y., Mejía, J., & Betts, K. (2018). *Effectiveness of teachers’ guides in the Global South: Scripting, learning outcomes, and classroom utilization*. RTI Press Publication No. OP-0053-1805. Retrieved from <https://www.rti.org/rti-press-publication/teachers-guides-global-south/fulltext.pdf>

⁴ RTI International. (2016). *Education Data for Decision Making (EdData II): Key achievements and lessons learned final report*. Retrieved from https://ierc-publicfiles.s3.amazonaws.com/public/resources/Core%20Final%20Report_16Dec2016_0.pdf

privacy, security, analysis, and reporting, as well as contact information if they had any questions.

Between May and October 2021, the TSSS survey was designed in the online survey system Voxco, and the link to the survey was shared with teachers, school directors, and methodologists via MoPE Telegram channels. The survey was completed by more than 4,100 teachers, 183 school directors, and 131 methodologists from all regions of Uzbekistan, including the Republic of Karakalpakstan and Tashkent City. The survey data were exported from Voxco and analyzed in Stata® by RTI home office statisticians.

The study team encountered the following challenges and limitations when administering the survey:

1. Low response rates and incomplete surveys: The response rates among school directors and methodologists were low. Overall, only 183 out of 10,242 (2%) school directors, and 131 out of 654 (20%) methodologists responded to the survey. . Furthermore, there was a large number of incomplete teacher surveys, which had to be excluded from the analysis.
2. Generalization of results: Because this study was not designed to produce generalizable results, the findings are relevant only to the respondents in the various regions. They cannot be applied to all teachers, methodologists, or school directors in the country.
3. Inability to control for social desirability in results: This was a self-report study in which electronic surveys were distributed to prospective respondents via a link. The surveys were completed online by respondents, who indicated their knowledge, perceptions, and practices. There is no way to probe responses in self-report studies, implying that some respondents may have provided answers that they considered to be socially acceptable rather than answers that reflect their true experiences, feelings, and actions.

SECTION III: RESPONDENT DEMOGRAPHICS AND CHARACTERISTICS

3.1 DISTRIBUTION OF RESPONDENTS BY REGION AND GENDER

Table 1 presents the distribution of the 4,477 survey respondents by region. Andijan Region had the largest number of respondents (965), contributing 22% of the total sample. This proportion was twice as large as the next two largest proportions: Karakalpakstan (561, 13%) and Bukhara Region (475, 11%). The regions with the fewest respondents were Qashqadaryo (147) and Navoiy (146), each of which contributed 3% of the total sample. Overall, there were more women respondents in the sample than men (84% versus 16%, respectively).

Table 1. Distribution of All Respondents by Region and Gender

Region*	Overall Total Respondents	Percentage of Sample	Percentage of Actual Population of School Directors, Methodologists and Teachers ⁵	Percentage of Women in the Sample	Percentage of Men in the Sample
Andijan Region	965	22%	9%	87%	13%
Bukhara Region	475	11%	5%	89%	11%
Fergana Region	169	4%	10%	79%	21%
Jizzakh Region	157	4%	5%	64%	36%
Karakalpakstan	561	13%	7%	89%	11%
Namangan Region	233	5%	8%	72%	28%
Navoiy Region	146	3%	4%	90%	10%
Qashqadaryo Region	147	3%	12%	65%	35%
Samarqand Region	286	6%	11%	87%	13%
Sirdaryo Region	160	4%	3%	81%	19%
Surxondaryo Region	331	7%	9%	65%	35%
Tashkent City	284	6%	5%	89%	11%
Tashkent Region	244	5%	7%	92%	8%
Xorazm Region	319	7%	6%	88%	12%
TOTAL	4,477	100%	100%**	84%	16%

* Republic of Karakalpakstan and Tashkent City are not regions, but have same administrative ranking.

** Column sums to 101% due to rounding.

As shown in **Table 2**, the respondents consisted of school directors (183), methodologists (131), Uzbek Language Arts and Mathematics (ULA/Math) teachers in grades 1 to 4 (2,578), ICT teachers in grades 5 to 11 (557), and EFL teachers in grades 1 to 11 (1,028). More than

⁵ Data received from the Ministry of Public Education of the Republic of Uzbekistan.

half of all respondents were ULA/Math teachers (58%), followed by EFL teachers, who made up almost a quarter (23%). School directors represented 4% of respondents and were the second smallest category among all respondent categories; methodologists were the smallest category, contributing just 3% to the total.

Table 2 also highlights the relatively high national levels of gender equity among school directors, methodologists, and ICT teachers. However, the level of gender equity is not even across regions (see **Table 3**, **Table 4**, and **Table 6**). In contrast, across Uzbekistan, ULA/Math teachers and EFL teachers are predominately women (94% and 83%, respectively; see **Table 2**, **Table 5**, and **Table 7**).

Table 2. Distribution of All Respondents by Category and Gender

Respondent Category	Overall Total Respondents	Percentage of Sample	Percentage of Women Respondents	Percentage of Men Respondents
School directors	183	4%	48%	52%
Methodologists	131	3%	50%	50%
ULA/Math teachers in grades 1–4	2,578	58%	94%	6%
ICT teachers in grades 5–11	557	12%	54%	46%
EFL teachers in grades 1–11	1,028	23%	83%	17%
TOTAL	4,477	100%	84%	16%

Table 3. Distribution of School Director Respondents by Region and Gender presents the distribution of the 183 school directors in the sample by region and gender. No school directors from Navoiy Region responded to the survey. Andijan Region had the largest number of school director respondents (53), contributing 29% to the number of respondents in this category, followed by Namangan Region (32, 17%) and Karakalpakstan (30, 16%). The regions with the fewest school director respondents in the category (Table 2 above) were Fergana (one) and Xorazm (one), each of which contributed just 1% to the category total.

Overall, there was gender equity in the proportions of men and women in the school director category, with the proportion of men being slightly larger than the proportion of women (52% men versus 48% women). However, such equity was not observed in all regions: there was a predominance of men school directors in Qashqadaryo (89%), Samarqand (75%), Sirdaryo (83%), and Surxondaryo (82%), whereas in Tashkent Region, 81% of school director respondents were women. In Fergana Region, all respondents (100%) in the category were women, and in Xorazm Region, all respondents (100%) were men.

Table 3. Distribution of School Director Respondents by Region and Gender

Region*	Overall Total Respondents	Percentage of Sample	Percentage of Actual Population of School Directors ⁶	Percentage of Women in the Sample	Percentage of Men in the Sample
Andijan Region	53	29%	8%	55%	45%
Bukhara Region	2	1%	5%	50%	50%

⁶ *Ibid.*

Table 3. Distribution of School Director Respondents by Region and Gender

Region*	Overall Total Respondents	Percentage of Sample	Percentage of Actual Population of School Directors ⁶	Percentage of Women in the Sample	Percentage of Men in the Sample
Fergana Region	1	1%	10%	100%	0%
Jizzakh Region	9	5%	5%	33%	67%
Karakalpakstan	30	16%	7%	63%	37%
Namangan Region	32	17%	7%	34%	66%
Navoiy Region	0	0	4%	0	0
Qashqadaryo Region	9	5%	11%	11%	89%
Samarqand Region	4	2%	12%	25%	75%
Sirdaryo Region	6	3%	3%	17%	83%
Surxondaryo Region	11	6%	9%	18%	82%
Tashkent City	16	9%	4%	81%	19%
Tashkent Region	9	5%	9%	67%	33%
Xorazm Region	1	1%	5%	0%	100%
TOTAL	183	100%	100%**	48%	52%

* Republic of Karakalpakstan and Tashkent City are not regions, but have same administrative ranking.

** Column sums to 99% due to rounding.

Table 4 presents the distribution of the 131 methodologists who responded to the survey, by region and gender. Surxondaryo Region had the largest number of respondents (22), representing 17% of the respondents in this category. The region with the fewest respondents was Fergana (2), which contributed 2% to the category total. There was gender equity in the category, which included 66 women and 65 men. Gender parity was also observed in some regions:

- Equal numbers of women and men respondents in the category in Jizzakh and Samarqand Regions.
- Similar proportions of men and women respondents Andijan Region and Karakalpakstan.
- A slight prevalence of men respondents from Tashkent City and a slight prevalence of women respondents from Sirdaryo.

However, as observed for the category of school directors, other regions had large gender disparities: men dominated the respondents from Namangan (71%), Qashqadaryo (86%), and Surxondaryo (73%), whereas women dominated the respondents from Bukhara (73%), Xorazm (68%), and Navoiy (67%). All methodologists (100%) who responded from Fergana and Tashkent Regions were women.

Table 4. Distribution of Methodologist Respondents by Region and Gender

Region*	Overall Total Respondents	Percentage of Sample	Percentage of Actual Population of Methodologists on ULA/Math, ICT and EFL ⁷	Percentage of Women in the Sample	Percentage of Men in the Sample
Andijan Region	11	8%	8%	45%	55%
Bukhara Region	15	11%	6%	73%	27%
Fergana Region	2	2%	9%	100%	0%
Jizzakh Region	6	5%	6%	50%	50%
Karakalpakstan	15	11%	8%	47%	53%
Namangan Region	7	5%	6%	29%	71%
Navoiy Region	3	2%	5%	67%	33%
Qashqadaryo Region	7	5%	7%	14%	86%
Samarqand Region	6	5%	8%	50%	50%
Sirdaryo Region	7	5%	6%	57%	43%
Surxondaryo Region	22	17%	7%	27%	73%
Tashkent City	7	5%	6%	43%	57%
Tashkent Region	4	3%	11%	100%	0%
Xorazm Region	19	15%	6%	68%	32%
TOTAL	131	100%**	100%***	50%	50%

* Republic of Karakalpakstan and Tashkent City are not regions, but have same administrative ranking.

** Column sums to 99% due to rounding.

*** Same as above.

As shown in **Table 5**, ULA/Math teachers were the largest category of respondents in the sample, with a total of 2,578 teachers. Andijan Region had the largest number of respondents (575), contributing 22% to the total respondents in this category, followed by Karakalpakstan (367, 14%) and Surxondaryo Region (220, 9%). The region with the fewest respondents in the category of ULA/Math teachers was Qashqadaryo Region (70), which contributed 3% to the category total. Overall, there were more women respondents in the sample than men (94% versus 6%).

Table 5. Distribution of ULA/Math Teacher Respondents by Region and Gender

Region*	Overall Total Respondents	Percentage of Sample	Percentage of Actual Population of ULA/Math Teachers ⁸	Percentage of Women in the Sample	Percentage of Men in the Sample
Andijan Region	575	22%	9%	98%	2%
Bukhara Region	194	8%	5%	97%	3%
Fergana Region	90	3%	10%	92%	8%
Jizzakh Region	99	4%	5%	82%	18%

⁷ Ibid.

⁸ Ibid.

Table 5. Distribution of ULA/Math Teacher Respondents by Region and Gender

Region*	Overall Total Respondents	Percentage of Sample	Percentage of Actual Population of ULA/Math Teachers ⁸	Percentage of Women in the Sample	Percentage of Men in the Sample
Karakalpakstan	367	14%	7%	95%	5%
Namangan Region	109	4%	8%	91%	9%
Navoiy Region	95	4%	4%	97%	3%
Qashqadaryo Region	70	3%	13%	81%	19%
Samarqand Region	212	8%	11%	93%	7%
Sirdaryo Region	97	4%	2%	98%	2%
Surxondaryo Region	220	9%	10%	83%	17%
Tashkent City	113	4%	4%	97%	3%
Tashkent Region	172	7%	7%	99%	1%
Xorazm Region	165	6%	5%	98%	2%
TOTAL	2,578	100%	100%	94%	6%

* Republic of Karakalpakstan and Tashkent City are not regions, but have same administrative ranking.

The distribution of ICT teachers in the sample by gender and region is shown in **Table 6**. Andijan Region had the largest number of respondents (115) in the category, contributing 21% of the total respondents in this category, followed by Bukhara Region (98, 18%) and Karakalpakstan and Surxondaryo Regions, which each contributed 49 respondents, or 9%.

Overall, gender parity was observed in the category of ICT teachers, with a slight prevalence of women over men (54% women versus 46% men). However, gender parity was not uniform across regions: men respondents were more prevalent in Ferghana (62%), Jizzakh (88%), Sirdaryo (64%), and Surxondaryo (84%) Regions, whereas women respondents were more prevalent in Bukhara (71%), Xorazm (66%), and Tashkent (73%) Regions, as well as in Karakalpakstan (65%) and Tashkent City (74%). Notably, the respondents from Navoiy Region were equally divided between men (50%) and women (50%).

Table 6. Distribution of ICT Teacher Respondents by Region and Gender

Region*	Overall Total Respondents	Percentage of Sample	Percentage of Actual Population of ICT Teachers ⁹	Percentage of Women in the Sample	Percentage of Men in the Sample
Andijan Region	115	21%	8%	57%	43%
Bukhara Region	98	18%	6%	71%	29%
Fergana Region	21	4%	10%	38%	62%
Jizzakh Region	17	3%	5%	12%	88%
Karakalpakstan	49	9%	7%	65%	35%
Namangan Region	36	6%	8%	42%	58%
Navoiy Region	20	4%	4%	50%	50%
Qashqadaryo Region	29	5%	11%	45%	55%

⁹ Ibid.

Table 6. Distribution of ICT Teacher Respondents by Region and Gender

Region*	Overall Total Respondents	Percentage of Sample	Percentage of Actual Population of ICT Teachers ⁹	Percentage of Women in the Sample	Percentage of Men in the Sample
Samarqand Region	17	3%	12%	59%	41%
Sirdaryo Region	14	3%	3%	36%	64%
Surxondaryo Region	49	9%	8%	16%	84%
Tashkent City	39	7%	5%	74%	26%
Tashkent Region	15	3%	7%	73%	27%
Xorazm Region	38	7%	7%	66%	34%
TOTAL	557	100%**	100%***	54%	46%

* Republic of Karakalpakstan and Tashkent City are not regions, but have same administrative ranking.

** Column sums to 102% due to rounding.

*** Column sums to 101% due to rounding.

Table 7 presents the distribution of the 1,028 EFL teachers who responded to the survey, by region and gender. Andijan Region had the largest number of respondents (211), contributing 21% to the total respondents in this category. The region with the fewest respondents was Jizzakh (26), which contributed just 3% to the category total.

The majority of EFL teachers in the sample were women (83%), and this observation was consistent across all regions except Jizzakh (42%) and Surxondaryo (55%), where the proportion of women in the category was almost the same as that of men, and in Navoiy Region (100%), where all respondents were women.

Table 7. Distribution of EFL Teacher Respondents by Region and Gender

Region*	Overall Total Respondents	Percentage of Sample	Percentage of Actual Population of EFL Teachers ¹⁰	Percentage of Women in the Sample	Percentage of Men in the Sample
Andijan Region	211	21%	9%	84%	16%
Bukhara Region	166	16%	6%	91%	9%
Fergana Region	55	5%	11%	71%	29%
Jizzakh Region	26	3%	4%	42%	58%
Karakalpakstan	100	10%	7%	91%	9%
Namangan Region	49	5%	8%	82%	18%
Navoiy Region	28	3%	4%	100%	0%
Qashqadaryo Region	32	3%	10%	75%	25%
Samarqand Region	47	5%	12%	83%	17%
Sirdaryo Region	36	4%	3%	67%	33%
Surxondaryo Region	29	3%	6%	55%	45%
Tashkent City	109	11%	8%	89%	11%
Tashkent Region	44	4%	7%	77%	23%

¹⁰ Ibid.

Table 7. Distribution of EFL Teacher Respondents by Region and Gender

Region*	Overall Total Respondents	Percentage of Sample	Percentage of Actual Population of EFL Teachers ¹⁰	Percentage of Women in the Sample	Percentage of Men in the Sample
Xorazm Region	96	9%	6%	85%	15%
TOTAL	1,028	100%**	100%***	83%	17%

* Republic of Karakalpakstan and Tashkent City are not regions, but have same administrative ranking.

** Column sums to 102% due to rounding.

** Column sums to 101% due to rounding.

3.2 SCHOOL DIRECTORS: EXPERIENCE SERVING AS A SCHOOL DIRECTOR AND CURRENT TEACHING ROLES

School Directors' Experience Serving as a School Director

Table 8 shows the distribution of school director respondents by their years of experience. Overall, across regions, half (50%) of the school directors who responded had 1 to 5 years of experience as a school director; this was also true for all school directors (100%) from Bukhara, Ferghana, and Xorazm Regions. Thirty-seven percent of school director respondents reported having either 6 to 10 or 11 to 15 years of experience. There were no responses from Navoiy Region because there were no respondents in this category from this region.

Table 8. School Director Respondents' Years of Experience by Region

Regions*	Years							Total
	0	1 to 5	6 to 10	11 to 15	16 to 20	21 to 25	26+	
Andijan Region	0%	57%	19%	15%	9%	0%	0%	100% (n=53)
Bukhara Region	0%	100%	0%	0%	0%	0%	0%	100% (n=2)
Fergana Region	0%	100%	0%	0%	0%	0%	0%	100% (n=1)
Jizzakh Region	0%	44%	11%	33%	11%	0%	0%	100% (n=9)**
Karakalpakstan	0%	33%	37%	20%	7%	3%	0%	100% (n=30)
Namangan Region	6%	47%	19%	13%	9%	3%	3%	100% (n=32)
Navoiy Region	0%	0%	0%	0%	0%	0%	0%	0% (n=0)
Qashqadaryo Region	0%	67%	22%	11%	0%	0%	0%	100% (n=9)
Samarqand Region	0%	75%	25%	0%	0%	0%	0%	100% (n=4)
Sirdaryo Region	17%	50%	17%	0%	0%	17%	0%	100% (n=6)***
Surxondaryo Region	0%	36%	27%	27%	0%	9%	0%	100% (n=11)**
Tashkent City	0%	31%	19%	25%	19%	6%	0%	100% (n=16)
Tashkent Region	0%	78%	11%	0%	0%	0%	11%	100% (n=9)
Xorazm Region	0%	100%	0%	0%	0%	0%	0%	100% (n=1)
TOTAL	2%	50%	21%	16%	8%	3%	1%	100% (n=183)

* Republic of Karakalpakstan and Tashkent City are not regions, but have same administrative ranking.

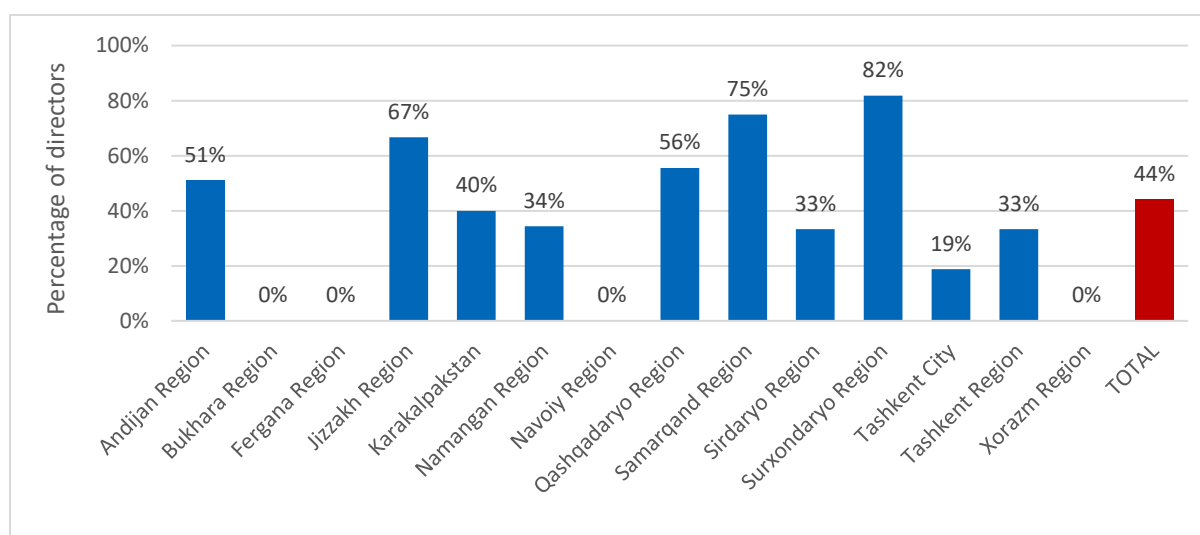
** Row sums to 99% due to rounding.

*** Row sums to 101% due to rounding.

School Directors' Teaching Roles During the 2020/2021 School Year

Figure 1 shows that in addition to administrative duties, many school directors also have teaching responsibilities. When asked whether they had taught any class during the 2020/2021 school year, in addition to serving as school director, all school director respondents in Jizzakh, Samarqand, and Surxondaryo were found to have the highest proportions of school directors who indicated that they taught a class in addition to their primary role: 67%, 75%, and 82%, respectively. Conversely, Tashkent City had a relatively large proportion of school director respondents who reported not teaching a class (81%) and school director respondents in Bukhara, Fergana, and Xorazm Regions responded that they had no teaching responsibilities. There were no respondents in this category from Navoiy Region.

Figure 1. School Director Respondents Who Reported Having Teaching Duties During the 2020/2021 School Year



3.3 METHODOLOGISTS: PAST TEACHING EXPERIENCE AND EXPERIENCE SERVING AS METHODOLOGISTS

Methodologists' Experience Serving as a Methodologist

Table 9 highlights the distribution methodologist respondents by their years of experience. Overall, across regions, 69% of the methodologist respondents had 1 to 5 years, 23% had 6 to 10 years, and only 4% had 11 to 15 years of experience in their current role. All respondents (100%) from Namangan, Navoiy, and Qashqadaryo Regions and Tashkent City reported having 1 to 5 years of experience as a methodologist, whereas all respondents (100%) from Fergana Region had 6 to 10 years of experience.

Table 9. Methodologist Respondents' Years of Experience by Region

Regions*	Years						Total
	0	1 to 5	6 to 10	11 to 15	16 to 20	26+	
Andijan Region	9%	82%	9%	0%	0%	0%	100% (n=11)
Bukhara Region	0%	53%	40%	7%	0%	0%	100% (n=15)

Table 9. Methodologist Respondents' Years of Experience by Region

Regions*	Years						Total
	0	1 to 5	6 to 10	11 to 15	16 to 20	26+	
Fergana Region	0%	0%	100%	0%	0%	0%	100% (n=2)
Jizzakh Region	0%	83%	17%	0%	0%	0%	100% (n=6)
Karakalpakstan	0%	53%	40%	7%	0%	0%	100% (n=15)
Namangan Region	0%	100%	0%	0%	0%	0%	100% (n=7)
Navoiy Region	0%	100%	0%	0%	0%	0%	100% (n=3)
Qashqadaryo Region	0%	100%	0%	0%	0%	0%	100% (n=7)
Samarqand Region	0%	67%	33%	0%	0%	0%	100% (n=6)
Sirdaryo Region	0%	71%	29%	0%	0%	0%	100% (n=7)
Surxondaryo Region	0%	64%	18%	5%	0%	14%	100% (n=22)**
Tashkent City	0%	100%	0%	0%	0%	0%	100% (n=7)
Tashkent Region	0%	75%	25%	0%	0%	0%	100% (n=4)
Xorazm Region	0%	58%	26%	11%	5%	0%	100% (n=19)
TOTAL	1%	69%	23%	4%	1%	2%	100% (n=131)

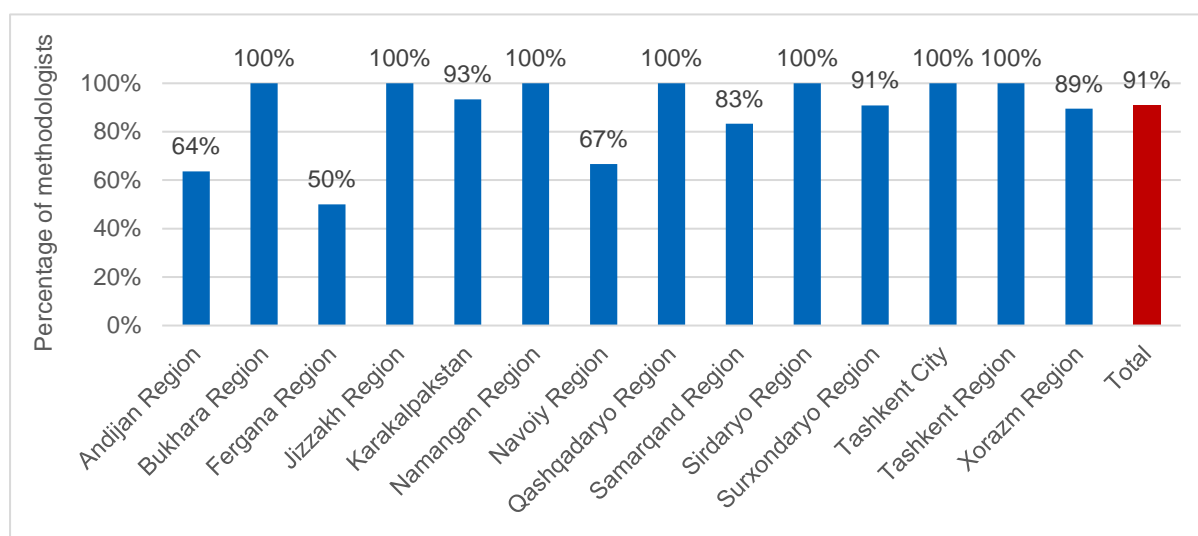
* Republic of Karakalpakstan and Tashkent City are not regions, but have same administrative ranking.

** Row sums to 101% due to rounding.

Methodologists' Past Teaching Experience

Figure 2 presents the percentage of methodologist respondents who indicated that they worked as teachers before being appointed to their current role. All methodologists (100%) from the following regions indicated that they had teaching experience: Bukhara, Jizzakh, Namangan, Qashqadaryo, Sirdaryo, and Tashkent Region and Tashkent City. These regions correspond to those where most methodologists reported having 1 to 5 years of experience, except Bukhara Region, where slightly more than half of methodologist respondents (53%) reported having this level of experience. Fifty percent of methodologist respondents from Fergana, 64% from Andijan, and 67% from Navoiy reported having prior teaching experience.

Figure 2. Methodologist Respondents Who Reported Having Prior Teaching Experience by Region

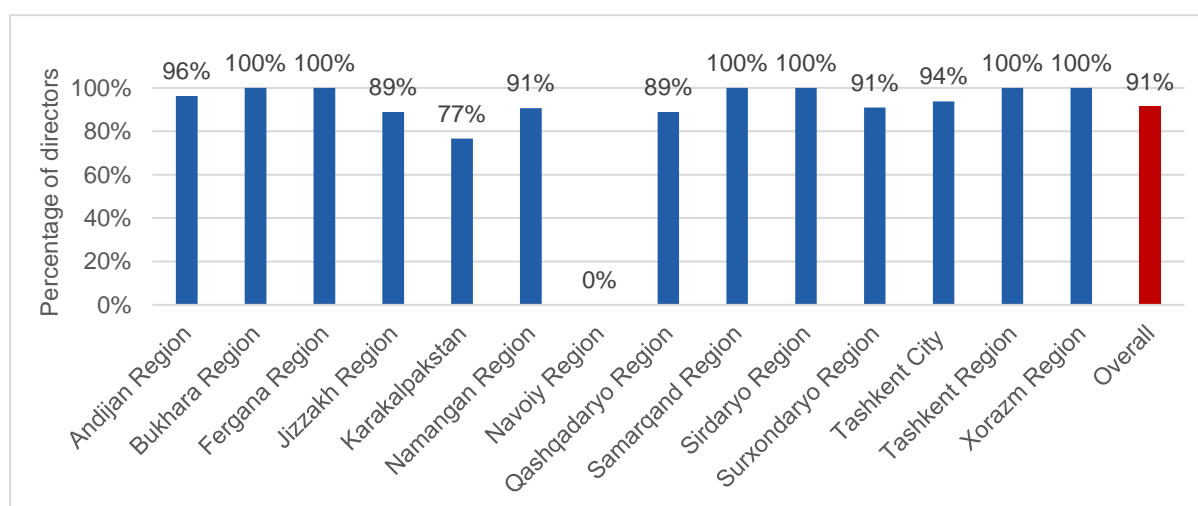


3.4 RESPONDENTS' ACCESS TO TECHNOLOGY

School Directors' Ownership of a Smartphone or Tablet

Figure 3 presents the percentage of school director respondents who reported owning a smartphone or tablet by region. All (100%) respondents from the following five regions indicated that they own a smartphone or tablet: Bukhara, Fergana, Samarqand, Sirdaryo, Tashkent and Xorazm. Respondents from Karakalpakstan were least likely of all regions to own such a device, with 77% of school director respondents reporting that they owned a smartphone or tablet. This finding suggests that access to technology among school directors is high across the country.

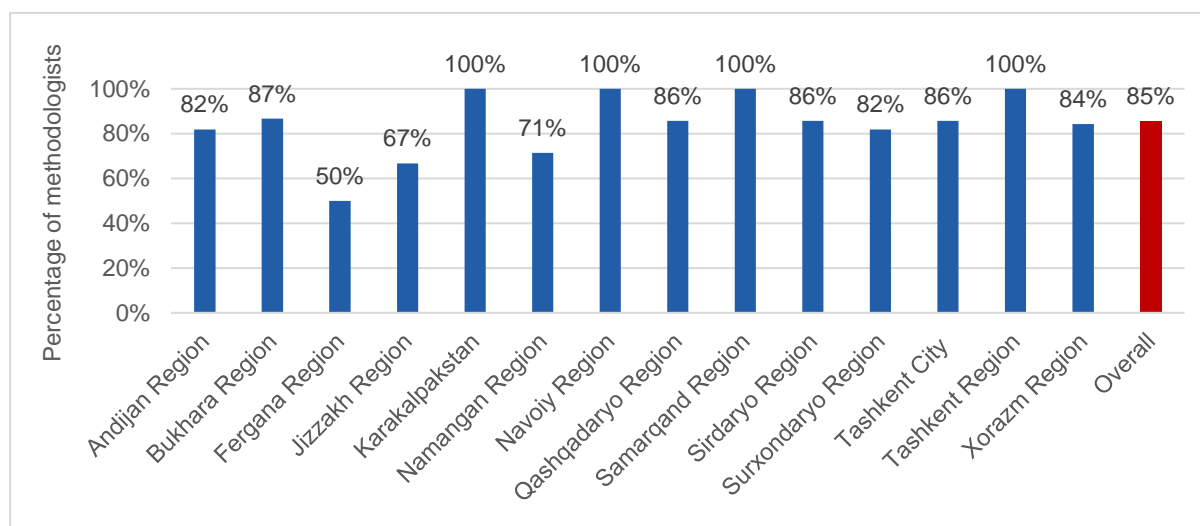
Figure 3. School Director Respondents Who Reported Owning a Smartphone or Tablet by Region



Methodologists' Ownership of a Smartphone or Tablet

Figure 4 presents the percentage of methodologists who own a smartphone or tablet by region. This figure shows that access to mobile technology is high among methodologists across all regions except Fergana Region. In fact, all (100%) methodologist respondents from the following four regions indicated that they own a smartphone or tablet: Karakalpakstan, Navoiy, Samarqand and Tashkent. In contrast, only half of the respondents (50%) in Fergana Region said that they have a smartphone or tablet.

Figure 4. Methodologist Respondents Who Reported Owning a Smartphone or Tablet by Region



Teachers' Ownership of a Smartphone or Tablet

The information on teachers' access to technology was collected as part of Phase I of the Status of Instruction Study (SIS).¹¹ The findings of the study suggest that participating teachers from the city of Tashkent, and the regions of Sirdaryo, Navoiy, Fergana, Andijan, Tashkent and Xorazm had the highest level of accessibility to a computer for home use with at least 80% of them reporting that they have a computer for use at home.

In addition, at least 90% of the teachers from these regions reported that they have access to either a wifi or mobile internet, suggesting that home internet access was also highest in these regions. Understandably, the city of Tashkent had the greatest proportion (98%) of teachers with access to internet at home.

The regions with the lowest numbers of teachers who reported having a computer for use at home were Qashqadaryo (50%), Samarqand (67%) and Karakalpakstan (71%). Qashqadaryo also had the largest proportion (20%) of teachers without access to internet at home.

¹¹ Status of Instruction Study Phase 1 Report, p 11.

SECTION IV: FINDINGS

4.1 SELF-DIRECTED TPD ACTIVITIES DONE AT HOME OR LOCALLY

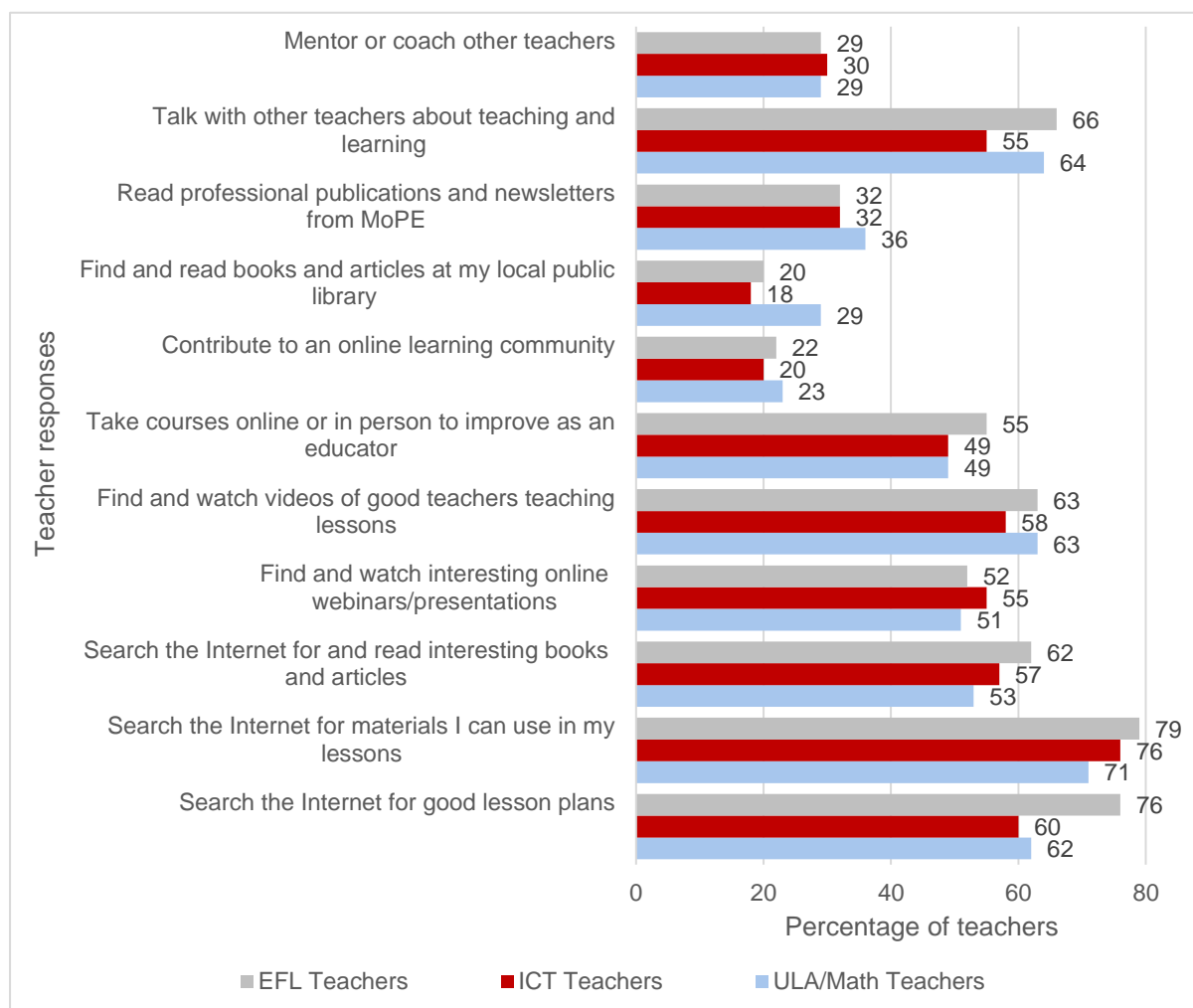
Figure 5 shows the types of self-directed TPD that teacher respondents reported doing from home and/or in their town. The most frequently mentioned activity was searching the Internet for materials that teachers can use in their lessons (cited by more than 70% of teachers across all subjects), followed by searching the Internet for good lesson plans (reported by 76% of EFL teachers and more than 60% of ICT and ULA/Math teachers). Comparing the results by subject reveals that EFL teachers were more likely to use the Internet to search for materials (79%) and to search for good lesson plans (76%) than either ULA/Math teachers or ICT teachers.

Other TPD activities that relatively large numbers of teachers reported doing at home include the following:

- Talking with other teachers about teaching and learning, which was reported by 55%–66% of teachers, depending on subject.
- Finding and watching a video of good teachers teaching lessons, which was reported by 58%–63% of teachers, depending on subject.

Across all subjects, very few teachers (less than a third) reported contributing to an online learning community or searching for and reading books and articles at their local public library or university library.

Figure 5. TPD Activities that Teacher Respondents' Reported Doing at Home or in Their Town



4.2 TPD AT THE SCHOOL LEVEL

The TSSS investigated several aspects related to TPD at the school level, including whether schools allocate time for TPD activities and how often teachers participated in those activities. The study also explored the types of TPD activities that teachers participate in, as well as the TPD delivery formats, structure, and topics covered. School directors' and methodologists' views on the barriers to TPD were gathered to triangulate teachers' views in the SIS Phase 1 report.¹²

Allocation of Time for Formal TPD Activities and Frequency of Teacher Participation

Figure 6 shows the distribution of responses among teachers, school directors, and methodologists regarding whether their schools schedule time for teachers to participate in formal TPD activities. Most teachers (more than 70%), school directors (90%), and methodologists (73%) confirmed that their schools schedule time for teachers to participate in TPD activities at the school level. Only 9%–13% of teachers (depending on subject), 7% of school directors, and 15% of methodologists reported that their schools do not provide time for teachers to participate in TPD activities.

¹² Uzbekistan Education for Excellence Program. (2021). *Status of Instruction Study Phase 1 Report*. Tashkent, Uzbekistan.

Figure 6. Teacher, School Director, and Methodologist Respondents' Answers to the Question: "Does your school schedule time for teachers to participate in formal professional development activities at your school?"

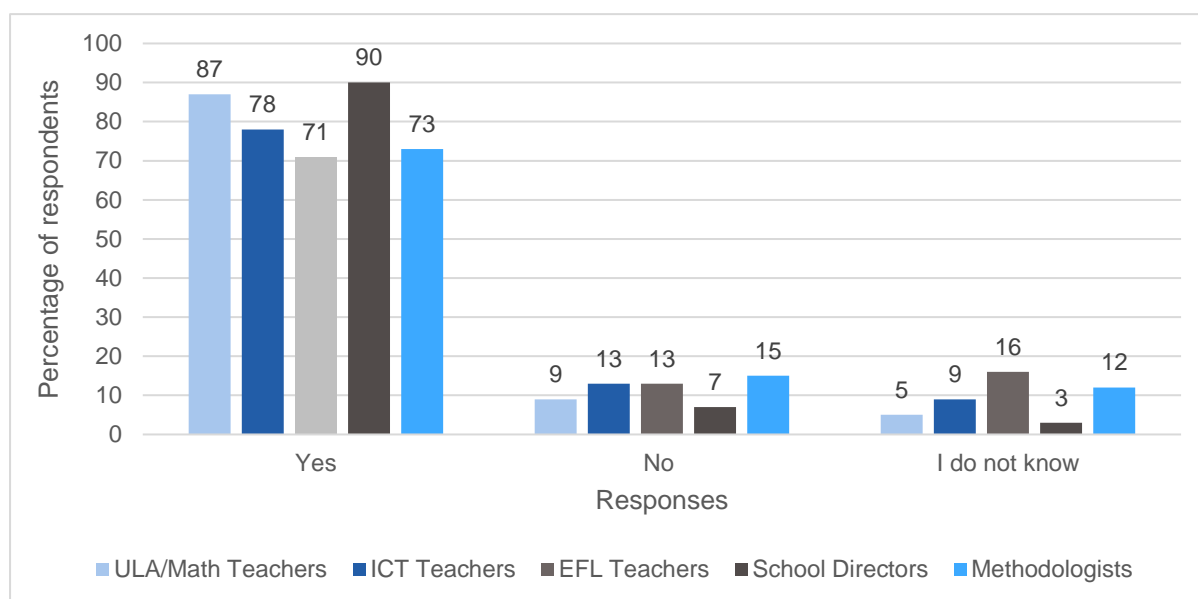
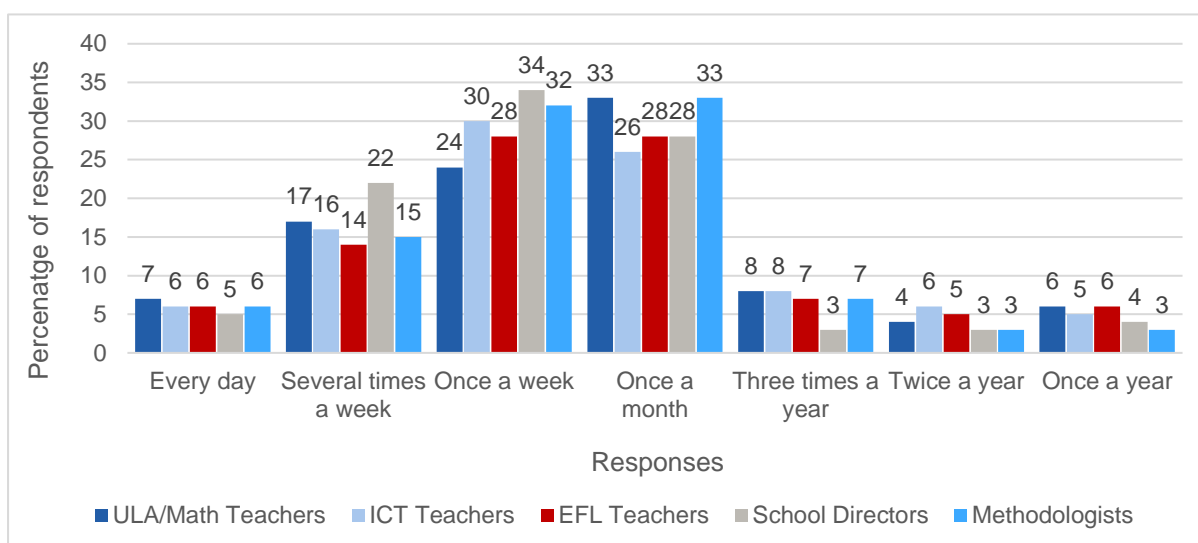


Figure 7 depicts the frequency of teachers' participation in school-level TPD activities as reported by teachers, school directors, and methodologists. The most-cited frequencies were:

- Once a week, which was reported by 24%–30% of teachers, 34% of school directors, and 32% of methodologists.
- Once a month, which was reported by 26%–33% of teachers, 28% of school directors, and 32% of methodologists.

These findings suggest that the respondents are referring to the methodology day which teachers are obliged to attend. Methodology days are normally held at schools once a week, but many schools allow teachers to undertake self-paced professional development work instead and the actual formal methodology day meetings at schools are held less frequently, e.g. once a fortnight or once a month.

Figure 7. Frequency of Teachers' Participation in School-Level TPD Activities as Reported by Teacher, School Director, and Methodologist Respondents



4.3 TYPES OF SCHOOL-LEVEL TPD ACTIVITIES THAT TEACHERS PARTICIPATE IN

Findings on the types of TPD activities teachers participate in at the school level are presented in **Table 10**. The most frequently cited activity was observations of other teachers while they are teaching, which was reported by more than 60% of teachers across subjects and 50% of both school directors and methodologists. This was followed by presentations (reported by more than 60% of school directors and methodologists, 54% of ICT teachers, 48% of EFL teachers, and 39% of ULA/Math teachers) and observations of a teacher's classroom teaching by somebody, for example, a methodologist, deputy school director and head of methods union (reported by 52% of school directors and more than 40% of methodologists and teachers across subjects). The use of library resources was one of the least-mentioned TPD activities. Indeed, less than 30% of teachers across subjects, school directors, and methodologists reported getting advice on teaching and learning and materials from a school librarian, and only 29% of methodologists and approximately 25% of ICT and EFL teachers said that they use the school library to find books or articles about education.

Table 10. Types of School-Level TPD Activities that Teachers Participate in as Reported by Teacher, School Director, and Methodologist Respondents

Types of TPD Activities	ULA/Math Teachers	ICT Teachers	EFL Teachers	School Directors	Methodologists
Presentations	39%	54%	48%	65%	63%
Formal mandatory workshops/training sessions set up by the school leadership	55%	42%	48%	44%	45%
Informal non-mandatory sharing/training sessions set up by teachers	48%	48%	47%	52%	43%
Observations of a teacher's classroom teaching by somebody	49%	44%	51%	62%	53%

Table 10. Types of School-Level TPD Activities that Teachers Participate in as Reported by Teacher, School Director, and Methodologist Respondents

Types of TPD Activities	ULA/Math Teachers	ICT Teachers	EFL Teachers	School Directors	Methodologists
Observations of other teachers while they are teaching	66%	60%	62%	50%	50%
Discussions with others about their classroom teaching	43%	38%	40%	40%	37%
Discussions about my/their students	31%	28%	36%	26%	19%
Discussions about lesson planning and preparation	44%	38%	38%	37%	36%
Reading books or articles about education	41%	29%	30%	34%	27%
Watching webinars and/or videos about education	32%	36%	36%	48%	41%
Taking online courses to improve knowledge and skills relevant to teaching and student learning	28%	29%	32%	32%	39%
Searching for lessons and/or materials they can use in their classroom	46%	45%	47%	34%	35%
Using the school library to find books or articles about education	41%	26%	25%	40%	29%
Getting advice from the school librarian on teaching and learning and materials	28%	20%	19%	24%	14%
Participating in a school learning conference	41%	38%	37%	44%	37%

4.4 INDIVIDUALS WHO DELIVER FORMAL TPD SESSIONS

When asked who delivers formal TPD workshops or sessions for teachers, most responding teachers (55%–63%, depending on subject), school directors (70%), and methodologists (70%) mentioned the methodologists from their district education offices, as shown in **Table 11**. Fifty-three percent of ICT teachers, 49% of ULA/Math teachers, 49% of EFL teachers, and 49% of school directors also reported that teachers from their schools delivered TPD sessions. The following were mentioned least frequently (by less than 20%) across all respondent categories: methodologists from the public education departments of other districts, other regional education offices' methodologists, national MoPE personnel, and international experts.

Table 11. Individuals Who Deliver Formal TPD Training Sessions as Reported by Teacher, School Director, and Methodologist Respondents

Individuals	ULA/Math teachers	ICT Teachers	EFL Teachers	School Directors	Methodologists
Teachers from my school	49%	53%	49%	49%	36%
Teachers from other schools	34%	30%	32%	24%	–*
My school director	35%	28%	35%	47%	12%
My school deputy director	37%	36%	36%	57%	22%

Table 11. Individuals Who Deliver Formal TPD Training Sessions as Reported by Teacher, School Director, and Methodologist Respondents

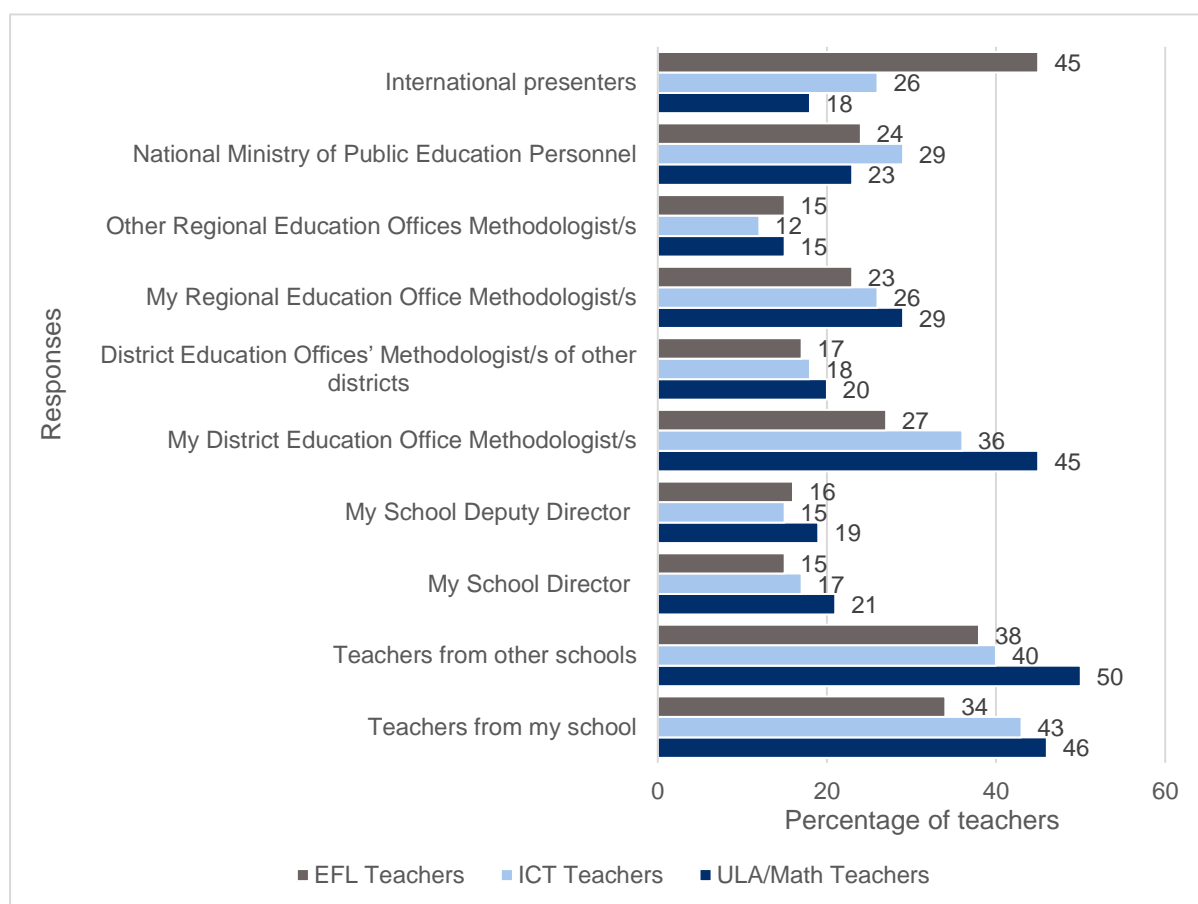
Individuals	ULA/Math teachers	ICT Teachers	EFL Teachers	School Directors	Methodologists
My district education office methodologist/s	63%	55%	56%	70%	70%
Methodologists from the public education departments of other districts	15%	9%	14%	9%	-*
My regional education office methodologist/s	28%	25%	29%	29%	46%
Other regional education offices' methodologist/s	9%	5%	7%	8%	19%
National MoPE personnel	17%	16%	16%	16%	19%
International experts	6%	7%	11%	5%	6%

*Response option was not in the methodologists survey

4.5 INDIVIDUALS FROM WHOM TEACHERS PREFER TO LEARN DURING TPD SESSIONS AND WHY

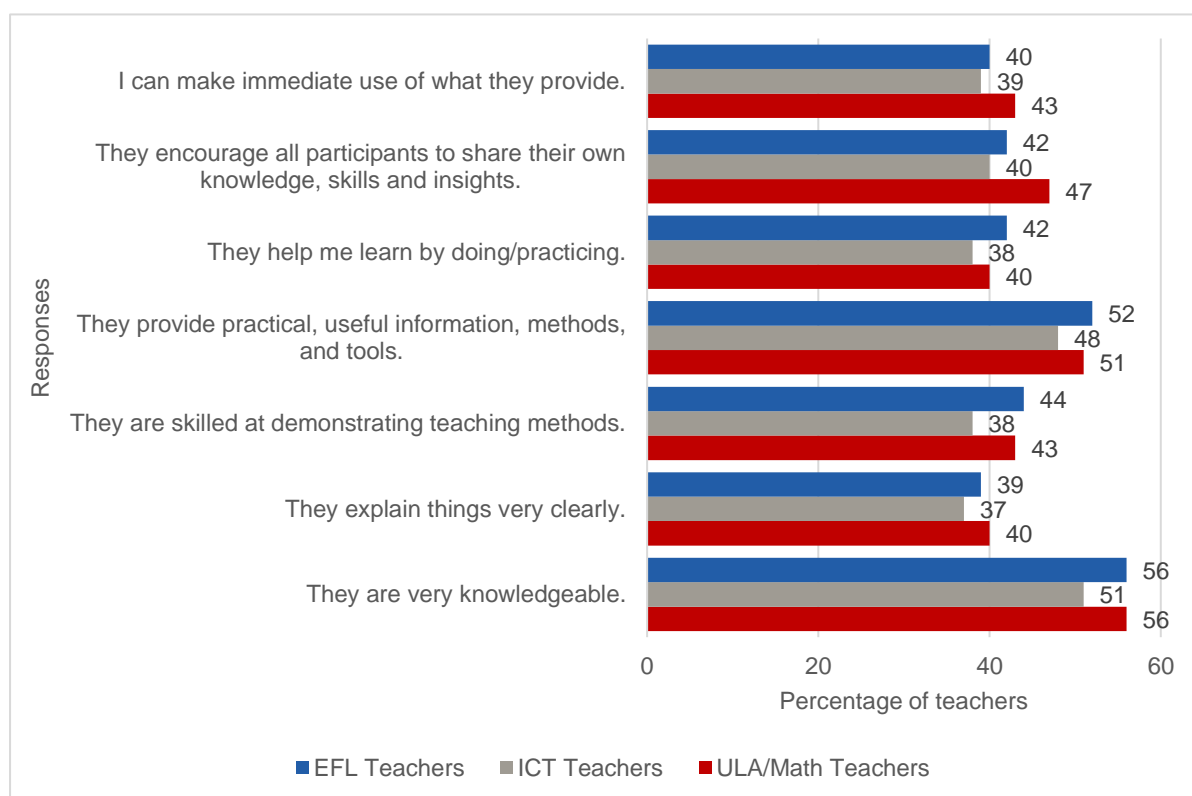
Figure 8 depicts the findings on who teachers prefer to learn from during formal TPD sessions. Overall, the most-cited responses were teachers from other schools (38%–50% of teachers), followed by teachers from my school (34%–46% of teachers), and their district education office methodologists (27%–45% of teachers). Subject-specific data reveal variations in teachers' perspectives on who they prefer to learn from. While half of ULA/Math teachers (50%) preferred to learn from teachers in other schools, the largest proportion of ICT teachers (43%) reported preferring to learn from colleagues within their schools, and the largest proportion of EFL teachers (45%) selected international presenters. Approximately 45% of ULA/Math teachers also reported that they preferred to learn from their district education methodologists. Only a small percentage of teachers (less than 25%) stated that they preferred to learn from their school directors or deputy school directors.

Figure 8. Teacher Respondents' Preferences Regarding Who They Prefer to Learn from During Formal TPD Sessions



When asked why they preferred to learn from the individuals they chose, most teachers cited that they are very knowledgeable (56% of both ICT and EFL teachers and 51% of ULA/Math teachers), as shown in **Figure 9**. The second most frequently mentioned reason was that they provide practical, useful information, methods, and tools, which was selected by nearly 50% of teachers, across all subjects.

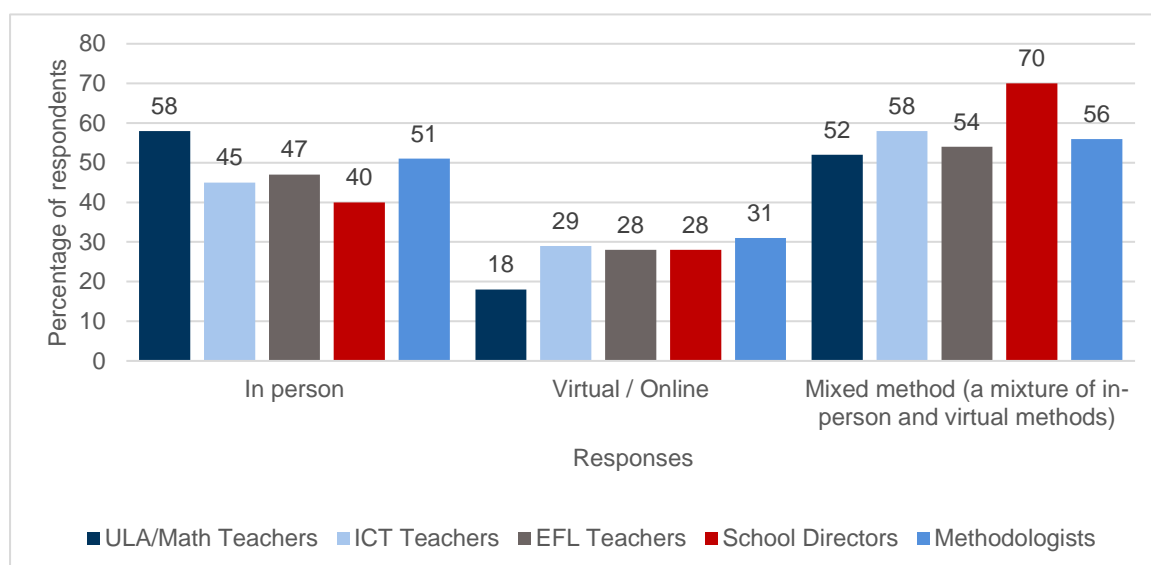
Figure 9. Teacher Respondents' Reasons for Why They Prefer to Learn from Certain Individuals During TPD Sessions



4.6 DELIVERY FORMATS AND STRUCTURES OF FORMAL TPD SESSIONS

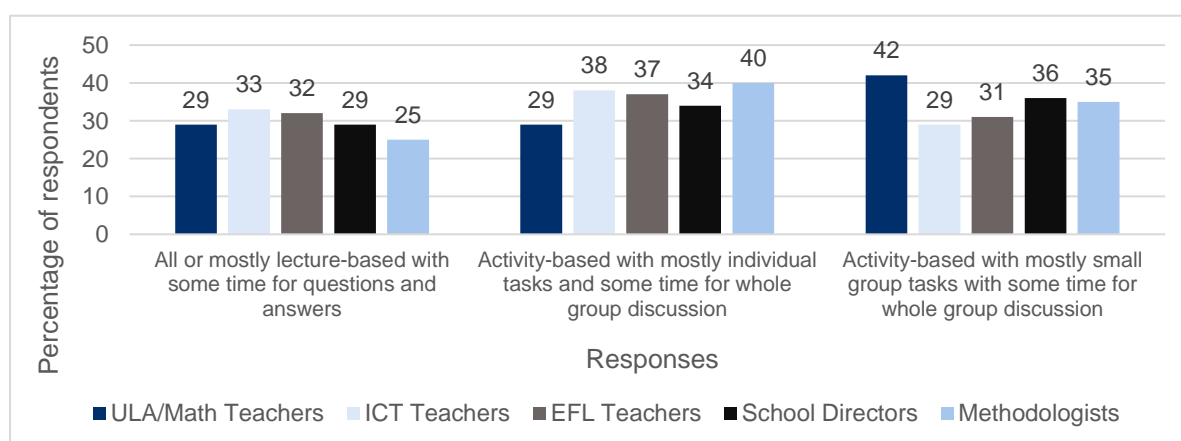
As depicted in **Figure 10**, the most frequently mentioned delivery format for TPD sessions was the mixed method, which includes both in-person and virtual approaches. This option was cited by 70% of school directors and more than 50% of methodologists and teachers across all subjects. The in-person method was the second-most popular option among respondents, and virtual methods were the least-frequently mentioned, cited by 18%–31% of respondents.

Figure 10. Formal TPD Session Delivery Formats as Reported by Teacher, School Director, and Methodologist Respondents



The TSSS also investigated the structures used for formal TPD sessions for teachers, and the results (**Figure 11**) show variations in responses. The largest proportions of ULA/Math teacher (42%) and school director (36%) respondents stated that TPD sessions were activity-based, with mainly small-group exercises and discussions with all participants for a certain period. In contrast, the largest proportions of ICT teachers (38%), EFL teachers (37%), and methodologists (40%) reported that TPD sessions were activity-based and composed of mainly individual tasks and discussions with all participants. The lecture-based approach was the least-mentioned structure for formal TPD sessions.

Figure 11. Formal TPD Session Structures as Reported by Teacher, School Director, and Methodologist Respondents



4.7 TOPICS COVERED IN FORMAL TPD SESSIONS

Table 12 shows the topics addressed in formal TPD sessions, as reported by teachers, school directors, and methodologists. The most commonly cited topic by ULA/Math, ICT, and EFL teacher respondents (64%, 57%, and 63%, respectively) was how to teach or

pedagogy. Sixty-two percent of school directors and methodologists also mentioned this topic.

However, the majority of school directors (64%) and methodologists (66%) reported that the main topic covered in formal TPD sessions was using technology in teaching.

The least-mentioned topics were inclusive education, formative assessment (regularly checking students' understanding of the topic), summative assessment (conducting knowledge tests), and English language (or other language training unrelated to the teaching subject). These topics were mentioned by less than 30% of all respondents.

Table 12. Topics Addressed in Formal TPD Sessions as Reported by Teacher, School Director, and Methodologist Respondents

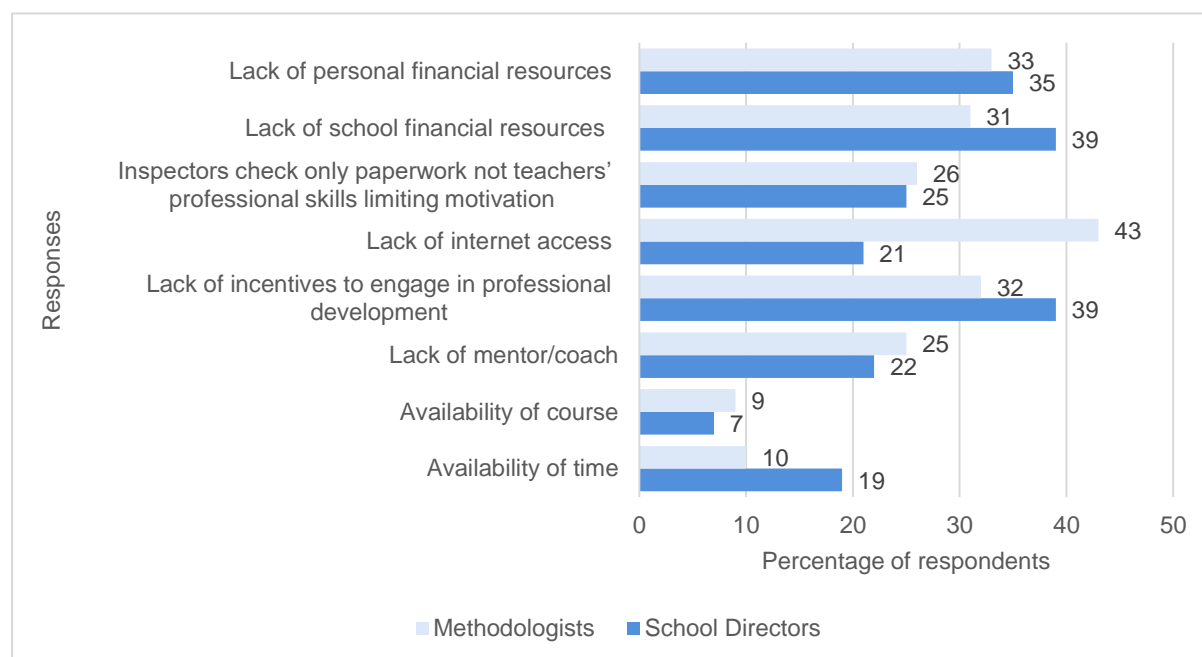
TPD Session Topics	ULA/Math teachers	ICT Teachers	EFL Teachers	School Directors	Methodologists
Learning achievement or challenges faced by specific students in our school	49%	42%	41%	57%	32%
Behavior challenges of specific students in our school	28%	22%	29%	30%	18%
What to teach (subject content)	37%	33%	41%	42%	46%
How to teach (pedagogy/methods of teaching)	64%	57%	63%	62%	62%
How to teach specific subject content	33%	36%	31%	34%	46%
Lesson planning	43%	39%	51%	48%	36%
New student textbook or teacher guide	49%	44%	39%	39%	40%
Using technology in my teaching	36%	31%	30%	64%	66%
How to teach students remotely (distance learning methods)	20%	27%	19%	32%	31%
Student emotional well-being	29%	29%	29%	34%	19%
Inclusive education	15%	14%	15%	28%	27%
Formative assessment	25%	22%	29%	21%	29%
Summative assessment	22%	17%	29%	21%	25%
English language	11%	14%	27%	21%	15%

4.8 BARRIERS TO TPD: PERCEPTIONS OF SCHOOL DIRECTORS AND METHODOLOGISTS

School directors and methodologists were asked about the three main barriers to TPD. As shown in **Figure 12**, the most frequently mentioned barriers by school director respondents were lack of incentives to engage in professional development (39%), lack of school financial resources (39%), and lack of personal financial resources (35%). The three main barriers that methodologist respondents mentioned most often were lack of Internet access (43%), lack of personal financial resources (33%), and lack of incentives to engage in professional development (32%). Availability of courses was the barrier mentioned least frequently by both school directors (7%) and methodologists (9%), and availability of time was second-least frequently mentioned by these categories of respondents (19% of school directors and 10% of methodologists).

These findings differ from those of SIS Phase 1, which revealed that time availability was the most-frequently cited barrier by nearly half of the ICT and EFL teachers involved. The SIS Phase 1 findings also revealed that inspectors' practice of only checking paperwork, rather than teachers' professional skills, negatively impacted teachers' motivation to participate in TPD activities. This was reported by approximately 45% of ULA and Math teachers at the time of that study.

Figure 12. Obstacles to TPD as Reported by School Director and Methodologist Respondents



4.9 LESSON PLANNING AND PREPARATION AT SCHOOL

This study explored aspects of lesson planning, specifically, whether schools provide time for teachers to plan and prepare their lessons, the amount of time provided, and how teachers normally use this time. The findings are presented in this section.

Amount of Time Schools Provide for Teachers to Plan and Prepare Their Lessons

To understand how many hours schools provide for teachers to plan their lessons, teachers and school directors were first asked whether their schools schedule time during the day for teachers to plan lessons. As shown in **Figure 13**, large majorities of both school director (94%) and teacher (more than 80% across all subjects) respondents reported that their schools provide time for lesson planning and preparation during the school day. Very few teachers—8%–13% depending on subject—and school directors (5%) reported that their schools do not provide time for teachers to plan their lessons. Between 5% and 12% of teachers and 1% of school directors did not know if their schools allotted time for lesson planning.

Figure 13. Teacher and School Director Respondents' Answers to the Question: "Does your school provide time during the school day for teachers to plan and prepare?"

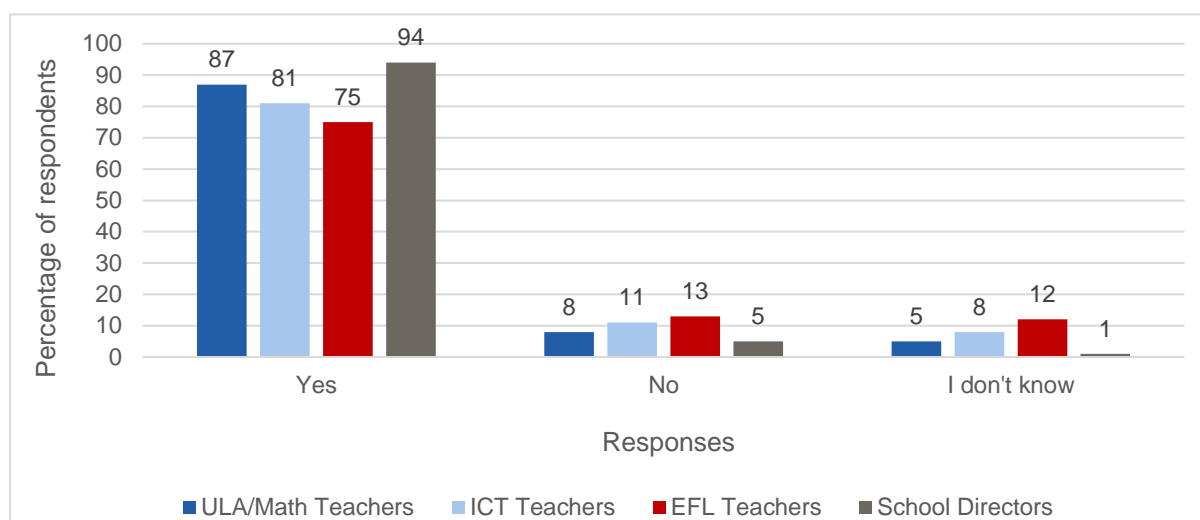
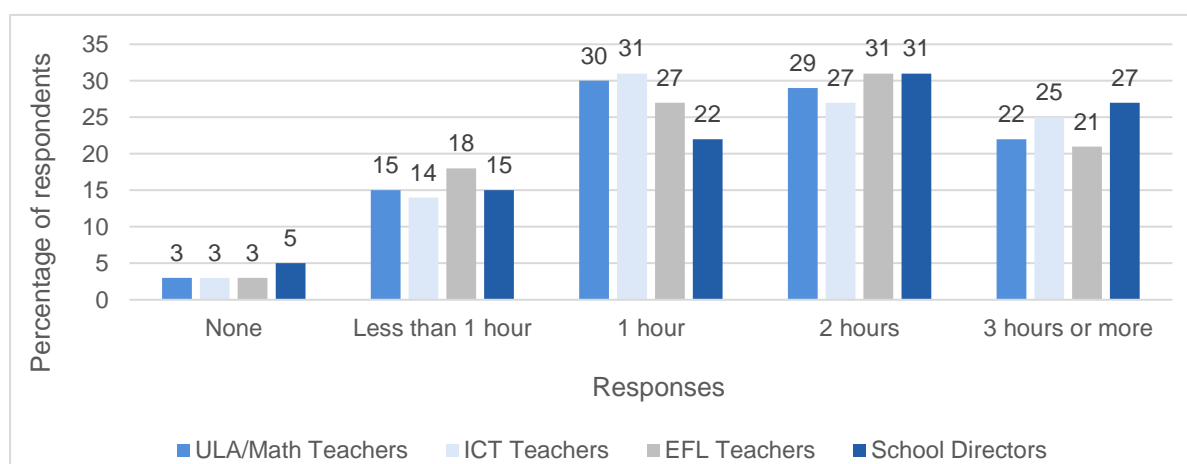


Figure 14 presents findings on the amount of time schools provide per day for teachers to plan and prepare lessons. Overall, the most frequent responses were 2 hours, which was reported by 27%–31% of teachers (depending on subject) and 31% of school directors, and 1 hour, which was reported by 27%–31% of teachers (depending on subject) and 22% of school directors. Subject-specific data show that relatively large proportions of ICT teacher (31%) and ULA/Math teacher (30%) respondents said that their schools provide 1 hour, whereas the largest proportions of school director (31%) and EFL teacher (31%) respondents reported 2 hours. Three percent of teachers across all subjects and 5% of school directors mentioned that their schools do not provide time for teachers to plan and prepare lessons daily.

Figure 14. Time Allocated for Lesson Planning During the School Day as Reported by Teacher and School Director Respondents

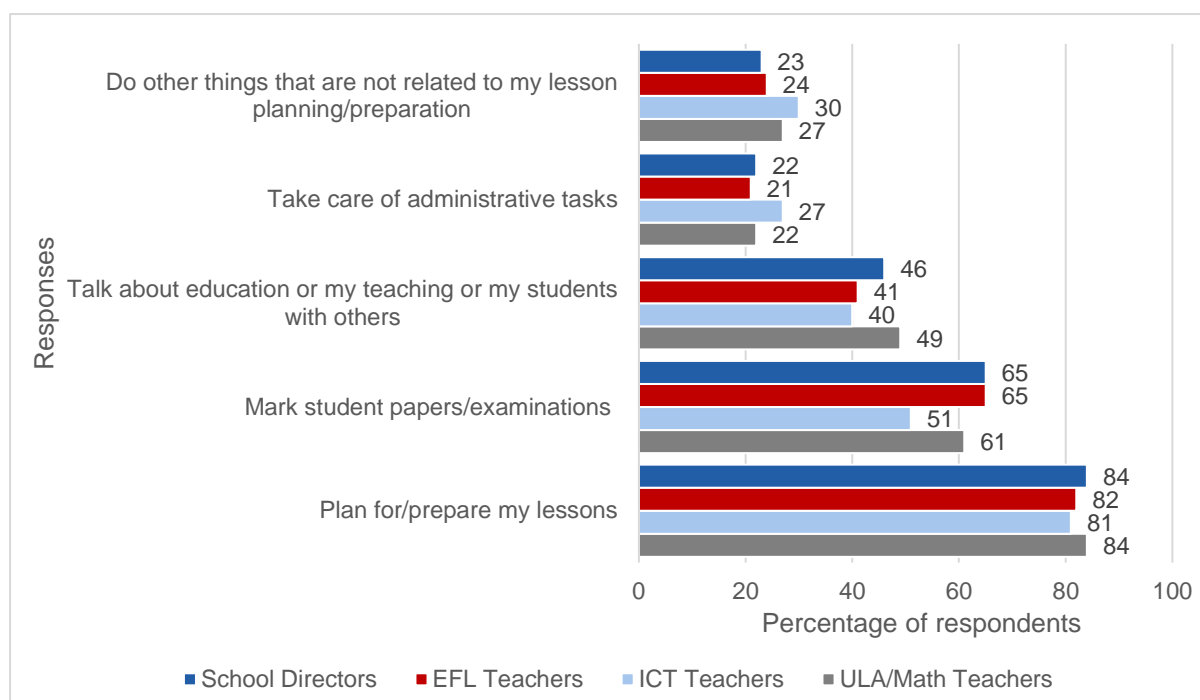


How Teachers use Lesson Preparation Time

As shown in **Figure 15**, more than 80% of teacher and school director respondents reported that teachers normally use the lesson preparation time allocated by schools to actually plan and prepare their lessons. A notable proportion of teachers and school directors (50%–64%)

also mentioned that teachers use the lesson preparation time to mark students' papers or examinations. In contrast, close to a quarter of EFL teachers (24%) and school directors (23%) and almost a third (27% and 30%, respectively) of ULA/Math and ICT teachers reported that teachers use the lesson preparation time to do other things not related to lesson planning.

Figure 15. Teachers' Use of Allocated Lesson Preparation Time as Reported by Teacher and School Director Respondents



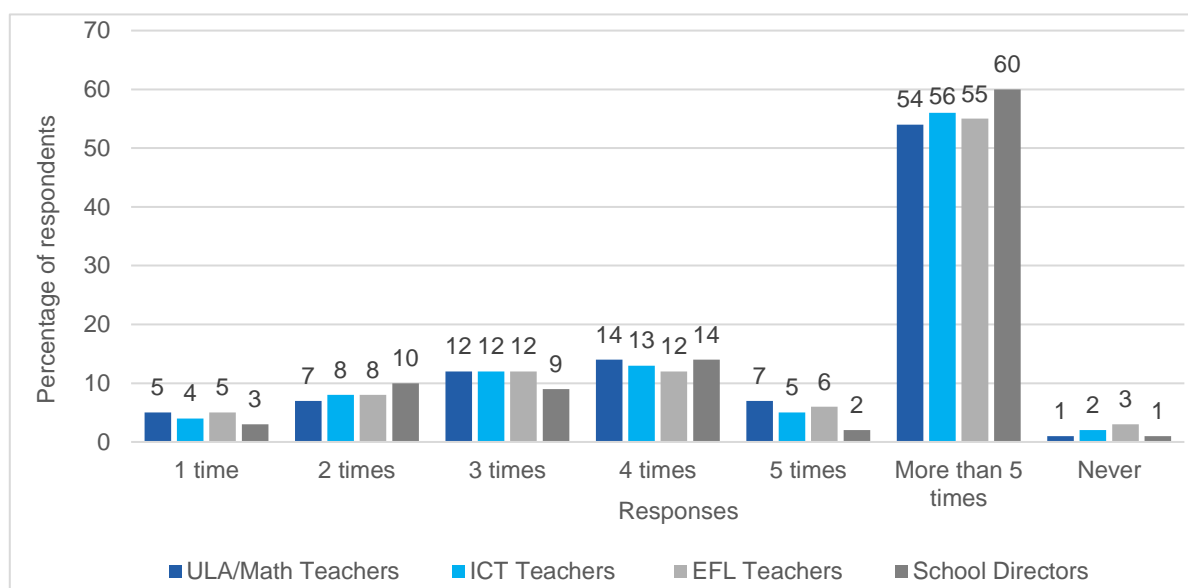
4.10 INSTRUCTIONAL COACHING IN THE CLASSROOM

Classroom instructional support is a key facet of TPD. The TSSS, therefore, also investigated how often each teacher was observed teaching in the past 2 years and queried them about the individuals who observed their lessons, the activities that were part of the classroom observation process, and their opinions about the impact of these lesson observations. In addition, teachers were asked about their involvement in peer classroom teaching observations and how they felt about the experience.

Frequency of Classroom Observations

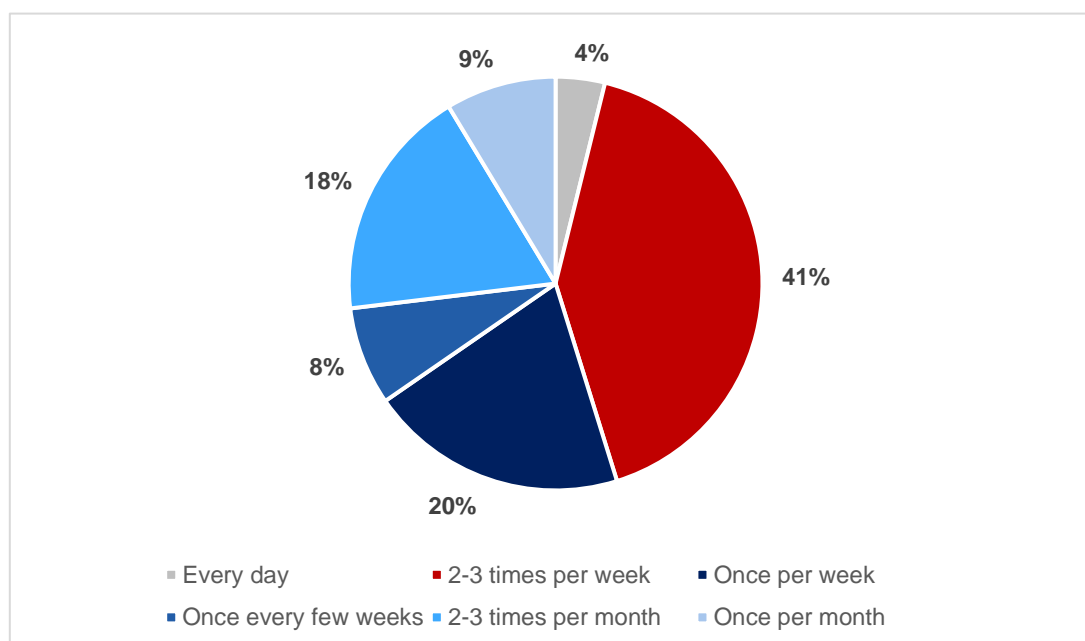
When asked how often someone had observed their classroom in the past 2 years, a majority of teachers (more than 50% across all subjects) said that someone had observed them more than five times (**Figure 16**). Similarly, a majority of school directors (60%) indicated that on average, each of their teachers had been observed more than five times in the past 2 years. Very few teacher respondents (less than 15%) reported that they had been observed fewer than five times in the past 2 years.

Figure 16. Number of Times Teachers' Classrooms Were Observed in the Past 2 Years as Reported by Teacher and School Director Respondents



Methodologists were also asked how often they observe teachers in their region or district in a regular month during the school year. As shown in **Figure 17**, most methodologist respondents (41%) reported that on average, they observe teachers two or three times per week.

Figure 17. Methodologist Respondents' Reported Classroom Observation Frequency



Classroom Observers and Observation Activities

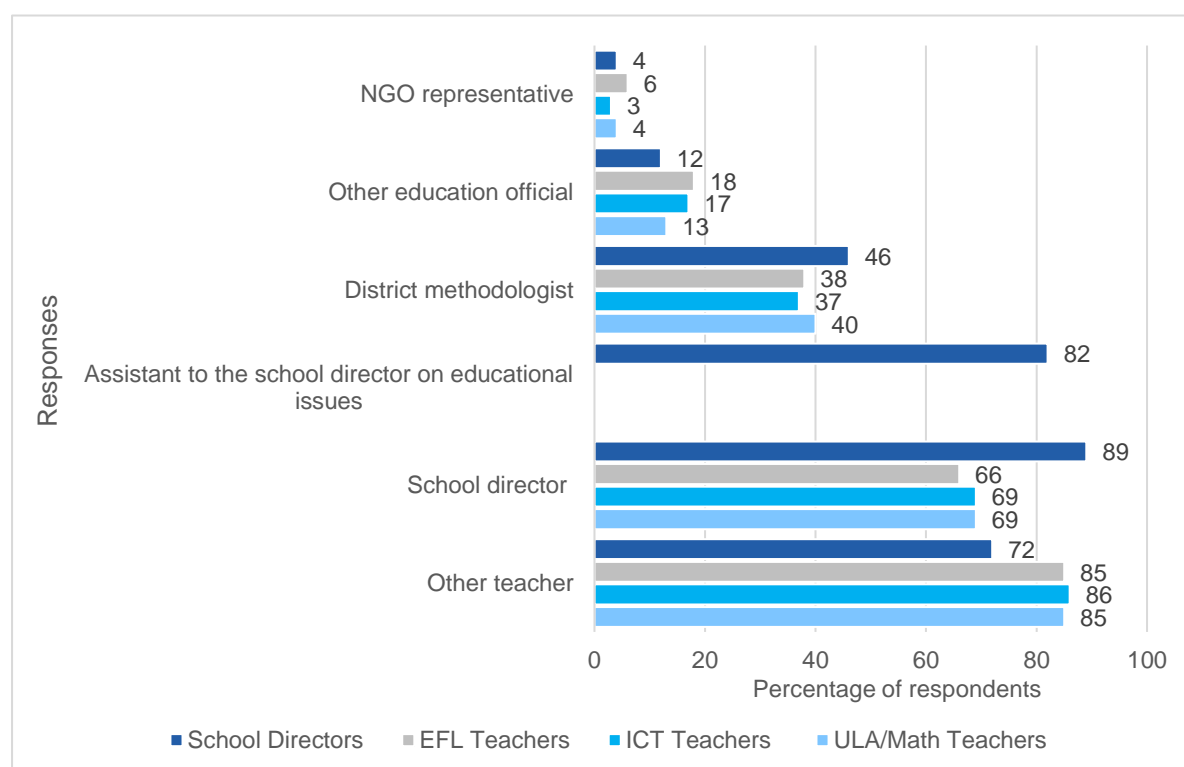
Teachers who reported that they were observed at least once in the past 2 years were asked about the individual who did the observation. As indicated in **Figure 18**, the most common response was another teacher, which was cited by about 85% of all teacher respondents,

followed by school director (mentioned by 66%–69%, depending on subject) and district methodologists (mentioned by 37%–40%, depending on subject).

School directors were also asked about who observes teachers in their classroom teaching. As shown in Figure 18, a majority (89%) reported that they (school directors) observe teachers. A very large proportion of school director respondents (82%) also mentioned that their assistants in charge of education issues observed teachers, and 40% mentioned that district methodologist did so.

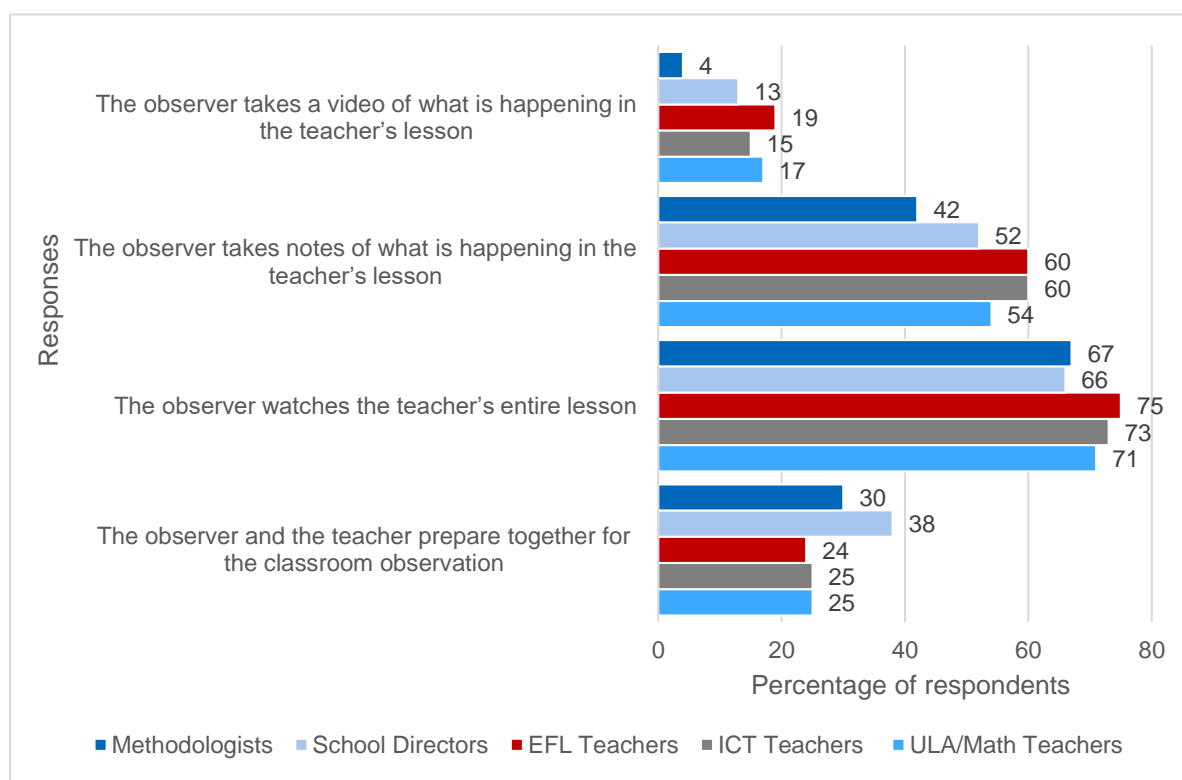
Nongovernmental organization representatives were the least-mentioned classroom observers by both teachers and school directors.

Figure 18. Individuals Who Observed Teachers' Classrooms as Reported by School Director and Teacher Respondents



When asked about what activities were part of the classroom observation process, most teachers (more than 70%), school directors (66%), and methodologists (67%) mentioned that the observer watches the teacher's entire lesson (**Figure 19**). The second-most mentioned activity was the observer takes notes of what is happening in the teacher's lesson, which was mentioned by 60% of ICT and EFL teachers and more than 50% of ULA/Math teachers and school directors. Less than 20% of teacher, school director, and methodologist respondents reported that the observer takes a video of what is happening in the teacher's lesson.

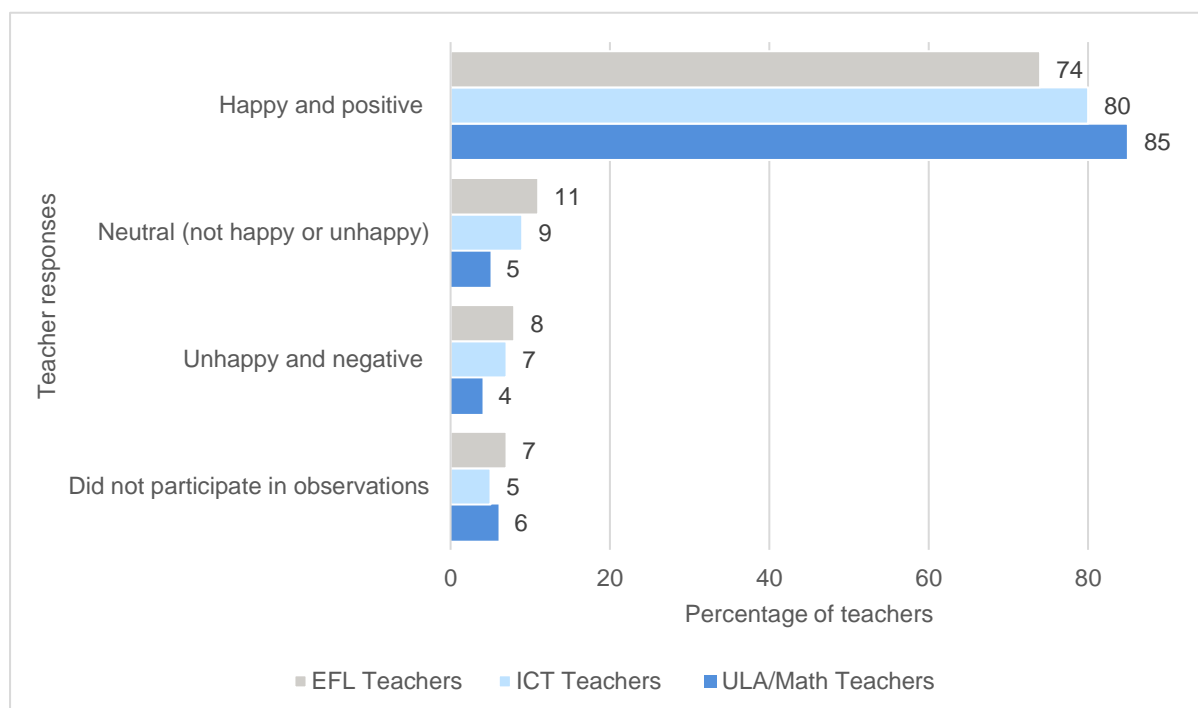
Figure 19. Activities Included in the Classroom Observation Process as Reported by Methodologist, School Director, and Teacher Respondents



4.11 HOW TEACHERS FEEL ABOUT CLASSROOM OBSERVATIONS

As shown in **Figure 20**, most teacher respondents (74%–85%, depending on subject) reported that they felt happy and positive about classroom observation activities. A very small proportion of teachers (less than 10% across all subjects) said they felt unhappy and negative, while 5%–11% of teachers gave a neutral response.

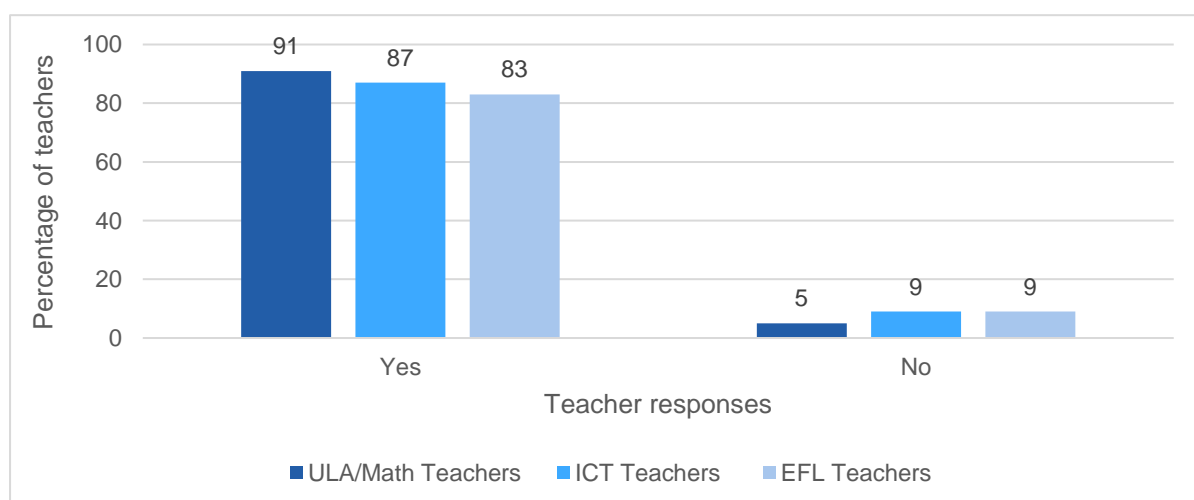
Figure 20. Teacher Respondents' Feelings About Classroom Observations



Teachers' Perceived Effects of Classroom Observations

Teachers were asked about whether they believe classroom teaching observation activities improved their teaching and positively affected their students. As shown in **Figure 21**, most teacher respondents (83%–91% depending on subject) responded that they did believe that these activities had positive effects, while a small percentage (5%–9% depending on subject) disagreed.

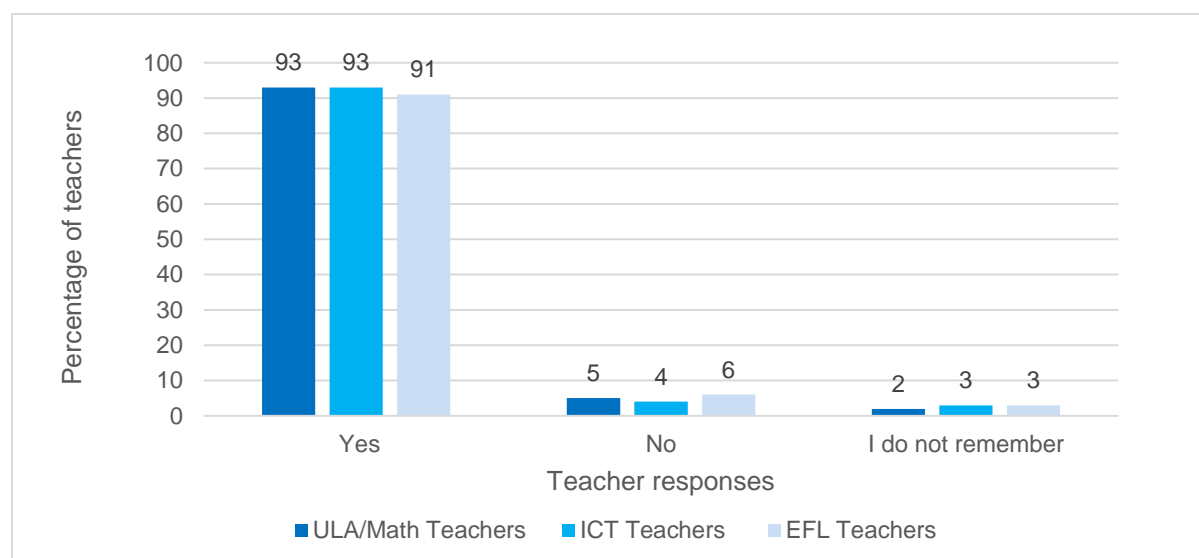
Figure 21. Teacher Respondents' Responses to the Question: "Do you believe the classroom teaching observation activities have helped you improve your teaching and positively affected your students?"



Teachers were also asked about whether they received feedback from the individuals who observed their lessons. As shown in **Figure 22**, most teachers (more than 90%), across all

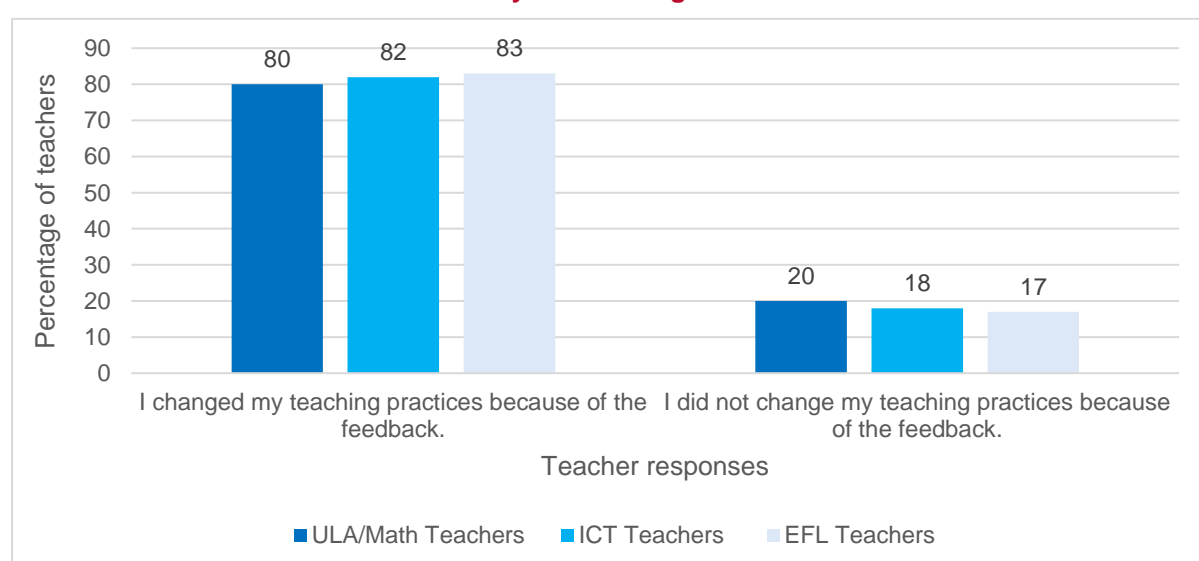
subjects, reported that they received feedback on their teaching from the observer and discussed aspects of the lesson they did well and aspects they needed to improve. Very few teachers (about 5% across all subjects) mentioned that they did not receive feedback on their teaching, and about 3% said that they could not remember whether they received feedback.

Figure 22. Teacher Respondents' Responses to the Question: "Did the observer give you feedback on your teaching?"



Of the teachers that received feedback, the majority (80%–83%, depending on subject) indicated that the feedback changed their teaching practices, while a small percentage (17%–20%) reported that they did not change their teaching practices because of the feedback (**Figure 23**).

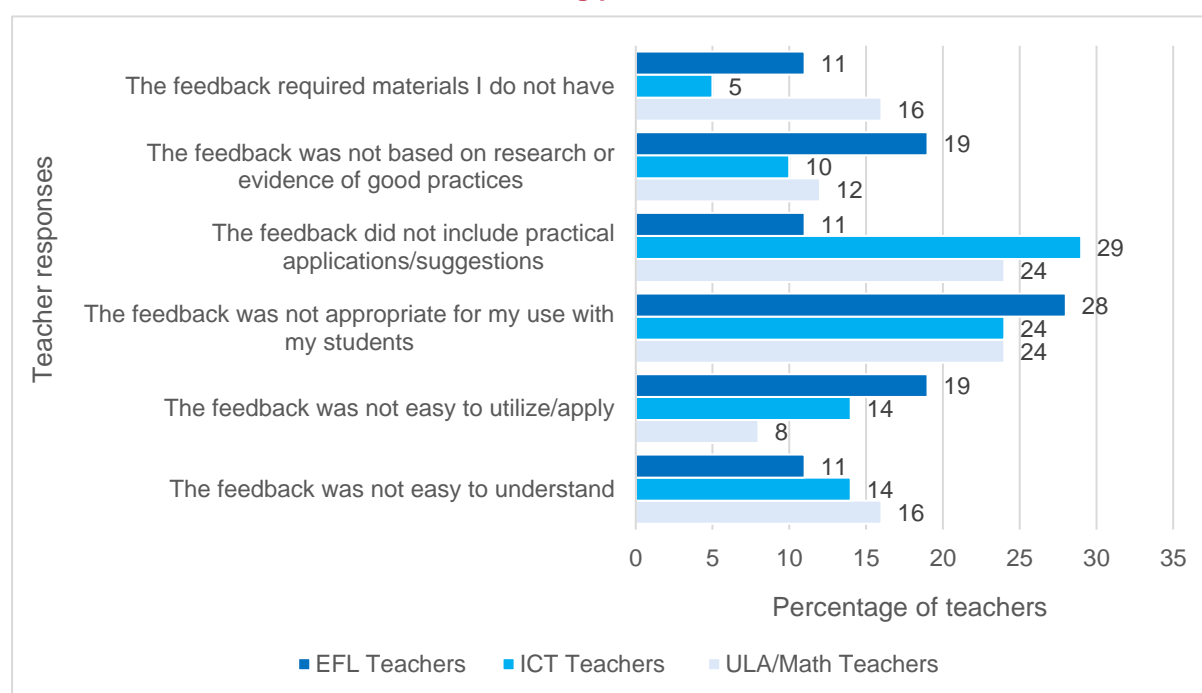
Figure 23. Teacher Respondents' Responses to the Question: "How did the feedback affect your teaching?"



Teacher respondents who said that they did not change their teaching practices, based on classroom observation feedback, were asked why; the results are presented in **Figure 24**. The two main reasons cited by the teachers were as follows:

- The feedback was not appropriate for use with the students, which was reported by 28% of EFL teachers and 24% of ULA/Math and ICT teachers.
- The feedback did not include practical applications or suggestions, which was reported by 24% of ULA/Math teachers, 29% of ICT teachers, and 11% of EFL teachers.

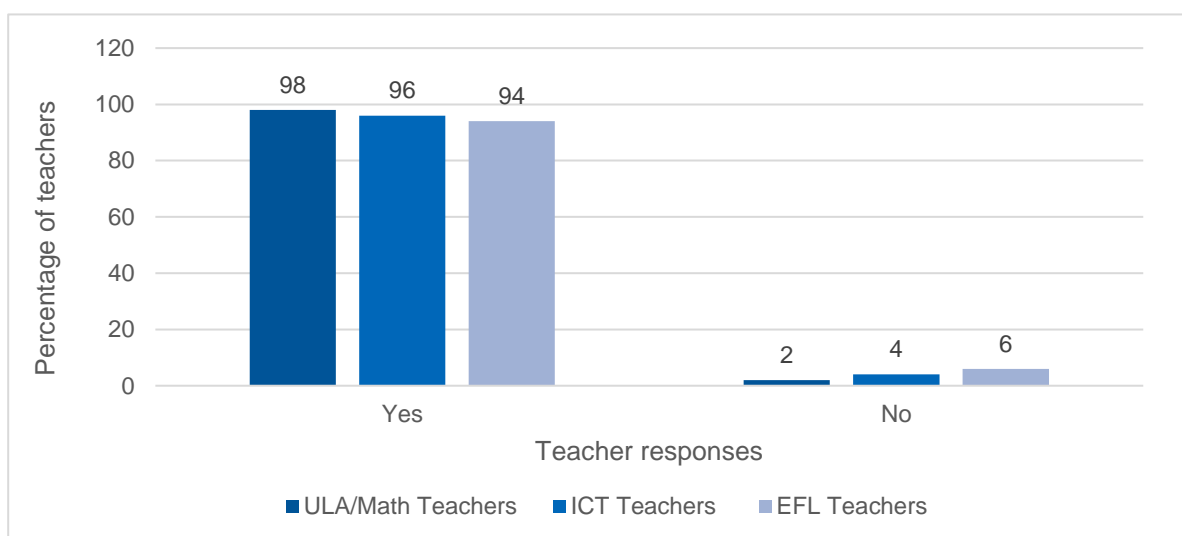
Figure 24. Teacher Respondents' Responses to the Question: "Why did you not change your teaching practices?"



Teachers' Experiences with Peer Classroom Observations

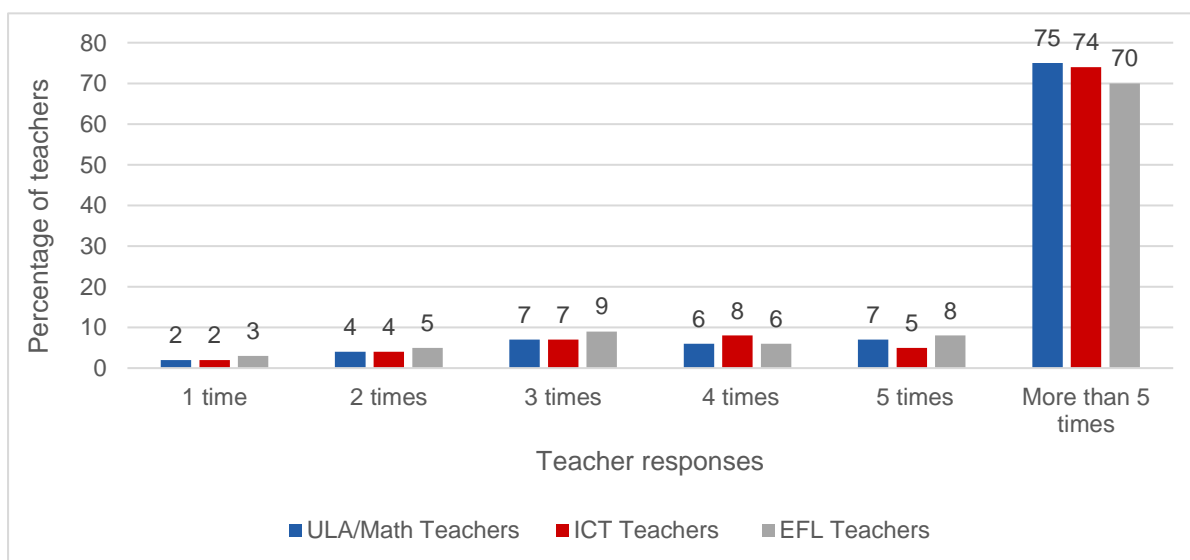
The TSSS also explored teachers' peer classroom teaching observation experiences. Teachers were asked whether they had ever done classroom teaching observations of other teachers, and most (more than 90%) reported having done so (**Figure 25**).

Figure 25. Teacher Respondents' Answers to the Question: "Have you ever done classroom teaching observations of other teachers?"



Teachers who reported that they had done classroom teaching observations of other teachers were asked how many times they had done so in the past 5 years. As shown in **Figure 26**, the majority of teacher respondents (70%–75% depending on subject) said they had done classroom teaching observations of other teachers more than five times in the past 5 years.

Figure 26. Number of Times Teacher Respondents Reported Doing Classroom Observations of Other Teachers in the Past 5 Years

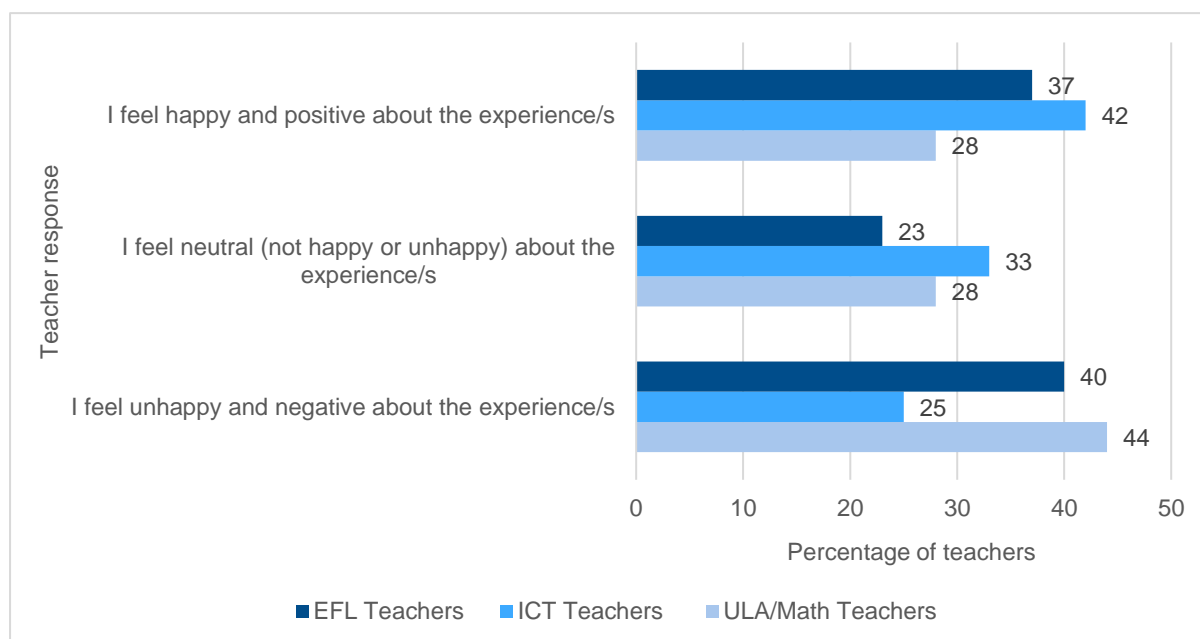


As shown in **Figure 27**, EFL, ICT, and ULA/Math teachers expressed similar feelings about peer observations:

- 23% of EFL, 33% of ICT, and 28% of ULA/Math teachers reported neutral feelings.
- 40%, 25%, and 44%, respectively, stated that they have negative feelings.

- 37%, 42%, and 28%, respectively, indicated feeling happy and positive about their peer classroom teaching observation experience.

Figure 27. Teacher Respondents' Feelings About Peer Classroom Teaching Observation



4.12 TEACHER TRAINING ACTIVITIES

This study examined teacher training activities—specifically, training that teachers would attend in a normal year, not impacted by the COVID-19 pandemic, and training that teachers participated in during the 2020/2021 school year, despite the pandemic. The TSSS also gathered information on the last training activity that teacher respondents attended, including who organized the training, the topics that were covered, and how valuable that training was to the teachers, as well as the participation of teachers, school directors, and methodologists in collaboration and teacher support activities. The results are presented below.

Training Activities that Teachers Would Attend in a Normal Year Without COVID-19

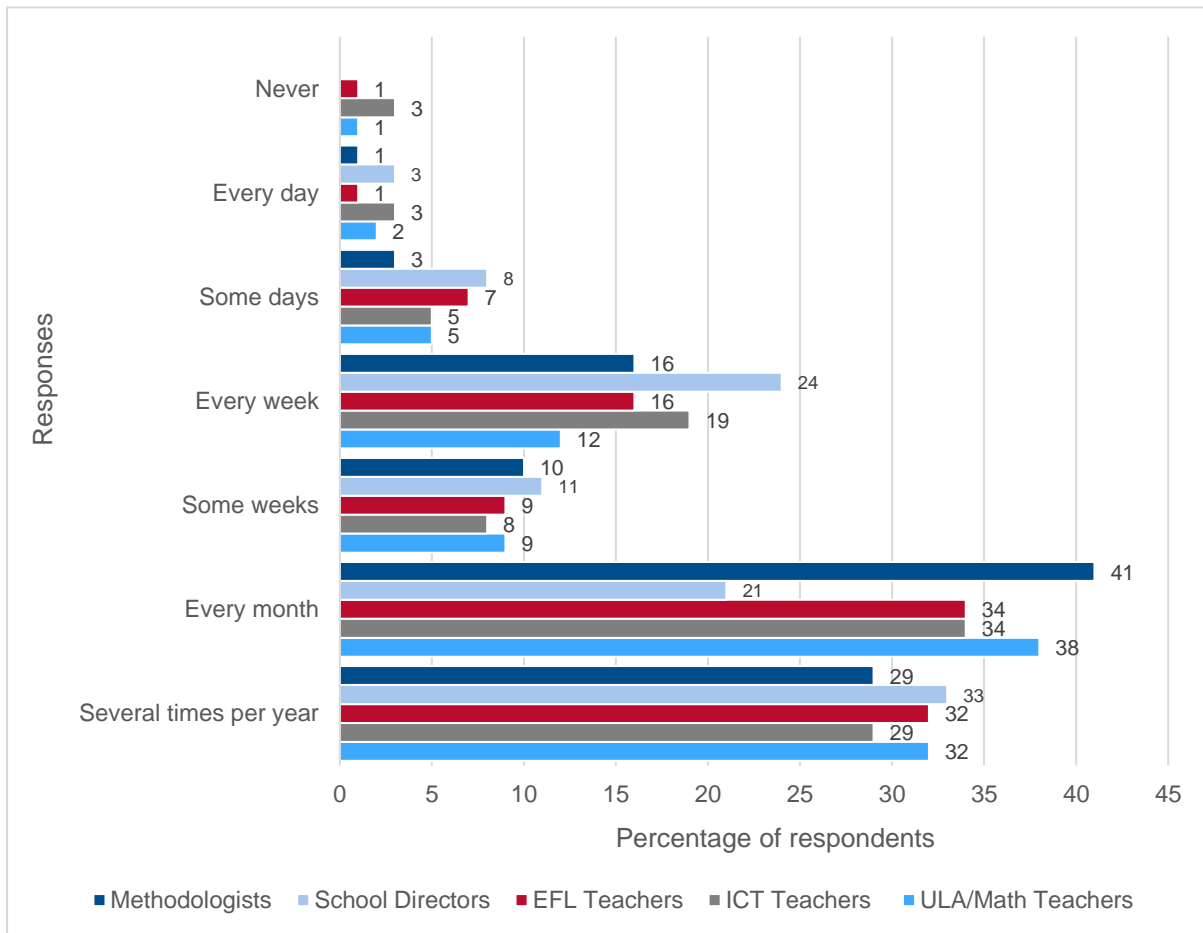
Table 13 lists the training activities that teachers would attend in a normal year without COVID-19. The activity most commonly mentioned by school directors and teachers was training sessions delivered by teachers for teachers, which was cited by 72% of school directors and more than 60% of teachers across all subjects. This was followed by regular discussions with other teachers, which was mentioned by 55% of school directors and 47% of ULA/Math teachers and ICT teachers. However, most methodologists (58%) reported that in a normal year without COVID-19, teachers would attend training sessions organized by district methodologists. Fifty-six percent of methodologists also mentioned that teachers would attend training sessions delivered by teachers. Overall, the least-mentioned training activity was training sessions delivered by a school academic leader who is not a teacher; this was mentioned by 23%–26% of teachers, depending on subject, and 15% of methodologists.

Table 13. Training Activities Teachers Would Attend in a Normal Year Without COVID-19 as Reported by Teacher, School Director, and Methodologist Respondents

Training Activity	ULA/Math Teachers	ICT Teachers	EFL Teachers	School Directors	Methodologists
Training sessions delivered by teachers for teachers	67%	62%	61%	72%	56%
Regular (scheduled and at least once a month) discussions with other teachers	47%	47%	37%	55%	50%
Training sessions delivered by a school academic leader who is not a teacher	23%	26%	24%	38%	15%
Feedback session with someone who observed a teacher teaching	37%	29%	30%	38%	25%
Training sessions with a district methodologist (either in person or virtual)	37%	36%	31%	46%	58%
Training sessions with an external trainer coming to the school	28%	32%	40%	45%	29%
Workshops outside of school	26%	33%	36%	36%	21%
Conferences	28%	39%	46%	42%	42%
Online courses	27%	48%	43%	50%	34%

Teachers, school directors, and methodologists were also asked how often teachers would be able to attend any of the training activities in a normal year without COVID-19. The most-cited frequency was every month, which was mentioned by 41% of methodologists, 38% of ULA/Math teachers, and 34% of EFL and ICT teachers (**Figure 28**). The second-most cited frequency was several times per year, which was chosen by 33% of school directors, 32% of EFL and ULA/Math teachers, and 29% of methodologists and ICT teachers. Very few teachers (less than 5%) reported either never attending training at all or attending training every day.

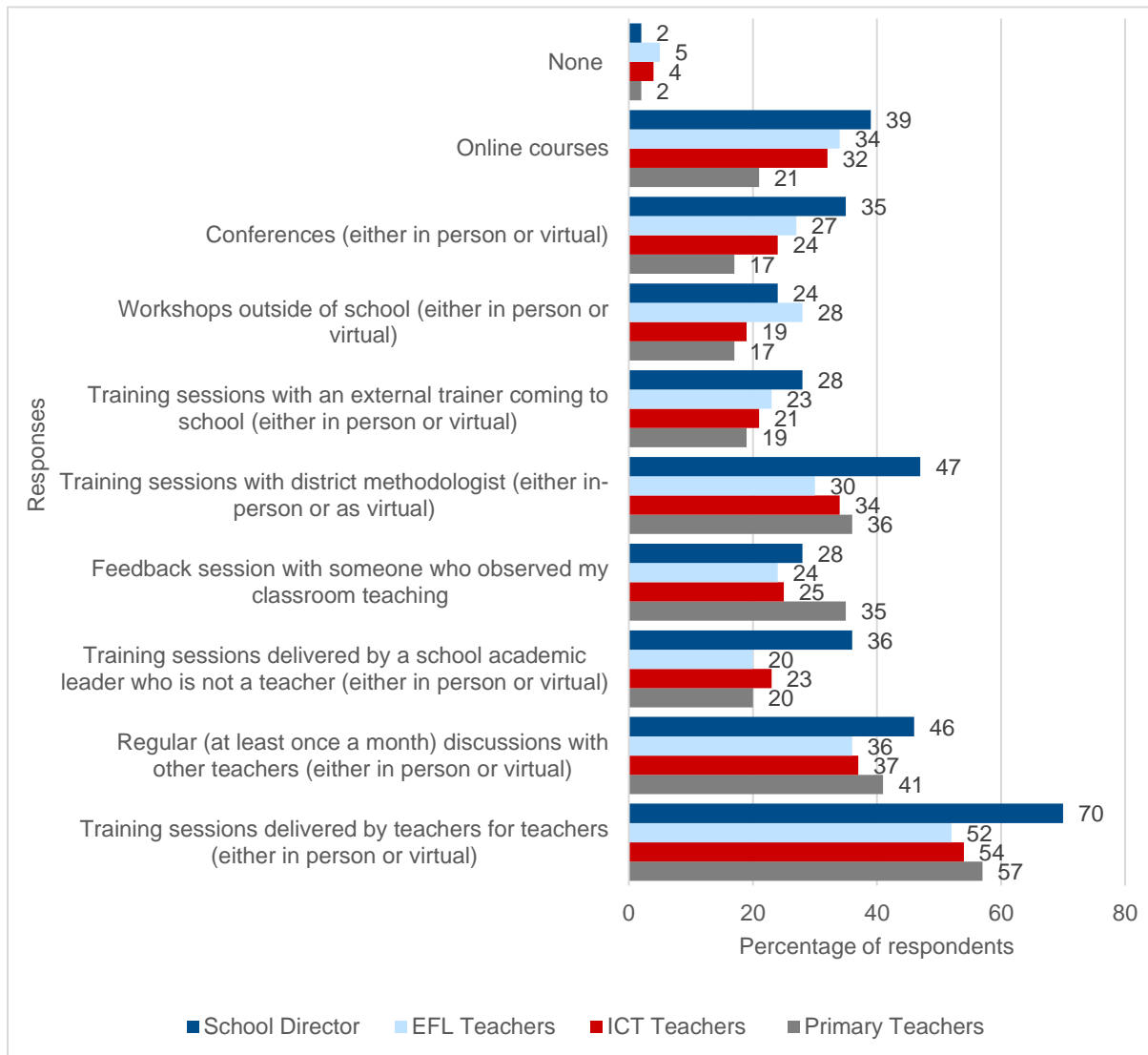
Figure 28. Frequency with Which Teachers Would Attend Training Activities in a Normal Year Without COVID-19 as Reported by Methodologist, School Director, and Teacher Respondents



Training Activities that Teachers Participated in During the 2020/2021 School Year

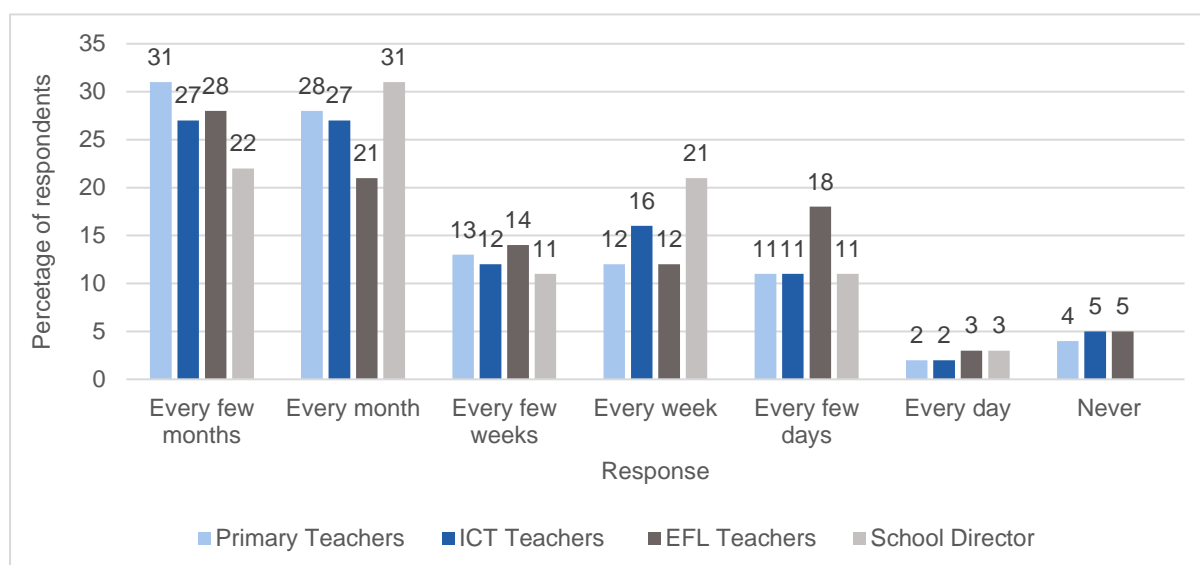
Figure 29 shows the training activities that teachers had participated in since the start of the 2020/2021 school year (September 2020–May 2021), despite COVID-19. The most-frequently cited training activity was training sessions delivered by teachers for teachers, which was mentioned by 70% of school directors and more than 50% of teachers across all subjects. This was followed by regular, scheduled discussions with other teachers that happen at least once a month (46% of school directors and 36%–41% of teachers) and training sessions with district methodologists (47% of school directors and 30%–36% of teachers).

Figure 29. Training Activities that Teachers Participated in During the 2020/2021 School Year, Despite COVID-19, as Reported by School Director and Teacher Respondents



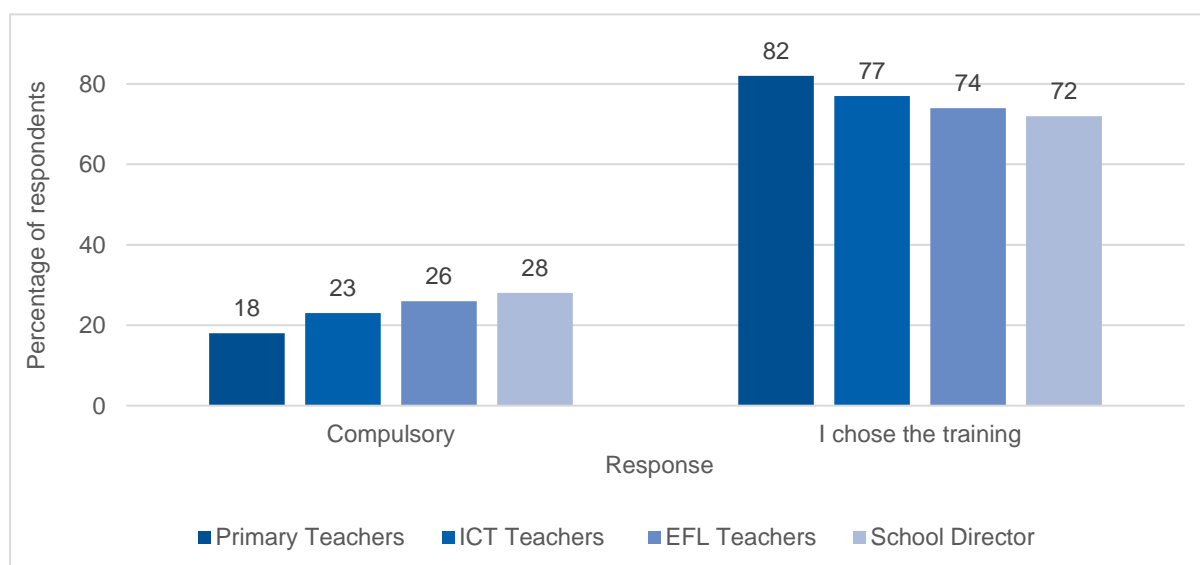
Teachers who indicated that they attended training during the 2020/2021 school year were asked how often they attended training activities. As shown in **Figure 30**, the most-commonly cited frequencies were some months (27%–31% of teachers, depending on subject) and every month (21%–28% of teachers, depending on subject). School directors' responses mirrored those of teachers, with most reporting that teachers attended training activities every month (31%) and some months (22%).

Figure 30. Frequency with Which Teachers Attended Training Activities During the 2020/2021 School Year, Despite COVID-19, as Reported by Teacher and School Director Respondents



Teachers who reported that they attended training during the 2020/2021 school year were also asked whether the training they attended was compulsory or whether they chose it. As shown in **Figure 31**, the majority of ULA/Math teachers (82%), ICT teachers (77%), and EFL teachers (74%) reported that they chose the trainings themselves. Most of the school directors (72%) also reported that their teachers chose the trainings they attended.

Figure 31. Teacher and School Director Respondents Answers to the Question: “Was this training mandatory or did you choose it yourself?”



The Individuals Who Organized the Last Training that Teachers Attended and the Topics Covered

Table 14 presents the individuals or institutions that organized the last training activity that teachers attended. More than 30% of the teacher respondents (across all subjects) reported that the last training activity they attended was organized by the methodologist from their

district education department. This response was also cited by the largest proportion of school directors (42%).

Table 14. Teacher and School Director Respondents' Answers to the Question: "Who organized the last training activity that teachers attended?"

Individual or Organization	ULA/Math Teachers	ICT Teachers	EFL Teachers	School Director
Teacher at my school	23%	20%	15%	17%
Teacher at another school	12%	12%	14%	3%
Principal of our school	10%	8%	8%	9%
Principal of another school	2%	1%	2%	1%
Assistant to the director of education	-	-	-	14%
Methodologist from the district education department	39%	36%	31%	42%
Employee of another district's education department	2%	3%	2%	2%
Teachers Regional Center for Professional Development	8%	9%	9%	6%
Employee of another regional education department	1%	2%	3%	2%
International organization	1%	7%	15%	2%
Other	1%	2%	1%	1%

Teachers and school directors were also asked about the topics covered in the last training activity that teachers attended. The results in **Table 15** indicate that the most-cited topic was how to teach (pedagogy). This topic was mentioned by the largest proportions of teachers in all subjects: 55% of ULA/Math and EFL teachers and 49% of ICT teachers. More than half (56%) of school directors also mentioned that how to teach (pedagogy) was the topic covered during the last training teachers attended.

Other noteworthy topics reported by a relatively sizeable number of respondents included the following:

- Learning achievement or challenges of specific students, which was reported by 48% of ULA/Math teachers, 44% of ICT teachers, and 57% of school directors.
- Lesson planning, which was reported by 43% of EFL teachers, 42% of ULA/Math teachers, and 46% of school directors.
- New student textbook or teacher guide, which was reported by 45% of ULA/Math teachers and 44% of school directors.

The least-mentioned topic among teachers was training on inclusive education, which was chosen by less than 15% of teachers across all subjects.

Table 15. Topics Covered in the Last Teacher Training Activity as Reported by Teacher and School Director Respondents

Topics	ULA/Math Teachers	ICT Teachers	EFL Teachers	School Director
Learning achievement or challenges of specific students in our school	48%	44%	33%	57%
Behavior challenges of specific students in our school	29%	24%	23%	28%

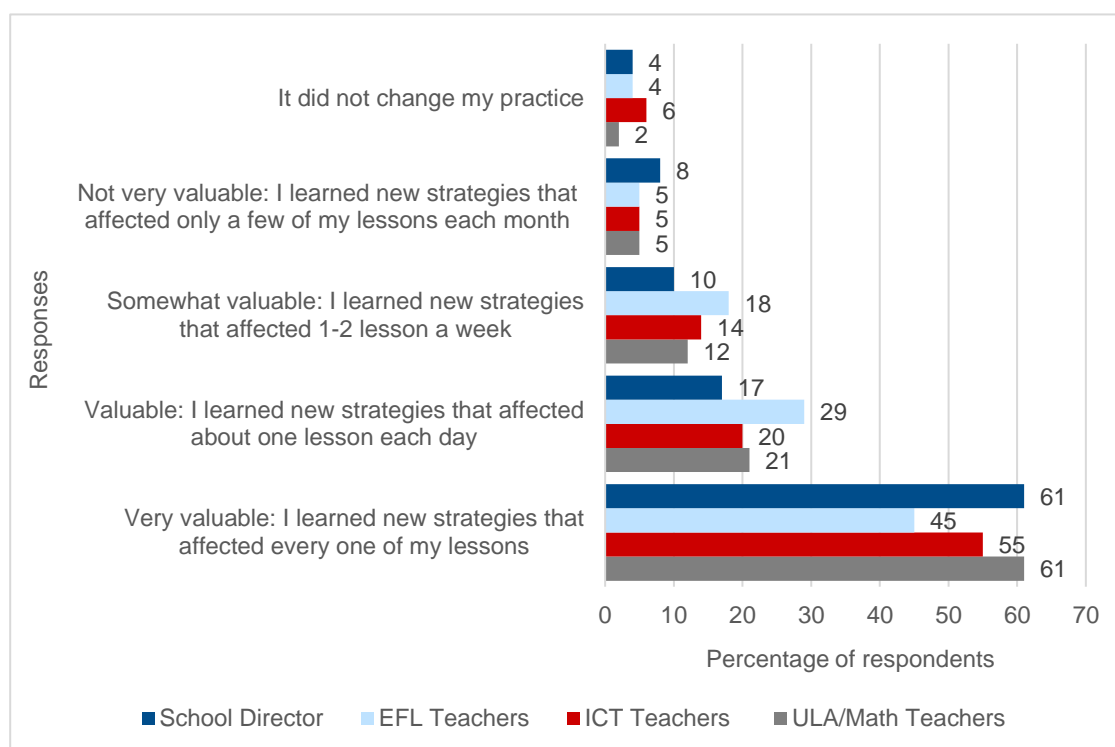
Table 15. Topics Covered in the Last Teacher Training Activity as Reported by Teacher and School Director Respondents

Topics	ULA/Math Teachers	ICT Teachers	EFL Teachers	School Director
What to teach (subject content)	34%	33%	36%	26%
How to teach (pedagogy/methods of teaching)	55%	49%	55%	56%
How to teach specific subject content	29%	32%	32%	36%
Lesson planning	42%	34%	43%	46%
New student textbook or teacher guide	45%	36%	34%	44%
Using technology in my teaching	28%	30%	27%	56%
How to teach students remotely	17%	27%	21%	31%
Students' emotional well-being	22%	19%	21%	29%
Inclusive education	11%	9%	13%	28%
Formative assessment (conducting regular checks of understanding)	24%	16%	27%	20%
Summative assessment (conducting knowledge tests)	19%	13%	24%	14%
English language (or other language training, not related to teaching subject)	8%	8%	22%	16%

Perceptions About the Value of the Last Training Activity for Teachers

Figure 32 presents school directors' and teachers' perceptions about the value of the last training activity that teachers attended. The largest proportions of school directors (62%), ULA/Math teachers (61%), ICT teachers (55%), and EFL teachers (45%) reported that that training was very valuable and that teachers learned new strategies that affected every one of their lessons. Only 8% of school directors and 5% of teachers, across all subjects, said the training had not been very valuable and that the new strategies teachers learned affected only a few of their lessons each month. A very small percentage of school directors (5%) and teachers (2%–6%, depending on subject) reported that the training did not change their practice.

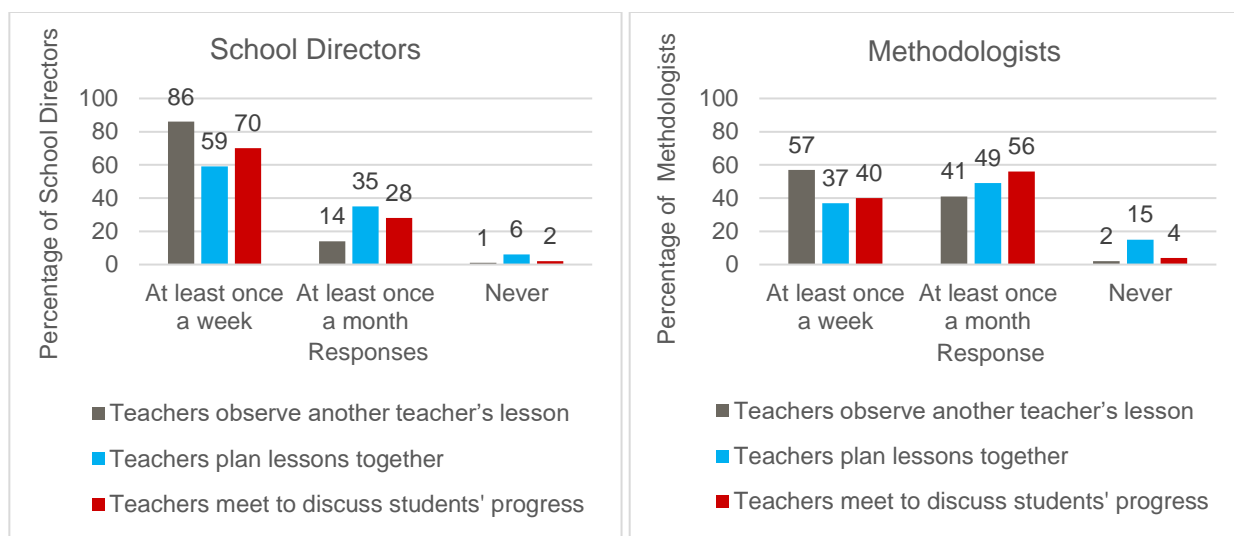
Figure 32. Perceived Value of the Last Teacher Training Activity as Reported by School Director and Teacher Respondents



How Often Teachers Participate in Selected Collaboration and Peer-Support Activities: Perceptions of School Directors and Methodologists

School directors' and methodologists' perceptions about how often teachers meet with their colleagues in a typical month to participate in selected peer-support activities are presented in **Figure 33**. School director and methodologist respondents' impressions of teacher participation in collaboration and peer-support activities varied. School directors were more likely than methodologists to report that teachers observe another teacher's lessons at least once a week (86% vs. 57%, respectively), whereas methodologists were more likely than school directors to perceive that teachers did this once per month (14% vs. 41%, respectively). School directors and methodologists also varied in their impression of whether teachers plan together once a week (59% vs. 37%, respectively) or once a month (35% vs. 49%, respectively). The findings also revealed variation in whether respondents perceived that teachers met to discuss students' progress weekly (70% vs. 40%, respectively) or once a month (28% vs. 56%, respectively). Overall, school directors consistently stated that teachers met more frequently than methodologists. The findings for school directors correspond with those of SIS Phase 1, which showed frequent collaboration and peer support (at least once a week) among teachers on lesson observation, lesson planning, and information sharing about teaching and the progress of individual students.

Figure 33. School Director and Methodologist Respondents Impressions of How Frequently Teachers Participate in Peer-Support Activities

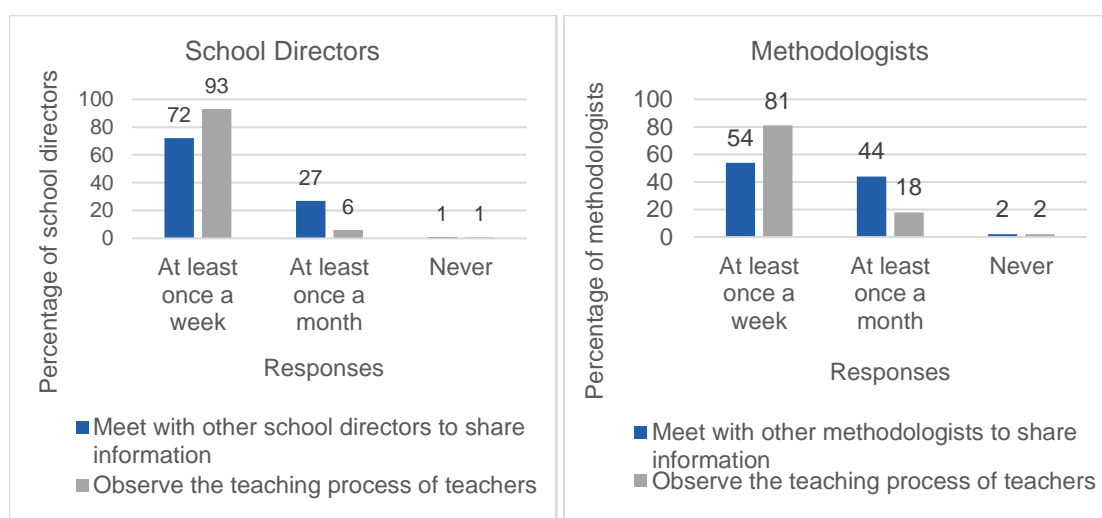


How Often School Directors and Methodologists Participate in Information Sharing and Classroom Observations

School directors and methodologists were also asked how often they meet with their colleagues to share information about what is going on in their schools in a typical month. As shown in **Figure 34**, most school directors (72%) and methodologists (54%) said they meet with their colleagues at least once a week to share information.

School directors and methodologists were also asked how often they observe a teacher's lessons in a typical month. The majority of school directors (93%) and methodologists (81%) reported observing a teacher's lessons at least once a week (**Figure 34**).

Figure 34. Frequency of School Director and Methodologist Respondents' Participation in Information-Sharing Activities and Teacher Observations



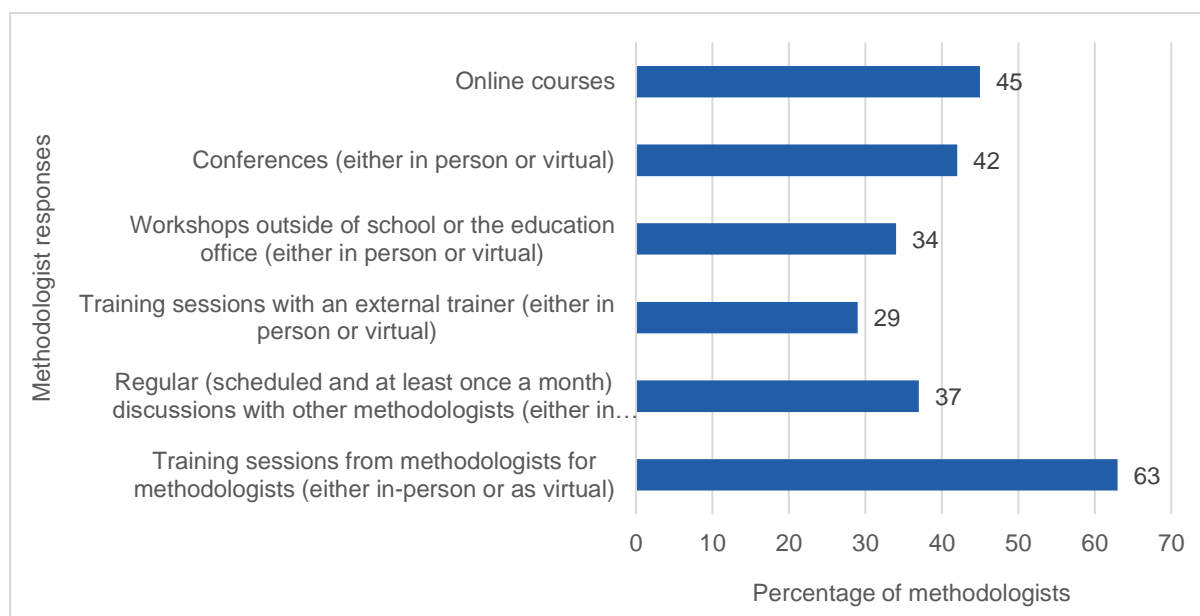
4.13 METHODOLOGIST PROFESSIONAL DEVELOPMENT

This section presents findings related to methodologists' continuous professional development. Methodologists were asked about the types of training activities that they attended during the 2020/2021 school year and who organized those trainings. They were also asked about the topics covered in their last training activity, their perceptions of the value of that training, and obstacles to their professional development generally.

Training Activities that Methodologists Participated in During the 2020/2021 School Year

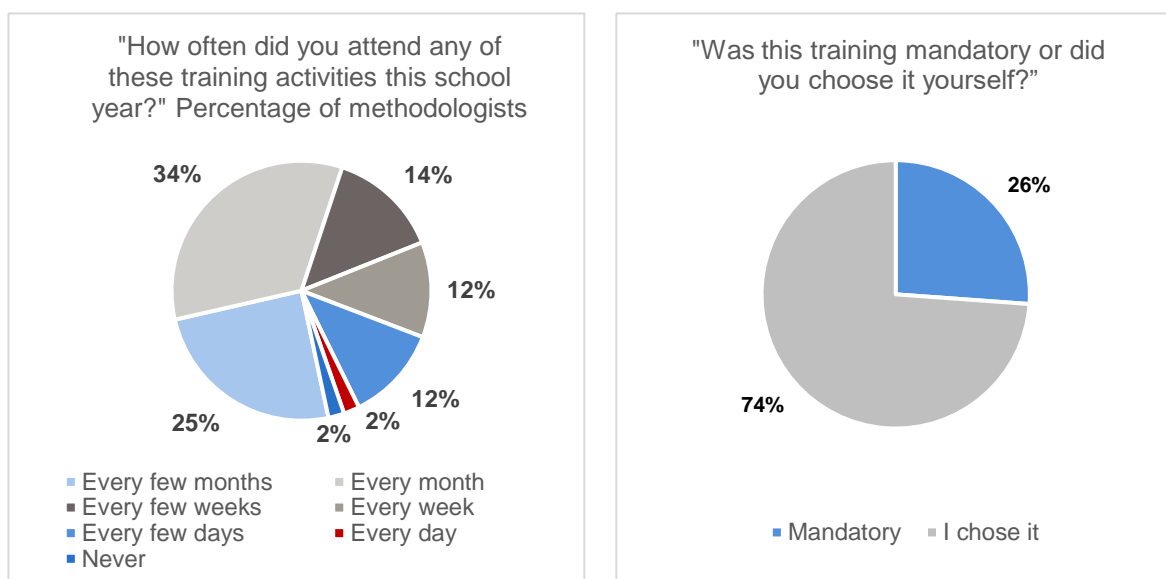
Figure 35 shows the training activities that methodologists reported participating in, despite COVID-19, since the start of the current school year (September 2020–May 2021). The most-frequently cited activities were virtual training sessions delivered by methodologists for methodologists, which was mentioned by 60% of methodologists, followed by online courses (45%) and in-person or virtual conferences (42%). The least-mentioned activities were in-person or virtual training sessions with external trainers (29%).

Figure 35. Training Activities that Methodologist Respondents Attended During the 2020/2021 School Year



Methodologists who reported that they attended training were asked how often they attended training activities in the current school year. As shown in **Figure 36**, a third (34%) reported attending training every month, and a quarter (25%) stated that they attended training every few months. A smaller percentage of methodologists attended training every few weeks (14%), every week (12%), every few days (12%), or every day (2%). Two percent of the respondents reported that they never attended training. Methodologists who attended training were also asked whether the training they attended was mandatory or not. The majority (74%) stated that the training was not mandatory (Figure 36).

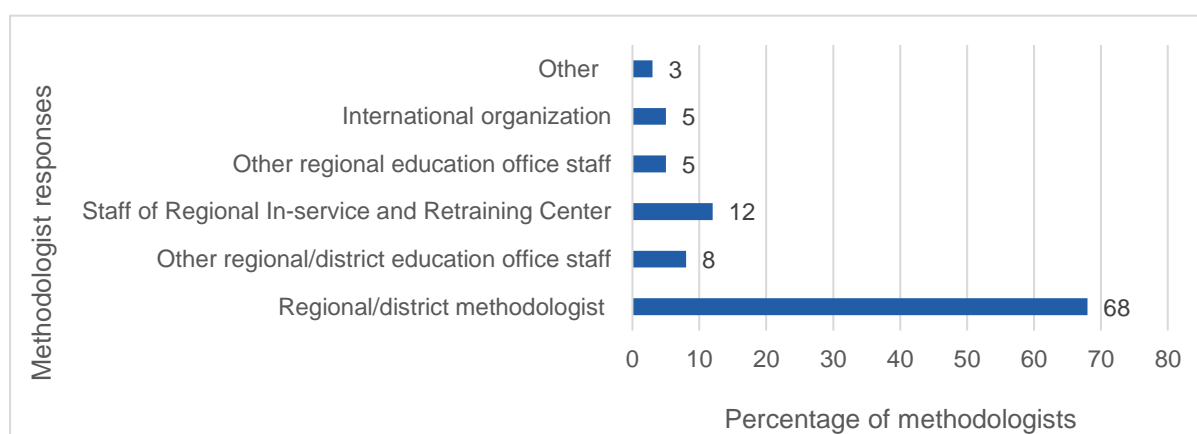
Figure 36. Frequency of Methodologist Respondents' Attendance of Training and Mandate to Attend Training



The Individuals Who Organized the Last Training for Methodologists and the Topics Covered

Figure 37 presents the individuals who organized the last training activity that methodologists attended. Most methodologists (68%) reported that the last training activity for methodologists in their area was organized by the regional or other district methodologist.

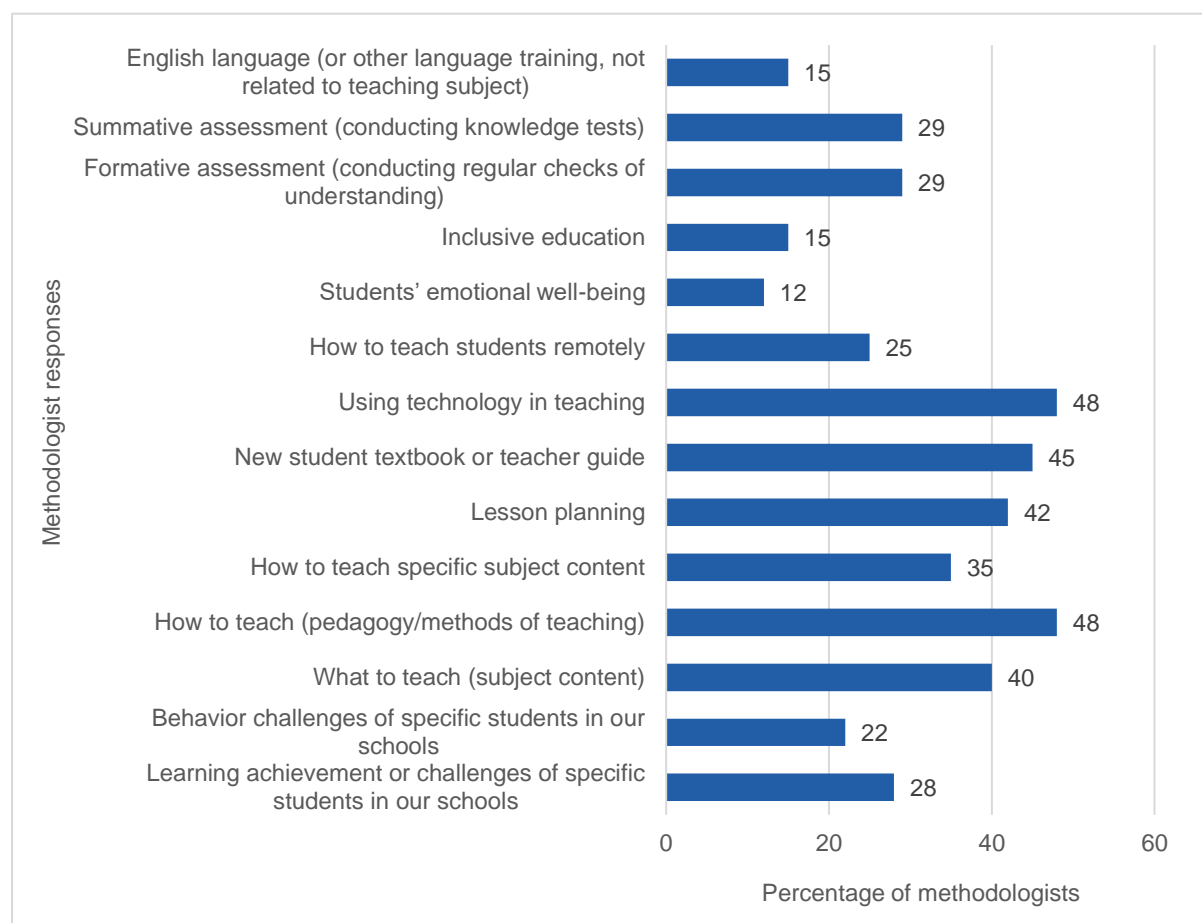
Figure 37. Methodologist Respondents' Answers to the Question: "Who organized the last training activity for methodologists in your region/district?"



Methodologists were also asked about the topics covered in the last training activity for methodologists in their region or district. As shown in **Figure 38**, the most-frequently cited topics were using technology in teaching and how to teach (pedagogy), each of which was mentioned by 48% of methodologist respondents. Other topics reported by a relatively sizeable number of methodologists included training on new student textbooks or teacher guides (45%), lesson planning (42%), and what to teach (40%). The least-mentioned topics

were students' emotional well-being (12%), inclusive education (15%), and English language or other language training not related to teaching subject (15%).

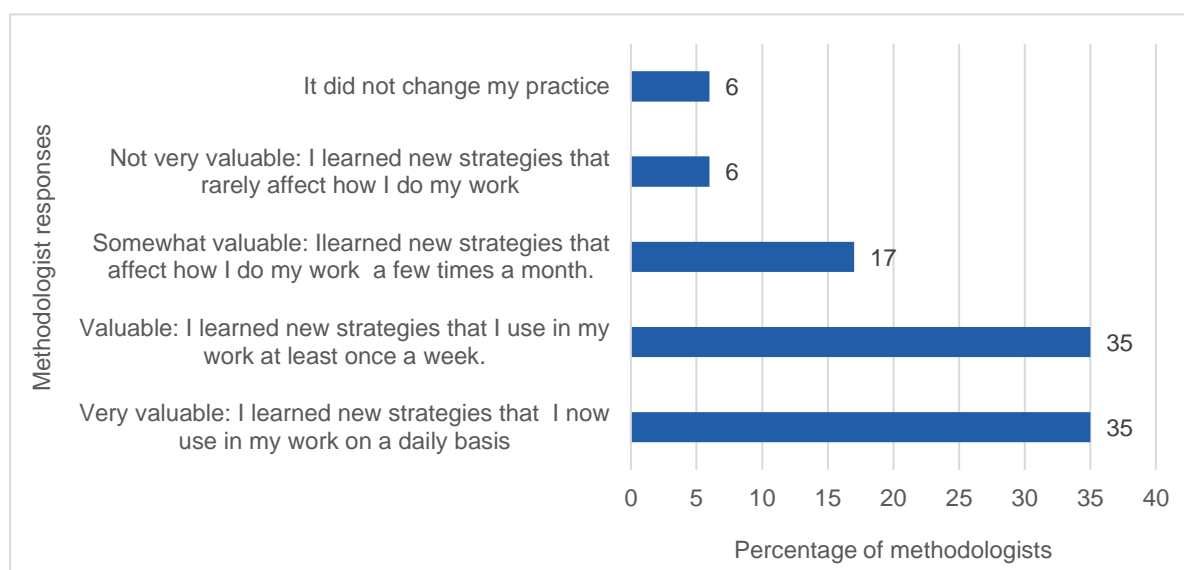
Figure 38. Topics Covered in the Last Training Activity Attended by Methodologist Respondents



Methodologists' Perceptions About the Value of their Last Training

Figure 39 presents methodologist respondents' perceptions about the value of the last training activity they attended. Most indicated that they found the training very valuable, with responses equally distributed between those who said that they learned new strategies they now use in their work daily (35%) and those who said that they learned new strategies they use in their work at least once a week (35%). Very small proportions of methodologists mentioned that the training was not valuable (6%) or that it did not change their practice (6%).

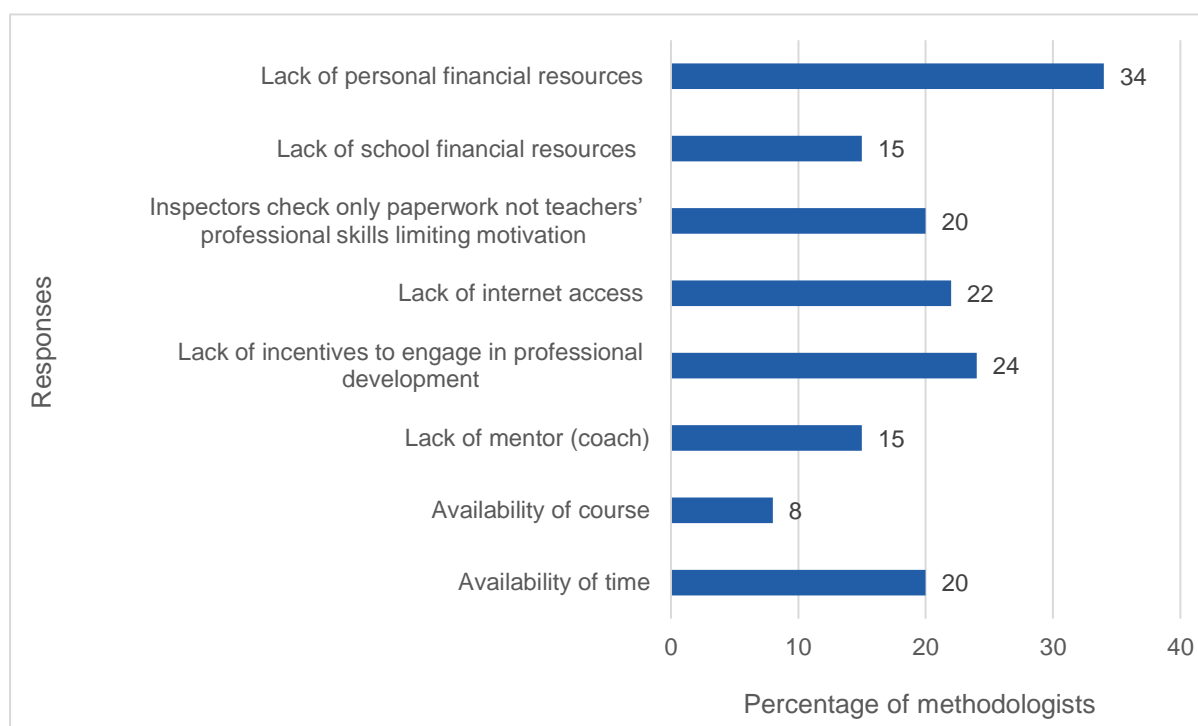
Figure 39. Methodologist Respondents' Perceptions About the Value of the Last Training They Attended



Barriers to Methodologists' Professional Development

Figure 40 shows the obstacles to methodologists' professional development. Most frequently cited were lack of personal financial resources (34%), lack of incentives to engage in professional development activities (24%), and lack of access to Internet (22%). Very few methodologists mentioned that availability of courses (8%) was a hindrance to their professional development.

Figure 40. Barriers to methodologists' professional development



SECTION V: SUMMARY, DISCUSSION, AND RECOMMENDATIONS

This section presents conclusions based on the findings from teachers, school directors, and methodologists. It is divided into seven sub-sections: TPD at home (self-directed), TPD at the school level, lesson planning, instructional coaching, and teacher training activities, collaboration and peer support, and professional development activities for methodologists.

5.1 TPD AT HOME (SELF-DIRECTED)

The findings indicate that teachers primarily use the Internet to support their self-directed professional development. In order of preference, teachers search for information they can use in their lessons (chosen by 71%–79% of teachers, depending on subject), lesson plans (60%–76%), to watch videos of good teachers (58%–63%), to watch webinars or presentations (51%–55%), and to take online courses (49%–55%).¹³ Furthermore, compared to ULA/Math and ICT teachers, EFL teachers were more likely to use the Internet to find materials and good lesson plans. It is possible that resources about teaching English are more available than those about ICT and other subjects, particularly resources in Uzbek. This may be one reason EFL teachers make more use of the Internet for their research. Across subjects, very few teachers (less than a third) reported contributing to an online learning community. Furthermore, very few teachers reported searching for and reading books and articles at their local public library or university library or library resources for their professional development (e.g., getting advice from the school librarian on teaching and learning materials or searching the school library to find books or articles about education). The study did not investigate whether teachers received any materials from other teachers responsible for teaching the same subject, school directors, or methodologists. This may be a point for future inquiry.

These findings imply that most teachers primarily look for resources online as part of their individualized learning and focus their learning on meeting their specific needs, mainly related to improving lesson planning and delivery. Additionally, the findings suggest that many teachers have access to and use the Internet. However, the relatively low level of teacher participation in online courses (49%–55% of teachers) is an area of future inquiry.

Recommendations:

- Promote the use of the Republican Education Center’s digital platform among teachers by creating awareness during professional development events and through social media about the resources available there for teachers, including for ULA, Mathematics, and ICT, in addition to EFL. The digital platform is a content management system that provides subject-, grade-level-, and activity-specific materials to support teachers’ lesson planning and lesson delivery. It was developed by the Program in collaboration with the Republican Education Center.
- Conduct a survey to probe teachers’ experiences with online learning to identify opportunities and challenges to improve their self-directed learning experiences.

¹³ **Table 6** outlines the TPD activities done at home by EFL, ICT, and ULA/Mathematics teachers. Teacher respondents also mentioned talking to other teachers about teaching and learning; this is discussed in the sub-section focused on collaboration and peer support.

5.2 TPD AT THE SCHOOL LEVEL

Most TPD occurs at the school level. This sub-section focuses on the time allocated to TPD, the barriers to engaging in TPD, the types of TPD offered and providers, and who teachers prefer to learn from during TPD. Subsequent sub-sections elaborate on specific TPD experiences and are followed by a sub-section summarizing the role of methodologists.

Large proportions of school directors (90%), methodologists (73%), and teachers (more than 70%, across all subjects) reported that their schools provide time for teachers to participate in formal TPD activities while at school. The most-cited frequencies for teachers' participation in TPD activities were once a week and once a month. These results indicate that teachers have sufficient time to engage in activities that enhance their professional skills and performance continually.

Teacher respondents stated that they take part in school-level TPD activities regularly, with 27% participating at least once a month, 28% participating once a week, and 16% participating several times a week (Figure 7). Nevertheless, the respondents identified several barriers to TPD (Figure 12). The three main barriers to TPD reported by school directors were as follows:

- Lack of incentives to engage in professional development.
- Lack of school financial resources.
- Lack of personal financial resources.

In contrast, methodologists mentioned the following barriers:

- Lack of Internet access.
- Lack of personal financial resources among teachers.
- Lack of incentives to engage in professional development.

These results differ from SIS Phase 1, where most teachers cited lack of time and the fact that inspectors only check paperwork, not teachers' professional skills, as the main barriers to their professional development.

These results indicate that teacher participation in TPD is mainly constrained by external factors.

Teachers were also asked to select the types of TPD that applied to them from a list of 15 types of TPD (Table 10). The types of TPD teachers selected most frequently included observing fellow teachers teaching (60%–66%), being observed by others (44%–51%), presentations (39%–54%), formal training delivered by school leadership (42%–55%), informal training delivered by teachers (47%–48%), and discussions with others about their classroom practices (38%–43%), their students (28–36%), or lesson planning (38–44%).

According to 55%–63% of teachers (depending on subject), 70% of school directors, and 70% of methodologists, district-level methodologists deliver TPD sessions/workshops for teachers. These respondents reported that TPD sessions were less likely to be delivered by methodologists from other districts' public education departments, methodologists from other regional education offices, national MoPE personnel, or international experts. According to these findings, the district methodologists are the primary actors in the delivery of TPD within their districts. The most-cited frequencies for teacher participation in professional development activities were once a week and once a month. These findings likely reflect the common practice of weekly training days for each subject. Across Uzbekistan, Friday is the methodological day for EFL teachers, Monday for ICT teachers, and Saturday for ULA/Math

teachers. This existing structure represents a valuable platform to strengthen school-based TPD in support of teachers' adoption of new teaching and learning strategies and materials.

During formal training events, most teachers prefer to learn from teachers from other schools, followed by teachers from the teacher's school and methodologists from the teacher's district education office. A comparison by subject, however, revealed some variations in teachers' perspectives. ULA/Math teachers prefer to learn from teachers from other schools, followed by district-level methodologists. In contrast, ICT and EFL teachers reported preferring to learn from colleagues within their schools and international presenters, respectively. Overall, these findings imply that teachers mostly prefer to learn from their peers rather than from methodologists.

Recommendations:

- Utilize existing, well-established, school-level TPD structures (i.e., methodological days'), which are valuable platforms for teacher learning and peer support, to promote teachers' experimentation with and adoption of new teaching approaches and learning materials.
- Use teachers' desire to learn from their colleagues, combined with the methodological days incorporated into the school schedule, as a steppingstone to enhance professional Communities of Practice as part of the TPD system and continuum of learning.
- Promote the use of teacher guides that provide structured lesson plans with student-centered pedagogy and mixed-ability approaches for teachers. For ICT teachers, also promote Communities of Practice where teachers can share project-based, multi-lesson, multi-topic lesson plans and programming resources in Uzbek languages.
- Engage school administration to help inspire teachers to share their individual goals, engage in mutually constructive learning, share resources to enhance their classroom practice, and discuss students' learning outcomes and mixed-ability teaching strategies.
- Given the central role of methodologists in TPD, ensure robust upskilling of methodologists in subject content, teaching practice, adult learning facilitation techniques, positive peer support, coaching skills, and observation processes (see Sub-Section 5.7 below)

5.3 LESSON PLANNING

Most teachers across all subjects and school directors stated that their schools schedule time for teachers to plan lessons, implying that most schools provide time during the school day for teachers to plan and prepare their lessons while at school. The majority of schools provide between 1 and 2 hours per day for teachers to plan and prepare their lessons. Most teacher and school director respondents reported that teachers use this time to actually plan and prepare their lessons. However, close to 25% of EFL teachers and school directors and almost 30% of ULA/Math and ICT teachers reported that teachers use the lesson preparation time to do other things that are not related to lesson planning (Figure 15).

Recommendation:

- Encourage access to and consistent use of teacher guides by teachers to support their lesson planning. Teacher guides provide a structured approach to student-centered learning, requiring less time for actual lesson planning.

- Train and coach teachers to use teacher guides to promote a systematic pedagogical approach. In addition, encourage teachers to use the lesson planning time available to creatively review the lesson plans in the teacher guides and adapt them to meet the needs of their individual learners. Although the introduction of new teacher guides provides teachers with an overall structure for each lesson, subsequent lesson planning time can help teachers to focus on utilizing other resources to meet their students' individual and differentiated needs.

5.4 INSTRUCTIONAL COACHING IN THE CLASSROOM

The study results show concurrence between teachers and school directors on the frequency of teacher observations. More than 54% of teachers, across all subjects, reported that someone observed their classroom teaching more than five times in the past 2 years (Figure 16). Similarly, 60% of school directors said that, on average, each of their teachers was observed more than five times in the past 2 years. In addition, the largest proportion of methodologists reported that on average, they observe teachers two or three times per week, implying that they frequently visit schools to support teachers. Most school directors reported that in a typical month, their teachers observe another teacher's lesson at least once a week. About 85% of teachers mentioned that they had been observed by another teacher, and over 90% of teachers stated that they have observed other teachers. Most teachers who said they had observed other teachers reported doing so more than five times in the previous 5 years (Figure 18). These findings support the SIS Phase 1 finding that fellow teachers are key players in the teacher instructional coaching landscape. These results also show that teacher observation is an integral component of TPD.

The main activities in the classroom observation process, reported by the methodologist, school director, and teacher respondents, are watching the teacher's entire lesson, taking notes about what is happening during the teacher's lesson, and providing feedback to the teacher.

Most teachers reported that they feel happy and positive about teaching observations. Teacher respondents' were generally happy about having their teaching observed by methodologists and school directors, but their feelings were more nuanced and varied when it came to being observed by fellow teachers.

More than 90% of teachers reported that they received feedback from the individuals who observed their lessons (Figure 22). Most of the teachers who reported that they received feedback indicated that the feedback changed their teaching practices, implying that observer feedback was valuable and that teachers utilized it. A few teachers stated that they did not change their teaching practices as a result of the feedback. The two most common reasons given by teachers for not changing their teaching practices were that the feedback was not appropriate for use with the students and that the feedback did not include practical applications or suggestions.

A large proportion of teachers also believed that classroom teaching observations positively affected their students, implying that the observations were impactful. Overall, these results indicate that teachers have positive attitudes toward classroom observations because they see these observations as opportunities to gain targeted feedback on their teaching practice that will positively affect students' learning.

Recommendations:

- Build on teachers' positive attitudes toward classroom observations and strengthen the process by providing observed teachers with practical, relevant, and actionable guidance as the key outcome of classroom observations.
- Support teachers to improve peer classroom observation techniques. The findings of this study indicate that most teachers have participated in classroom teaching observations, have strong collaborative feelings about the process, and believe in the value of classroom observations. Teachers can be guided on how to structure peer observation and provide constructive feedback to each other.

5.5 TEACHER TRAINING ACTIVITIES

Training is an integral part of TPD. The study findings show that in a typical year without COVID-19, teachers mostly attend training sessions delivered by teachers for teachers, as noted by most school directors and teachers across all subjects.

Indeed, since the start of the current school year, despite COVID-19, the most common training activity that teachers participated in was training sessions delivered by teachers for teachers, both virtual/online and in person (Figure 10). Although teachers engaged in formal TPD both online/virtually and in person, they reported preferring a hybrid approach that includes both in-person and virtual/online sessions.

Large proportions of teachers across all subjects and school directors reported that the most recent training activity attended by teachers was organized by their district education office's methodologist.

Teachers reported wide variety in terms of training structures. Most ULA/Math teachers and school directors reported that training sessions were activity based, with primarily small group exercises and discussions with all participants for a set period of time. In contrast, most ICT teachers, EFL teachers, and methodologists stated that sessions were activity-based but consisted primarily of individual tasks and discussions with all participants over a set period of time. Few teachers mentioned that sessions were all or mostly lecture based. These findings indicate that most formal professional development sessions provide teachers with opportunities to take responsibility for their own learning through group or individual tasks, thus increasing the likelihood that they will improve their knowledge, skills, creativity, and self-confidence.

The most-cited topic covered during the most recent training activity attended by teachers was how to teach or pedagogy, which was mentioned by most ULA/Math, EFL, and ICT teachers and school directors. Most ULA/Math, ICT, and EFL teachers also reported that the topic most often covered during formal TPD sessions was how to teach or pedagogy. In contrast, most methodologists and school directors said that using technology in teaching was the most frequent topic of teacher formal TPD sessions. Inclusive education, formative assessment, summative assessment, and English language were the least-mentioned topics. Assessment is a very important aspect of the teaching and learning process as it provides valuable information about student learning. Considering that formative and summative assessment were relatively less frequently covered in formal training sessions, coupled with the Program's SIS Phase 2 study, which showed that 46% of EFL teachers wanted to change how they assess their students, there is an opportunity to provide more training to build teachers' skills in assessment.

Most school directors and ULA/Math, ICT, and EFL teachers said the last training activity was extremely beneficial and that teachers learned new strategies that affected all of their lessons.

Recommendations:

- Enhance existing TPD programs to more strongly feature experimentation and reflection on instructional practice. Instructional practice and experiential learning are already featured in most trainings, but lecture-style trainings persist.
- Diversify the training contents. Specifically, teachers identified the need for detailed guidelines and more support on summative and formative assessment. Assessment informs teacher practice directing additional supports to learners who have yet to meet the learning standards. Teachers would benefit from training in mixed ability teaching strategies that enhance inclusive education, including support to children with special needs.

5.6 COLLABORATION AND PEER SUPPORT

The TSSS findings show that teachers frequently collaborate and provide peer support. Teachers support other teachers in many other ways as well, including lesson planning, classroom observations, and training. After training sessions, teachers reported that regular, scheduled discussions with other teachers were the second-most frequent type of TPD activity. Teachers (36%–41%) stated that they had conversations with other teachers at least once per month, and this was supported by 46% of school directors. Furthermore, school directors reported that their teachers meet at least once per week to discuss individual student progress. Moreover, a large proportion of school directors also reported that their teachers meet at least once a week to plan lessons together. These findings are consistent with the Program's SIS Phase 1, which found frequent collaboration among teachers.

Most school directors and methodologists also said that in a typical month, they meet with their colleagues at least once a week to share information about what is going on in their schools. This suggests that there are already existing fora where collaboration, mutual learning, and information sharing amongst school directors and methodologists could be further nurtured.

Recommendation:

- Optimize the use of the existing teacher collaboration fora as important avenues for the Program to deliver professional development sessions and for school directors and methodologists to continuously support teachers.

5.7 METHODOLOGIST PROFESSIONAL DEVELOPMENT

The most-cited training activity that methodologists reported participating in since the start of the 2020/2021 school year, despite COVID-19, was virtual training sessions delivered by methodologists for methodologists, as indicated by 60% of methodologist respondents. This was followed by online courses and in-person or virtual conferences. These results could reflect adaptations necessitated by the COVID-19 pandemic, which limited in-person interactions.

A large proportion of methodologists reported that the last training activity for methodologists in their region or district was organized by the regional/district methodologists. The most-frequently mentioned topics covered during the most recent methodologist training activity were using technology in teaching and how to teach or pedagogy, both of which were mentioned by almost half of the methodologist respondents. Most reported that the training was very valuable, indicating that they learned new strategies that they now use in their work on a daily basis or at least once a week and implying that the training was largely effective.

The main barrier to methodologists' professional development was lack of personal financial resources, followed by lack of incentives to engage in professional development activities and lack of access to internet.

Recommendations:

- Ensure that methodologists—key pedagogical support actors—are familiar with the subject and grade-level content and targeted teaching approaches. Although many methodologists are trained teachers and have teaching experience, some do not.
- Strengthen methodologists' skills in experiential learning and school-level coaching to enhance classroom observations and methodological days. There is a need to orient and support methodologists to conduct high-quality coaching in their supervision functions. Such coaching would provide insightful information on areas that individual teachers need to improve upon and help them determine and progressively apply changes to strengthen their teaching practice. This, in turn, will better enable teachers to see positive change in their classrooms and, by extension, increase their intrinsic motivation to engage in TPD. Orientations for methodologists and school directors should include opportunities to review and reflect on their classroom observation experience, specifically on the pre- and post-observation steps, to ensure that the observations are focused on the techniques the teacher is most trying to master. The post-observation step should include a joint discussion between the observer and the teacher that centers on those actions the teacher will continue to practice. It is important that observers are familiar with the teaching techniques being practiced. Observers need to provide constructive feedback that is practical and appropriate. In addition, supporting methodologists and school directors to share and reflect on their coaching experience may also help to strengthen peer coaching.
- Provide guidance to methodologists on how they can work with school administrators to ensure that the time set aside for TPD in school schedules is actually utilized for lesson preparation, lesson reflection, peer learning, and practice.