



Regional Meeting on Gender Assessment in Teacher Education in Asia  
30 – 31 May 2017, Bangkok, Thailand

# Preliminary Findings of Gender Assessment in Teacher Education in **UZBEKISTAN**

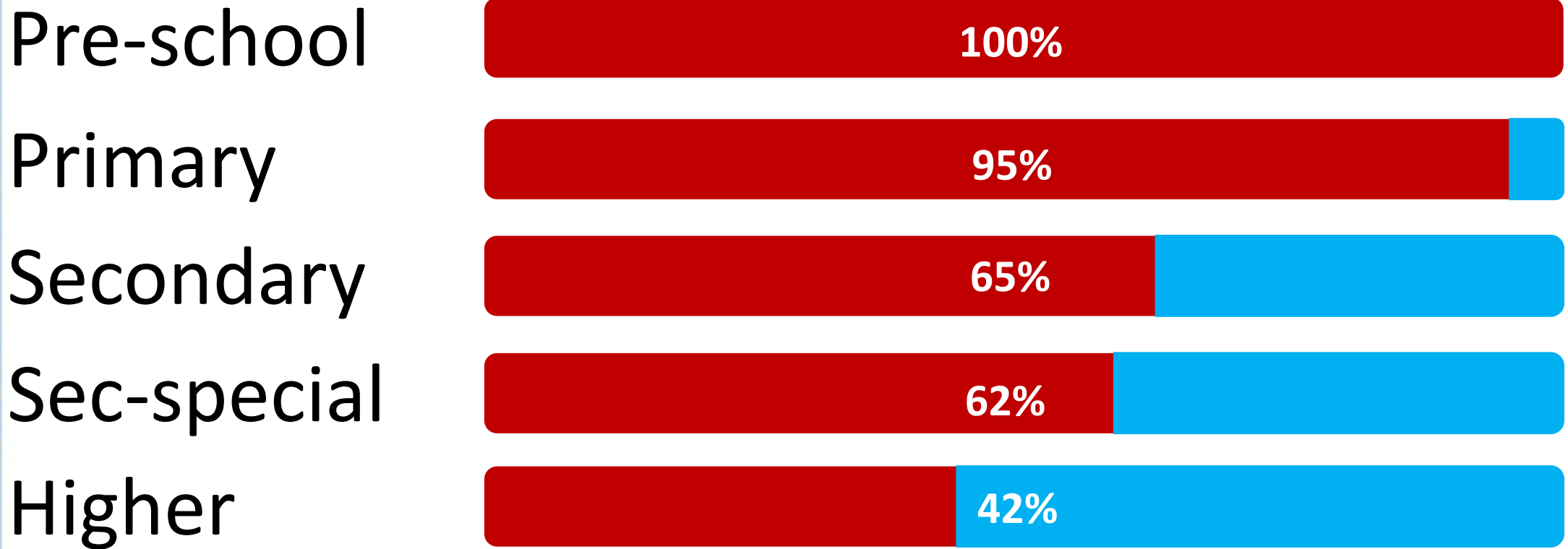
# UZBEKISTAN



- 1.Introduction: Assessment Scope
- 2.Findings
- 3.Conclusion
- 4.Recommendations

# Stats

female/male teachers ratio



# Assessment Scope

## Institutional Participants



<b>TEI Classroom Observations</b>	<p>5 TEIs (Higher Educational Institutions)</p> <p>20 Teacher Educators</p> <p>9 lessons</p> <p>Lessons/Subjects: English, Psychology, Russian, History of Russian, Mathematics, General Pedagogy, Geography, History of Uzbekistan</p>
<b>TEI Surveys</b>	<p>20 Surveys</p> <p><i>Head of TEI as respondent</i></p>

10/10



# Assessment Scope



## Curriculum Authority Representatives

<b>School Curriculum Authority</b>	<b>1 Survey(s)</b> <i>Curriculum Head/Deputy as respondent</i>
<b>TEI Curriculum Authority</b>	<b>1 Survey(s) (Dev center)</b> <i>Curriculum Head/Deputy as respondent</i>

# Assessment Scope

## Individual Respondents



**School textbooks writers**

**10** Surveys

4/6

*10 writers that wrote 2 kinds of textbook for 5 different grades (Native language, Math)*

**TEI teaching & learning guide writers**

**10** Surveys

6/4

*TEI T&L material writers as respondents*

# Assessment Scope



## Teaching and Learning Materials

### **School textbooks**

**Prim/Sec/Sec-Special** (integrity)

Grade **1**; Subjects: Native Language, Math

Grade **4**; Subjects: Native Language, Math

Grade **5**; Subjects: Native Language, Math

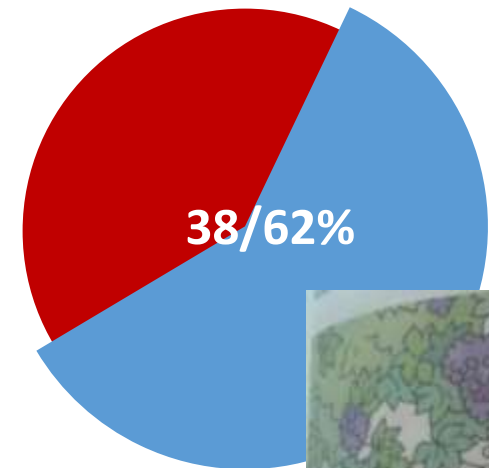
Grade **9**; Subjects: Native Language, Math

Grade **10**; Subjects: Native Language, Math

**Total = 10 Textbooks**



# Gender stereotypes and ratio in school books





# Assessment Scope

## Teaching and Learning Materials



### TEI teaching & learning materials

Pre-service: 9 sets. In-service: 2 sets

Used by teacher educators: 9

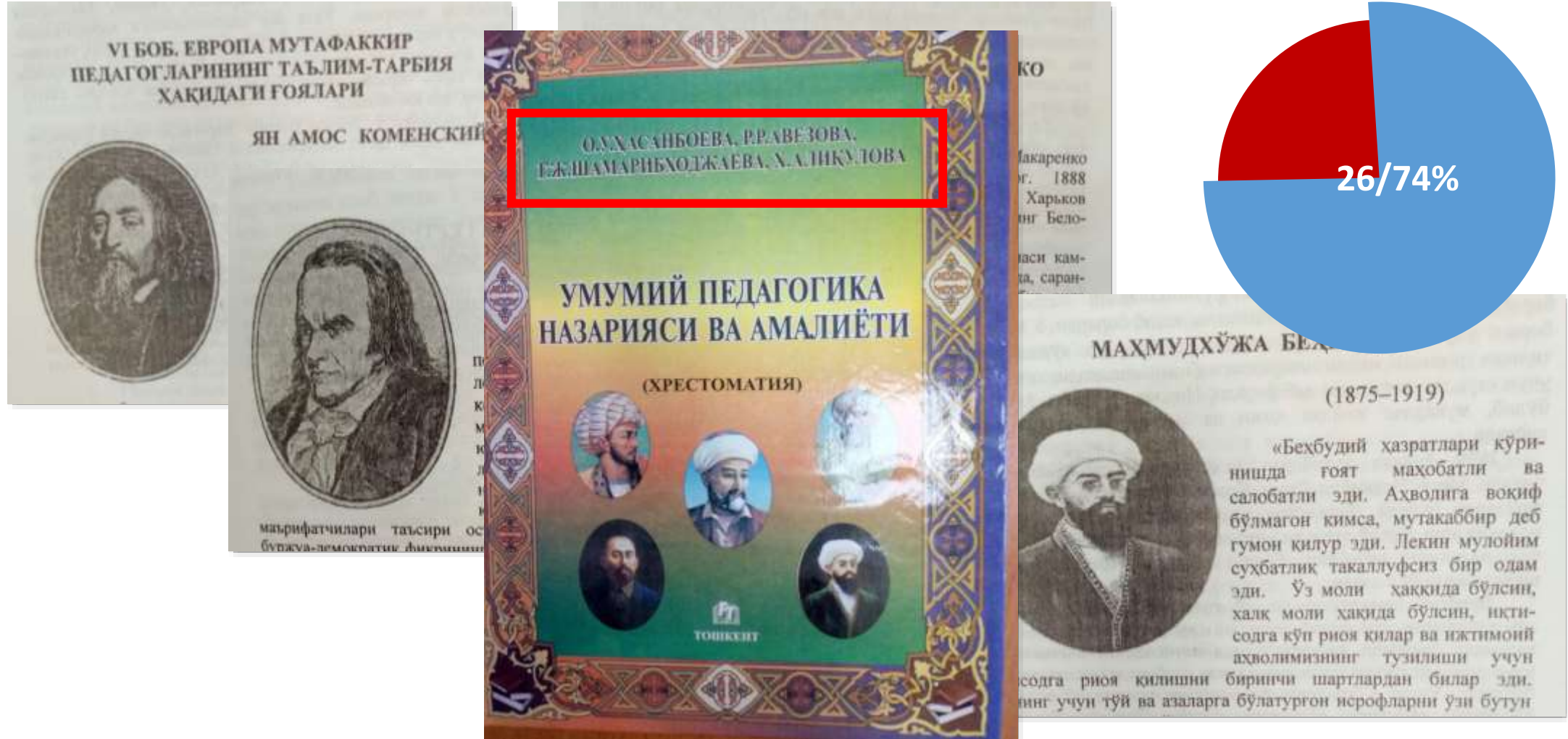
Subjects: Pedagogical Conflictology, Periods of age and Psychology, Methodical Practice of Russian, History of Pedagogy, Pedagogic Technologies, Readings on pedagogy, Pedagogic Skill, Developing Pedagogic Technologies, Actual Problems of Pedagogy

Used by teacher trainees: 9

Subjects: Developing Pedagogic Technologies, Actual Problems of Pedagogy

**Total = 9 T&L books/guides**

# “READING BOOK ON WORLD LITERATURE”



# Findings (by Domain)



## 2. Findings at the Policy Level (TEIs)

- The men that accomplish discretionary 9-month-army-service are given +50% exam points while submitting for university regardless of their actual knowledge
- All in-service entry and exit exams are based on multiple-choice quizzes, on which most of the female entrants feel difficulty



# Findings (by Domain)



## 2. Findings at the Policy Level (TEIs)

- Budget allocation is based on per capita income, so no biased financial policy on gender
- Female teachers and students are given mandatory paid birth-leave and discretionary maternity-leave, with an opportunity to retake courses and re-exam
- Most of newly constructed, modern TEIs have nurture rooms for young mothers



# Findings (by Domain)



## 3. Findings at the Policy Level (Curriculum & Textbook Development for Schools)

- Curriculum developers' and reviewers' teams as well as textbook originators, writers or producers **possess limited understanding on gender-sensitiveness**
- Textbook and literature is partially ordered and financed by MoE and is developed by semi-government researchers, independent authors, and/or NGOs, yet not regulated to eliminate gender bias in the textbooks

# Findings (by Domain)



## 4. Findings on Teaching and Learning (TEI Classrooms)

- i. Almost 85% of Students in TEI (Pedagogic Universities) are female. As a result, 95% of pre-school, primary and secondary school teachers are female.
- ii. Access to ICTs and other learning facilities are equally ensured for both male and female students

# Key Findings (Highlights)



## 1. Findings Highlights At a Glance

- There are no gender-sensitiveness courses or gender education in schools or TEIs (prominent)
- 95% of pre-school, primary and secondary school teachers are female (expected)
- Most of textbook/T&L material writers are female, but content is biased towards male (unexpected)
- Enhancing national capacities in designing educational content, curriculum/syllabus development, gender-sensitive education (need follow-up)

# Conclusions



## 1. Good Practices Showing Gender Equality

- i. Deputy Prime-minister position exists on Women's rights and empowerment, as well as each regions and districts administration have Deputy Mayors on women issues
- ii. Nurturing rooms and special-needs conditions in TEIs

## 2. Areas for Improvement

- i. Lack of monitoring and review systems on gender-sensitivity in MoE-level
- ii. Teacher education programmes and textbooks need further improvement on gender sensitiveness.



# Recommendations



- Considering (adding section for) gender-sensitivity in state educational standards

## Tasks of SES

...“To set up certain requirements to educational process, pedagogic technologies, information provision, continuous education, assessment, quality assurance of the graduates”

# Recommendations



- In textbook/T&L materials research (by UNESCO), consider gender-neutral languages
- Developing gender sensitivity courses into state pedagogic in-service training curricula
- Further research on ratio of female/male students in pedagogic universities (pre-service)
- Considering including “nurture-rooms” for young mothers in the building-projects of TEIs



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QUESTIONS?  
SUGGESTIONS?