Study on Teacher Education for Primary and Secondary Education in Six Countries of the Eastern Partnership: Armenia, Azerbaijan, Belarus, Georgia, Moldova and Ukraine

Final report

Agreement nr EAC-2011-0301 (Negotiated procedure EAC/28/2011)
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Glossary[1]

Assessment	The sum of methods and processes used to evaluate the attainments (knowledge, know-how and/or competences) of an individual, and typically leading to certification.
Classroom Practice	The practical, school-based elements of any course of Initial Teacher Education. It includes also teacher tasks undertaken outside the classroom, such as collaboration with colleagues or communication with parents.
Competences	The set of learning outcomes: what a teacher knows, understands and is able to perform.
Continuing professional development	In-service ('on-the-job') activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher provided in a formal or informal way, beyond the basic training initially required to carry out the job. Term used interchangeably with 'in-service training'.
Induction	A period at the early stage of teacher's career in which beginning teachers, having completed their period of initial teacher education, first assume full professional responsibility for learners (as opposed to engage in practical teaching experience).
ISCED levels	International Standard Classification of Education (ISCED) is an instrument for compiling statistics on education internationally. It distinguishes among six levels of education: pre-primary education (ISCED level 0), primary education (ISCED level 1), lower secondary education (ISCED level 2), upper secondary education (ISCED level 3, post-secondary non-tertiary level of education (ISCED level 4), tertiary-type A education (ISCED level 5A), tertiary-type B education (ISCED level 5B), advanced Research Qualifications (ISCED level 6).
Learning outcomes	A statement of what a learner knows understands and is able to do on completion of a learning process. The learning outcome approach emphasises the results of learning rather than focusing on inputs such as length of study.
Initial teacher education	A pre-service training provided to student teachers before they have undertaken any teaching, eventually leading to a qualification to teach. It usually takes place in institutions of higher education.
Professional standards	A statement of the professional knowledge, skills and competences required of teacher at each career stage.
Qualification	A formal confirmation (e.g. certificate, diploma, degree) that an individual has achieved learning outcomes up to given standards; and/or the requirements for an individual to enter, or progress within an occupation.
Teacher	A person who is acknowledged as having the status of a teacher (or equivalent) according to the legislation and practice of a given country.
Teacher Education Institution	Any institution responsible for the overall delivery of a programme of ITE and the conferring of an ITE qualification.
Skill	Practiced/learnt efficiency in the performance of a specific (simple or complex) activity or a specific task.
Standard	A minimum level, depth and breadth of what is to be learnt. It provides the basis for final assessment, planning and implementation of teaching and training actions. Learning outcomes used in curricula can be considered as standards.

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[1] Definitions applied by the European Commission, international organisations, or scholarly research.

List of abbreviations and acronyms

AED	Academy for Educational Development
ANQA	The Armenian National Quality Assurance Agency
CPD	Continuing professional development
DAAD	Deutscher Akademischer Austausch Dienst
EaP	Eastern Partnership
ECTS	European Credit Transfer System
EERA	European Educational Research Association
EFEA	European Forum on Educational Administration
EHEA	European Higher Education Area
ENP	European Neighbourhood Policy
ENPI	European Neighbourhood and Partnership Instrument
EU	European Union
EUR	The euro
EQF	European Qualification Framework
GDP	Gross domestic product
GEL	Georgian Lari
GTZ	Deutsche Gesellschaft für Technische Zusammenarbeit (German Agency for Technical Cooperation
HEI	Higher education institution
ICSEI	The International Congress of School Effectiveness and School Improvement
ICT	Information and communication technologies
INTASS	Innovative Teachers Association
NCAC	National Curriculum and Assessment Centre
NCEQE	The National Centre for Education and Quality Enhancement
NCTPD	National Centre for Teacher Professional Development
NGO	Non-governmental organisation
NQF	National Qualification Framework
OSIAF	Open Society Institute Assistance Foundation
TACIS	Technical Assistance to the Commonwealth of Independent States
TE	Teacher education
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	The United Nations Children's Fund
US	The United States
USD	The United States dollar
UNDP	The United Nations Development Programme
USAID	The United States Agency for International Development
VET	Vocational education and training

Executive summary

The structure of primary and secondary school education

The system of primary, lower secondary and upper secondary education in all six Eastern Partnership (EaP) countries is relatively analogous at the primary and lower secondary school level. There are two obligations - a school obligation and an educational obligation. Compulsory education encompasses primary and lower secondary education in all six EaP countries. In Ukraine, the obligation to attend the school spreads also over the upper secondary schooling. In all six EaP countries, the age when compulsory attendance begins is defined by the law, but only in Armenia and Moldova is there a compulsory leaving age. The system differs also in the ways in which the EaP countries structure the duration of upper secondary level of education, the transitional opportunities between the levels, and the age for students at each level, including the age when compulsory schooling begins. In Belarus, the two to four years of specialised secondary education is not necessarily free of charge. Notwithstanding some illustrated differences, all countries began their attempts to adjust their systems to a 12-year basic education cycle in line with European standards. These adjustments, however, produced varying results. Belarus, for example, has yet to join the Bologna process and has moved back to 11-year schooling. Similarly in Ukraine, the 11 year long duration of school education was re-introduced in 2010, reversing the reform aimed at introducing 12-year secondary education compulsory for all pupils that begun in 2001.

Education at primary and secondary level is provided by a range of schools (e.g. primary, basic and senior schools, secondary general-education schools, gymnasiums, lyceums, colleges, vocational and technical schools). The main aim is to provide for the comprehensive development of a child, starting from the essential level of knowledge and physical skills towards further development of skills and abilities necessary to enter the subsequent, upper education levels and, ultimately, for choosing a particular professional orientation.

Trends in teacher education in numbers

The comparison between the number of pupils and teachers shows varying tendencies. While the number of pupils has been steadily falling in Azerbaijan's and Belarus' primary schools, the number of teachers has been slightly increasing, therefore showing no adjustment to the actual needs of pupil cohorts. The opposite situation can be observed in Moldova and Ukraine, where both number of pupils and teachers have fallen, but at a slightly slower rate in the case of teachers. In secondary schools, only in Armenia and Moldova, can a decrease of total numbers of teachers and pupils be observed. These changes can explain improving pupil-teacher ratios in the considered countries. In the case of Armenia and Ukraine, such processes could be the result of the implementation of school network optimisation that began in the early 2000s. However, the low student-teacher ratio in Azerbaijan does not indicate higher efficiency, as the average work-load of teachers is very low.[2] In Georgia, there has been a decline in the numbers enrolled for primary education, but a steadying increase at secondary level. Primary teacher numbers show some decline and small recovery rates, with a quite dramatic increase in the private sector. There has been a steady increase in teacher numbers at secondary level.

The role of primary and secondary school teachers

The role of the teacher is obviously to teach and assist pupils, and the expectations towards the teaching profession are generally high in all six EaP countries. A modern teacher, while preserving national values, is perceived as a crucial leader in the educational development and attainment of the younger generation, in ensuring the development of societies in complex and changing conditions. The fulfilment of professional duties should be assisted by continuous improvement of professional skills, participation in in-service education and research, and self-education. There can also be observed, a growing emphasis on increasing teachers' cooperation with participants within and outside the school environment and making the learning and teaching

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[2] The World Bank (2008) Project appraisal document on a proposed loan to the Republic of Azerbaijan for a Second Education Developments Project, Equal Access to Quality Education in Ukraine Project in support of the second phase of the Education Reform Programme, Report No: 40973-AZ.

process more demonstrably practical, towards the formation of pupils as independent persons. Given the deteriorating status of the teaching profession that has been continuing since the collapse of the Soviet Union (1991), the continuation of these developments alongside other changes discussed in sections below is crucial for the revival of prestige attributed to the profession.

Institutional and legal background

Educational systems in the six EaP countries are centralised, with the relevant Ministry in charge of education and science area being responsible for teacher education (TE) in the country. Variously, regional and local authorities are also involved in implementing the school and/or teacher-related policies, depending on both the state approach towards decentralisation in a particular country and on the deficiencies that still exist in the educational management and supervision systems.

Broadly, the legislative framework on education is in place. The first decisions towards regulating and reforming the sphere of education came during the first decade of independence. At that time, all six EaP states developed and approved their Laws on Education. Beginning in the 2000s, the signing of the Bologna Declaration gave a new impetus to reforms in the sector, which aimed at ensuring the convergence with European (and global) educational standards and implementing the principles of the Bologna Process in five out of six EaP countries (Belarus, being a non-signatory country). To adjust the legal structures to the norms, standards and basic principles applied in the European Higher Education Area (EHEA) and to international tendencies in education, new general laws on education have already been developed (Moldova) and approved (Azerbaijan), as well as legal acts and regulations on the organisation of higher education (majority of EaP countries) and professional education (Armenia). The new general laws address also the area of pre-service TE. Concerning developments addressing TE specifically, the National Qualifications Framework (NQF) in the specialty of 'Pedagogical Sciences' is functioning in Moldova, and the Curriculum Framework for educational qualifications of teachers in general education establishments has been developed in Azerbaijan. In Belarus, the Education Code was adopted in 2011 which features a competence-based approach in schools and in initial-teacher education, though the centralised tendency and other factors have not aided proper implementation of these reforms. National policies, strategies and reforms of TE are wide-ranging in Georgia (based on the law of Georgia on General Education) and include the establishment of a specialised public body focused on teacher professional development.

Government policy in the area of teacher education

Reform of the sector is the main goal of the state policies in the sphere of education in the six EaP countries. Accordingly, the action plans and strategies prepared by the Ministries responsible for education outline a number of the priority directions and support for the implementation of changes in relation to initial and in-service TE. These touch upon important issues such as the improvement of a professional development system for teachers, introduction of interactive training techniques for teachers, thereby offering various social measures to increase the prestige of the teaching profession; enhancing computer literacy among teachers and applying ICT and innovation in teaching; shifting towards a student-centred approach; encouraging teachers' involvement in policy development and implementation activities and the introduction of distance-learning approaches.

One of the over-arching goals related to teaching profession in the six EaP countries is to increase their competitiveness on the international labour market and/or the integration into the European education area within the framework of the Bologna process (Belarus has not officially joined the Bologna Process process). In 2005, Armenia, Azerbaijan, Georgia, Moldova and Ukraine signed the Bologna Declaration to direct the development of TE towards the adaptation of the education system to European principles. Some of the Bologna targets have been executed already to a varying degree in these countries. These refer to the progression from a multi-level degree system (Junior Specialist, Bachelor, Specialist, Magister, Candidate of Sciences, Doctor of Sciences) to the European three-level system of academic degrees (Bachelor, Master, Doctor of Philosophy) and the gradual introduction of credit points system in the educational process as well as the Diploma Supplement in higher education institutions (HEIs). The implementation of these reforms is a complex and challenging process. These challenges are mainly attributable to the attachment to the old system experienced in the educational community and scarce resources for financing of higher education, innovation and research on the part of the state. Preserving

positive achievements of the past educational system, while constructing institutions typical for an open society, also appears equally challenging in the context of reforming the education system.

Organisation of initial teacher education

In recent years, in institutions in the six EaP countries, more attention has been given to the quality of the secondary school leaving examination as well as to admission procedures to enter higher education. The access to higher education is organised on the basis of competition according to central entrance exams (Armenia and Azerbaijan), or, of marks obtained at the secondary education final exams. The introduction of unified entrance examinations in Georgia has played a significant role to eliminate corruption at the university level. The strictest procedure is applied in Azerbaijan, where the selective national entrance examination has a success rate of only one in four applicants.

The initial TE programmes can begin within the framework of pre-bachelor/pre-specialist degree programmes, which last from one to four years of study. Upon their successful completion, graduates can teach in primary schools. The next stages of preparation are the subsequent two cycles of higher education (Bachelor's and Master's degree) that have been introduced in line with the Bologna structure in five of the six EaP countries (Belarus being a non-signatory country). However, the old format of Specialist degree in TE is still functioning in Armenia, Belarus, and Ukraine. The transition to a two-level higher TE in Belarus does not comply as yet with the Bologna system.

Concerning standards and curricula, Armenian higher-education standards have been established, and the curriculum includes both core and compulsory subjects. The National Qualifications Framework is also being discussed and all study programmes as well teacher-education programmes are designed according to the Bologna principles: they relate to qualifications descriptors and educational standards are developed for each specialisation, based on ECTS.[3] In Azerbaijan, the education standard structure for the content and level of Bachelor-degree preparation is also approved as well as the main requirements for the content at Master's level and the organisation of the educational process has been approved. Moreover, a new curriculum providing training courses for primary teachers has been prepared, together with the textbook 'Basis of Education'. In Belarus new educational standards for the first level (Specialist) have been elaborated and implemented, whereas the design of standards for the second stage of teacher education (Master's) is still in progress.

The application of a piloting phase of new curricula has already begun in some universities. In Moldova, the curricula for the 1st and the 2nd cycle study programmes have been approved and educational programmes of the higher-education institutions include a portfolio of courses (modules) which are divided in terms of their obligation and so comprise a choice of compulsory, optional, and elective courses. The state standard for training in the pedagogical sciences includes obligatory academic credits for the psycho-pedagogical module, which involves basic and optional disciplines, as well as different kinds of practices. In Ukraine, also, the standards for TE at the Bachelor-level and qualification-level in all disciplines of school curriculum have been approved already. The curriculum includes two components: normative (obligatory disciplines determined by the state standard) and optional (both compulsory and elective disciplines disciplines). As for the Master-level of education, educational institutions are working according to a temporarily approved programme but committees elaborating normative documents for this level of education have now been appointed. In accordance with the state standard for general secondary education, the list of specialties available for the field of TE has been approved. Lifelong learning and competence-based approaches are facets of current development in the non-Bologna Belarus. A regularised profession is being established, with a deadline date of 2014 in Georgia and the two-tier Bachelor and Master structure is in place.

Qualifications

In Armenia, Azerbaijan, Belarus, Moldova and Ukraine, the minimum qualification required to become a primary school teacher is provided by secondary (middle/intermediary) specialised vocational institutions. Changes to this system are planned in Moldova, where according to the Draft Code on Education, TE will no longer be provided as part of the secondary specialised education

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[3] Bologna Process National Report of Armenia. 2007-2009. p.4.

system (college). In Georgia, prior to application for teacher certification (voluntary until 2014) the minimum qualification is a Bachelor's degree.

In order to enter a career as a secondary school teacher, a Bachelor's/Specialist's or Master's degree must be obtained first, certifying the a person obtained basic or complete higher education. These are offered within the two-cycle system of higher education, which has been introduced in all six EaP countries according to the Bologna Principles, save for Belarus (Specialist and Master's degrees) which operates a slightly different system. The Specialist degree - a legacy of the education system in the former Soviet Union - is still functioning in some countries in parallel to the preparation of professionals according to European standards. However, in Armenia, the status of the Specialist qualification (5 years) has been equalised in relation to the Master qualification, while in Ukraine the Specialist qualification is granted within the 2nd cycle as an educational-proficiency level of higher education attainment.[4]

Within the continuation of the education system (3rd cycle doctoral studies), currently only Azerbaijan and Georgia have fully established the new system of doctoral education (Doctor of Philosophy or Doctor of Science) as the 3rd cycle study. In Armenia, Belarus, Moldova and Ukraine, doctoral studies are still implemented in 'non-Bologna' format of *aspirantura* (Candidate of Science) and *doctorantura* (Doctor of Science) programmes. The introduction of a doctoral degree as the 3rd cycle study is in Moldova envisaged within the draft Code on Education. In Ukraine, some research programmes have been already modernised, and pilot Doctor of Philosophy (PhD) programmes are being offered by selected institutions.[5] In Armenia, the comparability of post-graduate studies with the 3rd Bologna cycle is currently being discussed.

Induction programmes

As in the vast part of Europe, there are no coherent, state-wide induction systems in the EaP countries, only in Azerbaijan, where the beginning of a teaching career after graduation is preceded by a one-year long induction period. In Belarus, there is a year-long adaptation period and there is also a 'School of Young Teachers' which provides a common platform. Similar programmes are designed by teacher education institutions in Ukraine and implemented as a part of the scientific and technical school activity In Georgia, the National Centre for Teacher Professional Development (NCTPD) initiated a two-year pilot project of teacher induction (2009-10), which is currently being implemented at state level and expanding gradually. In general, however, teachers start their career immediately after graduating from the institution which provides pedagogical education. Familiarity with school life is acquired during student teaching practice and also carried out as a part of an academic programme. Although some forms of support for new teachers have already developed, this is considered to be a considerable drawback in the TE process, contributing to discrepancies between TE at HEIs and future student teaching practice. Moreover, the lack of sufficient methodological support, accompanied by high demands from the employers and society, often become reasons why young specialists leave the profession, since they can experience difficulties meeting these demands during their adaptation period.

Continuous professional development of teachers

Systematic professional development and self-improvement of teachers is an important component of the teaching profession. In Azerbaijan, Ukraine, Belarus, and Moldova, the advancement of qualifications of teaching staff is obligatory and should take place at least once every five years. In Armenia, the requirement of a professional refreshment course at least every five years is envisaged by the Enhancing the Quality of General Education project (2009-2014). There have been a number of developments in Georgia, which include a voucher scheme, training in various subject areas (including history, civic education, natural sciences) and in the new national curriculum and in languages.

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[4] EACEA (2010) Higher eduration in Armenia and Ukraine, country reports available at:
http://eacea.ec.europa.eu/tempus/participating_countries/reviews/armenia_review_of_higher_education.pdf (Armenia) and
http://eacea.ec.europa.eu/tempus/participating_countries/reviews/ukraine_review_of_higher_education.pdf (Ukraine)

[5] EACEA (2010) Higher education in Ukraine,
http://eacea.ec.europa.eu/tempus/participating_countries/reviews/ukraine_review_of_higher_education.pdf

The Ministries of Education play a major role in determining and developing curricula and teaching approaches for these courses. However, more possibilities appear for teachers to choose the modules which correspond to their professional interests. Such changes have been triggered by the reformation taking place over the past years and the new forms of teacher professional development that have begun to appear in response to teachers' needs. These, in part, have served to break the monopoly of the sometimes inefficient state systems of in-service teacher training institutes.

In terms of the key improvements carried out in the area of continuous education of teachers, Moldova, Azerbaijan and Georgia are the most active out of the six EaP countries. In order to promote policies that target the continuous development of teaching staff and ensure the right of every teacher's professional development, standards of continuous education of teaching staff in secondary education have been developed and approved by the National Council for Curriculum in Moldova. As specified by the Regulation on Attestation of Teachers, both basic and optional subjects in three modules should be included in the professional development programme (Psychology and Pedagogy, Discipline Didactics and Specialty, and ICT). Preparation for the relevant state programme for teachers' development has begun also in Azerbaijan. Its strategy is to foster a new mechanism based on the three module-credit system (general foundation of education, subject-related education, and innovations and new tendencies in education). Although there is no national system for sustainable professional and career development of teachers in Armenia, with the support of international organisations (e.g. The World Bank) some steps have been undertaken already towards this development. In Georgia, government-led and funded continuing professional development (CPD) programmes are diverse in format and operation, from voucher schemes, pre-service programmes, sources of professionally-relevant literature and online resources, to seminars and working groups. There are also, for 2011, regional 'Teachers Houses' to be opened up in key cities for teachers to have exclusive access to training, workshops, conferencing, university cooperation, research and professional networking.

Quality Assurance

There are many quality checks and balances in operation within the six countries. Most countries have in place a Quality Assurance Agency and, or systems for Attestation. In Armenia, the National Quality Assurance Agency (ANQA) has oversight of all quality matters in higher education and accreditation, and there is also the Tempus Internal Quality Assurance System. Internal quality assurance structures also exist in HE institutions. In Azerbaijan, as in the other five counties, the Ministry of Education plays as significant role. There is also the State Attestation Commission, the World Bank and the Bologna Process Committee. In Belarus, quality assurance lies within the remit of the Ministry of Education which delegates powers to various attestation committees. Also involved are the National institute of Education, the Academy of Post-Graduate Education and regional and municipal institutes. In Georgia, the National Centre for Education Quality Enhancement plays a principal role in quality mechanisms and is also the body responsible for accreditation in all HEIs. There are also internal structures within HEIs for quality assurance systems. Moldova is currently developing its National Agency for Quality Assurance in agreement with the Ministry of Education. The new agency will accredit programmes for both initial and continuous training programmes. At the moment, monitoring the quality of TE is carried out by the National Council for Accreditation and Attestation. Ukraine undertakes a complex system of attestation for teachers in the design of a comprehensive evaluation of pedagogical activity. Quality assurance resides within the normative documents and procedures of the Ministries of Education and Science. Also involved are the National Academy of Education, the National Academy of Sciences and other more regional bodies.

Quality assurance mechanisms evaluate a range of teacher activity, including research, retraining, professional development, competences, peer activity and the quality of certification. Attestation committees are often associated with granting teacher qualification categories and pedagogical titles.

Innovations

The development of innovations in TE in the six EaP countries has been associated with the search for solutions for practical problems that arose during the reform of the education systems in response to European and global tendencies in learning processes. Whereas in the early 1990s, innovative research gave many teachers the opportunity to answer what was the purpose and essence of their

professional activity after the collapse of the communist ideology, today, this is viewed in the context of the education reforms carried out to align the education systems with European principles and standards. If successfully implemented, by helping teachers to face and respond efficiently to challenging circumstances in the modern world, innovative development can be considered also as one of the factors that contributes to eliminating the problem of low prestige and negative stereotypes associated with the teaching profession.

The examples of innovations (e.g. see Section 7.2) show that innovative practices and processes of modernisation in TE are taking place in the six EaP countries. These include new models of working that benefit pupils, families and teachers, the use of technology in schools as a teaching and learning instrument (engagement with IT in particular), new curricula for general and TE, the restructuring system for of higher education, as well as collaborative partnerships between international and non-governmental organisations (NGOs), academia and schools. However, often limitations in scope and slow realisation, place the six EaP countries at the beginning of their transition towards a knowledge-based society, as they have to face a number of obstacles to achieve success (see Table 7.1). The transition exposes uncertainties related to the future of sustainable funding as well as an understanding of innovation in education as an instrument capable of enhancing both teaching and learning. Barriers to progress can be experienced also when new facets in the training of teachers are faced with the difficult institutional and business climates that still persist in these countries, leaving them far behind the leaders in quality of education, research and development (R&D), investment and exploitation of technological innovations.[6] There is also the matter of underdeveloped international cooperation between higher TE institutions, limited opportunities to use literature not approved by the Ministry of Education and uncertainty in legislative-regulatory matters which can lead to varied interpretations.

Interaction with external participants

Partnerships between TE institutions and schools are being developed in the six EaP countries. The tendencies towards developing schools as centres for professional development of teachers can be observed, particularly in Armenia, Azerbaijan and Moldova. Such developments are both new and challenging in terms of financing new professional-development programmes, development of materials for teachers' learning and financial support and recognition of those teachers who commit their time and efforts to this work. At the moment, with some exceptions (e.g. 'Dunya' Lab School in Azerbaijan or Mkhitar Sebastatsi Educational Complex in Armenia), the extent of such collaboration is considered as moderate. In general, the TE institutions are mainly responsible for the education of new teachers, while schools are rarely perceived as equally important providers of teachers' learning.

The influence of the third sector on the TE sector has been noted in all six EaP countries, although with a varying extent. The networks between schools, TE providers and national and local NGOs are vital in terms of assisting the implementation and spreading successful innovations beyond pilot programmes that are provided by a number of large- scale donors. Such initiatives break the monopoly of the state institutions in providing the in-service education of teachers and thus balance the ministerial authority, the power of local and regional authorities, and the educational administrators. At the moment, a majority of professional development courses for teachers are organised by government institutions.

The cooperation between TE institutions and the private sector is a rare phenomenon in all six EaP countries. Due to the lack of an institutional framework which would facilitate cooperation between universities and private enterprises as well as the traditional lack of cooperation in this area, there is almost no interest on the part of business to participate in initiatives related to TE. Moreover, after decades of underinvestment in research in the higher education sector, private entrepreneurs do not perceive TE institutions as business partners. In other words, they do not see the need for establishing cooperation with institutions that provide TE because they cannot see its benefits. There is some evidence of the business sector showing interest in languages, psychology and natural science, however, and there are cases of business and school cooperation. These, emanating largely from personal relations, refer mainly to international corporations, which play significant role

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[6] OECD (2007): PISA 2006. Science Competencies for Tomorrow's World. Paris, OECD.

in the ICT-provision, as well as local, small-scale character business support in a form of voluntary or 'patronage' support and assistance.

The proper implementation of modernised education mechanisms throughout the process of reformation, to a large extent depends on the cooperation with international organisations and experts. For the past two decades they have been involved in supporting the development of education in several ways. These include: financial support to national and institutional projects in education; financial and expert support for both individual projects and private development projects on education; expert evaluation and assistance; organizing and participating in seminars, conferences and roundtables; mobility programmes for teachers; joint search of concepts and the most effective models of TE; integration into the common educational space; and creating methodological and cultural centres in schools, offering methodological support for school teachers.

The need for further development

A number of commonalities exist in Armenia, Azerbaijan, Belarus, Georgia, Moldova, and Ukraine, in terms of problems that need to be tackled towards the improvement of the overall quality of initial and in-service TE. With regard to pre-service TE, these include above all, recommendations for the future: upgrading the threshold of qualifications (secondary-professional education) to enter the teaching profession; completing the certification programme (Georgia), defining and establishing workable standards for teachers, increasing teachers' salaries, up-dating the curricula to better respond to modern school environment demands; improving the organisation of classroom practice; upgrading the quality of assessment and monitoring systems; establishing closer links with schools; financial security; practice-orientated TE; increased international cooperation and creating research centres that support TE. As for in-service TE, the major challenges identified can be grouped around the following themes: 1) modernising in-service TE to respond to teachers' preferences and demands of the labour market; 2) creating incentive and support mechanisms for both young and experienced teachers to remain in the profession; 3) nurturing a stronger sense of personal development and career prospect and 4) developing consistent and continuous support throughout the professional life of a teacher.

1 Introduction

This report is the Final Report for the study based on Agreement nr EAC-2011-0301 (Negotiated procedure EAC/28/2011), on Teacher Education for primary and secondary education (ISCED levels 1 to 3) in six countries of the Eastern Partnership (EaP): Armenia, Azerbaijan, Belarus, Georgia, Moldova and Ukraine.

1.1 Background and rationale of the study

This section discusses the policy background for the present assignment. It first briefly discusses the developments in the area of teacher education (TE) that took place at European level in the past decade. Then, it presents the operational principles and instruments of the Eastern Partnership (EaP) and finally outlines the role of this assignment in this context.

1.2 European policy context

1.2.1 EU cooperation in education and training and in teacher education

Since 2000, the cooperation in the field of education and training in the European Union (EU) has seen some major developments within the context of the Lisbon agenda. Such collaboration has aimed at developing common reference tools among Member States for the development of their education and training systems (such as the European Qualification Framework or the European Credit Transfer System) and the modernisation and adaptation of specific sectors (for instance through the development of the EU Higher Education Modernisation Agenda and the Copenhagen process in vocational education and training). A primary aim of cooperation in education and training is also the exchange of good practice and development of mutual learning across the EU at all levels.

Within EU cooperation in education and training, a growing emphasis has been put on the quality and performance of education and training systems. It has been increasingly recognised that quality TE is at the core of this issue, as the quality of teaching for teachers is a necessary precondition for the quality of the education provided to pupils and students. In this context, it has been recognised that selection and recruitment systems of teachers play an important role, but also that initial and continuing TE should be regularly readapted to help teachers cope with quickly changing demands.

As part of the thematic cooperation on school education, in 2007, the European Commission made a series of proposals to improve the quality of TE in EU Member States, focusing on the following priorities:[7]

- ensuring that all teachers have the knowledge, attitudes and pedagogic skills that they require to be effective;

- ensuring that TE and professional development is coordinated, coherent, and adequately resourced;

- promoting a culture of reflective practice and research among teachers;

- promoting the status and recognition of the teaching profession; and

- supporting the professionalisation of teaching.

The European Commission supports Member States' efforts to improve their policies on teachers and TE by facilitating the exchange of information and experience between policy-makers, in particular via the EU's working group on the professional development of teachers, and the development of 'peer learning' activities to foster mutual learning.

Furthermore, the European Commission offers financial support to a range of projects linked to TE through the Comenius programme of the Lifelong Learning programme, which, for example, develop new pedagogical approaches or help teachers to develop their competences and skills through an experience abroad.

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[7] http://ec.europa.eu/education/school-education/doc832_en.htm

1.2.2 The Eastern Partnership and its role in the field of education and training

The Eastern Partnership (EaP),[8] launched in May 2009 at the Prague Summit, aims to strengthen the cooperation between the EU and countries in Eastern Europe and the Southern Caucasus, which have close relations with the EU, namely Armenia, Azerbaijan, Belarus, Georgia, Moldova and Ukraine.

One of the objectives of the EaP is to accompany political, social and economic reform efforts taking place within these countries, based on mutual commitments to the rule of law, good governance, respect for human rights, respect for and protection of minorities, and the principles of the market economy and sustainable development. This is to be achieved through two mechanisms for regional co-operation: bilateral track - concerned mainly with concluding bilateral association agreements- as well as a multilateral dimension that is aimed at fostering co-operation between the EU and all partner states, and between partner states themselves.

Currently, education and training is defined as one of the priorities for cooperation and activities within the multilateral structure of co-operation in the EaP. The main structure of institutional frameworks that focus on this particular area, alongside other fields such as culture, youth, research, audio-visual and media, and digital society, is a multilateral Platform 4 - Contacts between people.[9] The General Guidelines and Rules of Procedure of the Eastern Partnership Multilateral Platforms identified a number of core objectives with regards to Platform 4 are: (see Table 1.1)

Table 1.1 Core objectives for Platform 4

Area	Objectives
Education and training	▪ Modernisation issues including learning mobility (of students, teachers, researchers, young people) ▪ Language learning as a key tool to promote mobility ▪ Possibility to open up the E-twinning programme for schools to the Eastern Partners
Culture	▪ Establish a policy dialogue in culture, using existing instruments ▪ Increase the participation of Eastern Partners in EU cultural programmes
Youth	▪ Support concrete initiatives and projects to the benefit of young people and youth workers, notably by highlighting and adding value to the existing opportunities offered by the Youth in Action Programme
Information Society	▪ Establish a regional policy dialogue on the development of the Information Society
Research	▪ Increase the participation of Eastern Partners in the opportunities for cooperative research, capacity building and researcher mobility, offered by the Seventh Framework Programme

In terms of the education and training area and within a lifelong learning perspective, it has been agreed that

> an emphasis should continue to be put on higher education, which plays an essential role in developing human capital, creating new knowledge for society, transferring it to students who are increasingly more mobile across Europe, and fostering innovation.[10]

As for the Eastern Partners concerned, they have been cooperating already with the EU in the field of education and training, through programmes such as Tempus, Erasmus Mundus, Jean Monnet and Marie Curie in higher education. Regarding non-tertiary education, the EU external relations

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[8] European Commission (2008) Communication to the European Parliament and the Council: Eastern Partnership, Brussels, 3.12.2008, COM (2008) 823 final, http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=CELEX:52008DC0823:EN:NOT (last accessed on 31/08/2010).

[9] Among other platform there are: Platform 1 - Democracy, good governance and stability; Platform 2 – Economic integration and convergence with EU policies; and Platform 3 - Energy security.

[10] Eastern Partnership Platform 4 'Contacts between People' Core objectives and proposed Work Programme 2009-2011, adopted by Platform 4on 26 November 2009. http://ec.europa.eu/education/external-relation-programmes/doc/eapwork_en.pdf

programmes and projects (TACIS and ENPI) have assisted the modernisation of vocational education and training and adult education.

The reforms implemented in the last decade have already contributed to building of the distinctive country features at all levels of education and training in EaP countries. Thus, while they still share a number of similarities in terms of the organisation of their education and training systems, mostly as a legacy from the Soviet model, this region is no longer homogeneous. It is therefore one of the aims of this study to capture the key commonalities and differences that have developed in the area of TE system among the countries in question.

1.3 Research aims, objectives and key research questions

The overall purpose of this study is to stimulate mutual learning and policy dialogue between the EU and the countries of the Eastern Partnership (EaP): Armenia, Azerbaijan, Belarus, Georgia, Moldova and Ukraine. It informs this process by providing a regional and comparative mapping of TE and training systems and trends in the EaP countries. In particular, the focus is placed on initial and continuing professional development (CPD) of teachers for primary and secondary education in a comparative perspective. Accordingly, within these contexts, the following elements are explored:

- the key policies, strategies and reforms related to TE

- organisation of TE system at initial, induction and in-service teacher career stage

- the key programmes covering TE during initial, induction, and in-service phase

- learning outcomes at each stage of TE (initial, early career stage, in-service)

- qualification systems for teachers and the quality assurance mechanisms

- innovative approaches towards TE

- partnerships and cooperation with various stakeholders in the field of TE

The complete list of issues that were considered in each EaP country with assigned research activities are presented below (Table 1.2)

Table 1.2 Research areas and activities in the area of primary and secondary teacher education

Core research areas	Research activities
General issues	- Describe the purpose/role of education in your country, distinguishing the primary from the secondary level - Describe the purpose/role of a teacher in your country, distinguishing the primary from the secondary education level
Legal and policy background	- Identify the main policies/strategies/measures addressing the teaching profession - Identify the main bodies/agencies responsible - Identify key reforms introduced/planned and the government's vision of the teaching profession - Explore future TE needs
General organisation of teacher education system	- Provide a brief history of how TE provision changed over the past decades - Provide an overview of how the initial (pre-service), induction, and in-service TE system for primary and secondary school teachers is organised - Identify the measures, programmes and/or other good practices aiming at attracting new teachers and encouraging current teachers to remain in the profession - Describe the content of the TE and training programme - Specify the learning outcomes expected from teachers
Qualifications system and quality assurance	- Describe the qualifications system and the role and profile of teacher educators - Identify sources of funding. Identify the quality assurance mechanisms - Explore how the teachers' competences are assessed, validated and certified - Identify stakeholders involved in developing/delivering the quality assurance measures
Innovations	- Identify examples of innovative practices and developments - Investigate how the ICT potential is used to improve the quality and standards of TE - Identify the main opportunities and limitations of introducing innovations

Core research areas	Research activities
Interaction with external actors	• Explore whether partnerships between schools and TE institutions, business sector, and NGOs are created and/or encouraged • Describe the role of international/European institutions and experts in the development of TE • Comment on the possibilities for cooperation on the national/EaP/EU/ international level
Key trends, challenges, and perspectives	• Comment on the effectiveness of the current national legislative and non-legislative measures • Summarise the key strengths, weaknesses, and challenges

By comparing experiences and good practices in line with these areas, this study becomes a central element for the first-policy dialogue and peer-learning exercise in EU-EaP partner countries on school education, with a focus on TE, taking place in 2011. The report therefore constitutes an important building block in this process and is to be used as the basis for discussion that will cover the issues and prospects of TE identified throughout the study, reflecting at the same time on possible avenues and topics for cooperation with the EU. As such, the results of this research contribute to understanding of the situation, challenges and perspectives in the field of TE for primary and secondary education (ISCED levels 1-3)[11] as an input to policy dialogue and mutual learning, and design of future cooperation programmes of the EU with EaP countries.

1.4 Scope of the study

This study is a stocktaking exercise of key features, policies, programmes, issues and trends characterising TE and training (initial, continuing, and induction). It provides a regional and comparative mapping of TE and training systems and trends in the EaP countries, which results in an updated and concise comparison of the organisation of TE and training (for primary and secondary education) in the EaP countries with a special focus on:

- similarities and differences in the approaches
- trends and policy responses observed in the six countries
- best practices aiming at stimulating reforms and improving quality of the education systems
- different strategies of adaptation to different socio-economic and institutional contexts

At the same time, this project is not intended to be an in-depth study, such as an evaluation of effectiveness and impact of TE systems and reforms. Moreover, the research field is restricted to primary and secondary school level (ISCED levels 1-3) and does not cover the VET area, which, although important, remains outside the scope of current study.

To study the different TE systems in detail, the following six EaP countries have been covered: Armenia, Azerbaijan, Belarus, Georgia, Moldova and Ukraine.

1.5 Outline of the research methodology

The methodological approach of this study consisted of a combination of desk research and key stakeholder consultations through a questionnaire and a mission to five of the countries.

In order to address the objectives of this study, the research approach was divided into the four main tasks:

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[11] Level 1 - Primary education or first stage of basic education, Level 2 - Lower secondary or second stage of basic education, Level 3 - (Upper) secondary education.

TASK 1 - Desk research
- Preliminary desk research
- Additional desk reasearch

TASK 2 - Stakeholder consultation
- Questionnaires
- Missions

TASK 3- Analysis and comparative synthesis
- Country fiches
- Comparative analysis

TASK 4 - Final reporting
- Draft final report
- Final report with comments addressed

The study was divided into two parts. The first part addressing four EaP countries (Armenia, Azerbaijan, Moldova, and Ukraine) was carried as a part of the framework contract implemented by GHK Consulting Ltd together with Technopolis and Danish Technology Institute. The second part that comprised of the case study on Belarus and the final analysis of six EaP countries (Armenia, Azerbaijan, Belarus, Georgia, Moldova, and Ukraine) was implemented by GHK. By using a similar reporting structure and approach, European Commission services were responsible for producing a report on Georgia that was integrated into the final report.

The following sub-sections provide descriptions of each phase of this study and are completed by a graphic depiction of data gathering process (Figure 1.1).

1.5.1 Desk research

The desk research was divided into two phases: preliminary desk research and additional desk research. During the first stage, the collection of data on the six EaP countries focused on identifying:

- current structure of education as a whole encompassing types of educational institutions and programmes within each of the EaP countries

- education indicators on a number of educational institutions, total enrolment, student-teacher ratio, relevant finance or budget figures (such as education budget as % of GDP, expenditure on TE and training - initial and continuing)

- TE systems in each country

- national policies and strategies aimed at improving the quality of education and teachers and their main results

- cases of good practice, which could serve as examples and a source of learning for other EaP countries and for the EU

This first literature review included both quantitative and qualitative data sources such as:

- international studies describing enrolment rates, literacy, the gender ratio

- national data and research (national statistics)

- websites of different ministries and agencies in each of the EaP countries

- policy documents relating to TE, professional development and programmes etc. in the countries of the Eastern Partnership: key legislation, strategic plans, amongst others

- TE programmes (standards, curricula)

- academic literature on TE in the countries of the Eastern Partnership

In order to organise the data required, descriptive 'country-fiches' (country reports) were first prepared. Based on the information gathered, they were pre-completed and used to identify gaps and limitations in the data available. In a later stage (Task 3 - Analysis and comparative synthesis), these country-fiches were analysed in a comparative manner. The structure of the country fiche corresponds to the content of the final report.

Information gathered during this phase was also used to identify the relevant contact persons within the national authorities, educational institutions and organisations to be consulted as a part of Task 2 - Stakeholder consultation (further detailed below).

The additional desk research, in turn, focused on reviewing documentation on other studies, documents, evaluations and data suggested or provided in questionnaires and collected during stakeholder's interviews throughout the in-country missions. This information complemented the country-fiches, to the extent this was possible, in order to obtain a clear picture of the teacher training education in the six EaP countries.

It should be noted here also that the literature reviewed in the two stages is by no means exhaustive, as it was difficult to obtain and at times not in a language spoken by the core research team. In addition, the existing sources on the issue of primary and secondary school teacher training are generally limited in the six EaP countries. Wholly reliable and internationally comparable information concerning education statistics was not readily available in some cases and therefore, in the scope of this study, it was not feasible to ensure full comparability of quantitative information collected. Thus, the information gathered derives mainly from a substantial range of general studies, and documents on education systems as a whole, rather than being drawn from in-depth studies on the subject under research. The substantial information has been scrutinised and evaluated. The stakeholder consultation phase is presented below.

1.5.2 Stakeholder Consultation

The second phase of research entails sending out the questionnaires and carrying out interviews during the in-country missions with the relevant stakeholders identified during the desk research as well as recommended by the Commission. The questionnaires from Armenia, Azerbaijan, Georgia, Moldova, and Ukraine have been gathered between February and April, 2011.The missions took place in January (Georgia), March (Georgia, Moldova), and April (Armenia, Azerbaijan), 2011. The country report for Georgia was undertaken by Eduarda Castel Branco, Country Manager at the European Training foundation, who followed similar methodology as described above. The research on Armenia, Azerbaijan, Moldova, and Ukraine, was coordinated by GHK Consulting Ltd and the in-country missions were undertaken by external experts to GHK. The country report for Belarus was managed by GHK, with the external expert support, at a later point in the project and time restriction did not allow for a visit to the country.

The following types of participants were contacted to provide information for the purposes of this study:

- National Authorities/Ministries in charge of primary and secondary education

- representatives of institutions providing TE

- persons responsible for international activities and specifically TE in the six EaP countries

- representatives of teachers' unions and NGOs addressing teacher-education related issues.

It should also be noted here that this report is not based on a survey of a representative sample of teachers, which was not the purpose set by the project. Hence, the quality and depth of this analysis

is strongly dependent on the quality and depth of both the data already available and the information collected through stakeholder consultation.

Questionnaires

The questionnaires, designed in the inception phase of the study, were tailored specifically to different groups of respondents that were addressed during the stakeholder consultation phase of this study: 1) National Ministries, 2) educational institutions in charge of TE and school inspectorates, and 3) NGOs and teachers' associations. This tool was used to collect further qualitative and quantitative data on the teaching profession and TE within each country (see Figure 1.1). The questionnaires were sent via e-mail to the contact persons identified in each national setting, with a guidance note describing the background and the objectives of the study. The explanatory cover letter prepared by the Commission was also attached as information regarding the survey.

It should be noted that although the national respondents were encouraged to complement the information within sufficient time to respond, the rather low response-rate in some returns posed a considerable challenge for this research. In addition, some of questionnaires that have been received provided only brief or very general type of information. Such an approach does not contribute to a serious dispute on problems that EaP countries are facing today in the area of TE but makes for occasional difficulty in striking a balance between description and the analytical element in this report.[12] Nevertheless, in most cases, those questionnaires that have been completed provided penetrating and often extensive answers, which are reflected in the country-fiches as well as in the final analysis. Overall, a total of eight questionnaires have been received from Armenia, five from Azerbaijan, seven from Belarus, four from Moldova, five from Georgia, and eight from Ukraine.

Missions

Following the preliminary desk research and the first phase of stakeholder consultation (questionnaires), missions to Armenia, Azerbaijan, Georgia, Moldova and Ukraine have been undertaken to:

- conduct a deeper analysis of the situation in each country
- build on the information gathered during the desk research phase
- conduct interviews with key stakeholders

As for Belarus, the timing of the study (July-August) did allow the research team to visit the country. However a total of seven questionnaires were completed and telephone interviews were also conducted.

Accordingly, a number of key areas of enquiry that were covered as a part of this activity (see also Table 1.2) including:

- Current government policy in relation to the teaching profession, the quality of teaching, TE and current measures to attract younger and competent teachers
- A sketch of the current TE system, including pathways to teacher qualifications, TE programmes, access to TE, the current professional standards, recent reforms and potential developments in this area in the future
- The approach to professional development among teachers, including the encouragement and value of career progression, access further training and career development for teachers and the types of programmes, learning and training available to those who wish to participate in lifelong learning
- The way induction of new teachers into schools is carried out and the related issues and examples of best practice in this area
- Innovations in teaching in recent years and related issues (e.g. difficulties or resistance to novelties). The integration of ICT into the teaching process and any associated issues with its use in the classroom

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[12] This is also linked with the overall purpose of the report - a mapping.

- Quality assurance in the area of TE carried out within the national context

- The links between education and the world of business and non-governmental sectors, which contribute to TE and teacher lifelong professional development

- General feedback and opinions on TE from the key stakeholders not described above

As a result of this stage of the study, the country-fiches have been completed.

Among the main concerns that emerged at this stage of the study were many bureaucratic barriers that had to be overcome, despite the reference letter and mandate held by the experts carrying out the missions. Some situations occurred when stakeholders who agreed on the meetings were not available at the time of the missions. Yet, the core research team managed to overcome the majority of problems (in part due to their long-time established contacts in the countries visited) and to complete their missions, which resulted in fruitful consultations.

Figure 1.1 Data gathering process
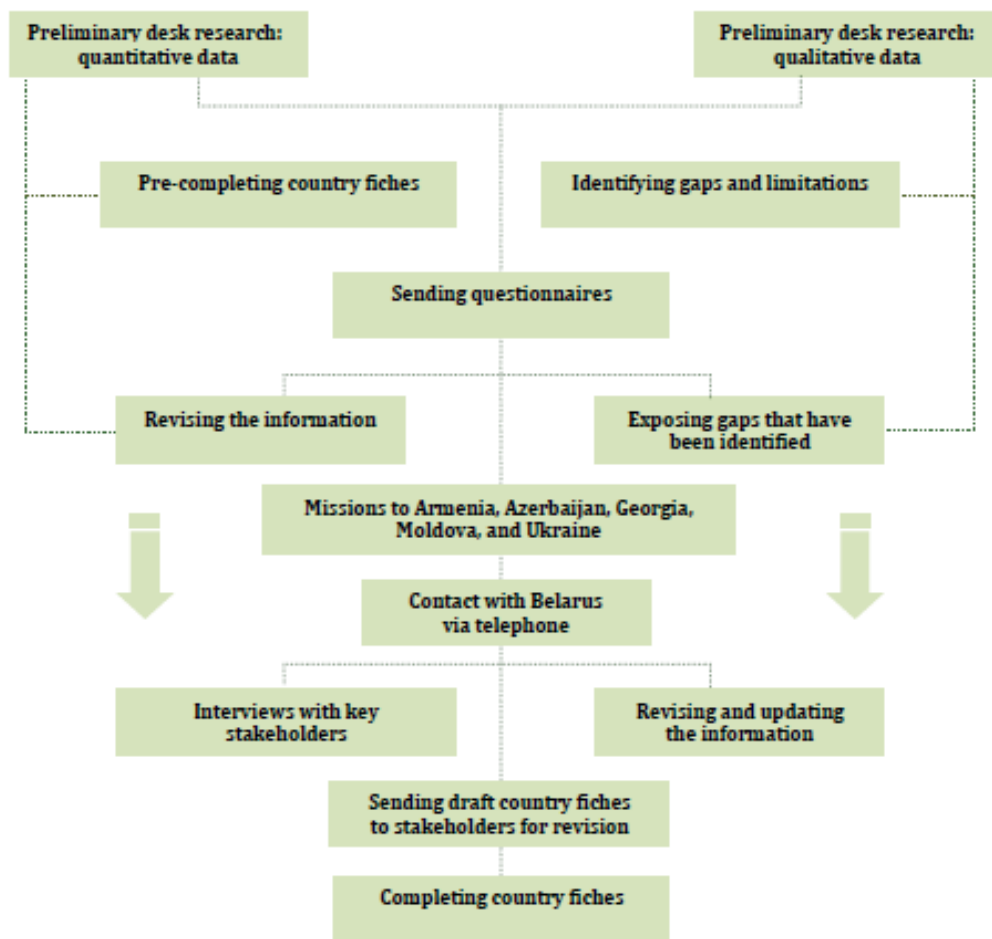
1.6   Report structure

This final report is structured as follows:

- Chapter 2 presents an overview of current structure of the education systems

- Chapter 3 provides information on the key TE indicators in six EaP countries

- Chapter 4 focuses on the main national policies, reforms and strategies addressing TE

- Chapter 5 reflects on the general system of organisation of primary and secondary TE in the six EaP countries

- Chapter 6 presents teacher qualifications and quality assurance system

- Chapter 7 explores the problem of introducing innovations into TE

- Chapter 8 provides information on partnerships and interaction between TE institutions and external participants

- Chapter 9 presents the study's conclusions and reflects on the need for future developments

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Supporting material can be found in the following annexes:

Annex 1 – Country fiche on Armenia

Annex 2 – Country fiche on Azerbaijan

Annex 3 – Country fiche on Belarus

Annex 4 – Country fiche on Georgia

Annex 5 – Country fiche on Moldova

Annex 6 – Country fiche on Ukraine

Annex 7 – The overview of main objectives of primary and secondary education as defined by legal acts

Annex 8 – Main legal developments identified in the area of primary and secondary (teacher) education

Annex 9 – Key statistical data on teacher education

Annex 10 – Bibliography

2 Overview of current structure of the education systems

2.1 Introduction

The aim of this chapter is to provide a brief introduction into to the organisation and the role of primary and secondary education in the six EaP countries (Armenia, Azerbaijan, Belarus, Georgia, Moldova, and Ukraine) as well as to the role of primary and secondary school teachers.

2.2 Brief overview of the education sector

The development and reformation of education systems in Armenia, Azerbaijan, Belarus, Georgia, Moldova, and Ukraine, during the last decades can be generally divided into three major phases: first, before the collapse of the Soviet Union (1922-1991); second, after gaining independence (1991); and third, after signing the Bologna Declaration (2005).[13]

Prior to independence, being designed to meet the needs of a centrally planned economy, the education policy was highly centralised and under strict state control. Accordingly, schools became means for indoctrination that pursued communist propaganda and restrained pedagogical creativity. After the collapse of the Soviet empire, such a highly centralised model prevented the wider public - including teachers - from engagement in planning, developing and implementing activities related to the much needed modernisation of the education sector.

At the same time, all six EaP countries inherited a relatively well-developed education system from the former Soviet Union. Since education became accessible for the vast majority of society under the communist system, they entered the early 1990s with a relatively high level of adult literacy.[14] Nevertheless, partially as result of a difficult transition process from the Soviet system, a number of challenges emerged in terms of quality, efficiency and the management of the education process.

The dissolution of the Soviet Union had also a profound effect on national education policy. Already, in late 1980s, it became obvious that educational facilities lacked equipment, materials, and managing know-how that could equip the citizens to face the challenges of the upcoming future.[15] The new realities of the transition towards participatory democracy and functional market economy imposed new requirements and a new role for education in the context of knowledge economy. They also challenged the whole concept of higher education management since the administration at the universities had very little experience in the institutional management that had been previously planned and controlled on a central level.[16] In addition, economic and social problems resulting from a difficult transition period, accompanied by political and armed conflicts in the region as well as a devastating earthquake in Armenia (1988), hampered the process of catching up with world standards in education provision.[17]

One of the key problems that grew significantly after the collapse of the communist system is the deeply embedded corruption at all levels of education, particularly in the higher education system. Although it existed too under the Soviet Union, a political and economic transition that created huge pressures on the states and public budgets provided a fertile ground for the spread of corrupt practices. Reduced government revenue brought a rapid decline in education budgets as a share of the GDP and decreased the funding for state institutions. Among the consequences were the deterioration of the quality of education and ever-present informal payments,

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[13] Belarus has not signed the Bologna declaration and is therefore currently not part of the process.

[14] This system was inflexible, however, and discrimination against children with special needs who were isolated and placed into special institutions (depending on their physical or intellectual impairment or family problems) (Djumagulova, 2001).

[15] Curtis, G.E. (ed.) (1996) Russia: A Country Study. Washington: GPO for the Library of Congress, http://countrystudies.us/russia/

[16] National Centre for Professional Education Quality Assurance (2011) Quality assurance for higher education transformation in a post-Soviet context: The case of Armenia. Paper for a Conference on 'Quality assurance: foundation for the future', 4-7 April 2011, Madrid.

[17] Ibid.

which became widely viewed as a legitimate way to halt the collapse of the education system. The practice of students making payments 'under the table' at schools and universities was often treated as additional revenues required for underpaid educational staff to survive.[18]

The gravity of the situation is best illustrated by the Corruption Perception Index produced by Transparency International on an annual basis. As shown in Table 2.1 below, all six countries lag behind the European Union Member States (data from 2010), with most of them (except Georgia) scoring below three, on a scale from 10 (highly clean) to 0 (highly corrupt). Out of the 178 countries in the index, only Georgia is located in the first hundred, followed by the second best result achieved by Moldova. Moreover, none of the six EaP countries could boast of gradual improvement in this respect over the past five years.[19]

Table 2.1 The 2010 Corruption Perceptions Index results by selected countries

Country	Rank	Score	Comment
Denmark	1	9.3	The best scoring country in the world
Finland	4	9.2	The second best scoring EU Member State
Sweden	4	9.2	The second best scoring EU Member State
Netherlands	7	8.8	The third best scoring EU Member State
Estonia	26	6.5	The best scoring EU New Member State
Georgia	**68**	**3.8**	**The best scoring EaP country (under study) and a former Soviet republic**
Greece	78	3.5	The worst scoring EU Member State
Moldova	**105**	**2.9**	**The best scoring EaP country under study**
Armenia	123	**2.6**	**EaP country under study**
Belarus	127	2.5	EaP country under study
Azerbaijan	134	**2.4**	**The worst scoring EaP country under study**
Ukraine	**134**	**2.4**	**The worst scoring EaP country under study**
Uzbekistan	172	1.6	The worst scoring former Soviet republic
Somalia	178	1.1	The worst scoring country in the world

Source: The 2010 Corruption Perceptions Index.

This is not to say, however, that there are no cases of institutions that maintain high educational standards. In fact, the system of public education has been witnessing important changes that aim at increasing its transparency and accountability, including issues such as the creation of school boards, competitive and performance-based funding, development of a standardised national admission examination and mechanisms such as hotlines to report corruption.

In 1999, the launch of the Bologna process marked a new era in the sphere of higher education reforms. Given the different tradition in higher education and the political and cultural context, the process of introducing the new model of tertiary education promoted by the EU partners remains challenging in the six EaP countries. The reforms achieved to date are described in Section 4.3 of this report.

Finally, the system of primary and secondary schooling has been undergoing a process of modernisation, too, through the separation of gymnasium and lyceum education from primary schools. This is reflected in the general education structures discussed in Section 2.3 and the key

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[18] Balzer, H (2011) Russian Higher Education to 2020, Russian Analytical Digest No. 97, 30 May, Washington, http://www.changing-europe.org/download/CESS2011/klein.pdf.

[19] The 2010 Corruption Perceptions Index, http://www.transparency.org/policy_research/surveys_indices/cpi/2010/results

reforms addressing the primary and secondary education levels (Section 4.4). They include a number of policies, programmes and projects aimed at development and implementation of the new curricula, preparation of new textbooks and instructional materials, and the new student-centred, inclusive approach to education and teaching, where instead of passive knowledge transmission, young learners are, in part, taught how to acquire the necessary knowledge on their own.

2.3   Organisation of primary and secondary education system

Primary education is comprehensive and obligatory for all pupils in Armenia, Azerbaijan, Belarus, Georgia, Moldova, and Ukraine. Children usually start their school education at the age of six (see Table 2.2). In Moldova, however, school attendance is mandatory when a child reaches the age of seven, but children who are six years old are also accepted to the first grade upon their parents' request (Art. 18 of the Law on Education of 1995). In Ukraine, the law states that school education starts at the age of six or seven, but usually the enrolment of pupils starts when they are six (Art. 36 of the Law on Education of 1991 and Art. 20 of the Law on General Secondary Education of 1999). In five of the six EaP countries pupils attend primary schools for four years (grades 1 to 4) and upon its completion they proceed to lower secondary schools. In Georgia, primary education comprises classes 1-6.

The length of study on a lower secondary education level is five years (grades 5 to 9), except in Georgia. As stated in legal acts, study at this level is compulsory and it usually takes place in gymnasiums (Armenia, Belarus, Azerbaijan, Moldova, and Ukraine), general (basic) secondary schools (Armenia, Belarus, Georgia, Azerbaijan, and Ukraine), and colleges (Ukraine). After successful completion of this stage of schooling, pupils obtain a certificate of general (basic) secondary education that allows the graduates to either continue education at senior (upper) secondary school or to pursue vocational education.

The upper secondary education lasts for two or three years (grades 10-11 or 10-12) depending on the school type (e.g. lyceum, college, vocational school) and the country (see Table 2.2). Out of the six EaP countries, only in Ukraine is this level of schooling mandatory. After this stage, graduates receive a 'completion of secondary education' document, which gives them the right to be enrolled into the higher education or vocational (professional) education institutions. The upper secondary education can be provided within vocational streams of study in senior (upper secondary) schools (Armenia) and in professional schools (Belarus, Moldova and Ukraine). In Azerbaijan and Belarus, vocational education is part of post-secondary education but complete (upper) secondary education can be obtained as a part of it. Vocational education and training programmes vary in terms of the admission age and duration as students can access the education institutions after graduating from Grades 9 or 11/12. The years of primary and secondary schooling and the starting age of compulsory education are presented in Table 2.2 below.

Five out of six EaP countries began their attempts to adjust their systems to a twelve-year general education cycle. Currently, Armenia is undergoing the final stage of secondary school reform in terms of the transition towards 12-year school education from eleven-year programmes introduced in 2001 to replace the Soviet-era system of ten-year schooling. Re-adjusted legislation in 2010 has maintained twelve-year schooling in Georgia. In Moldova, school education can last eleven or twelve years, depending on the type of institution (secondary school or lyceum). In Ukraine, after increasing compulsory education to twelve years, it has been decided in 2010 to move away from a European Union standard and return to an 11-year system still used in Russia and some other former Soviet states.[20] The same tendency can be observed in Belarus where after the transition to 12-year system it has been decided to return to an 11-year secondary education system. The school education system in Azerbaijan is based on 11 years of education.

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[20] The necessity to cut out expenses from the state budget was given as a reason by law-makers who supported this decision. 'Ukraine education reforms look east', The Prague Post, 14 July 2010. http://www.praguepost.com/news/5064-region-ukraine-education-reforms-look-east.html

Table 2.2 Organisation of education system - at glance summary table

Description	Country					
	Armenia	Azerbaijan	Belarus	Georgia	Moldova	Ukraine
Age of pupils starting primary education	6	6	6	6	6/7	6/7
Number of years of primary schooling	4	4	4	6	4	4
Number of years of lower secondary schooling	5	5	5	3	5	5
Number of years of upper secondary schooling	3	2	2	3	2/3	2
Number years of obligatory schooling	9	9	9	9	9	11

It should be also noted that terminology used to describe the consequent stages of school education differs between the EaP countries. For instance, primary, basic (lower secondary), and senior (upper secondary) schools constitute a part of 'general secondary education' in Armenia, Belarus and Ukraine, while in Azerbaijan they are considered as components of 'general education' stage, which in Armenia includes also pre-school education. There are three classifications in use in Georgia: primary, basic and secondary education. In Moldova, on the other hand, secondary education does not incorporate primary schools, which are a component of primary education only. Secondary education is therefore divided here into general secondary education that takes place in gymnasiums and lyceums and secondary vocational (professional) education.

2.4 The role of primary and secondary education and the mission of school teachers

The overall aim of primary and secondary education is to provide the comprehensive development of a child. The function of primary and secondary schools is determined by the skills and knowledge that pupils are to acquire to develop their intellectual, spiritual and physical abilities. This refers not only to the study of specific subjects, but also to learning about the environment, the world, and their role in society. Throughout the subsequent stages of education, pupils become familiar with national and universal values and develop their communication skills, through the use of ICT and studying foreign languages. The educational process should prepare them to work independently (self-education) as well to develop their professional orientation to be pursued at the higher educational levels and in future employment.

The functions of primary and secondary schooling reflect also the qualities that are important for society. Often embedded in the country's specific culture and tradition, they take into account ideals or aims that can be viewed objectively at the level of legal frameworks which address the appropriate education stages.[21] These include the respect for national and universal values (Armenia, Azerbaijan, Belarus, Georgia, Moldova, Ukraine), the love for the homeland and reverence for the family, traditions and national customs (Azerbaijan, Belarus, Moldova, Ukraine), ideological and patriotic education (Belarus) the importance of active citizenship (Azerbaijan, Armenia, Belarus,), the military-patriotic preparation (Armenia), civic awareness (Belarus and Georgia), the awareness of rights and obligations towards the state (Azerbaijan, Moldova, Ukraine), or the self-esteem and responsibility before the law for their actions (Ukraine and Belarus). A summary table of the overall

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[21] In the case of Moldova, the ideals and purposes of education are defined for the education system as a whole, whereas in other EaP countries they are defined for the general education specifically. Also on Georgia, the current Georgian legislation does not differentiate between the role and purpose of general education at its different levels. Georgia's generic statement on this is the same for the primary, lower secondary and upper secondary descriptors.

role of primary and secondary education in the six EaP countries as defined on the basis of legal framework is presented in Annex 7.[22]

Based on the review of relevant documents,[23] the country specific tasks of school education on primary and secondary (lower and upper) levels can be defined as follows:

a) On the **primary school level**, the role of education is to:

  ▪ lay down the foundations for linguistic, logic and practical skills, and initial introduction to the national and universal values (Armenia)

  ▪ form reading, writing, and counting skills, as well as logical-thinking elements among pupils, to provide them with their initial knowledge about humans, society and nature, and to develop an aesthetic and artistic taste in children (Azerbaijan)

  ▪ identify pupils' abilities and aptitudes, develop their cognitive interests and personality, form basic knowledge and skills in reading, writing, numeracy, communication, healthy life-style, and personal and social safety; pupils' adaptation to school life and the formation of the basic components of culture, and a human attitude toward the world (Belarus)

  ▪ create conditions necessary for the formation of a pupil as an independent person with national and universally declared virtues; developing mental and physical abilities of a pupil, providing with necessary knowledge, establishing healthy lifestyle, raising civic awareness based on liberal-democratic values, respecting cultural values; at primary level specifically: to provide students with the basic knowledge of the taught subjects, develop literacy and mathematical skills, and lay the foundation for a more comprehensive learning process (Georgia)

  ▪ contribute to the development of children's creativity, their intellectual abilities, reading, writing and calculation skills as well as ensuring the development of communication skills and the ability to speak a foreign language (Moldova)

  ▪ develop general personal and interpersonal qualities of pupils' behaviour, to consolidate their social and moral values, to teach pupils to read, write, and calculate, to use books and other sources of information, to form general ideas about the world, learn the rules of universal morality and personal communication, basic hygiene; to acquire the first labour skills, instil the love for nature and the homeland, and encourage the development of their individual and key ability (Ukraine)

b) The aim of the **lower secondary schooling** is to:

  ▪ form students' healthy lifestyle, a scientific view of the world and nature, provide them with a minimal amount of knowledge needed for independent work, self-education, and independent social activity (Armenia)

  ▪ further develop oral, writing and communication skills, as well as pupils' intellectual activity; to provide knowledge and ideas on subjects applied in education programme and on world civilisation development, to develop skills for using modern information-communication technologies (ICT), skills of valuing situations and directions of their future activity (Azerbaijan)

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[22] The Law on Education in Armenia, Azerbaijan, and Ukraine provides a specific description of the objectives of general (secondary) education as a whole. In the Moldovan legal framework, the objectives of education are defined for all system, without division into subsequent levels.

[23] These include the Law of the Republic of Armenia on Education (1999), the Law on Education of the Azerbaijan (2009), the Education Code of the Republic of Belarus (2011), the Educational Standard for the General Secondary Education of the Republic of Belarus (2008), and the Law of on Education of the Republic of Moldova (1995), which provide specific description of the role and objectives of primary, lower and upper secondary school education. In the case of Ukraine, the information is based on teaching profession requirements specified in the Decision of the Cabinet of Ministers of 3 November 1993 on the State national Programme 'Education' ('Ukraine of the XXI Century'). The Ukrainian legal framework defines the role of primary, lower and upper secondary school education, as on process (general secondary education).

- providing students with necessary conditions for acquisition of cultural norms, general knowledge and skills (research, communication and ICT) necessary for studying different range of matters, preparation for the identification of the future profession and education, formation of healthy lifestyle and good behaviour (Belarus)

- create conditions necessary for the formation of a pupil as an independent person with national and universally declared virtues; developing mental and physical abilities and skills of a pupil, provision of necessary knowledge, establishing a healthy lifestyle, raising civic awareness based on liberal-democratic values, and respecting cultural values; prepare the student for independent decision-making, develop analytic and research skills, gain the ideals described in the National Education Framework, develop towards further studies and international standards and make appropriate choices for further studies (Georgia)

- nurture students' abilities and inclinations as factors shaping their personality, develop their professional orientation and prepare them for lyceum or secondary vocational education (Moldova)

- form relevant competences of students, assure the unity of the educational process, provide pupils with the basics of historical, mathematical, technical, natural, linguistic, and artistic sciences (Ukraine)

c) With regard to the **upper secondary education** level, the role of school education is to:

- provide for the acquisition of knowledge that provides basic comprehensive education; in accordance with the inclinations, skills and abilities of students, differentiated (streamed) education can be obtained through additional educational programmes (Armenia)

- allow pupils to realise their talents and abilities, to prepare for independent life and select their specialty, to learn how to become active citizens and to respect and tolerate national and global values, human rights and freedoms, to develop skills to use modern ICT and other technical devices, learn about the foundations of economic knowledge and how to communicate in one or more foreign languages (Azerbaijan);

- fostering intellectual, moral and physical personal development, preparing pupils for meaningful life in society, enabling the acquisition of basic scientific knowledge, developing mental and physical skills, the system of moral principles and code of conduct (Belarus);

- create conditions necessary for the formation of a pupil as an independent person with national and universally declared virtues; developing mental and physical abilities and skills of a pupil, provision of necessary knowledge, establishing a healthy lifestyle, raising civic awareness based on liberal-democratic values, and respecting cultural values (Georgia);

- provide students with basic theoretical training and a comprehensive general culture, necessary to continue the study in higher education, specialised secondary or vocational schools/institutions (Moldova)

- provide students with in-depth knowledge of chosen subjects, orientate them towards professional specialisation, to form coherent ideas about the environment, society, citizenship identity, and to make them familiar with the possibility of acquiring higher education (Ukraine)

An experienced teacher, along with the knowledge of his subject, should be able to see the position of each member of the pedagogical process on these levels. Teachers play a crucial role in the harmonious formation of personal and interpersonal qualities of pupils and assist pupils in building a strong basis for further knowledge development as well as understanding the universal system of values. They create the environment for disclosing pupil's creativity and conditions for the flourishing of a child's individuality, while taking into consideration age-related features. Teachers are therefore considered as key players in contributing to pupils' advancement in terms of intellectual, personal and other competences and also in teaching study skills to the youngest learners in order to acquire the necessary knowledge on their own.

The expectations towards the role of a teaching profession in the learning process have been changing over the past years. It concerns not only the way teaching is provided (individually-oriented) but also the teachers' interaction with the internal and external school environment as well

as their participation in the methodological work and systematic professional self-improvement. What is becoming more important is not merely a transfer of information but the ability to transform educational information into a means of solving practical problems, the ability to work in a team and actively search for creative solutions to those problems. It is therefore expected that the didactic staff collaborate with pupils' parents, with colleagues, and community organisations, while being committed to continuous professional development.

Based on the stakeholders' consultations carried out in relation to this study, a 'model' of the modern teacher as perceived by the six EaP countries can be characterised by the following attributes:

- A key participant in the society on whom the future of the country depends

- An enabler to build an individual model of work with every child to develop his/her overall abilities

- A source of cognitive and moral growth in pupils

- A personality capable of spiritual and moral development, self-motivated by the continuous improvement of their knowledge and skills

- A skilled user of information computer technology

- A key person laying the foundations for life in complex, diverse, and uncertain socio-economic conditions

- A conveyer of traditional values and civil society and a model of exemplary conduct in the society

3 Key statistical data on teacher education

3.1 Introduction

The aim of this chapter is to provide information on the key teacher education (TE) indicators in the six EaP countries, based on the in-country research findings. The chapter presents general data on education and then focuses on more teacher- and pupil-related statistics. It should be noted, however, that data collection has been distorted by fragmented statistical figures, different data collection methods, the lack of reliable information, and problems with identifying relevant statistics. Altogether, it has considerable implications for a comparative approach towards analysing the general education and teachers' profiles in numbers.

3.2 Public expenditure on education

Public expenditure on education in Armenia, Azerbaijan, Georgia and Moldova has been rising steadily over the period from 2005 to 2009.[24] In the case of Belarus and Ukraine, the share of public expenditure on education in GDP has dropped slightly (in Belarus from 5.87% in 2005 to 4.54% in 2009, and in Ukraine from 6.06% in 2005 to 5.28% in 2007). The exact figures are presented in Table 3.1 below. Out of the six countries, the highest share of public expenditure on education as a part of GDP can be observed in Moldova (9.57% in 2009), while the lowest is in Azerbaijan (only 2.83% in 2009).[25] Graphic presentation of public expenditure on education is given in Figure 3.1 below.

As can be seen from the Appendix 9, over the period 2005-2009 GDP data shows Moldova in steady growth, with Ukraine revealing very considerable performance indicators. Very high velocity growth in GDP has occurred in Azerbaijan and to a less marked extent in Belarus. Armenia and Georgia have graduated confidently; however for 2009, all countries yield figures showing significant decline. For more detailed analysis of GDP figures on each country see tables (A9.1 and A9.2) and figures (A9.1 and A9.2) from Appendix 9.

Table 3.1 Public expenditure on education, total (%)

Year	2005	2006	2007	2008	2009
Country	% of GDP				
Armenia	2.71	2.72	3.02	3.10	4.42
Azerbaijan	2.35	1.99	1.69	1.90	2.83
Belarus	5.87	6.08	5.15	5.11	4.54
Georgia	2.48	3.00	2.70	2.92	3.23
Moldova	7.16	7.50	8.29	8.24	9.57
Ukraine	6.06	6.21	5.28	-	-
	% of government expenditure				
Armenia	14.57	14.99	14.98	13.97	15.05
Azerbaijan	19.58	17.40	12.64	11.88	9.09
Belarus	11.33	12.93	9.32	10.40	10.60
Georgia	8.80	9.28	7.83	7.17	7.73
Moldova	19.40	20.18	19.77	19.82	21.02

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[24] Since the data for 2010 is not yet available for some countries, the timeframe spreads from 2005 to 2009 to reflect the trends before and after the economic crisis that began in 2008.

[25] According to UNESCO's definition, public expenditure on education consists of current and capital public expenditure on education includes government spending on educational institutions (both public and private), education administration as well as subsidies for private entities (students/households and other privates entities).

Ukraine	18.90	19.27	20.22	-	-
Ukraine[26]	6.9	7.2	6.9	7.6	8.6

Source: UNESCO Institute for Statistics, http://databank.worldbank.org

Figure 3.1 Public expenditure on education (total, %) and as % of government expenditure
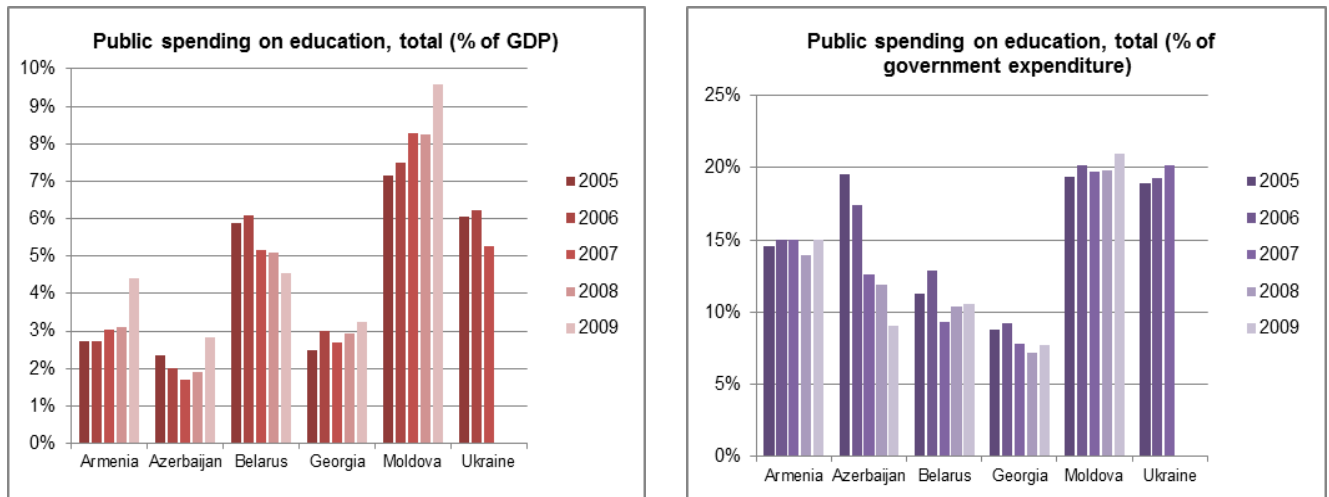
According to data collected, in four EaP countries, except from Belarus and possibly Ukraine, the public expenditure on education stated as a share of GDP has risen over the period 2006-2009 (in the case of Ukraine, no data could be identified for years 2008 and 2009). The highest pace has been observed in Azerbaijan and Armenia (48.95% and 42.58% respectively in 2009). If percentage points are taken into consideration, the highest growth in 2009 could have been observed in Moldova (1.33 percentage points) Armenia (1.32 percentage points) and Azerbaijan (0,93 percentage points).

In Azerbaijan, the share of government spending on education against other areas has fallen considerably, decreasing from 19.58% in 2005 to 9.09% in 2009. It has also fallen slightly in the case of Belarus and Georgia (respectively from 11.33% in 2005 to 10.60% in 2009 and from 8.80% to 7.73%), whereas in the other countries an upward trend was observed.

3.3 The number of primary and secondary school pupils and teachers

The number of pupils in primary and secondary education is steadily decreasing. The most substantial change over the period 2005-2009 in primary schools appeared in the case of Moldova and Ukraine (over 21% in both countries). A lower decrease has been noted in Georgia (11.6%) and Armenia (8.5%) and the most modest decrease has been observed in Belarus (4.53%).

As for secondary schools, the most significant drop has been recorded in Moldova (19.8%), followed by Ukraine (19%) and Armenia (17.2%). In Georgia, on the contrary, the number of pupils in secondary schools has risen by 9.44%, which is an exception in the considered countries. Hence, apart from Georgia, in the face of rather stable enrolment rates, the decrease in total number of pupils can be linked to a changing demographic structure of the societies in question. The exact figures are presented in Table 3.2.

Table 3.2 Pupils in primary and secondary education[27]

Year	2005	2006	2007	2008	2009
Country	**Primary schools**				
Armenia	125 149	121 502	127 546	121 841	114 528
Azerbaijan	568 097	538 339	512 976	496 697	490 242
Belarus	379 577	367 736	361 493	362 377	-
Georgia	338 222	326 597	322 249	311 265	298 935
Moldova	184 159	171 024	160 528	151 736	145 369
Ukraine	1 945 715	1 753 689	1 647 847	1 573 458	1 531 943
Country	**Secondary schools**				
Armenia	362 707	354 261	335 065	306 558	300 253
Azerbaijan	1 066 920	1 048 160	1 026 375	995 320	941 273
Belarus	923 798	873 131	817 820	-	-
Georgia	307 653	308 127	313 739	303 808	336 681
Moldova	359 881	343 474	330 583	308 763	288 658
Ukraine	3 723 247	3 584 974	3 411 430	3 216 245	3 016 333

Source: UNESCO Institute for Statistics, http://databank.worldbank.org

With regard to the number of teachers in primary and secondary schools, it has been slightly changing between 2005 and 2009. For instance, on the primary school level, an increase has been noticed in the case of Armenia and Azerbaijan. In Moldova and Ukraine, on the contrary, the figures related to teaching staff have been decreasing. In Belarus, figures have fluctuated slightly but remain steady in 2005 and 2008 for primary while in secondary schools there was some decline. In Georgia steady figures in 2007 and 2009 span the small drop in 2008. In secondary there was a significant increase in 2009 (5.7) (see Table 3.3). The data for some countries is incomplete.

Table 3.3 Teachers in primary and secondary education

Year	2005	2006	2007	2008	2009
Country	**Primary schools**				
Armenia	5 904	5 720	6 606	-	-
Azerbaijan	42 243	43 036	44 106	43 971	44 232
Belarus	23 671	22 949	22 640	23 904	-
Georgia	-	-	-	35 860	33 511
Moldova	10 259	10 033	9 876	9 566	9 231
Ukraine	104 028	102 408	100 859	99 482	98 310
Country	**Secondary schools**				
Armenia	42 121	42 806	43 372	41 708	-
Azerbaijan	127 591	129 140	131 710	-	139 109
Belarus	103 997	103 085	101 663	-	-
Georgia	-	-	-	40 919	45 147

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[27] The total number of pupils enrolled at primary level in public and private schools and the total number of pupils enrolled at secondary level in public and private schools.

Moldova	30 920	30 771	30 376	30 195	29 186
Ukraine	349 222	348 550	350 716	-	-

Source: UNESCO Institute for Statistics, http://databank.worldbank.org

The comparison between variations over the previous years in the number of pupils and teachers shows some interesting dependencies (see Figure 3.2). While the number of pupils has been steadily falling in Azerbaijan's primary schools, the number of teachers has been slightly increasing. Such a situation can be also noted in the case of Armenia and Belarus (however, the data for Belarus is incomplete).The opposite situation can be observed in Georgia, Moldova and Ukraine, where both number of pupils and teachers have fallen, but slightly slower in the case of teachers. In secondary schools, in Armenia, Belarus and Moldova a decrease of total numbers of teachers and pupils can be spotted. In case of Georgia, both the number of pupils and teachers of secondary school has been rising significantly (respectively by 9.44% and 10.33% over the period 2005-2007). These changes can explain improving pupil-teacher ratio in the considered countries. For trends in the pupil-teacher ratio please see Section 3.5.

Figure 3.2   Variation in the number of pupils and teachers in primary and secondary schools over the previous years
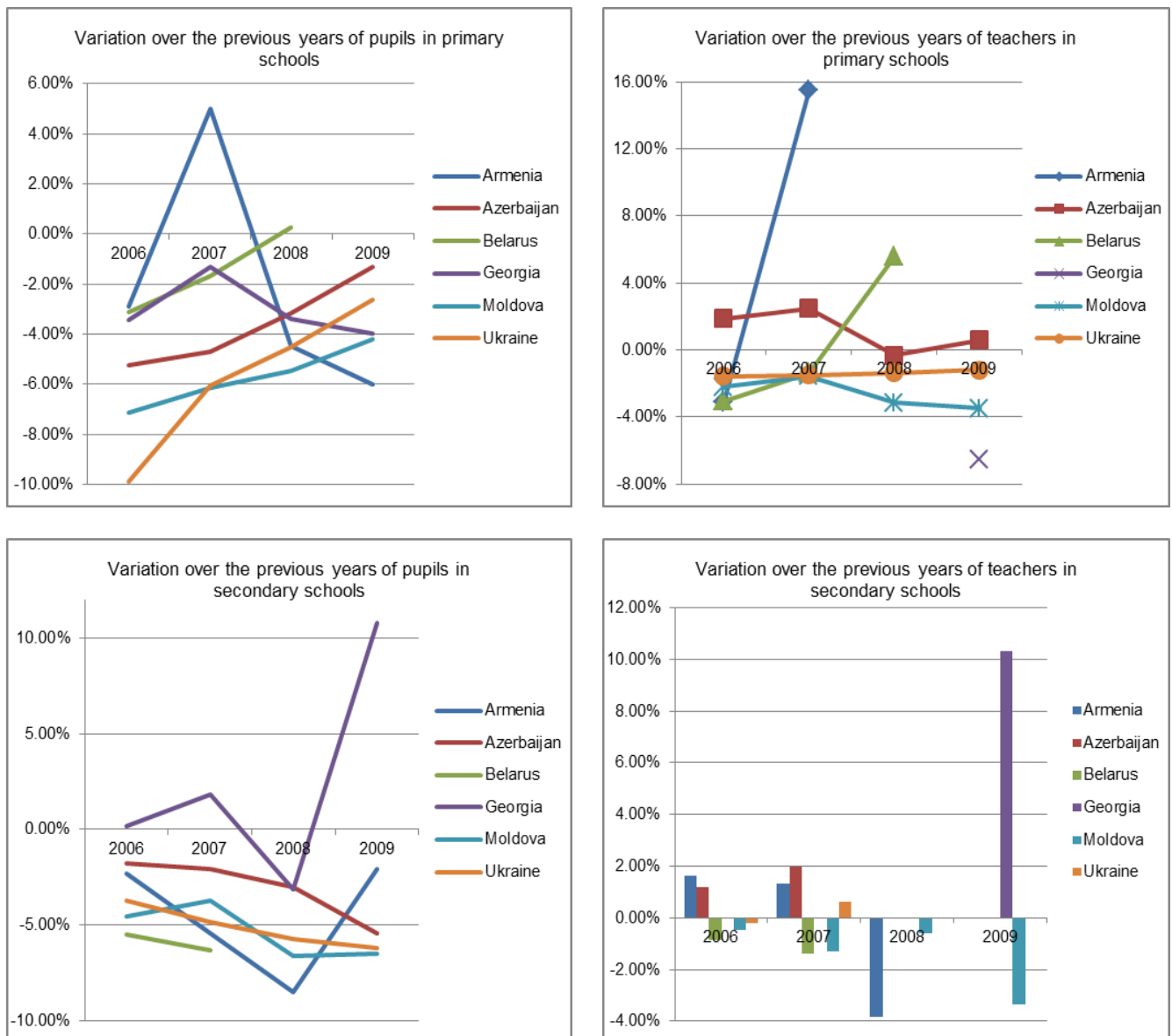
3.4 Enrolment in primary and secondary schools

Net enrolment ratio is the ratio of children of official school age based on the International Standard Classification of Education 1997 who are enrolled in school to the population of the corresponding official school age (World Bank's definition). Over the considered period (2005-2009), the school enrolment has been rather stable. In general, the net indicator is rather low (usually below 90%) for primary schools. Only in Belarus and Georgia, its value is established on the level typical for the EU countries (94.4% and 99.63%, with the latter figure being higher than a value of German indicator). In Moldova and Ukraine, the net enrolment rate in primary schools has been slightly decreasing over the five years. In the case of the former, on secondary school level, too, a disturbing trend has been taking place recently, as the drop from 83.50% in 2008 to 79.56% in 2009 indicates. In both Belarus and Georgia enrolment has been increasing steadily.

In secondary schools, the net enrolment is exceptionally low in the case of Moldova and where over the period of 2005-2009 a further decrease has been noted. The highest enrolment rate is in Azerbaijan, where the largest increase has been noticed from 78.98% in 2005 to 92.59% in 2009. In Belarus the figures show a slight decrease, while for Georgia, the opposite trend can be noted. The school enrolment in primary and secondary schools is presented in Table 3.4 below.

Table 3.4 School enrolment in primary and secondary schools

Year	2005	2006	2007	2008	2009
Country	**Primary schools (% net)**				
Armenia	82.16	82.95	84.08	-	-
Azerbaijan	83.87	83.14	83.38	83.89	85.17
Belarus	89.38	89.44	89.79	94.40	-
Georgia	91.27	93.36	93.86	98.72	99.63
Moldova	90.99	87.79	87.57	87.72	87.52
Ukraine	90.54	90.17	89.56	88.88	88.57
	Secondary schools (% net)				
Armenia[28]	84.11	85.88	85.74	-	87.16
Azerbaijan	78.98	79.32	78.98	91.79	92.59
Belarus	89.11	87.90	86.80	-	-
Georgia	75.66	77.02	80.78	-	-
Moldova	81.79	81.35	80.55	83.50	79.56
Ukraine	82.27	83.84	84.47	84.96	84.98

Source: UNESCO Institute for Statistics, http://databank.worldbank.org

3.5 Pupil-teacher ratio in primary and secondary schools

The change of the pupil-teacher ratio is most noticeable in primary schools. For example, in Ukraine, the index has dropped from 18.70 in 2005 to 15.58 in 2009. The change is less noticeable in secondary schools, where the values are rather stable, except Moldova and Ukraine, where the index drop has been more visible (from 12.76 in 2005 to 11.25 in 2009 in Moldova and from 11.58 in 2005 to 10.57 in 2007 in Ukraine). For Belarus pupil teacher ratios are steady in both sectors (levels) while in Georgia, although steady in the secondary sector, there is fluctuation at the primary level.

[28] Source: Statistical Yearbook of Armenia (2010).

Table 3.5 Pupil-teacher ratio in primary and secondary schools

Year	2005	2006	2007	2008	2009
Country	**Primary schools**				
Armenia	21.20	21.24	19.31	-	-
Azerbaijan	13.45	12.51	11.63	11.30	11.08
Belarus	16.04	16.02	15.97	15.16	-
Georgia	-	-	-	8.68	8.92
Moldova	17.95	17.05	16.25	15.86	15.75
Ukraine	18.70	17.12	16.34	15.82	15.58
	Secondary schools				
Armenia	8.65	8.31	7.77	7.42	-
Azerbaijan	8.39	8.14	7.82	-	8.01
Belarus	8.93	8.53	8.10	-	-
Georgia	-	-	-	7.46	7.57
Moldova	12.76	12.40	12.10	11.50	11.25
Ukraine	11.58	11.18	10.57	-	-

Source: UNESCO Institute for Statistics, http://databank.worldbank.org

Figure 3.3 Pupil-teacher ratio in primary and secondary schools
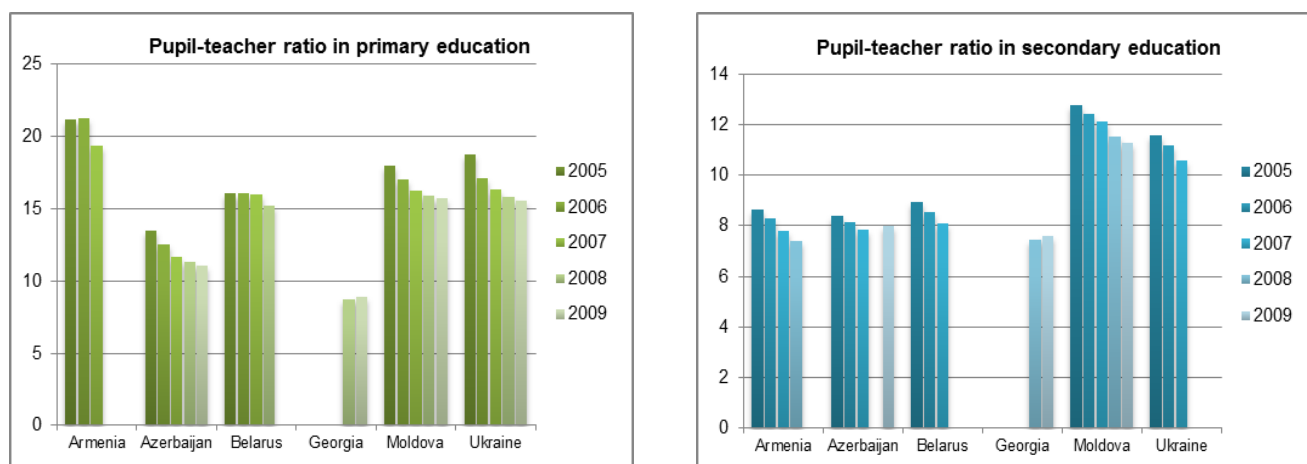
These values are relatively similar to those observed in European countries. For example, in Poland, the pupil-teacher ratio in 2008 was 9.94 and 11.04 in primary and secondary schools respectively. In the case of Germany, the ratio was even higher (13.50 and 13.24) during the same year but lower than the number of pupils per teacher in the United Kingdom (18.27 and 14.27).

3.6   Percentage female teachers in primary and secondary schools

The percentage of female teachers in primary and secondary schools in the countries considered is on a similar or higher level than in European countries. The highest percentage of female teachers in primary schools can be observed in Armenia (almost 100%), Ukraine (almost 99%) and Moldova (slightly over 98%). The highest female share among teachers in secondary schools can be monitored in Georgia, Armenia and Belarus (85.59%, 84.23% and 80.34% respectively). Generally, a lower percentage of female teachers in secondary schools is caused mostly by the existence of secondary vocational schools, where the share of male teachers is higher (see Table 3.6).

Table 3.6 Percentage of female teachers in primary and secondary schools

Year Country	2005	2006	2007	2008	2009
Primary schools					
Armenia	99.17	98.92	99.68	-	-
Azerbaijan	85.41	86.47	86.61	87.06	87.13
Belarus	99.29	99.32	99.29	99.24	-
Georgia	-	-	-	85.20	86.17
Moldova	96.98	96.80	97.49	97.32	98.16
Ukraine	98.93	98.76	98.87	98.79	98.94
Secondary schools					
Armenia	83.01	83.27	84.03	84.23	-
Azerbaijan	65.02	66.15	66.12	-	67.62
Belarus	80.20	80.21	80.34	-	-
Georgia	-	-	-	-	85.59
Moldova	75.32	75.54	75.66	76.17	76.75
Ukraine	78.85	78.94	79.45	-	-

Source: UNESCO Institute for Statistics, http://databank.worldbank.org

The feminisation of the school teacher profession is not exclusive to the countries in question. It is a common phenomenon, particularly at the primary school level (e.g. 84% in Poland, 85% in Germany, or 81% in the United Kingdom, according to data from 2008). In the former Soviet Union countries, the share of female teachers is exceptionally high.[29] However, whereas in some countries the feminisation of the teaching profession may provide a means of empowering women, in the six EAP countries as well as in other post-communist countries, it is rather coupled with unattractive salaries and deteriorating status of the teacher profession.

3.7   Primary school completion rate

Primary schools' completion rate is the percentage of pupils completing the last year of primary school. It is calculated by taking the total number of students in the last grade of primary school, minus the number of repeaters in that grade, divided by the total number of children of official graduation age. The cases, when the completion rate is higher than 100% could be explained by the fact that the number of people within the relevant age group could be estimated inaccurately, or the number of pupils completing primary schools in extramural system could be significant. Changes in completion rate value can be perceived as an indicator of the quality of learning.

The data addressing primary school completion rate shows improvement in the case of Armenia (from 95.78% in 2005 to 103.63% in 2009), Belarus (from 94.78% in 2005 to 96.36% in 2008), and Georgia (from 85.28% in 2005 to 107.39% in 2009). A slight decrease can be noticed in Azerbaijan (from 93.43% to 91.77%) and more significant decline in Moldova and Ukraine (99.49% - 92.82% and 116.70% - 95.46% respectively over the period of 2005-2009). The exact numbers are presented in Table 3.7 below.

Table 3.7 Primary school completion rate, total (% of relevant age group)

Country	2005	2006	2007	2008	2009
Armenia	95.78	98.87	104.66	103.51	103.63

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[29] In Russia, for instance, women constitute 98.5% of the teaching staff in primary education (data from 2008), while in secondary schools the percentage of female teachers is 81,1%.

Country	2005	2006	2007	2008	2009
Azerbaijan	93.43	91.20	97.63	90.74	91.77
Belarus	94.78	94.41	92.42	96.36	-
Georgia	85.28	83.82	92.41	99.73	107.39
Moldova	99.49	98.03	92.91	91.38	92.82
Ukraine	116.70	104.93	101.55	98.89	95.46

Source: The World Bank, http://databank.worldbank.org

3.8   Youth literacy rate

The data on the literacy rate, understood as a percentage of people ages 15-24 who can, with understanding, read and write a short, simple statement on their everyday life, is very high in all studied countries (close to 100%). The 2009 numbers for Armenia (99.77), Belarus (99.78), Georgia, Moldova and Ukraine (99.78), show the range for values from 99.5% (Moldova) to 99.81% (Georgia), and 100% for Azerbaijan in 2007, although the functional (actual and demonstrable) rate of literacy [30] could be lower that the formal one. [31]

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[30]According to the OECD's glossary, 'a person is functionally literate if she/he can engage in all those activities in which literacy is required for effective functioning of her/his group and community and also for enabling him/her to continue to use reading, writing and calculation for his own and the community's development' (http://stats.oecd.org/glossary/detail.asp?ID=1536).

[31] See: UNDP National Human Development Report (2006) The quality of economic growth and its impact on human development, p.72-75.

4 Government policy in the area of teacher education

4.1 Introduction

The aim of this chapter is to list and explain the main national policies, reforms and strategies addressing teacher education (TE). These developments are preceded by a brief overview of legislative and institutional aspects of education system as well as the main changes being introduced in primary and secondary schooling. The final section presents a description of envisaged future developments in the area of TE.

4.2 Key institutions responsible for education policy

Prior to independence (1991), the education systems in Armenia, Azerbaijan, Belarus, Georgia, Moldova and Ukraine were highly centralised and strictly controlled by the government. Whereas for the past two decades the six countries have been undergoing a process of reforming their educational systems, they are still based to varying extents on the former structure, inherited from the Soviet era.

The central state institution responsible for primary and secondary school education and teacher training policy is the relevant Ministry in charge of education and science (hereafter referred to as the Ministry of Education). In general, the Ministry of Education:

- participates in forming the state policy in education, science, and professional training of cadres;

- organises the attestation of teachers and awards the qualification categories, pedagogical and academic degrees;

- organises the initial TE and improvement of the professional skills and retraining of teachers and educators;

- sets curricula and educational programmes;

- defines the rules of applying for a position of pedagogical personnel at educational institutions.

The Ministry is also in charge of accreditation and establishing admission rules to school and HEIs as well as to public and accredited non-public secondary and higher education institutions (HEIs). It carries out general methodical management over the educational process. A comparative list of institutional functions related to teaching staff is presented in Table 4.1.

As can be seen from the table below, the coordination of pedagogical education by the state is carried out with the involvement of regional and local authorities, although to a limited extent in Azerbaijan and Belarus. The division of their responsibilities is defined in legal regulations, established as part of territorial-administrative reforms that have been taking place since the 1990s. Of the six EaP countries, the most active work in this area is being done in Ukraine and in Georgia where essential legislative acts were adopted to decentralise educational management. In Ukraine, this included locating and channelling capital investments directly to the regions, which allowed a degree of fiscal flexibility in the fulfilment of their designated functions.[32] Accordingly, local authorities were granted with policymaking, implementing and monitoring and evaluation powers over their territorial units. Georgia supports private initiative and its policies are directed to limit the role of state intervention where the private sector is competitive and credible; there is also increasing autonomy within institutional management. Among the main responsibilities of Moldovan and Belarusian local public administration in the area of primary and secondary TE is to ensure the social protection of teachers (e.g. allocation of living space, providing benefits in accordance with legislation, etc.). While there remains a high degree of centralisation, Belarusian local authorities are involved in some aspects of human resources necessary for general secondary educational establishments and

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[32] The World Bank (2006) Project appraisal document on a proposed loan to Ukraine for an Equal Access to Quality Education in Ukraine Project in support of the first phase of the Education Sector Reform Programme, Report No: 32175-UA.

participate in organisation and definition of in-service teacher education programmes and seminars at local level. In Armenia, the liabilities and responsibilities of the education authorities are also performed at the provincial (*Marz*) and community level by the province and community administration of education. In addition, as a result of the reforms targeting the education management decentralisation, a mechanism of school boards has been established that comprises school teaching staff, representatives of school councils, community members and representatives appointed by the top management.[33]

In terms of higher education management, a certain amount of authority and responsibilities have been delegated to the HEIs. In Armenia, for instance, HEIs are autonomous in determining the main spheres of activity, adopting budgets and supervising their execution, introducing new majors and upgrading existing ones, adopting curricula and teaching methods. Rectors and deans are now elected by the academic community of each institution rather than being appointed by the Ministry as was previously practiced.[34] The Council of Rectors of HEIs acts as advisory bodies to the Ministry of Education (also in Ukraine). In Belarus, on the contrary, the autonomy of higher educational institutions in general is very limited and almost all aspects related to the initial teacher training are governed by the respective decisions and instructions of the President of Belarus and the Ministry of Education,

It should be noted, however, that a trend towards the decentralisation of the education system still continues in the majority of these countries and there are cases, where these responsibilities are not clear due to the absence of norms and regulations that would ensure the effective management and coordination of educational activities. The adequate management skills at almost all levels of education management are also missing and the professional interaction between the national and sub-national level administrators is rather limited.[35] Such weak management mechanisms can be partially explained by the legacies of the previous education model according to which all decisions and policies were planned and implemented through Moscow.[36]

Among other stakeholders, there are also external agencies (e.g. in Armenia, Azerbaijan and Georgia) that undertake a quality assurance function and the attestation commission for scientific and pedagogical staff (Ukraine), which are described in more detail in subsequent sections.

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[33] Machabeli, G., Bregvadze, T. (2008) Capacity Development for Educational Planning in Caucasus Region: challenges and Perspectives, Working document, International Institute for Education Policy, Planning and Management, http://www.iiep.unesco.org/fileadmin/user_upload/Research_Challenges_and_Trends/pdf/symposium/MachabeliG.pdf

[34] EACEA (2010) The higher education in Armenia, http://eacea.ec.europa.eu/tempus/participating_countries/reviews/armenia_review_of_higher_education.pdf

[35] http://www.armeniaemb.org/DiscoverArmenia/armedu.htm

[36] http://www.kurikulum.az/files/tedqiqatlar/eng/Hitendra_eng.pdf

Table 4.1 Key bodies responsible for the area teacher education (TE) and their main functions

Country	Institutions	
	The Ministry of Education and the Government	Other bodies
Armenia	The Ministry develops a national programme of education and state educational standards and monitors their implementation; establishes the procedure for attestation of teachers and managers of educational institutions; generates the lists of specialties; establishes the rules for admission to public and accredited non-public secondary and HEIs; claims in the prescribed manner the honours and titles assigned to the academic councils of the accredited institutions of higher education, etc. The Government ensures the implementation of state educational policy; establishes national educational standards and procedures for their formation; establishes the list of specialties; exercises other statutory powers.	The province (*Marz*) and community administration ensure the enforcement of state education policy in *Marz* or community; keep register for the pre-school and the school age children and ensure their enrolment in the education institutions; implement educational programmes in accordance with state educational standards; and are responsible for the construction of educational institutions' buildings and facilities, their utilisation, and maintenance (*Marz* education departments). The Armenian National Quality Assurance Agency (ANQA) – external quality assurance agency that determines and ensures compliance with appropriate standards of tertiary education; promotes and supports continuous improvement in the quality and standards of provision of tertiary education provisions, etc.[37]
Azerbaijan	The Ministry regulates a state policy in the education field; carries out a general methodical management over the educational process; organises the work for the preparation, improvement of the professional skill and retraining of teachers and educators; organises attestation of pedagogical personnel; defines the rules of applying for a position of pedagogical personnel at educational institutions; undertakes measures for satisfaction of need for pedagogical staffs; renders the practical help during the process of the ensuring of young experts with jobs and carries out work with corresponding executive authorities in order to improve their social status. The Government decides the education strategy, supervises implementation of the Law on Education and the relevant legislative acts and documents; defines the regulations for the establishment, restructuring and liquidation of HEIs; establishes and approves the list of qualifications, education regulations and rules; makes certain proposals on the development of the education budget as well as regulations for salary payment.[38]	Managing and self-managing bodies (general meeting, guardians, scientific, scientific –methodical, pedagogical, school, parents, education receivers, sponsors and other councils) may also be founded. Except education management bodies no other organisations can interfere in issues referred to management of education institution. The State Students Admission Commission (SSAC) - functions as external quality assurance body (administering centralised university admission examinations) that performs and contributes to implementation of reforms (e.g. selection of students or projecting new standards into education sector).[39]
Belarus	The Ministry of Education is responsible for the general functioning of the system of	Elaboration of human resources policy and organisation of retraining and in-service

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[37] ANQA Strategic Plan 2010-2015, Transitional Period, http://www.picqa.org/en/Portals/0/PicqaFiles/1.2%20ANQA_Transitional_Period_strategic_plan.pdf

[38] EACEA (2010) Higher education in Azerbaijan, http://eacea.ec.europa.eu/tempus/participating_countries/reviews/azerbaijan_review_of_higher_education.pdf

[39] Abbashade, M. (2008) From national to global: the role of national assessment system in reforming education system, State Students Admission Commission, Republic of Azerbaijan, http://www.iaea2008.cambridgeassessment.org.uk/ca/digitalAssets/180427_Abbaszade_M_new.pdf

education, implementation of experimental and innovative programmes, coordination of international cooperation in the sphere of education, control of the quality of education, implementation of the state policy concerning teaching staff, elaboration of educational standards, curricula and educational programmes, design of programmes for required human resources.

Formally, the President of the Republic of Belarus is the guarantor of realisation of the right of citizens for education, determining the state policy in the field of education, ensuring the interaction of state bodies responsible for education. The Government defines the ways of interaction of all bodies involved in the system of education, determines the number of specialists, teachers and students, guarantees and funds international educational activities, including academic mobility.

training of teachers belong to state education authorities. Local authorities design and submit the programmes of development for pre-school and general secondary education to the local self-government councils, assess the human resource needs and organise retraining and in-service programmes.

Internal school and central control ensure the monitoring of the quality of the educational process and competence of a teacher. There are Attestation Committees established at schools, retraining and in-service training institutions who review and assess competences of teaching staff. There is currently no National Agency for the Evaluation of quality.

Georgia	Education and science policies are designed and implemented by a set of institutions led by the Ministry of Education and Science of Georgia. The Ministry, which is responsible for the general functioning of the system of education, aims at establishing modern and innovative educational and scientific environment in close cooperation with civil society. The Ministry in its policies advocates freedom of choice, fair competition, equal opportunities, civil integrity, and respect for cultural identity and promotes acquisition and development of knowledge and skills necessary for social success and self-realisation. The Government is responsible for all national legislation, relating to higher education and TE, the National Qualifications Framework (adopted in 2011) and a reformed framework for quality assurance in education (2010).	The key institutions which are legal entities of public law include the National Curriculum and Assessment Centre (NCAC), National Centre for Teachers Professional Development (NCTPD), National Centre for Educational Quality Enhancement (NCEQE), National Examination Centre (NAEC), Shota Rustaveli National Science Foundation, Education and Science Infrastructure Development Agency. According to the law, NCEQE is the institution which undertakes quality assurance evaluations, and is the body responsible for programme accreditation in higher education.
Moldova	The Ministry of Education is responsible for the development of education policy of the country. It coordinates the activity on the initial and continuous teacher training; coordinates the evaluation of teachers, awarding them teaching degrees; coordinates the scientific activity of educational and scientific-pedagogical staff, carried out in accordance with the teaching load. It examines the proposals presented and submits a draft decision to the Government. The Government submits the proposals examined by the Ministry of Education to the President.[40] It organises the implementation of legislative acts in the sphere of education and presenting them for the consideration of Parliament; develops and	Competencies in the field of education management are further distributed between: a) other state bodies, such as the central bodies of public administration, the Academy of Sciences of Moldova, which have subordinate institutions; b) regional (municipal) departments of education; and c) local public administration authorities in the field of education. The National Agency for Evaluation of Quality in Higher Education and Research which is being developed is an independent structure with monitoring function and the external evaluation of the quality of education in the higher education and research, the accreditation of the initial and continuous training programmes.[42]

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[40] EACEA (2010) Higher education in Moldova, http://eacea.ec.europa.eu/tempus/participating_countries/reviews/moldova_review_of_higher_education.pdf

[42] Moldovan Draft Code on Education (not yet approved).

approves normative documents on the implementation of the legislation in the sphere of education; promotes the establishment and development of the education system; approves the decisions on accreditation of educational institutions, etc.

The President of Moldova takes the final decision regarding the establishment or reorganisation and abolition of the state HEIs.[41]

Ukraine	The Ministry of Education, Science Youth and Sports of Ukraine is responsible for the development of education, including the pedagogical education. Its main mission is the formation and implementation of the state policy in education, science, and professional training of cadres. The Ministry develops programmes for education development and state education standards; establishes national standards of knowledge for each subject; provides teaching-methodological leadership; controls the compliance with state education standards, state inspections; carries out accreditation of higher and vocational schools; organises the attestation of pedagogical and scientific employees to award them with qualification categories, pedagogical and academic degrees. The Ministries and departments governing educational institutions participate in the implementation of state policy in the area of education, science, professional training, performance of the state inspection and accreditation of educational institutions, they carry out control functions to comply with the requirements for quality education, arrange the implementation of the scientific progress and excellence, etc.	The Ministry of Education of the Autonomous Republic of Crimea[43] and the regional Departments of Education and Science of Kyiv and Sevastopol, supervise pedagogical and technical schools, postgraduate education institutions, as well as other HEIs belonging to the municipal property. Local executive authorities and self-governments are involved in coordination of pedagogical education and establishing relevant education bodies that are to improve the professional qualification of pedagogical employees, their retraining and attestation, identify needs, developing proposals for public contract and the formation of a regional order for pedagogical personnel, concluding contracts for their training. The Higher Attestation Commission of Ukraine organises and carries out the attestation of scientific and pedagogical staff; monitors the degree awarding processes.

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[41] Ibid.

[43] The Ministry of Education of the Autonomous Republic of Crimea exercises its authority over education except from the powers assigned to the competences of the Ministry of Education of Ukraine, as well as the Ministries and departments to which educational institutions are assigned to.

4.3   General legislative framework

Starting from early 1990s, a number of new laws have been elaborated and adopted in the six EaP countries setting new aims and goals of the education system reform. The main legal document, the Law on Education, was adopted in Ukraine (1991), Azerbaijan (1992 and 2009), Belarus (1991 and 2011), Georgia (2005), Moldova (1995), and in Armenia (1999), to regulate all levels of education as well as the training of pedagogical personnel. The area of TE is to a large extent based on the same legal framework as other programmes of higher education. As for most recent developments, the new Law on Education was adopted in Azerbaijan in 2009, which replaced the act of 1992 and introduced a three-cycle higher education system. In Belarus, a new Education Code was adopted (2011), envisaging increased control of education from the side of the state and imposing restrictions through unified state educational standards adopted by the Ministry of Education.[44] At the final stage is also the preparation of the Moldova's new *Education Code* that provides necessary regulatory framework for the continuation and deepening of on-going reforms.[45]

The organisation of primary and secondary schooling is regulated by separate, additional legislative acts and regulations. In Armenia, the National Framework of Standards for Secondary Education has been developed (2000) as well as the Curriculum Framework and General Education Standards (2004). In 2009, the Law on General Education was adopted, followed by the approval of State Standards for General Education (2010). In Azerbaijan, the school education system is defined in regulations on organisation of formal education (2010) and the curricula for V-XI classes of general education schools were approved in 2011. As for Belarus, the Law on General Secondary Education (2006, with amendments in 2009), incorporated into the Education Code in 2010, regulated the process of education at this level, established educational standards and clearly defined the types of secondary educational institutions, requirements and tasks of teachers. In addition, in 2008 the Educational Standards for the General Secondary Education were elaborated with the aim to clearly define basic standards and requirements to educational process.   In Ukraine, the Law on General Secondary Education (1999) sets the framework for organisation of primary and secondary education.

The area of higher education, which refers also to initial teacher education in HEIs, is regulated to a varying degree in the six EaP countries. In Armenia (2004) and Ukraine (2002), the Law on Higher Education defines the principles of legal, organisational, and financial relations in the sphere of higher education in the two countries. In Armenia, the same law addresses also postgraduate and professional education. In Belarus, the Law on Higher Education (2007) established the two-level system – the Specialist degree and the Master's degree. The main provisions of this law were incorporated into the Education Code of the Republic of Belarus (2010). The system of education and initial TE are also regulated by the decrees of the President of Belarus.[46] In Georgia, the legislative documents on Teacher Professional Standards (2008) and Teacher Certification (2009) form the backbone of law, being complemented by a Code of Ethics for Teachers (2010) and ruled for teacher induction (2010). In Ukraine, a new draft Law on Higher Education is currently being prepared to adopt the education system of Ukraine to the requirements of the Bologna process. In addition, a number of other regulations and frameworks set the rules for the functioning of the higher education system, particularly in Azerbaijan and Moldova. In Azerbaijan, after the two-tier higher education system (Bachelor's and Master's level) was introduced in 1993, several specific regulations have been developed to cover areas such as the attestation of Bachelor degree students (1997), Master's degree and thesis preparation (1997, 1998), state standard structure for a Bachelor's degree preparation (2009), list of Bachelor's degree specialities (2009), and the content and organisation of the master degree education (2010). In 2010, the curriculum framework for education qualifications of teachers of general education establishments was approved to set the minimum requirements for the education of teachers. As for Moldova, the higher education fields regulated in legal documents include framework plan and the register of fields of

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[44] Information from the questionnaire provided by the Belarusian School Association.

[45] The draft was rejected by the Government in November 2009, after passing twice through Parliament.

[46] Belarus is a presidential republic and the President has wide competences in all spheres of state policy, including Education. For example, the return to the 11- year school system was decided unanimously by the Presidential decree in 2008.

professional training and of qualifications for the first cycle (2005), organisation of the Master's degree studies (2007) and development of the curriculum for the second cycle, and the National Qualifications Framework (NQF) for Higher Education and the NQF in the specialty of 14 Pedagogical Sciences. Regulations governing the introduction of credit system (ECTS) in HEIs have been introduced in five of the six EaP countries (Belarus being a non-signatory country) where ECTS-compatible system of educational credits has been introduced.

The functioning of vocational schools and colleges, which also provide primary school TE, are regulated by the relevant legislative acts. The following documents can be identified in this area: in Armenia - the Law on Primary (Preliminary) Vocational and Secondary (Middle) Vocational Education; in Belarus - the Law on Vocational Training (2003), incorporated into the Education Code (2010); in Moldova - the Framework Plan for the Secondary Specialised Education and in Ukraine - the Law on Vocational Education. In the case of Moldova, it is envisaged in The Draft Code on Education that TE will no longer be provided as part of the secondary specialised education system (college).

Annex 8 lists the main legal developments in the area of primary and secondary (teacher) education that have taken place in Armenia, Azerbaijan, Belarus, Georgia Moldova, and Ukraine in the recent two decades.

Despite the above-listed efforts to develop and update legislative frameworks, the ability of respective governments to carry out constitutional and legal commitments is relatively moderate. As noticed in Ukraine, an ineffective enforcement of already existing laws and policies poses a serious problem that continues to hinder full-scale development of the educational network. There are also cases when an artificial, legislative control restrains the improvement of good professional development instead of providing opportunities for fair and much needed competition in the sector. Moreover, in Belarus, for example, the President has the right to make single-handed decisions concerning internal and external aspects of national education.

In all countries, the areas which require further regulation have been reported by the stakeholders contacted. The main needs relate to strengthening the legal provisions on TE in general (Moldova), or in more specific fields such as innovative educational activity (Belarus, Ukraine and Armenia), the organisation of distance education (Moldova) and of sustainable professional and career development of teachers (Armenia, Belarus), the functions of structures responsible for in-service training (Azerbaijan), as well as the organisation and conduct of classroom teaching practice (Belarus, Moldova). In Belarus, greater decentralisation will speed up the modernisation process across the spectrum of education. For Georgia, and indeed to some extent across all six EaP countries, a more structured approach to anticipating future teacher needs (numbers including those addressing profiles and qualitative needs) should replace the somewhat loose system prevailing currently.

4.4 National reforms addressing primary and secondary schooling

In the six EaP countries, the reforms focusing on structural and conceptual reorganisation of the primary and secondary education systems are currently underway. Among the most important changes envisaged in the overall reform process is the modernisation of primary and secondary schooling through the separation of the gymnasiums and lyceums from primary schools, implemented in all six EaP countries, and extending the general secondary education to 12 years, not yet implemented in Azerbaijan, and at the moment reversed to 11 years in Belarus and Ukraine (see Section 2.3).The modernisation of the curriculum for primary and secondary education has important implications in terms of textbook production, teaching and learning materials as well as TE. However, preparing teachers for teaching and assessing the new curricula is a major challenge in most EaP countries and an area for which they requested EU assistance.[47]

Substantial progress has been made in terms of developing the concept of the new curriculum for primary and secondary education and steps are taken towards a new textbook production in support of the new curriculum. In addition, new assessment systems have been installed for those

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[47] October 2010 meeting of Platform 4 of the Eastern Partnership.

graduating from upper secondary educational institutions. Examples of other reforms in the area of primary and secondary schooling are listed in Table 4.2 below.

Table 4.2 Main developments in the area of primary and secondary school education

Country	Main outcomes
Armenia	▪ Creating a new system of school management with school boards ▪ Introducing new system of school financing ▪ Creation of basis for content reforms in education, including publication and distribution of core school textbooks ▪ Gradual implementation of modern student-centred interactive teaching methods ▪ Developing state standards for secondary education ▪ Developing the new curriculum for general education, which includes a mandatory life skills' segment from grades 1 to 9 ▪ Introducing ICTs for learning in the general education system ▪ Installing a new assessment system (school graduation and university admission) ▪ Adding a 9th year to compulsory schooling (2006), as a part of the transition to the new school system that should be completed by 2012 ▪ Developing a human rights education (National Action Plan) and introducing the subject of human rights in all secondary education institutions
Azerbaijan	▪ Implementing the key components of a new curriculum system (institutional structures and mechanisms to ensure the design and implementation of the new curriculum) ▪ Developing a new concept of the national curriculum as well as a reliable National Curriculum Framework and the subject curricula for primary education ▪ Modernizing of the curriculum for primary and secondary education (the adoption of the new national curriculum) ▪ Introduction of a new policy to develop a new generation of textbooks in support of the new curriculum ▪ Developing a catalogue of learning/reading materials delivered to selected pilot/model schools ▪ Establishing public dissemination centres in selected schools for popularizing education reform ideas among parents ▪ Implementing a new centralised graduation examination
Belarus	▪ Introducing the 10-points evaluation scale ▪ Return to 11-year secondary education ▪ Elaboration and implementation of new programmes for basic and senior secondary schools ▪ Informatisation of educational process in secondary educational establishments ▪ Application of Central Testing system for senior school graduates necessary for admission to higher educational institutions ▪ Designing educational standards for primary, basic and senior secondary schools ▪ Establishing schools (those who are members of the National Association for Innovation in Education) as learning organisations, towards the development of collaborative teaching and learning environments ▪ Wider use of innovative educational technologies
Georgia	▪ Introduction of a National Curriculum ▪ Introducing Netbook – a modern child computer ▪ Establishing a free internet service for school pupils ▪ Innovations in science laboratory teaching – including the virtual laboratory ▪ Twinning with European Schools ▪ Schools exploring the potential for creative and entrepreneurial partnerships
Moldova	▪ Creating gymnasiums, lyceums, multidisciplinary professional schools, colleges, and new levels of postgraduate education ▪ Developing and implementing of state educational standards ▪ Development and implementation of the school curriculum for pre-university education ▪ Starting the improvement process of the national curriculum for pre-university education ▪ Developing and introducing the new content and preparing of a new generation of textbooks

Country	Main outcomes
Ukraine	▪ Introducing specialised education in secondary school ▪ Introducing a competence-based approach to learning ▪ Establishing and modernising the content of national education ▪ Elaborating the new curriculum for the 11-year schools ▪ Approving state standards for the basic and complete secondary education ▪ Assessing the textbook policies to rationalise textbooks' production and distribution ▪ Implementing a system of external independent testing for graduating secondary school students.

4.5 National policies, strategies and action plans targeting teacher education

Reform of the sector is the main goal of the state policies in the sphere of education in the six EaP countries. Accordingly, the action plans and strategies prepared by the Ministries responsible for education outline a number of priority directions and support for the implementation of changes in relation to initial and in-service TE. They touch upon important issues such as the improvement of re-training and in-service development system for teachers, the introduction of interactive training techniques for teachers, offering various social measures to increase the prestige of the teaching profession, enhancing computer literacy among teachers and applying ICT and innovation in teaching, shifting towards a student-centred approach, encouraging teachers' involvement in policy development and implementation activities, introduction of a distance-learning approach.

In addition to the reforms addressing primary and secondary schooling addressed in Section 4.2 (Table 4.1), significant efforts to develop reform strategies and undertake reform policies in TE have also been made in the six EaP countries.

In **Armenia,** the first basis for introducing in the sphere of TE have been elaborated in the State Programme for Educational Development (2001-2005) and the Education Financing and Management Reform Project for 1998-2002, which aimed at progressive development of education and governance and financing related issues. Starting in 2003, the focus of education reforms was directed towards development of new approaches and the promotion of quality education, envisaged by the First Education Quality and Relevance Project (EQR), implemented in the 2003-2009. In 2009, the Second EQR Project began, which continues to further the transformation of TE until 2014. Its main purpose to 'direct development of the Armenian education system towards knowledge' is planned to be achieved, among others, by establishing an institutional system for teachers' professional development, reforming pre-service TE, and, continuing the activities directed to introduce Information and Communication Technologies (ICT) in the teaching/learning processes.[48] As for the recently adopted State Programme of Education Development for 2011-2015 (2011), among a number of issues, such questions as an increase of teacher's authority in society, improvement of re-training and in-service for teachers, as well as the improvement of teachers' social setting, particularly in rural and border areas, are being touched upon by the programme.[49] The improvement of quality of general secondary education is also the priority of the Sustainable Development Programme.[50] Development of a united system of supervision and knowledge assessment, comparable with European criteria, is being developed, as one of objectives supporting the achievement of the main goal of this programme. A new teacher attestation system is being introduced from 2011 to enable differentiated financing and development of incentives for further professional improvement.[51]

In **Azerbaijan**, the Education Sector Development Project (2003-2008) has been implemented with the support of the World Bank. One of its sub-components embraced Teacher Training, which

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[48] Centre for Education Projects, http://www.cfep.am/en/supporting-implementation-of-high-school-reform

[49] Information from the questionnaire provided by the Ministry of Education and Science of Armenia.

[50] Government Decree N 1207-N, October 30, 2008, http://www.nature-ic.am/res/pdfs/documents/strategic/SDP_01_eng_20081030.pdf

[51] International Monetary Fund (2011) Republic of Armenia: Poverty Reduction Strategy Paper—Progress Report, IMF Country Report No. 11/191, www.imf.org/external/pubs/ft/scr/2011/cr11191.pdf

resulted in the Concept and strategy of TE and continuous teacher training that triggered main reforms in the TE area. The modernisation of teacher preparation as well as the improvement and optimisation of the content, structure and pedagogical process based on international experience and national traditions were at the heart of this project.[52] Currently, the Second Phase of the Education Sector Development Project (2008-2013) is being realised with the main components including the continuation of improving TE, especially its in-service phase.[53] From 2009, the State Programme on Reforms in the Higher Education System of the Republic of Azerbaijan for the 2009-2013[54] is being implemented also, aiming to integrate the country's higher education with the European Education area. The action plans on the implementation of this have been developed in relation to teachers including: attracting state and non-state organisations to the process of teachers' rewards, supporting the establishment of the different associations of teachers, creating a motivation system and the certification mechanism for teachers.

In **Belarus**, major reforms include the extending of the scope for initial TE. The importance of development and improvement of teacher education and concrete measures to be taken in this regard have been defined in the Concept for development of pedagogical education for the period 2000-2010[55] and the programme of its implementation comprises the main framework documents governing this area. The Concept established the mechanism for bringing the structure, content and quality of teacher education in compliance with the requirements for modernisation of general secondary and higher education. In addition, among the main priorities were the creation of legal basis for necessary structural changes of teacher education, development of the system of continuous teacher education and creation of the comprehensive system of continuous teacher training. Recently, the programme for development of the national system of education for the period 2006-2010 has been implemented. It focused on improving the teachers' qualifications and in-service training as the key elements for raising the quality of education in general. Among the documents regulating the development of teacher education are the Programme for development of general secondary education for the period 2007-2016 focusing on the creation of necessary mechanisms for stimulation and raising the teacher profession attractiveness and improvement of teachers' qualifications, and the Programme for development of higher education for the period 2011-2016 concentrating attention on raising the level of specialists' training and improvement of the curricula[56].

Major reforms have resulted in the establishment of a number of specialities at universities across the country, colleges providing educational programmes in different pedagogical specialisations and Master's programmes (non-Bologna model) for TE are focused on research and innovation in education. Research activities play a significant part in initial TE and although Belarus is not yet part of the Bologna accord, a related mechanism of modernisation is exemplified through the new educational standards which incorporate academic, social, personal and professional competences. There has been a considerable emphasis on in-service training as a measure towards updating competences increasing professional networking. Active NGOs and teachers' networks are effective for teachers to acquire advanced pedagogical methodologies and share individually designed innovative programmes. Postgraduate experience for teachers consists of targeted and experimental in-service training, retraining, internship and master and doctorate programmes. The promotion and approbation of pedagogical innovations are regulated by the instruction of the Ministry of Education of Belarus.[57]

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[52] State programme on reforms in the higher education system of the Republic of Azerbaijan for the 2009-2013 years.

[53] Status of Projects in Execution FY10 SOPE Europe and Central Asia Regions, Azerbaijan, Operations Policy and Country Services, 3 October 2010, http://siteresources.worldbank.org/INTSOPE/Resources/5929468-1286307702807/7453146-1286464746323/AzerbaijanFinal.pdf

[54] Approved by the order of the Ministry of Education No.937 of July 10, 2009, http://www.edu.gov.az/view.php?lang=en&menu=116&id=2430

[55] Concept of Development of Pedagogical Education in the Republic of Belarus (Decision of the Council of Ministers of the Republic of Belarus № 527 of 18.04.2000), http://www.pravoby.info/docum09/part27/akt27165.htm

[56] Programme of development of higher education in the Republic of Belarus for the period of 2011-2016, Decision of the Council of Ministers of the Republic of Belarus № 893 of 1.06.2011.Council of Ministers of the Republic of Belarus № 893 of 1.06.2011.

[57] Information from the questionnaire provided by the Belarusian State Pedagogical University.

In **Georgia**, a major aim is to advance the student-orientated culture and as a means to achieve this, new, planned reformative measures include: establishment of a specialised public body focused on teacher professional development; defining teachers' standards; establishing the induction programme; enhancing in-service training; teacher certification (to become compulsory after 2014); improvement in teachers' salaries and reinforcing international cooperation. Since 2003, major changes have been introduced in the education system, including new national curricula, textbooks, methods of teaching and learning. The radical move towards student-centred learning and decentralisation is expressed in creative concepts such as: development; thinking; teacher/pupil equality; teacher/teacher cooperation; discovery; discussion; process and teacher-produced syllabuses and materials. Serious reform began in 2005 after the adoption of the Law on General Education aimed to enhance the quality of education, prepare the shift to a student-centred approach and introduce modern teaching-learning methods and associated instruments. Teacher-training programmes were implemented with material and methodological support of various international organisations, in cooperation with the Ministry of Education, the National Curriculum and Assessment Centre (NCAC) and more recently, the National Centre for Teacher Professional Development (NCTPD).Teachers' House is a new initiative of Ministry of Education to foster teachers' networking and exchange of experience. The Georgian government is working towards the gradual increase of teachers' salaries as a means of raising the status of the profession.

Georgia: Teacher career cycle

The current teacher development cycle in Georgia includes a number of novelties introduced in the last 4-5 years, and is depicted below:
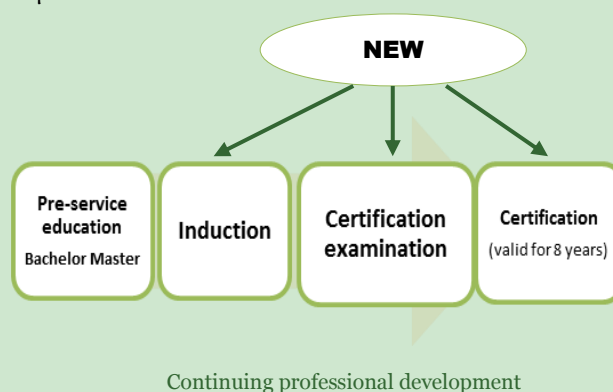
Source: Country report on Georgia.

In **Moldova**, the changes in the sphere of TE are determined by a number of documents adopted on a national level. The most important ones include: the Concept of Education Development in the Republic of Moldova (1994), the Concept of Training Pre-university Education Teaching Staff (2003),[58] the Concept on In-service TE of the Teaching and Managerial Staff of Pre-University Education (2004),[59] the National Programme for the Development of Education in the period 1999-2005 (implemented in stages: 1999-2001 and 2002-2005),[60] the Concept and Strategy for Continuing Education of Pedagogical Cadres (2007), Consolidated Strategy for the Development of Education in the period 2011-2015,[61] the Programme for Long-term Development of the Republic of Moldova (chapter on education).[62] Currently, the Ministry of Education is implementing also the project on Quality of Education in the Rural Areas of Moldova (QERAM), with the support of international donors and agencies (World Bank, UNICEF). One of the activities planned under this project

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[58] Resolution No 6.1 of the Ministry of Education of 3 April 2003.

[59] Coroi, E., Gremalschi, A., Vicol, N.,Sara , A. (2005) National Report on Moldova, International Research Project Enhancing Professional Development of Education Practitioners and Teaching/Learning practices in SEE countries. Project supported by Open Society Institute Education Support Program − RE:FINE. http://pdc.ceu.hu/archive/00002969/01/educational_system_Moldova.pdf

[60] Government Decision No 984 of 26 December 1999 on the approval of the State Programme for the Education Development for 1999-2005, published on 04.11.1999 in Official Monitor No 120, http://lex.justice.md/viewdoc.php?action=view&view=doc&id=305863&lang=2

[61] Information from the questionnaire provided by the Ministry of Education of the Republic of Moldova, Department of Higher Education.

[62] Information from the questionnaire provided by the Moldova State University.

envisages the review and renewal of the national curriculum (all subject curricula) for pre-university education and a number of teachers have been trained in the use of the new curriculum.[63]

The top priorities of **Ukraine**'s state policy in education have been enlisted by the State Programme 'Education' ('Ukraine of the XXI century'), accepted in 1993. It is a strategy for education development in Ukraine that defines the main ways to reform education, including TE.[64] In 2002, the State Programme 'Teacher' was adopted to coordinate efforts to improve the quality of teacher training in Ukraine.[65] Application of ICT in educational process, as one way to achieve this, has been envisaged by the National Doctrine for Education Development (2002).[66] Among other key national policies and programmes developed in the area of TE, there are also Conceptual Foundations of the Development of the Teacher Education of Ukraine and its Integration into the European Education Space**'** (2004). The document defines the basic objectives of TE, content and the system of pedagogical education, and fields and specialties as well as educational and skill levels and qualifications**.[67]** The key goals, objectives and principles of postgraduate education, its content, organisational form and structure are also delineated by the Concept of the Development of Post-Graduate Education (2000).[68] Finally, the State Targeted Social Programme of Development of Extracurricular Education for the period until 2014 adopted in 2010 serves as the basis for the development of regional programmes of school education and aims at the improvement of out-of-school (extracurricular) education by providing support and ensuring development for people who want to receive such kind of education services.[69]

> **Ukraine: Conception of Multilevel Teacher Education**
>
> The foreground principles of all TE levels (from pre-school to higher education and post-graduate education to lifelong education) are:
>
> • Modernisation of TE content and the organisation of studying process with the purpose of teacher's pedagogical excellence development as a system of teaching competencies and creative abilities
>
> • Strengthening the connection between TE and fundamental and applied sciences
>
> • Improvement of Pre-Service and In-Service TE
>
> • Multilevel system of lifelong TE, optimisation of the system of TE establishments
>
> • Support provision to students, prestige increase of teacher profession
>
> • Psychological support of self-development in education.
>
> *Source:* National Academy of Pedagogical Sciences of Ukraine, Teacher and Adults Education Institute, European Association of Chancellors of Teacher Education Universities, Kyiv, 2011

The list of key reforms achieved to date within the frameworks of the above-mentioned programmes, concepts and strategies, is presented in Table 4.3 below and Table 8.1 (Section 8.5), where the World Bank supported initiatives and their outcomes in respective countries are listed.

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[63] Pro-Didactica Educational Centre, Integration of the critical thinking development methodologies into the renovated version of the National Curriculum for pre-university education in Republic of Moldova, http://www.criticalthinkingblog.org/about/small-grants/small-grants-countries/pro-didactica-educational-center

[64] Decision of the Cabinet of Ministers of 3 November 1993 on the State National Programme 'Education' ('Ukraine of the XXI Century'), N 896 ,with amendments, 29/96), http://zakon1.rada.gov.ua/cgi-bin/laws/main.cgi?nreg=896-93-%EF

[65] Resolution of Cabinet of Ministers of 28 March 2002 on Approval of the State Programme 'Teacher', www.mon.gov.ua/laws/KMU_379.doc

[66] Regulation of the President of Ukraine on the National Doctrine for Education Development, 17 April 2002, N 347/2002, http://zakon.rada.gov.ua/cgi-bin/laws/main.cgi?nreg=347%2F2002

[67] Order of the Ministry of Education and Science of Ukraine of 31 December 2004 on the approval of the Conceptual foundations of development of teacher education in Ukraine and its integration into the European educational space, № 988, http://osvita.ua/legislation/Vishya_osvita/3145

[68]The Ministry of Education and Science of Ukraine, the Concept of the Development of Post-Graduate Education, www.mon.gov.ua/education/higher/topic/pdosv/knc

[69] The Resolution of Cabinet of Ministers of Ukraine № 785 of 27 August 2010 on State Targeted Social Programme of development of extracurricular education for the period till 2014, http://osvita.ua/legislation/pozashk_osv/8849

Table 4.3 Main reforming trends and achievements in the area of teacher training

Country	Main developments
Armenia	- Promoting greater involvement of school teaching staff in decision making through boards - Enhancing teamwork and cooperative learning in elementary schools, student-centred, interactive teaching methods, merging learning and teaching processes - Carrying out large scale teacher training programme, launched in parallel to the new curriculum in collaboration with a network of 52 School Centres (established as places for teacher training but also for positive exchange of teachers' experience) - Introducing ICTs for teaching and learning in the general education system (e.g. piloting distance learning program together with a pilot manual for teachers) - Installing a new assessment system to help monitor educational quality and to encourage objective evaluation of students[70] - Undertaking a holistic approach to human rights education and introducing the subject of human rights in all secondary education institutions (around 3000 teachers have been trained)
Azerbaijan	- Developing a new curriculum for primary school TE - Modernisation of in-service TE, including teacher training for the implementation of the new curriculum - Teacher training on the use of student-centred learning strategies and information and communications technology (ICT) for pedagogical purposes - Elaborating a new model of the in-service training programme based on order-proposal principle and transferring it into a mechanism of 'support centre' in the area of the in-service training - Preparing the professiogram to define teacher's competencies - Implementing a new three-modular system of training from 2010/2011 academic year that involves participation of teaching staff in short-term courses on pedagogy and psychology, in their specialisations and innovations in education
Belarus	- An attempt at establishing a 12 year schooling - Introduction of the 10-points evaluation scale - Transition to the two-level higher education system - Introduction of the competence-based approach - Improving teachers' qualifications and in-service training (Programme for 2006-2010) - Maximum use of teaching staff potential; and implementation of innovation (Programme for 2007-2016) - Implementation of main principles of HE along European lines of development (Programme for 2011-2016) - Moving from pedagogic institutes to the university system - Stable and comprehensive system of continuous training - Wider use of innovative education technologies - Use of competency approach for design and development of teacher education programmes - Elaboration of educational standards for the first stage of teacher higher education - Pilot implementation of credit transfer system in higher teacher training institutions - Elaboration and implementation of in-service teacher training programmes based on competency approach and wider use of ICT in distance learning and methodological consultations
Georgia	- Establishment of a specialised public body focused on teacher professional development - Definition of teachers' standards – a second phase is in development - Establishment of the induction programme - Enhancement of in-service training - Increase of public financing for in-service teacher training - Launch a system of teacher certification - Gradual increase in teachers' salaries - Reinvigorating international cooperation - Developing and implementing state programs for ethnical minority school teachers as well as school teachers in remote and mountainous regions

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[70] UNICEF (2010) Education in Armenia. Country Profile. http://www.unicef.org/ceecis/Armenia.pdf

Country	Main developments
	▪ Developing additional teaching and professional learning resources (media, as well as printing)
Moldova	▪ Developing and introduction of new provisions on curricula and programmes based on learning outcomes and competences
	▪ Carrying out a professional development courses for the majority of teachers in relation to the new content and new teaching technologies
	▪ Introduction of uniform criteria for assessing the knowledge, skills, and abilities
	▪ Development and approval of the National Qualifications Framework in 143 specialties for professional training in higher education[71]
	▪ Developing a state standard in a form of psycho-pedagogical module
	▪ Removing the age limit for full-time studies, including the pedagogical specialties, and allocating annual budget places to study pedagogy in universities and colleges
	▪ Developing a concept of continuing education and regulating the process of advancing teacher qualifications[72]
	▪ Introducing new mechanisms of certification of teaching staff and school managers
Ukraine	▪ Introducing a competence-based approach to learning
	▪ Implementing programmes and projects at national and regional level related to modern technology of education
	▪ Improving the content of national education.

One of the overarching goals related to the teaching profession in the six EaP countries is to increase their competitiveness on the international labour market. Integration into the European Higher Education Area within the framework of the Bologna process is sought by five of the EaP countries (Belarus being a non-signatory country). In 2005, Armenia, Azerbaijan, Georgia, Moldova and Ukraine signed the Bologna Declaration and directed the development of TE towards the adaptation of the education system to European principles. The issue of preservation of positive achievements of the past educational system, while constructing institutions typical for an open society, is debated also and poses one of the challenges in the process of reformation of the education system. These and other problems listed in Section 9.3 affect the abilities of the six EaP countries, which remain weak in some areas, to match their commitments to converge with European standards and guidelines.

Notwithstanding these matters, a number of significant developments can be seen. Enhancement of team work and student-centred interactive teaching methods represent considerable development toward modernisation, as do the introduction of new curricula, the development of ICT and new assessment systems to assist in the monitoring of quality. A more holistic approach to teacher education, to include citizenship and human rights, extends the framework for the curriculum in particular countries. New models for continuing professional development represent a major innovation towards the increased professionalisation of the teaching profession, and the defining and implementation of teacher competences underscore the contemporary leaning of the EaP countries in terms of expectations and outcomes. Innovation in pedagogic methods can be observed in all countries and there is an interest in developing these towards the maximising of teacher potential in their professional relationships with pupils. Training is now involving schools more as centres of learning, particularly in Georgia, and, in general, there is a shift away from the pedagogic institutes to the universities. Concerning the growing innovatory facets, there is a wider use and a greater variety of educational technology employed in classrooms; and in Belarus, there is the piloting of a credit-transfer system. There are clear and copious examples of curricular improvement under the guidelines offered in national legislation. International cooperation, new methods of teacher

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[71] Information from the questionnaire provided by the Ministry of Education of the Republic of Moldova, Department of Higher Education.

[72] Government Decision No 1224 of 09 November 2004 on the organisation of continuing professional training, published on 19.11.2004 in Official Monitor No 208-211, Art. 1424, http://lex.justice.md/viewdoc.php?action=view&view=doc&id=298278&lang=2

certification and salary review/enhancement are major developments towards status raising and strong recruitment in the teaching profession.

4.5.1   Other measures to attract new teachers and encourage them to stay in the profession

Apart from the above, there are also other key initiatives, which are directed towards attracting teachers to join and/or remain in the profession. These refer often to the strengthening of the potential of school teachers as well as providing financial and material support for pedagogical cadres and their social protection.

In **Armenia**, the majority of efforts are being directed towards improving the skills and motivation of existing teachers. These include: increasing teachers' salaries, mainly in rural areas and border areas, implementation of new systems of remuneration of teachers based on quality and results of educational activities, improving social conditions for representatives of the teaching profession, allowing relative freedom in choosing the educational process, textbooks and teaching aids, and awarding the title Teacher of the Year (funded by the state and the Armenian Apostolic Church). Also, in response to small schools' needs for multidisciplinary teachers, especially in remote and sparsely populated areas, a re-training or obtaining 2nd or 3rd specialisation by teachers is being practised.[73]

In **Azerbaijan**, among other initiatives, presidential awards are granted to teachers and a state programme encouraging teachers working in remote rural schools is being implemented. For instance, various additional facilities are offered (accommodation, land, incentives for utilities, etc.) to young teachers, who start their work in remote areas.[74] Also, the contest for the Teacher of the Year is held every year and the winners receive cash awards. According to the presidential decree, the best teachers in the country are assigned to the rank of distinguished teachers. At school level, the best teachers are awarded prizes and diplomas.

In **Belarus**, it can be seen that the reward for teachers is entirely intrinsic, in that education is seen as a particularly important resource and a major factor in technological progress, as well as social and economic development. The issue of raising the attractiveness of the teaching profession among the fresh graduates and adoption of initiatives aiming at ensuring stable teaching staff and decreasing workload of specialists has been often reflected in various decisions taken by different stakeholders involved in teacher education and training: presidency, government, Ministry of Education, respective agencies and bodies at central and local level. In terms of infrastructure, most visible elements of the country's reforms are the introduction of multi-stage TE, shifting from pedagogical institutes to the university system, and the creation of stable and comprehensive system of continuous training, elaboration and implementation of various conceptual approaches to the content of TE and a wider use of innovative educational technologies. The far greater emphasis on in-service education has its purpose aligned to deepening professional knowledge and skills and meeting the demands of individual professional development.

In **Georgia**, 'Teachers' House' is a new initiative of the National Centre for Teacher Professional Development (NCTPD) that could have a positive impact on continuing teachers' professional development and also make an impact on teacher retention. Regional Teachers' Houses will be opened in key cities to operate as networking and knowledge sharing centres for teachers, principals and teacher educators. They will provide advice and consultation to teachers, cooperate with universities, help teachers prepare their individual teacher career plans, train trainers and allocate space to training providers. Teachers will have exclusive access to training, workshops and conferences, information on contests and projects, support to have access to internships abroad, organisation of presentations on results of relevant research and to more systematic professional networking. In order to encourage current teachers to remain in the teaching profession, the government is working on the gradual increase of teachers' salaries. For years, teachers' salaries have remained extremely low. They have been gradually increased since the change of power in Georgia that took place in November 2003 (also known as the Rose Revolution) from GEL 7 to GEL 355 (that is, approx. from EUR 3 to EUR 150). Upon introduction of teacher certification, salary

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[73] Information from the questionnaire provided by the Hovhannes Tumanyan Vanadzor State Pedagogical University.

[74] Information from the questionnaire provided by the Ministry of Education of the Republic of Azerbaijan, Department of Higher Education.

increase is tied to the certification process: certified teachers receive additional GEL 75 (approx. EUR 32); and in case they pass English and IT test, the salary increase reaches GEL 200 (approx. EUR 85). In addition to that, based on the new initiative of the President of Georgia, 25 per cent of the best teachers (as per results of the certification process) will receive a salary increase up to GEL1,000 (approx. EUR 423).

In **Moldova**, also, particular government initiatives and incentive mechanisms have been developed to support the teaching profession at different levels and to encourage young people to join the didactic cadres. These include: a support programme for young teacher graduates assigned to work in rural areas by providing them with a number of rights during the first three years of their work (for example, free housing, partially-paid utilities, and one-time allowance[75]); a system of teacher salaries based on conditions and amounts stipulated by the law, which sets the bonus at a rate of 50% of the salary for the highest educational category, 40% of the salary for the first category, and 30% for the second category; and also the contest Teacher of the Year that takes place on an annual basis, drawing attention to the best teachers in the country and promoting their advancement in the profession and career development.[76]

Similarly in **Ukraine**, the best teachers are selected in the annual Teacher of the Year contest**.** The winners receive financial awards and a title of Honoured Teacher of Ukraine. On a regional level (e.g. in Kyiv), the winners of the regional stage of this competition, as well as other professional competitions, are awarded prizes, gifts and diplomas issued by the head of the Kyiv regional state administration. In addition, teachers who prepared pupils who won the all-Ukrainian student competitions receive awards from the local state authorities. Other competitions and awards for teachers include the Teacher-innovator and Young teacher contests, the honorary titles of National Teacher of Ukraine and the Honoured Worker of Education of Ukraine, the Order of Prince Yaroslav the Wise (I, II, III, IV, and V degree), the State Prize of Ukraine in the field of education, as well as a series of local, regional or provincial initiatives.

4.6   Forecast of policy needs in the field of teacher education

The overall priorities for future developments are the adjustment of education to the requirements of a constantly changing world and the strengthening of links between education and the labour market. To achieve this, a number of needs should be addressed to make TE more market- oriented and able to provide students with knowledge and skills in accordance with requirements of the globalising education market:

- An inseparable part of future teacher training is an increasing use of modern teaching, information and telecommunication technologies in pedagogy. This requires further activities related to the training of teaching staff and administrators on how to apply such instruments in their managerial and methodological practice.

- The content of pedagogical education should correspond to the demands of schools. This requires its upgrading, broader use of new teaching and learning methods and technologies, and improving the infrastructure and technical equipment of HEIs (teaching laboratory supplies, providing equipment and devices for the teaching process).

- The link between teacher training and pedagogical sciences should be further strengthened in order to undertake the necessary research on adjustment of educational programmes and curricula.

- An efficient model of in-service training and a mechanism for identifying teachers' requirements for professional development is necessary if teachers' competencies are to be increased and tailored according to their individual interests as well as according to shortages in pedagogic staff specialising in specific subjects.

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[75] Young specialists who graduated from HEIs receive 30,000 lei and graduates of secondary specialised educational institutions – 24, 000 lei (Art 53, point 9 of the Law on Education of 1 July 1995, with appropriate amendments introduced on 16 December 2004).

[76] Information from the questionnaire provided by the 'Ion Creanga' State Pedagogical University in Kishinev.

- Although education systems in EaP countries are on their way towards undergoing significant changes, there is still some resistance on the part of many universities to approach these developments that is combined with the conservatism of both lecturers (often those trained in the Soviet times) and officials responsible for decision-making in the area of education. Thus, an appropriate approach towards TE should be to enable them to better understand the market needs and to adjust their activities, management, programmes and courses accordingly.

The list of key needs in the area of initial and in-service TE is presented in Table 9.1 (Section 9.4).

5 Teacher education system for primary and secondary school teachers

5.1 Introduction

This chapter reflects on the general system of organisation of primary and secondary teacher education in the six EaP countries, including a brief historical overview of the teacher education (TE) system, key institutions in charge of teacher education/training and methods of financing of teacher training. Moreover, initial TE, the induction phase and continuous professional development (CDP) of teachers are explored. Here, admission procedures are described in the respective countries, practical teaching experience, education programmes for student and current teachers, as well as the set of competences (learning outcomes) required on completion of subsequent stages/levels of education.

5.2 Brief overview of historical development of teacher education

Prior to independence, the underlying philosophy of Soviet schools was that a teacher's task was to transmit standardised materials to students, while students were to memorise those materials, all in the context of communist ideology.[77] In addition, student-teacher cooperation in classrooms as well as teacher creativity and individualism were not encouraged in the communist era, leaving no room for the development of communication and interaction skills among citizens. This method of teaching is a key legacy of Soviet pedagogy, which prevents the tumultuous changes to enter the classroom twenty years after the collapse of the Soviet system. The traditional teacher-centred approach directed by central administration, with no flexibility left for school teachers, is still present in some school practices and students are still required to passively absorb the knowledge dispensed by the teacher.[78]

Also, the organisation of TE in the six EaP countries is inherited mainly from the Soviet era. It includes pre-service education provided by higher education and vocational training institutions, a widespread system of in-service training realised by the in-service TE institutes at least every five years. This system reflects a centralised planning carried out in a form of five year plans prior to independence as well as according to Moscow's calculations that it would take about five years for the trainers to work with all of the teachers. As it appeared during the transformation period, such organisation of teacher training was not responding adequately to rapid global changes and teacher needs. Schools and universities failed to supply adequately skilled labour force to almost every sector of the economy, and overgrown bureaucracy further compromised education's contribution to society.[79]

After the collapse of the Soviet system, many talented teachers left their profession due to low salaries and inadequate funding for the development of TE in general. In the mid-1990s, rural schools experienced a particular difficulty retaining teachers, as qualified young adults sought opportunities in larger communities and more profitable occupations. Those who remained in the profession have been exposed to alternative student-centred teaching methods and other new unfamiliar principles that have been transplanted from the West in early 1990s. As these changes opposed not only the previous teaching experience but also the overall ideology of Soviet education, many teachers became passive, exhausted, and sceptical about the possibility of positive change and their ability to exert influence for the better.[80]

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[77] Curtis, G.E. (ed) (1996) Russia: A Country Study. Washington: GPO for the Library of Congress. http://countrystudies.us/russia/

[78] American Council of Learned Societies (2002) Assumptions and Lessons Learned , Final Report, East European Constitutionalism Teacher-Training Project, http://www.acls.org/Publications/OP/51_East_European_Constitutionalism.pdf

[79] Curtis, G.E. (ed.) (1996) Russia: A Country Study. Washington: GPO for the Library of Congress. http://countrystudies.us/russia/

[80] Ministry of Education and Science of Ukraine, Country Reports: Ukraine, Kiev, 2010, www.coe.int/t/dg4/linguistic/Source/Ukraine_CountryReport_rev10.doc

As a result of the above-mentioned developments, high expectations towards transforming the teaching profession in accordance with the knowledge-driven economy and high-quality education are accompanied by the phenomenon of the relatively low status of teachers in society. After the collapse of the Soviet system and ideology, many teachers were not prepared to assimilate the new democracy-related approaches. The difficult social and economic situation of the former Soviet republics has further contributed to this problem as teachers often had to struggle with insufficient material, social and professional resources. In consequence, the role of teachers in the development of modern society is perceived as underestimated. Moreover, due to its low prestige, the profession is often chosen by school graduates who perform below the national average and are undecided about their professional career.[81]

5.3 Teacher education providers and financing of teacher training

Primary school TE is provided by TE institutions of Levels I, II, and III of accreditation (vocational and technical schools, colleges). Secondary school TE is carried out by higher education institutions (HEIs) of Levels III and IV of accreditation (institutes and universities), in different faculties.

The continuous professional development of teachers is realised by universities, specialised centres of continuing education, institutions for professional development, non-governmental centres for continuous professional development, and other institutions. It can be implemented: internally (e.g. on-the-job workshops, professional partnerships, exchange of experience, participation in conferences, seminars, courses, apprenticeships); externally (e.g. courses, apprenticeships trainings, counselling, academic advice, through distance learning); and through self-development (e.g. individual studying, communicating during various meetings, conferences, elaboration of books, articles, publication of results on scientific research).

In contrast to the basic education area where the possibilities of educational institutions are relatively high, the number of relevant institutions and their capacity to provide continuing professional development (CPD) courses for teaching staff are rather limited. An important role is given to the non-governmental sector and international organisations in this area.

TE is funded mainly by the state. Although the laws permit the activity of public and private educational institutions, the latter are rather undeveloped if compared to European standards and their number is insignificant within the total system of educational institutions in the EaP countries. Other sources of funding include grants from national and international programmes, tuition, renting premises for extracurricular activities, financing from partner organisations, sponsors, and NGOs involved in teacher training.

5.4 General organisation of teacher education

5.4.1 Initial teacher education

5.4.1.1 Admission procedures

In recent years, more attention has been given to the quality of the secondary school leaving examination as well as admission procedures to enter HEIs in the EaP countries. Access to higher education is organised on the basis of competition according to central entrance exams (Armenia and Azerbaijan) or of marks obtained at the final exams of secondary education. The rules of progression to the 2nd cycle of higher education are described in Sub-section 5.4.1.4 on assessment methods (Table 5.2 below).

In order to enter university education in **Armenia**, students must pass unified entrance exams administered by the Ministry's Evaluation and Testing Centre (ETC). Examination results are

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[81] For instance, in Azerbaijan, an analysis of student university admission scores by type of institution during the years 1996-2007 revealed that newly enrolled students in pre-service teacher education institutions scored consistently lower compared to their counterparts in other HEIs. For more on please see Silova, I. (2009) The Crisis of the Post-Soviet Teaching Profession In the Caucasus and Central Asia, Research in Comparative and International Education, Vol.4, No. 4, pp. 367-384.

confirmed by the Admission Committee in accordance with the 2011 State Higher Education Institutions Admission Order issued by the Government. It is expected that in 2011 admission requirements will be simplified due to the low number of applicants caused by Armenia's transition into the 12-year education cycle that will produce first graduates in 2012. Hence, during the 2010/2011 outgoing academic year, there will be virtually no graduates from recently established high schools. In consequence, not only the applicants with the lowest passing grade might be admitted but they will also have a chance to secure state-paid tuition, usually reserved for the best scoring applicants.[82]

In order to apply to a teacher HEI, graduates of secondary and\or vocational schools or colleges in **Azerbaijan** must first obtain a relevant diploma of completion (or Certificate of Secondary Education). Then, admission is carried out on the basis of selective central examinations set by the State Student Admission Commission of the Republic of Azerbaijan.[83] The national university entrance exam is very strict and as many as 75.19% of those who took part in the entrance exam in 2009 failed to enter universities according to the Commission.[84] With the exception of the winners of international olympiads and other high-level contests, there are no privileges given to students for admission to HEIs.[85] Such high security standards applied in the admission rules are considered as contributing considerably to the elimination of the corruption from the study admittance process.

In **Belarus** the procedures regulating the admission to higher education institutions are defined by the Decree of the President of the Republic of Belarus[86] and thus are obligatory for all establishments providing teacher education in the country. The admission to TE programmes depends on the type of educational institution, the form of study and specialisation. The minimum requirement to apply to a HEI providing full-time and distance teacher training programmes are the certificate on completion of secondary or vocational/professional education and the certificate on scoring of Central Testing (examination) passed in the year of application. The HEI's admission commissions are responsible for entrance competitions and are the main bodies making the final selection of future students.

The average score obtained by graduates after the entrance competition,[87] and the documents and conditions for the privileged admission are also taken into consideration. Among the categories of privileged persons are: the winners of international, republic, regional and municipal olympiads and various students competitions, disabled persons, persons suffered from the Chernobyl catastrophe etc. Since there are no quotas established for privileged categories of applicants, very often not prominent students are enrolled into the HEI thus leaving the grounds for possible manipulations and decrease of the pedagogical education level.

Entrance systems in **Georgia** involve the National Examination Centre, including the Unified National Examination, Graduate Record Examination and the Teacher Certification Examination. The Unified National Examination, considered as one of the most successful reforms conducted in Georgia, is based on fairness and merit, and includes: standardised selection, complex assessment of abilities and knowledge, top students, state scholarships and wider choice.

In **Moldova** and **Ukraine,** the admission policy is developed by the Ministry of Education. Admission to the 1st cycle is based on marks received in secondary school leaving examinations (e.g. External Independent Assessment Certificate in Ukraine). In Ukraine, the Rules of Admission are developed by HEIs in line with the Ministry's Order and then submitted for the approval of the Ministry of Education. In Moldova, the admission regulation established quotas for each HEI, taking into account

[82] Massis Post (2011) Armenian Universities Facing Lack of Applicants, 1 June, http://massispost.com/?p=3235

[83] EACEA (2010) Higher Education in Azerbaijan,
http://eacea.ec.europa.eu/tempus/participating_countries/reviews/azerbaijan_review_of_higher_education.pdf

[84] European Training Foundation (2010) Azerbaijan ETF country information note 2010.

[85] EACEA (2010) Higher Education in Azerbaijan,
http://eacea.ec.europa.eu/tempus/participating_countries/reviews/azerbaijan_review_of_higher_education.pdf

[86] Decree of the President of Belarus № 80 of 7 February 2006 On admission rules to higher and secondary special education institutions, http://www.gstu.by/sites/default/files/files/order-80.pdf

[87] The average score is the sum of results of central testing and the GPA (General Point Average) of certificates on secondary or vocational/professional education made on the basis of a 10-point system.

the type of graduated study programme completed (degrees received), residency (rural/urban), and study language. Also in Ukraine, the quotas for relief categories are taken into account during the enrolment process. Moreover, additional exams are possible for specific specialities.[88]

5.4.1.2   Education programmes

In all six EaP countries, future teachers can begin their education within the framework of pre-bachelor or pre-specialist (Belarus) degree programmes, which last from one to four years of study (Table 5.1 below). Upon their successful completion, graduates can teach in primary schools. The next stages of preparation are the subsequent two cycles of higher education, Bachelor's and Master's degree that have been introduced in line with the Bologna structure in five of the six EaP countries. Belarus has a two cycle system (Specialist and Master), although it does not conform to the Bologna structure. In addition, the old format of Specialist degree in TE is still functioning also in Armenia and Ukraine.

The continuation of education within the context of a research programme can be carried out within the system of doctoral studies that is being restructured to align it with European standards. Currently, only Azerbaijan and Georgia have fully established the new system of doctoral education (Doctor of Philosophy or Doctor of Science) as the 3rd cycle study. In Armenia, Belarus, Moldova and Ukraine, doctoral studies are still implemented in the 'non-Bologna' format of *aspirantura* (Candidate of Science) and *doktorantura* (Doctor of Science) programmes. The introduction of a Doctor of Philosophy degree as the 3rd cycle study is envisaged by the draft Code on Education in Moldova. In Ukraine, some research programmes have been already modernised and pilot Doctor of Philosophy (PhD) programmes are being offered by selected institutions.[89] Also, in Armenia, the comparability of post-graduate studies with the 3rd Bologna cycle is being discussed. In Belarus, there is the Diploma of *kandidat nauk* (Candidate to Science) and the *doktor nauk* (Doctor of Science).

Table 5.1 Initial teacher education programmes - a summary

Country	Description
Armenia	▪ Secondary vocational education programme (or middle professional education, 2-3 years) ▪ Bachelor's degree programme (I cycle, 4 years) ▪ Master's degree programme (II cycle), 2 years) ▪ Specialist degree programme (5 years)[90] ▪ *Aspirantura* (Candidate of Science) and *doktorantura* (Doctor of Science) programmes
Azerbaijan	▪ Secondary (specialised) vocational education programme (3-4 years of study) ▪ Bachelor's degree programme (4 years of study) ▪ Master's degree programme (1.5-2 years of study) ▪ Doctorate (Doctor of Philosophy / PhD, 3 years)
Belarus	▪ Secondary (specialised) vocational education programme (2-4 years of study) ▪ Specialist degree programme (4 years of study) ▪ Master's degree programme (1-2 years of study) ▪ *Aspirantura* (post-graduate doctorate programme, 3 years), ▪ *Doktorantura* (post-doctorate programme, up to 5 years following the *aspirantura*)
Georgia	▪ Bachelor's degree (4 years) ▪ Master's degree (2 years) ▪ Doctorate (Doctor of Philosophy) PhD (unspecified duration as in-service qualification)

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[88] EACEA (2010) Higher Education in Moldova and Ukraine, http://eacea.ec.europa.eu/tempus/participating_countries/

[89] EACEA (2010) Higher education in Ukraine, http://eacea.ec.europa.eu/tempus/participating_countries/reviews/ukraine_review_of_higher_education.pdf

[90] Due to the transition period with some educational institutions working according to the new system based on two cycles and some keeping the old model.

Country	Description
Moldova	▪ Secondary specialised education programme (3 years) ▪ Licentiate (bachelor) programme (3-4 years) ▪ Master's degree programme (1.5-2 years) ▪ Doctoral as well as post-doctoral programmes (3-4 years)
Ukraine	▪ Junior specialist's education programme (2-4 years) ▪ Bachelor's degree programme (4 years) ▪ Specialist degree programme (5 or 1-1.5 years after Bachelor's programme) ▪ Master's degree programme (1-2 years). ▪ *Aspirantura* (post-graduate doctorate programme, 3 years), *doktorantura* (post-doctorate programme, 3 years following the *aspirantura*), and pilot PhD programmes.

5.4.1.3   Curricula[91] and teacher education standards

According to the common European principles for teacher competences and qualifications, 'the content of initial and continuous professional development programmes should reflect the importance of interdisciplinary and collaborative approaches to learning'.[92] In other words, TE should be multi-disciplinary, providing teachers with 'extensive subject knowledge, a good knowledge of pedagogy, the skills and competences required to guide and support learners, and an understanding of the social and cultural dimension of education'.[93] The subsequent paragraphs illustrate the requirements related to what teachers should learn that have developed in the six EaP countries.

In **Armenia**, general requirements regarding the content for the higher education level are established by the higher education standards. The curriculum includes both core and compulsory subjects. The latter comprise the following disciplines: Armenian, Foreign Languages, Armenian History, and Civil Defence.[94]

The Bachelor's degree programme includes lectures, seminars according to the modular system, and pedagogical practice in summer camps, state and private schools. Students pass state examinations in the following subjects: methodology of teaching of two major subjects, theory and history of pedagogics, and/or final qualification thesis in one of two major subjects. During their studies, students participate in a classroom practice in schools. Nevertheless, the preparation of future teachers is often claimed to place insufficient attention to obtaining practical experience, and therefore is separated from the real problems of a school.

In line with the State Action Plan, Armenian universities started a pilot phase of a credit point system in 2007. The National Qualifications Framework is being discussed also and all study programmes as well as TE programmes are designed according to the Bologna principles: they relate to qualifications descriptors, and educational standards are developed for each specialisation, based on ECTS.[95]

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[91] It should be noted here that while a 'curriculum' is a widely used term in the international education literature, it is somewhat problematic in relation to post-Soviet countries as it does not have an equivalent term in Russian. Thus, although changes have made to their old Soviet curricula, the Main Teaching Plan remains the key document in the current general education system. It lists all the subjects for the various grade levels, hours of teaching, and hours of electives for each grade level and is accompanied by a teaching programme that describes the topics and tests that student need to take in each grade (Ministry of Education of Azerbaijan Republic, World Bank, 2001).

[92] European Commission (2005) Common European Principles for Teacher Competences and Qualifications, Directorate-General for Education and Culture, http://ec.europa.eu/education/policies/2010/doc/principles_en.pdf

[93] Ibid.

[94] EACEA (2010) Higher education in Armenia, http://eacea.ec.europa.eu/tempus/participating_countries/reviews/armenia_review_of_higher_education.pdf

[95] Bologna Process National Report of Armenia. 2007-2009. p.4.

The curriculum in **Azerbaijan** is defined at national level and includes compulsory and optional subjects. Optional subjects are defined by the HEIs concerned. They include academic disciplines, scientific methodologies and techniques.[96]

Academic programmes of Bachelor studies include three types of requirements for a Bachelor's degree: university requirements (two main components: English language and Azerbaijani studies), general education requirements (three components: Humanities, Social Sciences, Science and Technology), and major and major-related requirements and elective courses.

The main requirements for the content at Master level and organisation of the educational process have been approved (2010).[97] As defined in the Cabinet of Ministries' decision:

- the content of education at Master level consists of theoretical trainings, pedagogical and professional preparation, as well as scientific research works;

- structure of the curriculum in different specialties consists of education (humanitarian and general training, as well as specialty items) and scientific research units; and,

- the organisation of study at Master level is implemented by the credit system in accordance with the demands on state standards for higher education.

After signing the Bologna Declaration in 2005, TE standards also began to change. The new Structure of New Minimal State Requirements to Content and Level of Bachelor Preparation was approved and new state education standards were designed on the basis of international experience. New curriculum-providing training courses for primary teachers have been prepared also within the Education Sector Development Project together with the textbook, the Basis of Education. The application of the new curriculum has been started at three pilot universities.

At the pre-service TE level, at least 40% of the content of TE programmes covers subjects of psychological and pedagogical cycle. Also practical training is provided (rus. *pedpraktika*) to students in general secondary schools as a part of the programme (at least 18%).[98]

Finally, in order to provide teachers with pedagogical and methodical skills according to contemporary standards, the professiogram was prepared to define teaching competencies. Double specialties were included also in the existing list of specialties in order to attract more teachers to schools in rural areas. In addition, pedagogical classroom practice rules were established.[99]

For **Belarus**, professional training of future teachers for all levels of education includes three types of academic subjects that are taught over the entire period of studies:

- social sciences and humanities (ideological grounds of the Belarusian State, philosophy, economics, sociology, politics, foreign languages, physical education and other compulsory courses)

- sciences (natural science, ecology and energy security, information technologies, advanced maths)

- general core disciplines (pedagogy, psychology, special subjects depending on specialisation, including methodology of teaching for these subjects).[100]

The most common forms of training comprise lectures, practical seminars, practices, discussions and consultations. All students of pedagogical specialisations undertake various kinds of internships in the course of their studies depending on the faculty. Future teachers participate in a school

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[96] EACEA (2010) Higher education in Azerbaijan,
http://eacea.ec.europa.eu/tempus/participating_countries/reviews/azerbaijan_review_of_higher_education.pdf

[97] Content and organisation of the master degree education and procedures for granting the 'Master' degrees approved by the decision No. 88 of the Cabinet of Ministries of the Republic of Azerbaijan of May 22, 2010,
http://www.edu.gov.az/view.php?lang=en&menu=112&id=2546

[98] Information from the questionnaire provided by Baku In-Service Teacher Training and Re-training Institute.

[99] http://www.edu.gov.az/view.php?lang=en&menu=110

[100] Information from the questionnaire provided by Belarusian State Pedagogical University.

practice (2nd and 3rd year students) to acquire practical subject-specific teaching skills, summer practice with children (3rd year students) and pedagogical internship (4th and 5th year students).[101]

The process of initial training of teachers is built on a competence-based approach with a special focus on developing the social and personal competencies of students.[102] This approach is based on new educational standards of teacher training that include academic, social, personal and professional competences. These standards specify not only traditional core skills necessary for the implementation of the organisational process, but also the ability to use the elements of scientific research and innovations to implement the process of self-education.[103]

Students are required also to understand the system and nature of education and be familiar with modern teaching technologies. They have to acquire and develop necessary skills and abilities in order to: apply different methods, instruments, forms of training and education; use technical means and implement new advanced technologies; elaborate, maintain, evaluate and adjust the educational process; plan, organise and carry out educational activities; build effective communication with children and their parents.[104]

The teacher curricula for **Georgia** revolve around two tiers of teacher standards: professional standard and subject standards. The teacher's 'professional standard' identifies the teacher's professional knowledge and skills, professional values and duties. It aims to improve the quality of learning and teaching at general education institutions. The standard varies according to the level of education, but applies to all types of teachers under the General Education Law of Georgia. The Standard is used also for assessment of the knowledge of aspiring teachers.

Currently there are teacher's 'subject standards'[105] for each of the following areas: Georgian language and literature; mathematics, foreign language, social science, natural sciences, music, physical training, visual and applied arts / handicrafts. These standards, elaborated in the early years of the National Centre for Teacher Professional Development (2008, first edition), follow different structures, but most do include professional skills and professional knowledge. The example of the subject standard for social science entails the structural elements, professional knowledge, professional skills, teaching methods (student-centred) and conducting the learning process. The reformed national curriculum will expand the number of optional subjects offered under the main subject groups, to include Georgian language and literature, science and technologies, aesthetic education, social sciences and foreign languages. At the core of teacher training in Georgia are the new national curriculum and student-centred teaching and guidance.

In **Moldova**, primary and secondary school TE in Moldova is provided by HEIs in the fields of Teacher Education and Training (in all school disciplines) and Pedagogical Sciences. Teacher education in related double specialties is also permissible through national legislation, for example, Physics and Mathematics, Chemistry and Biology. Primary school teachers can be also trained in colleges, within the framework of Pedagogical profile, in a discipline within Primary Education Pedagogy.

The requirements related to teaching plans and curricula (programmes) at both university and college levels are defined in regulations developed by the Ministry of Education (see Annex 8 on legal developments in Moldova). For the 1st cycle, the curriculum includes several required components such as: fundamental disciplines, subjects aligned with the particular specialisation, a socio-humanities component and a component in the enhancement of communication skills and practice. In addition, so as to ensure the minimum TE level, the Ministry of Education has developed a state standard in a form of psycho-pedagogical module (60 academic credits). Implemented since 2000, this module includes theoretical training (the study of psycho-pedagogical disciplines) and

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[101] Decision of the Council of Ministers of the Republic of Belarus on adoption of Regulation pedagogical internship for graduates of HEIs (Draft).

[102] Zhuk, O. (2007) Pedagogical education in the Republic of Belarus, p.39, http://logosbook.ru/VOS/01_2008/37_40.pdf

[103] Ibid., p.13.

[104] Information from the questionnaire provided by Belarusian State Pedagogical University.

[105] See subject standards in: http://www.tpdc.ge/index.php?option=com_content&view=article&id=33&Itemid=98&lang=en

practical training (teaching practice) and is compulsory for all HEIs who provide education in the field of Teacher Education and Training. As for secondary specialised education level, the curriculum provides for the study of such subjects as Pedagogy and Psychology, as well as methods of teaching various subjects.

HEIs are responsible for the content and quality of education within their curricular autonomy. They develop curricula (teaching plans) for each specialty, which are then approved by the Ministry of Education. As for colleges, educational programmes are developed by the institutions concerned and coordinated by the HEIs' departments. Key learning outcomes, general and specific competences of graduates of a particular field, are defined in the NQF and designed for all specialties in the field of Pedagogical Sciences.

In **Ukraine,** general content and requirements in terms of the knowledge and skills are defined by the curriculum, which includes two components: normative (obligatory disciplines determined by the state standard) and optional (both compulsory and elective disciplines).

A description of content, specialties and the list of subjects for TE is provided by the Conceptual Foundations of Development of Teacher Education in Ukraine and its Integration into the European Educational Space (2004).[106] It lists the specialties available for the field of study 'Education' (also translated as 'Pedagogical Education') in accordance with the state standard for general secondary education. In order to prepare teachers to teach two or more subjects, it is allowed to combine pedagogical specialties and specialisations that are encompassed by the field**,** 'Education'.

The content of pedagogical education in particular specialties for different qualification levels is determined by sectoral standards for pedagogical (teacher) higher education and a higher education standard of the institution. It ensures basic, psychological, pedagogical, methodological, informational, technological, practical, social and humanities education of pedagogical and scientific staff.

The standards for TE at the Bachelor level and qualification level in all disciplines of the school curriculum have been approved already. As for the Master level of education, institutions are working according to the temporarily approved Educational and Professional Programme and Specialist's Educational and Qualification Characteristics at the Specialist and Master's degree levels. Committees elaborating normative documents for these levels have been already appointed.[107]

Practical training is realised through educational and teaching classroom practices, starting from the third semester. A classroom practice of students of graduate courses should be conducted at the place of future employment of graduates (for example, pre-school institutions and schools).

5.4.1.4   Assessment methods

The assessment of undergraduate and postgraduate students in the six EaP countries is carried out at the HEIs preparing future teachers in line with mechanisms and tools listed in Table 5.2 below. They include exam sessions, point accumulation, and defence of a thesis, as well as other evaluation components.

Table 5.2 Assessment methods of initial teacher education institutions

Country	Description
Armenia	▪ Mid-term exam and an exam at the end of the semester, upon which the final mark is defined - a criterion for students to progress to the next semester/year (at least a satisfactory). ▪ The marks earned during Bachelor studies serve as basis to enter the second cycle of studies.
Azerbaijan	▪ A multi-score system for assessing the educational progress of undergraduate students on the basis of points (100 points per discipline).[108] ▪ 5-score system for assessing post-graduate students (5-score system, i.e. unsatisfactory, fair, good,

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[106] http://osvita.ua/legislation/Vishya_osvita/3145

[107] Information from the questionnaire provided by Melitopol State Pedagogical University named after Bogdan Khmelnitsky, Department of Sociology.

[108] Some universities experimentally use the credit point system.

Country	Description
	etc.). • Defence of a thesis in order to be awarded a Bachelor's degree. • Defence of a thesis to be awarded a Master's degree.
Belarus	• Assessed at the end of each semester in the form of oral and/or written tests (on a 'pass' or 'fail' basis) and examinations (marks according to a 10-point grading scale). • Senior students also have to carry out yearly projects in their area of expertise and work experience in order to be able to progress to the next year of study.
Georgia	• Certification as advised by the National Centre for Teachers' Professional Development. This can be achieved through certification examination, or through the accumulation of a relevant number of credits in teacher competences. • Certification is connected to Continuous Professional Development and meeting the requirements of the Professional Standard and Subject Standards.
Moldova	• Intermediary and final exam sessions, with final evaluation including a series of components related to: course attendance, intermediary evaluations, course assignment, labs, and final exam mark. • Accumulation of a specified number of credits to progress from one year of studies to the next one. • Passing two state exams and defending a thesis at the end of the first cycle of higher education. • Defence of a graduation thesis at the end of Master studies.
Ukraine	• Accumulation of a specified number of points which students determined on the basis of progress assessments (home assignments, essays, projects, etc.) and final assessment (exam, tests). • Successful completion of the curriculum (including classroom practice) to transfer from one year to the next one. Work practice is a compulsory component of a curriculum. • Generally, an exam(s) and defence of a thesis or projects for 2nd cycle programmes to award a degree is involved.

Sources: EACEA (2010) Country reports on Higher Education in Armenia, Azerbaijan, Belarus, Georgia, Moldova, and Ukraine.

5.4.2   Induction programmes for new teachers

Generally, the induction is defined as a form of support programme for new entrants to the teaching profession provided during their first years of confrontation with the reality of being a teacher in a school. Although such assistance can have a decisive impact on the young teachers in their initial carrier phase, in the majority of European countries there is no coherent, state-wide system of induction as such. In the context of large numbers of new teachers leaving the profession in some countries, the issue of support programmes for new teachers becomes increasingly discussed as an effective way to deal with the teacher shortages.[109]

In **Armenia, Belarus, Georgia, Moldova**, and **Ukraine** there are no specifically designed induction programmes for new teachers. Only in **Azerbaijan**, is the beginning of a teaching career after graduation preceded by a one-year long induction period. Internships are an obligatory part of the programme and students teach at Khazar University Lab School 'Dunya'. However, the School of Education and Department of Elementary Education reserve the right to be selective in admitting students to practicum and internships on the basis of the academic achievements of a student and other criteria.

Induction is also the intention for practice in **Georgia**, which having piloted an induction scheme, is moving towards a one-year probation period in a range of schools in Georgia with the supervision of mentors, who are trained with special training programmes. During the implementation of the programme, interim trainings for inductees and mentors, workshops, participant opinion polls and programme monitoring will be implemented. Mentors will receive a complement to their salaries. In 2010, this programme shifted to the state level and comprised 84 mentor teachers in the 7 largest cities in Georgia.

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[109] European Commission Staff Working Document (2010) Developing coherent and system-wide induction programmes for beginning teachers: a handbook for policymakers, SEC (2010) 538 final, http://ec.europa.eu/education/school-education/doc/handbook0410_en.pdf

Thus, in general, teachers start their career immediately after graduating from a pedagogical institution. Familiarity with school life is acquired during a student classroom practice when a student is working as a teacher-trainee. Therefore, the success of new teachers' adaptation to the school environment depends on the results of the process of pre-service education at the teacher education institute. This is considered to be a considerable drawback in the TE process, contributing to discrepancies between TE and future practice. One reason for this is the fact that the organisation of teacher training has been based mainly on theoretical knowledge, and little attention is paid to teaching techniques and practice. The lack of sufficient methodological and research support accompanied by high demands from employers and society often becomes a reason why young specialists leave the profession, as they face the same requirements during the adaptation period as experienced teachers. The need to develop separate programmes at the pre-service education level to support teachers in the early stages of their careers has been therefore identified by stakeholders from all six EaP countries contacted for this study.

At the same time, similar to the situation in the vast part of Europe, various forms of relatively unsystematic support measures for new teachers have developed already. In Armenia, teacher-mentors provide assistance to novice teachers, alongside sociologists' and psychologists' support that is available to new teachers. Similarly, in Moldova, during the first three years of career, a new teacher is considered a 'young pedagogue' and a teacher-mentor is assigned to him/her. Also, the faculty members of TE institutions provide individual counselling to novice teachers at their request.[110] In Ukraine, new teachers also receive support from teacher-mentors who are assigned to them by the school. In addition, there are so-called 'School of the Young Teacher' programmes that are designed by TE institutions and implemented, mainly by leading and specialised general secondary educational institutions in regional centres and capitals, as part of the scientific and technical school activity. School of the Young Teacher' programmes also exist in Belarus where there is also evidence of methodological networks and mentoring. Belarus describes the first year of teaching as an 'adaptation year'. Otherwise, there is no officially structured induction programme.

Finally, various special training courses for new teachers are organised also by TE providers. These include workshops and training sessions, as well as courses and distance learning that help to develop their skills.

5.4.3 Continuous professional development (CPD)

The common European principles for teacher competences and qualifications place a strong emphasis on the support for the continuation of teachers' professional development throughout their careers. As stated in the document, teachers should be encouraged to review evidence of effective practice, engage with current innovation and research, and participate actively in professional development, which should be recognised and rewarded within their own systems.[111] The subsequent paragraphs reflect on the current situation in terms of teachers' professional development in the six EaP countries.

In **Armenia**, the National Institute of Education is responsible for planning and coordinating the continuous professional development of teachers in Armenia. An important role in this area is played also by international organisations (see also Section 8.4).

Among various forms of in-service teacher training in Armenia, the following can be listed as examples: university in-service teacher training courses, seminars and conferences, distance learning and e-learning. In-service TE (training) focuses mainly on mastering new achievements in pedagogy and gaining knowledge about new tendencies and approaches to education on a national and international level.[112] Until 2004, teacher training workshops focused predominantly on updating teachers on curriculum and textbook changes. Yet, currently, there are no approved mechanisms to assess the competency of practicing teachers and certificates awarded after such trainings only ascertain participation in a course.

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[110] Information from the questionnaire provided by 'Ion Creanga' State Pedagogical University in Kishinev.

[111] European Commission (2005) Common European Principles for Teacher Competences and Qualifications, Directorate-General for Education and Culture, http://ec.europa.eu/education/policies/2010/doc/principles_en.pdf

[112] Information from the questionnaire provided by the Ministry of Education and Science of Armenia and the National Institute of Education in Yerevan.

In general, there is no national system for the sustainable professional and career development of teachers and the legal framework regulating this process requires improvements. This relates also to the trainings held by NGOs and international organisations, as the main teacher training providers, which are not regulated or supervised by the Ministry of Education. Since such projects are implemented independently, it sometimes leads to overlaps or repetitions among projects' content.[113] The deficiencies related to the lack of a national system for teacher professional development and for school principals' professional training are being addressed as the key reform challenges within the framework of the World Bank credit project. As a part of its EQR project, experienced, advanced and active teachers are engaged in the development and provision of teacher training programmes. For the first time in Armenia, teachers and other educators were encouraged to be involved in policy development and implementation activities regardless of location or institutional affiliation.[114]

In **Azerbaijan**, in-service TE is carried out at the Baku In-Service Teacher Training and Re-training Institute, Azerbaijan Teacher Institute and its eleven branches, and Nakhchivan Teachers' Institute.[115] Teachers

> **Armenia: The Education Quality and Relevance Project and Teacher Professional Development**
>
> Since 2005, in-service teacher training has been run by National Institute of Education in collaboration with newly established network of 52 School Centres, within the framework of the World Bank loan project.
>
> The second phase of this project (2009-2014) continues to support the in-service TE within the sub-component on 'improving teacher in-service training and professional development'. The expected outputs after this stage include:
>
> - a system of sustainable professional development of teachers and school administrative staff
> - a network of institutions having a relevant capacity for providing training services
> - a network of schools and other education institutions aimed at creating a favourable environment for the development of pedagogical activity
> - a qualified staff of trained teachers and school directors
> - a school network aimed at encouraging innovations, dissemination of progressive experiences and new practices
> - Teachers' Association promoting pedagogical innovations.
>
> *Sources*: Hovhannisyan, A., Sahlberg, P. (2010) Cooperative learning in Armenia: Issues and challenges in raising the quality of teaching, World Bank, Armenia, and European Training Foundation, Italy. Centre for Education Projects (http://www.cfep.am/en/improvements-in-the-quality-of-education)

are to participate in in-service education within the five-year intervals, after which they receive a certificate confirming that training has been undertaken.

The execution mechanisms and perspectives related to the implementation of additional studies, which are an important component of continuous education, are reflected in the conception and strategy of continuous education and teacher training. Preparation of the relevant state programme has already started with an aim to use the new mechanisms based on the module-credit system.[116] According to the new content and structure for teachers' professional development, a minimal number of hours should be studied within the three modules: general foundation of education, subject-related education, and innovations and new tendencies in education. Programmes, which contain these three modules, are designed and licensed by the Committee of Assessment in the Ministry of Education and teachers are allowed to choose in which institution they would like to receive such education. After the training, they are granted with a certificate where the credits for each module are displayed. This information is taken into account in the amount of salary and promotion of a teacher.[117]

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[113] Centre for Education Projects, http://www.cfep.am/en/improvements-in-the-quality-of-education

[114] Hovhannisyan, A., Sahlberg, P. (2010) Cooperative learning in Armenia: Issues and challenges in raising the quality of teaching, World Bank, Armenia, and European Training Foundation, Italy. Centre for Education Projects (http://www.cfep.am/en/improvements-in-the-quality-of-education)

[115] Information provided by Abdullaeva Zyniat Mitat kyzy, Department of Higher Education in the Ministry of Education.

[116] The official website of the Ministry of Education and Science of Azerbaijan. http:// www.edu.gov.az

[117] Kyazym-Zade, A.G. (2010) Modular and credit system of training teachers and managers. Proceedings of the I International Conference on 'Innovation, quality education and development '. Zamanova, A.D. (ed). Baku p.171-177.

The Ministry of Education has also introduced a demand-driven, in-service education in two subject areas (Mathematics and Azerbaijan Language and Literature) and began tendering the retraining courses that are now to be delivered mainly in schools instead of in regional training centres.

In **Belarus,** continuous training is simultaneously the right and the obligation of teachers, according to Belarusian legislation.[118] In-service TE is regulated by the Law on Education and Resolution of the Council of Ministers of Belarus on continuous professional development of teachers according to which all teachers are obliged to undertake upgrading courses at least once every five years. CPD of teachers is coordinated by the Ministry of Education and its programmes are designed mainly by the state education authorities subordinated to the President, the Government and the National Academy of Science and to some extent by local bodies responsible for primary and secondary education. The purpose of in-service education is to deepen the professional knowledge and skills and meet the demands of individual professional development. Thus, the continuous education of teachers is an integral part of continuous education in Belarus. This is to ensure continuity of professional development, cooperation with methodological teacher networks, link the scientific potential of researchers with the practical experience of teachers and develop the system of national education.

In-service TE and retraining of teachers is provided by the Academy of Post-Graduate Education, seven regional in-service training institutes for teachers (six regional and one municipal) and nine in-service training institutes at higher education establishments (for special categories of teachers). By the order of the Ministry of Education, teachers are assigned to respective in-service training and retraining institutions by levels (general secondary, secondary special, professional and higher education) and education profiles (pedagogy, humanities, technology, arts and physical education). Today, in-service training has 145 available specialities and specialisations and takes into account types and fields of education as well as the nature of educational establishments.[119] The core competences acquired through participation in such programmes are listed in Table 5.3. Teachers participate also in courses organised by few but active NGOs and teachers' networks, where they acquire knowledge about advanced pedagogical methodologies and share individually designed innovative programmes[120].

In **Georgia** during 2009-2010, National Centre for Teacher Professional Development (NCTPD) implemented the first teacher professional development voucher-financed programme. Over 20,000 teachers benefited from the programme. Teachers received individual vouchers (value of GEL 160, approx. EUR 68) to be used exclusively in accredited teacher training courses. This programme gave an opportunity to teachers to self-assess their needs; select teacher accredited professional development programme(s) and attend the courses (for free). Participation in the programme amounted to four credits. Two credits from the total of four were meant for trainings in the respective subject area, while the other two credits were awarded for participation in the professional skills development training. Depending on individual needs, a teacher was allowed to concentrate the totality of the four credits either in subject area training, or only in professional skills training. This voucher-financed system was very much orientated to preparation of teachers for the certification exams.

Recognising that CPD is wider than the mentioned voucher-financing programme and the certification related activities, NCTPD has now given its attention to diversification of the components of CPD, and to making accessible various sources of professionally relevant materials and information (online resources, distribution of booklets and leaflets in the schools, seminars and working groups). For instance, a teacher continuous development scheme has been developed (and approved by the Ministry of Education), which allows teachers to choose their own professional development path based on teacher's professional needs and choices available. More accredited teacher training programmes were elaborated beyond the programmes offered under the voucher-financed programme. Training and information sessions are now offered to update teachers on new developments and legislation. The newer developments (from 2009) include: The Teach for Georgia

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[118] Education Code of the Republic of Belarus, Minsk, 2011, Art. 52-53.

[119] Ibid.

[120] Information from the questionnaire provided by Belarusian School Association and the Public Association 'Educational Centre 'POST'.

Programme; Georgian as a Second Language Programme; and Teach and Learn with the Georgia Programme. From 2011, the Inclusive Education Programme with be implemented. The concept of establishing a Teachers' House, the main new initiative of NCTPD, is certain to have a major impact on continuing teachers' professional development. In 2011, regional Teachers' Houses will be opened in key cities to operate as networking and knowledge-sharing centres for teachers, principals and teacher educators. Teachers' Houses will provide advice and consultation to teachers, cooperate with universities, help teachers prepare their individual teacher career plans, train trainers and allocate space to training providers. Teachers will have exclusive access to training, workshops and conferences, information on contests and projects, support to have access to internships abroad, organisation of presentations on the results of relevant research and to more systematic professional networking.

The NCTPD has also developed a teacher continuous development scheme has been developed (approved by the Ministry of Education), which allows teachers to choose their own professional development path based on teacher's professional needs and choices available.

In **Moldova**, the professional development of teachers is coordinated by the Ministry of Education. Professional development of teachers is based on the level of the institution and at the city/district level. For each school year, the local administration (Department of Education) prepares a work plan that lists all the workshops to be conducted, indicating which schools are responsible for individual workshops and the seminars and the categories of students (for example, young teachers).[121] Special HEIs - centres of in-service education for the teaching and leadership staff - are responsible for creating programmes of professional development courses and developing forms of teacher assessment.

In order to promote policies that target the continuous development of teaching staff and ensure the right of every teacher's professional development, the Standards of Continuous Education of Teaching Staff in Secondary Education have been developed and approved by the National Council for Curriculum.

The Regulation on Attestation of Teachers[122] defines their participation in comprehensive training courses for approximately 150 hours, including basic and optional subjects in three modules: Psychology and Pedagogy, Discipline Didactics and Specialty, Information and Communication Technology, as well as in various short-term courses (one - three days).[123] The programme of professional development includes As stated by law, advancement of qualifications of teaching staff is obligatory and should take place at least once every five years to maintain professional qualifications. Participants of continuous development courses have an opportunity to establish their own programme and teaching direction, depending on their interests.

Training activities contribute to the development of the Portfolio of Education, which is then evaluated and remains at the disposal of a person to be used in teaching practice.

In **Ukraine**, the curricula and teaching approaches to in-service TE are determined and developed by the Ministry of Education and the State Academy of Educational Administration. According to the Law on Education, Ukrainian teachers must advance their qualification at least once every five years in the post-graduate teacher training institutes (AGTTI) established on the regional (24), municipal (Kyiv and Sevastopol) and republican (Crimea) level.[124] Persons who have passed professional development courses receive an official document, which serves as a basis for the next certification. The level of the qualification or category also affects teachers' salary.[125]

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[121] Information from the questionnaire provided by 'Ion Creanga' State Pedagogical University in Kishinev.

[122] Regulation on Attestation of Didactic Cadres Approved by Order No 24 of 12 July 2006,
http://www.edu.md/?lng=ro&MenuItem=6&SubMenu0=1&SubMenu1=7

[123] Information from the questionnaire provided by the Ministry of Education of the Republic of Moldova, Department of Higher Education.

[124] Ministry of Education and Science of Ukraine, Country Reports: Ukraine, Kyiv, 2010,
www.coe.int/t/dg4/linguistic/Source/Ukraine_CountryReport_rev10.doc

[125] Ibid.

There are no universal standards established in Ukraine and each institute writes its own tests, according to its own criteria.[126] The effectiveness of the state-run courses has raised some doubts, particularly in relation to their predetermined, rigid content and excessively rare frequency. They are often perceived by Ukrainian teachers as a requirement and not as a support, due to their imposed and bureaucratic character. In consequence, some new forms of 'thematic' courses and professional development activities have been emerging to bring more attention to teacher and school needs.[127] Some of them are developed in collaboration between the in-service TE institute and a school teacher, who has the possibility to choose those modules, which correspond to his/her professional interests. Since 2004, the Ministry of Education recognises the certificates awarded to the teachers who attend such training provided by partners external to the national system.

The summary of knowledge and skills required from teachers at the in-service career phase is presented in Table 5.3 below.

Table 5.3 Key knowledge and skills expected at the further professional career phases

Country	Knowledge/understanding	Skills/ abilities
Armenia	▪ Innovative approaches and techniques in teaching ▪ The latest methods of educational process and its components ▪ The main trends of modern pedagogical practices	▪ Using the latest techniques in teaching practice in the educational process
Azerbaijan	▪ Innovation and the acquisition of new knowledge in specific (specialised) disciplines and in pedagogy, psychology, management, and other subjects that contribute to the improvement and modernisation of the educational process. ▪ Knowledge on how to use the innovation ▪ Exploring innovations and applying it in the learning process, thereby increasing their professional level	▪ The ability to use additional resources ▪ Personal responsibility ▪ Organisation of own methods of study
Belarus	▪ Knowledge of distance learning technologies ▪ Analysis, generalizing and transfer of advanced pedagogical experience ▪ Conducting of scientific research on teacher education and pedagogical innovations	▪ Cooperation with colleagues ▪ Generate new ideas and methods ▪ Create and apply pedagogical innovations ▪ Share individually designed innovative programmes ▪ Apply interdisciplinary approaches to solving problems in education
Georgia	▪ Improvement of access to high quality education in the high mountainous regions of Georgia ▪ Development of enquiry-based science teaching ▪ Support for teachers towards certification	▪ Cooperation with colleagues and greater recruitment in this national effort ▪ Develop new lab attitudes and pedagogic innovations to improve pupil interest and performance.
Moldova	▪ Additional knowledge in various specific areas, including the relatively new educational technologies	▪ Development of individual professional competences
Ukraine	▪ Innovation and the acquisition of new knowledge for specialised disciplines, and in pedagogy, psychology, management and other subjects that contribute to the improvement and modernisation of the training process,	▪ Use additional resources ▪ Personal responsibility ▪ Organizing own methods of studying

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[126] Ministry of Education and Science of Ukraine, Country Reports: Ukraine, Kyiv, 2010, www.coe.int/t/dg4/linguistic/Source/Ukraine_CountryReport_rev10.doc

[127] Examples of such courses include: new opportunities in education, interactive methods, and innovative technologies, distance in-service education courses training for school's managers, etc.

Country	Knowledge/understanding	Skills/ abilities
	▪ Knowledge on how to use an innovation	

Source: Stakeholder consultations.

6 Teacher education qualifications and quality assurance

6.1 Introduction

This chapter provides information on the supervision of the teacher education (TE) system and certification system framework (if applicable) at different stages of TE (initial, induction, in-service). It also explores which key stakeholders are involved in the quality assurance process in the six EAP countries.

6.2 Qualification system for primary and secondary school teachers

Graduation from higher education institutions (HEIs) as a guarantee for high quality education systems is defined as one of the common European principles for teacher competences and qualifications. According to the European Commission, 'every teacher should have the opportunity to continue their studies to the highest level in order to develop their teaching competences and to increase their opportunities for progression within the profession'. Suitable pedagogical qualifications should be obtained through TE programmes delivered in 'all three cycles of higher education to increase the opportunity for advancement and mobility within the profession'.[128]

In Armenia, Azerbaijan, Belarus, and Moldova and Ukraine, the minimum qualification required to become a primary school teacher is provided by secondary (middle/intermediary) specialised vocational institutions. Changes to this system are planned in Moldova, where according to the Draft Code on Education, TE will no longer be provided as part of the secondary specialised education system (college). In Georgia, the minimum required qualification of a teacher is a Bachelor degree, awarded by HEIs.

In order to enter a career as a secondary school teacher, a Bachelor's or Master's degree diploma must be obtained first, certifying that basic or complete higher education has been achieved. These are offered within the two-cycle system of higher education, which has been introduced in five of the six EaP countries according to the Bologna Principles. In Belarus, however, there is an alternative (non-Bologna) two-cycle system in operation of Specialist and Master's studies. In addition, a Specialist degree - a legacy of the education system in the former Soviet Union - is functioning also in some other countries, in parallel to the preparation of professionals according to European standards. Although in Armenia, the status of Specialist's qualification (five years) was equalised to the Master, in Ukraine it is granted within the 2nd cycle as an educational-proficiency level of higher education.[129] A Specialist's Diploma certifies that a person has obtained higher education, special knowledge, skills and abilities sufficient to perform tasks and responsibilities (work) at a certain level of professional activity that is provided for initial positions in a certain field of economic activity.

The research programmes assigned to the 3rd cycle are implemented in both Bologna and non-Bologna formats, depending on the country. To date, only Azerbaijan and Georgia have introduced a three-cycle higher education system in which doctoral studies constitute the highest level. In Armenia, Ukraine, and Moldova, doctoral studies refer to post-university education. In the first two countries, postgraduate education is conducted through two scientific degree systems: *aspirantura* (Candidate of Science) and *doktorantura* (Doctor of Science) that are characteristic to some former Eastern Bloc countries. This structure is also the case in Belarus. Moldova includes a Doctor's Degree or Doctor of Science Degree that can be obtained on the basis of completed 2nd cycle of studies.[130]

Beyond the main degree programmes, teachers participate in in-service education, after which they receive a certificate confirming that training has been completed. The participation in in-service education courses and attestation procedures are required in order to advance or receive a

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[128] European Commission (2005) Common European Principles for Teacher Competences and Qualifications, Directorate-General for Education and Culture, http://ec.europa.eu/education/policies/2010/doc/principles_en.pdf

[129] EACEA (2010) Country reports on Higher Education in Armenia and Ukraine.

[130] EACEA (2010) Country reports on Higher Education in Armenia, Azerbaijan, Moldova, and Ukraine.

promotion in the profession. After their successful completion, the qualification categories can be upgraded and pedagogical titles assigned.

The types of degrees are delivered in pedagogical education in Armenia, Azerbaijan and Moldova and Ukraine are presented in Table 6.1.

Table 6.1 Teacher qualifications required to teach in primary and secondary schools

Country	Armenia	Azerbaijan	Belarus	Georgia	Moldova	Ukraine
Education level	**Primary school teaching qualifications**					
Pre-bachelor	Middle Specialist	Pre-Bachelor	Pre-Specialist	-	Middle-rank Specialist	Junior Specialist
Bachelor	Bachelor	Bachelor	Specialist	Bachelor	Licentiate	Bachelor
Master	Specialist[131] Master	Master	Specialist Master	Master	Master	Specialist Master
Doctor Post-doctor	Candidate of Science *(Aspirantura)* Doctor of Science *(Doktorantura)*	Doctor of Philosophy Doctor of Science	Candidate of Science *(Aspirantura)* Doctor of Science *(Doktorantura)*	Doctor of Philosophy	Doctor Doctor of Science *(Doctor Habilitat)*	Candidate of Science *(Aspirantura)* Doctor of Science *(Doktorantura)*
Secondary school teaching qualifications						
Pre-bachelor	-	-	-	-	-	-
Bachelor	Bachelor	Bachelor	Specialist	Bachelor	Licentiate	Bachelor
Master	Specialist Master	Master	Specialist Master	Master	Master	Specialist Master
Doctor Post-doctor	Candidate of Science *(Aspirantura)* Doctor of Science *(Doktorantura)*	Doctor of Philosophy Doctor of Science	Candidate of Science (Aspirantura) Doctor of Science *(Doktorantura)*	Doctor of Philosophy	Doctor Doctor of Science *(Doctor Habilitat)*	Candidate of Science *(Aspirantura)* Doctor of Science *(Doktorantura)*

6.3   Quality assurance mechanisms and stakeholders involved

The improvement of quality of education, closely linked to the modernisation of TE, is at the heart of the state programmes targeting the reform of education as one of the main challenges in all six EaP countries. The main quality assurance process applied in this area includes a number of mechanisms (see Table 6.2), which are implemented by the appropriate institutions and participants.

In **Armenia**, the external review of quality assurance of HEIs is carried out by the National Centre for Professional Education Quality Assurance Foundation (ANQA). Founded in 2008 and subsidised by the Armenian Government, the Centre is responsible for quality assurance of educational programs

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[131] The status of the previous Specialist's qualification (5 years) was equalised to the Master qualification. EACEA (2010) Higher Education in Armenia,
http://eacea.ec.europa.eu/tempus/participating_countries/reviews/armenia_review_of_higher_education.pdf

by accreditation.[132] Also, in 2008, the TEMPUS Internal Quality Assurance System in Armenian Institutions project was launched aiming to design and implement relevant internal quality assurance systems in Armenian HEIs.[133] On an internal level, the structures of the internal quality assurance are established in HEIs, as a result of reforms.[134]

Other key stakeholders involved in the quality assurance process include: the Ministry of Education and Science, the Appraisal and Testing Centre, Armenian Education Centre, the State Licensing and Accreditation Service (operating in central accreditation system), the National Institute of Education, the National Information Centre for Academic Recognition and Mobility, the Centre for Education Projects, the Centre for Education Reforms, regional education management bodies, pedagogical universities and institutes, and the Bologna Process Committee.

In **Azerbaijan,** control over the quality of education is within the competences of the Ministry of Education. Other stakeholders involved in the quality assurance process include: the State Attestation Commission, the World Bank (initiated Education Reform Programme together with the Ministry of Education) and the Bologna Process Committee.

In **Belarus,** the quality of education of teachers is assured through the established mechanism of state control, based on instructions developed by the Ministry of Education. It includes the systems of internal and external control, individual control, attestation and personal attestation.[135]Internal school and central control ensure the monitoring of the quality of the educational process and teacher competence. Feedback from a graduate's employer is often taken into account for updating and adjusting educational programmes in teacher training institutions. The Attestation Committees established at schools, retraining and in-service training institutions also review and assess competences of teaching staff, which results in awarding respective pedagogic categories.

Principal mechanisms of quality assurance in Belarus include a variety of degrees, levels and types of teaching staff training, taking into account international trends in education; creation of new specialities necessary for education market and suppression of those that do not correspond to current needs in education; elaboration and development of educational standards with the focus on practice-oriented approach and continuity; setting up scientific and creative pedagogical schools and involvement of students in research; and effective use of state funds.

Monitoring of teacher training quality is conducted by the Ministry of Education of Belarus, secondary special and higher TE institutions, re-training and in-service training institutions for teachers, research institutions (the National Institute of Education, the Academy of Post-Graduate Education, regional and municipal institutes of the development of education), the Republic Institute of Knowledge Control, municipal and regional councils and, to a lesser extent, by NGOs.

In **Georgia**, the provision of teacher training is subject to the terms of the Law on quality assurance in education (2010), namely to the authorisation and accreditation of educational institutions. Accredited HEIs offer TE programs. The National Centre for Education and Quality Enhancement (NCEQE) is responsible for programme accreditation of higher education institutions.

Accreditation of the programmes is mandatory if the providers expect to benefit from public financing, for example, be included in the list of providers authorised to participate in the voucher-financed teacher training programme. The key quality assurance mechanisms for initial teacher training programmes are internal assessment and external evaluation, as laid down in the Law on Quality Assurance of Education (2010). Each year initial teacher training providers prepare their internal assessment report, addressed to NCEQE. NCEQE conducts accreditation of initial teacher training programs every two years. The standards for accreditation defined by the regulation include programme content and resources.

[132] Information from the questionnaire provided by the Ministry of Education and Science of the Republic of Armenia, VET Department.

[133] Bologna Process National Report of Armenia. 2007-2009, p.15.

[134] Information from the questionnaire provided by the Ministry of Education and Science of the Republic of Armenia.

[135] Regulation of the Ministry of Education of the Republic of Belarus on attestation of teaching staff of the system of education of Belarus (except HEIs), registered in the National Register of Legal Documents on 6 May 2006.

Monitoring the quality of TE in **Moldova** is carried out by state structures: the Ministry of Education, the National Council for Accreditation and Attestation,[136] and departments of public education acting in every town and district (rus. *rayon*). The Personnel, In-Service Training and Attestation Department in the Ministry of Education and Youth coordinates and monitors the continuing professional education of teachers and administrative staff at the training centres. Currently, the National Agency for Quality Assurance in Higher Education is being developed to carry out the external evaluation and monitoring of the educational process in higher education, in agreement with the Ministry of Education. The Agency will provide the accreditation for the initial and continuous training programmes offered by various providers.[137] Responsibility for the content and quality of education, within curricular autonomy, remains on the side of HEIs. Directors of the in-service TE institutions are responsible for the quality of the training courses delivered by their centres (also monitored by the Ministry of Education).

In **Ukraine**, the normative documents of the Ministries of Education and Science define attestation of teachers as the system of measures aimed at comprehensive and complex evaluation of their pedagogical activity according to which they define compliance of the teacher to the position, level of his/her qualification, qualification category and pedagogical title assigned. In addition to the Ministry, the key stakeholders involved in the quality assurance process include the Regional Institute of Postgraduate Education, Department of Education Management of the regional state administration, Scientific Centre of National Academy of Sciences and the National Academy of Education.

Attestation committees are also founded at educational institutions, local (district, municipal) bodies of state administration, and regional (municipal) education councils of state administration. Each committee considers the range of issues within its competence and authority. The main decision made by the attestation committee is to assign one of the teacher qualification categories as well as pedagogical titles.

The main mechanisms and instruments applied in the quality assurance process are listed in Table 6.2 below.

Table 6.2   Quality assurance mechanisms – an overview

Country	Mechanisms
Armenia	Teacher attestation; lessons' observation and analysis; consultations and methodological help to overcome difficulties and problems; professional and personal qualities identification; exchange of good practices (at national and international levels); teacher professional development supervision; retraining of teachers; motivation towards professional self-development, and, carrying out educational researches.
Azerbaijan	Information collection and its analysis; process of accreditation and attestation; assessment; lessons' observation; carrying out monitoring; awarding of professional category; and, decision-making, planning on encouragement of future work development.
Belarus	Evaluation of the completeness and accuracy of a teacher's record-keeping; conducting cross assessment; interviewing of children and parents; evaluating the level of participants of school competitions at different stages, attestation score of a teacher's performance in the process of awarding a new qualification category. Other quality matters include: competence in practice-orientated approaches; international trends in education; increasing the teacher-training function and involvement of students in research; the effective use of state funds.
Georgia	Formal certification which began in 2010 as an on-going process to remain voluntary until 2014; more subjects will be added to those already established (professional skills, mathematics, Georgian and foreign languages; certification validation for eight years; Introduction of the Professional standard and subject standards to identify the teacher's professional knowledge and skills. The three stages of TE –initial, induction and professional development – are connected to the

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[136] The Council is responsible for evaluation and accreditation of organisations in the field of science and innovations and attestation of scientific and scientific-pedagogical personnel of higher qualification. See: http://www.cnaa.acad.md/en/ NCAA website

[137] Information from the questionnaire provided by the Moldova State University.

Country	Mechanisms
	professional standards.
	In relation to teacher competences and certification the Teacher Professional Development Scheme will be introduced; teachers accumulating the relevant number of credits, to be awarded certified status automatically /advancement on the career path is possible; three categories of teacher:(i),second category teacher; (ii) first category teacher and (iii) highest category teacher.
Moldova	Regulatory framework for basic and continuous professional education; seminars for managerial staff of educational institutions on the implementation of relevant regulations, laws, and recommendations; monitoring the compliance with relevant documents; assessment of teacher competencies carried out within the framework of attestation and processes of awarding didactic categories, in the process of accreditation of an educational institution; open, demonstrative classes; curricula; study materials and samples of the current assessment of students with an emphasis on the formation of competencies, abilities, communicative skills, relationships; teacher research; pedagogical readings; reports and presentations during methodological workshops; experimental work, scientific and pedagogical conferences, thematic seminars and workshops; business, organisational and activity-related games; modelling and analysis of teaching situations; teacher reports; publication of scientific, methodological and organisational work in the press.
Ukraine	Assessment by colleagues; visiting a teacher during his/her lesson by school administration; questionnaires filled out by students and parents; examinations on the subject; self-examination as a part of accreditation procedures; licensing; accreditation of specialties; visiting by external experts; analysis of teaching and methodological documentation; determination of compliance with educational and material conditions of the existing requirements.

Source: Stakeholder consultations.

7 Innovations in teacher education

7.1 Introduction

This chapter addresses the problem of introducing innovations into teacher education (TE) discussing novel topics in pre-service/in-service TE programmes, ICT-related teaching and learning innovations to improve TE, the use of distance education, as well as new approaches towards already existing practices that have proved to be effective. In the final part, opportunities and limitations (non-financial) are also identified for managing the change process in the TE programme, as technology becomes a catalyst for transforming the teaching-learning process.

7.2 Innovative practices and developments

Today, the implementation of effective innovation is perceived as a crucial step that contributes to meeting the high learning challenge of the 21st century. As more and more countries begin to formulate policies that support innovation, in the six EaP countries, too, innovation becomes perceived as a panacea for the development of the education sector. While most commonly it is linked to and understood as the use of ICT in education, in a broader meaning that is in line with this study, it means something new for the society or country in question. In this sense, some examples of innovation have been discussed elsewhere already in this report (e.g. new curricula in school and TE, or partnerships). Alongside the effective approaches to innovation that are further discussed below, they show that state, local, and school authorities are becoming more aware of the potential of innovative practice in supporting the improvement of teaching and learning.

In **Armenia**, the innovative practices and developments in TE are revolving around areas that include: education according to modern interactive methods, the use of ICT in the studying process, design of new electronic methodological materials, consultations, and implementation of modular system and three-stage education. Some processes of modernisation are observed also with regard to partnerships between a higher education establishment and schools and international organisations. Also, a new unit 'Modern technologies and interactive methods of learning' is included into TE programmes to support modern innovative developments in Armenian TE.

Providing key incentives for the development of innovative approaches in education is envisaged by one of the sub-components of the Second Education Quality and Relevance Project (EQR). The Ministry of Education plans to design a Competitive Innovation Fund (CIF) that will support quality improvement and innovations in tertiary education institutions. In particular, it will enable both public and private universities to develop and implement innovative plans for modernizing their curriculum and pedagogical methods, develop ECTS, build their fund-raising capacity, create linkages with industry, and engage in international cooperation activities.

The Yerevan Mkhitar Sebastatsi Educational Complex of Armenian's Ministry of Education and Science can serve as an example of an institution that is already actively involved in the implementation of innovative practices. It introduced educational programmes under the following names**:** New School, Innovations and new technologies in TE, New approaches to assessment, the Use of ICT in studying process, Quality of education and its relevance, Preparatory learning in secondary school.[138] Among other actors within the circle of leaders involved in inventive activity, Armenia's 'Three Pomegranate Network', the National Competitiveness Foundation of Armenia, and the Convergence Centre, should be also mentioned.

The progress in the implementation of the Second Education Sector Development Project is essential for the development innovative practices in the school and teacher's environment in **Azerbaijan**. Curriculum reforms and the modernisation of the in-service teacher training system (already discussed in Section 4.4 and 4.5) are among major achievements in this area. Currently, a new method of teacher training is being introduced in several universities, which is based on training teachers not only as subject teachers but also as managers of the learning process. It means that future teachers obtain knowledge in the sphere of philosophy of education, marketing

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[138] Information from the questionnaire provided by Yerevan Mkhitar Sebastatsi Educational Complex of Armenian's Ministry of Education and Science.

and management of education and the use of information and communication technologies in the learning process. They gain experience not only in practicing teaching subjects, but also in analysis of the psychological well-being of pupils and their level of content awareness, as well as in organisation of the learning process with the help of parents.[139] In addition, teacher disciplines (e.g. mathematics teacher, history teacher, primary school teacher) were added to the list of Bachelor's degree specialties (programmes) of higher education within the education specialties group.[140]

Support for innovations in education is provided also by a number of NGOs, for example, the Centre for Innovations in Education and Azerbaijan Research Educational Network Organisation. The Centre for Innovations in Education, which intends to become the country's first and largest innovative teachers' organisation, under the name of Innovative Teachers Association (INTASS), will be dedicated to promoting an 'excellence and innovation in teaching and learning for all'. This is to be achieved through representatives of INTASS among teachers, teaching assistants, administrators, principals, inspectors, parents, community leaders and leaders in business and government. As professional development is the INTASS' core activity, it aims to provide innovative teachers with quality support through conferences, training courses, regular meetings and round-table discussions, journal, newsletter, competitions and awards.[141]

Among other innovative developments, the implementation of multiple-degree education documents to graduates should be mentioned. These multiple-degree certificates are to eliminate the cases of formalism in the assessment of each student's learning outcomes and artificial identifications and to regulate and ensure the choice of a proper course by a student.[142]

In **Belarus,** as stated in ministerial decisions, innovations and modern education technologies are at the core of TE and are implemented through the creation of necessary conditions for introduction of innovative training methods and the development of pedagogical creativity.[143] The main possibilities for the use of innovative practices are: the inclusion of pedagogical innovations into the content of standard curricula, organisation of teacher training in the context of the research cycle (propaedeutics), experimental activities in schools and joint lessons involving university and school teachers and students, application of interactive approaches and ICT and establishment of pedagogical chairs at leading general education institutions.[144] The above-mentioned innovative practices have not been widely implemented across the country yet, and are mainly used at leading education establishments.

The majority of progressive innovations in continuous TE are provided by NGOs, international partners and donors. Forms used for the development and implementation of innovations in Belarus include seminars, methodological meetings, competitions of educational projects and techniques and creation of information-themed websites.[145] Belarusian NGO's network regularly organises innovation training programmes for teachers such as 'Active learning methods', 'Development of critical thinking', 'Project methods in education' and others. Currently, the trends shift towards more effective and visible use of innovations in distance learning and e-learning for teachers, such as training programmes, 'Prometheus' (in-service training and consultations) and 'Moodle' (virtual teacher community). However, the majority of such innovations are implemented in the capital city and opportunities for NGOs and partnerships in this field are quite limited.

Other successful and important projects and initiatives in this respect were developed within the IBE-UNESCO Community of Practice in Curriculum Development Project; MATRA Dalton Development

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[139] Information from the questionnaire provided by the Azerbaijan Teachers Institute.

[140] List of bachelor's degree specialities (programmes), http://www.edu.gov.az/view.php?lang=en&menu=113&id=1949

[141] Azerbaijan Center for Innovations in Education, http://www.cie.az, Azerbaijan Research Educational Network Organisation. http://www.azrena.org

[142] Ministry of Education (2008) National Report on the Development of Education, Azerbaijan Republic, Baku, www.ibe.unesco.org/National_Reports/ICE_2008/azerbaijan_NR08.pdf.

[143] Instructions on experimental and innovative practices in educational institutions of the Republic of Belarus, (Decision of the Ministry of Education of the Republic of Belarus № 8 of 24.02.2003).

[144] Information from the questionnaire provided by Belarusian State Pedagogical University.

[145] Information from the questionnaire provided by Belarusian School Association.

for Inter-Ethnic Confidence Building and Violence Prevention Education Project and the Swedish Leadership Project.

Since 2003, major changes had been introduced in the education system in **Georgia**, including new national curricula, textbooks, methods of teaching and learning and interactive lessons. These changes aimed to transform the core values and foundation of the education system, making it student-centred, competence-based, fostering discovery and debate, and open to learning from world practice. According to the formulation of the National Centre for Teacher Professional Development (NCTPD), 'the aim of the changes was to transform the Soviet-style education system into the modern system'. The modern system moves from the delivery of facts, teacher's authority, teacher questions and answers, instruction, product, ministerial authority to the development, thinking, teacher/pupil equality, teacher/teacher cooperation, discovery, discussion, process, teacher democracy. Within this very significant transformation towards modern systems, the main core innovative progress has been in the establishment of teacher education standards. These standards, professional and subject, are aligned with the new and developing National Curriculum. The professional standard locates and identifies teachers' professional knowledge and skills, professional values and duties. The reformed national curriculum will also expand the number of optional subjects offered under the main subject groups.

The development of innovation in school TE in **Moldova** has been associated with the reorganisation of the educational process over the past decade focusing on the improvement of the regulatory framework, syllabi, curricula, content and structure of the educational process in general. At the moment, the educational process is being promoted as an area of multi-cultural dialogue among all stakeholders in education. An emphasis on thinking and asking questions, the ability to take own position, an emphasis on the individuality of one's educational path that develops in unpredictable situations, are among key features of the new approach to education, as opposed to simple memorisation of and presentation-recitation mode of instruction knowledge that was common to the previous system. An integrated learning approach has been developed and an integrated system of measuring competences of graduates is also being prepared.

Higher education institutions (HEIs) play a major role in this process. This includes: 1) developing practice-oriented activities, which are formed as interdisciplinary tools with content that reflects challenges encountered in everyday or professional life; 2) undertaking a competence-based approach to the learning process being applied, which includes indicators such as the application of tasks orientated towards practice and different situations, and 3) implementing learning that is centred on the pupils/students, which replaces a teacher-centred approach common to the older system.

In **Ukraine**, the innovation policy principles are fixed in the Concept of Scientific-Technological and Innovation Development of Ukraine, as well as in appropriate laws. According to the Concept, the innovative development is 'an integral part of satisfying a wide range of national interests and the real independence and security is achieved only by those countries that are capable of mastering the new knowledge and its effective use'.[146] The national legislation of Ukraine regulates the right of educational institutions to provide innovation activities (the Law on General Secondary Education). In 2000, the Ministry of Education and Science approved the Regulation on the Implementation Innovative Educational Activities (Decree № 522). This regulation aligns with the laws that address the introduction of innovative educational activities in the educational system. However, a number of them remain declaratory.

There are several directions for innovation realisation taking place in Ukrainian school education that can be identified. They include: a) a teachers-innovators movement, which supported the idea of 'pedagogy of cooperation', where innovation is understood as a scientific-methodical innovation designed by teachers; b) the activity of research collectives and individual scientists who develop philosophical and methodological problems of education; c) activities related to supporting various educational initiatives and foreign funds that have provided significant support to teachers in the implementation of educational projects; d) introduction into teacher training of such courses as:

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[146] The Decision of the Supreme Council of Ukraine on the Concept of Scientific-Technological and Innovation Development of Ukraine, Bulletin of the Supreme Council of Ukraine (the Parliament), 1999, N 37, Art.336, http://zakon.rada.gov.ua/cgi-bin/laws/main.cgi?nreg=916-14

educational management, comparative pedagogy and information technology in teaching specific subjects; e) the use of computer technology and distance learning in training programmes for teachers; f) special training for teachers with a degree in 'educational measurement', aimed at successful implementation of the independent evaluation of students' learning outcomes; g) the emergence of external professional development programmes and projects to break the monopoly of the in-service teacher training institutes.

Among more specific recent developments, a good example is provided by the experiences of foundations called Banks of Innovations, established in regional administration offices and departments of education (for example, in the city of Nova Kakhovka, in Zaporizhzhia Region). Such Banks are created according to the principles of: innovative technology, subject of implementation, and purposefully-developed methodical support (methodical guidelines or methodical manual). They offer educational experience at the regional level, describing the innovation and disseminating it among school teachers.

7.3   The use of ICT

In today's digital age, technology and innovation are integral to ensuring a well-rounded and balanced education. The ability to work with knowledge, technology and information has been identified as one of the key competences identified by the European Commission in response to challenges related to the progress towards Education and Training (2010). With a confidence in the use of ICT, teachers should be able to guide and support learners in the networks in which information can be found and built.[147]

In Armenia, Azerbaijan, Belarus, Georgia, Moldova and Ukraine, integrating the ICT with TE and professional work is stated as one of the key elements of education reforms. Their governments have an ambitious national vision on the role of ICT sector and the national policy towards education targets the wide use of ICT in pre- and in-service TE. To a certain extent various programmes concerning the use of ICT have been designed also by donor organisations and their implementing agencies to make assessments and to support the development of the ICT sector. They include, among others, the World Bank, the European Union, the United States Agency for International Development (USAID), German Agency for Technical Cooperation (GTZ), Open Society Institute Assistance Foundation (OSIAF), Eurasia Foundation, and the United Nations Development Programme (UNDP). Yet, despite the efforts to introduce an effective use of ICT in education, the problem of its accessibility or/and appropriate application in teaching and learning still persists in the six EaP countries to one degree or another. The lack of computer literacy among teachers, difficulties with integrating the computer into the structure of teachers' work, poor level of ICT development and family affordability for supplementary materials in general, are among barriers that prevent wider use of new technologies in teacher training (see also Table 7.2).

In **Armenia**, the first Education Quality and Relevance Project (2005-2009) has contributed to the process of the introduction and extensive use of ICT. The State Agency called the National Centre for Education Technologies was established as a part of this initiative and is currently in charge of managing the overall education and ICT policies and programmes in Armenia.[148] The integration of ICT with education includes also the area of teacher training under the subcomponent, Continuous Support to the Integration of ICT in Teaching and Learning Processes. One of the main achievements of this initiative was teacher training in using ICT in daily teaching practice.[149]

In **Azerbaijan**, the State Programme on Provision of General Schools with Information and Communication Technologies (2005-2007) and the State Programme on Informatisation of Education System in the Republic of Azerbaijan (2008-2015) were developed to integrate ICT into all stages of the education system. Specific teacher training for the curriculum integration of ICTs is also a part of the second phase of the Education Sector Development Project (2008 to 2013). Activities financed under this project are directed towards: using ICT for curriculum implementation

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[147] European Commission (2005) Common European Principles for Teacher Competences and Qualifications, Directorate-General for Education and Culture, http://ec.europa.eu/education/policies/2010/doc/principles_en.pdf

[148] http://www.cfep.am/en/support-to-ict-integration

[149] Centre for Education Projects, http://www.cfep.am/en/support-to-ict-integration

and innovation as well as targeted support for foreign languages and ICT (new subjects in primary education). Another initiative aimed at the effective use of computers and the internet in teaching the Teachers Training Programme is initiated by Intel and the Ministry of Education. The use of new teaching technologies is supported by the Azerbaijan Teachers Institute. Within yet another programme designed for teachers, Help Your Colleague, realised by the Mədəd and Microsoft companies, experienced teachers (mentors) help their colleagues to acquire practical skills in using the computer in teaching students.[150]

The main instrument of effective modernisation of the national educational system in **Belarus** is the large-scale introduction of information and communication technologies into educational practices, further development of the existing educational approaches and models, as well as a generation of new ones. For these purposes, the Programme of Complex Informatisation of the Educational System in the Republic of Belarus (2007–2010) has been implemented. Within the framework of this programme, the amount of USD 1,194,000 has been allocated for the development of electronic learning-methodological facilities for institutions of higher education.[151] The implementation of the Strategy of the Information Society Development in the Republic of Belarus up to 2015 will become a new stage within the educational system.

As a result of these initiatives, the following ICT are now widely implemented in TE institutions: multi-media devices for lectures and practical seminars; computer-based examinations; intellectual charts created on the basis of the NodeMind programme (visualisation of theoretical material); network education on the basis of WEB 2.0 and internet-resource www.antiplagiat.ru for verification of students' papers and thesis.[152]

On the initiative of the President of **Georgia,** in September 2010, the government offered Netbooks to 3000 first-graders. The computers serve as additional source of information, and will contain educational programmes in Foreign Languages, Georgian Language, Mathematics and Logic, as well as both School Textbooks and Literature and Educational and Cognitive Games. They will be equipped with a full-value licensed operational system and have a function key for wireless Internet enabling pupils to use free Internet at school. There is also an educational and cognitive webpage containing various interactive games, e-library, and the latest information both about modern technologies and school news, as well as school textbooks and literature, i.e. materials needed by school children. Since many families in Georgia can barely afford to buy the supplementary literature for their children, pupils can find all necessary textbooks for their development available on the web-site. Georgia intends providing Netbooks to all first-graders attending public schools from the academic year, 2011. Many teachers too were provided with the computers and they passed a special re-training course. The training of teachers and students to enable them to develop the practical skills required for integrating technologies into the learning process continues on a regular basis. For a second year now the Ministry of Education and the National Centre for Teacher Professional Development (NCTPD) have been implementing the programme of ICT training.

In **Moldova**, the education of teachers in computer technology at HEIs (1st cycle) is an integral part of the curriculum (component on building communication skills). Computer technologies are used in the development of training courses (e.g. the creation of electronic textbooks, training programmes**,** evaluating knowledge and skills) as well as in the implementation of the educational process (using programmes such as Power Point, or Excel)**.** Other examples include the implementation of computer education/didactics by the Computer Assisted Language Learning (CALL), as an alternative to traditional didactics and equipping schools with computer labs, which may be used by students and teachers (under the state programme SALT).

In **Ukraine**, the programme 'Education for the future' is a flag initiative of the Ministry of Education in the ICT-related field that aims at retraining teachers in ICT and new educational technologies. It targeted, in particular, representatives of secondary education schools and included measures such as**:** interactive intensive training for teachers, master classes for coaches, competitions for the best

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[150] http://www.1news.az/economy/tech/20101220031315383.html

[151] ICT in Teacher Education: Policy, Open Educational Resources and Partnership. Proceedings of International Conference IITE-2010, St. Petersburg, November 15-16, 2010, pp. 34-37, http://iite.unesco.org/pics/publications/en/files/3214684.pdf

[152] Information from the questionnaire provided by Belarusian State Pedagogical University.

deployment of ICT, coordinating meetings, conferences, an annual forum of the New ICT Horizons in education, exhibitions and round tables. Joint efforts of participants in this programme became a catalyst to reform this aspect of education, improve methods and content of ICT, introduce interactive forms of teacher training, and improve the informatisation of education. A number of other examples of ICT use in teacher training also exist (e.g. contests for the best website, teachers' groups developing electronic teaching materials).

7.4 The opportunities and limitations of introducing innovations in teacher education system

Based on desk research and stakeholders' consultation, a number of limitations and opportunities have been distinguished in relation to introducing innovations in teacher education (TE). Many of them are characteristic for all six EaP countries under study. These can be grouped according to the four major areas: 1) human resources (teachers and other stakeholders), 2) partnerships and exchange of experiences, 3) current projects and activities, and, 4) the state and financial incentives.

The attitude of teachers towards innovation is perceived as one of the main factors encouraging innovative activity in TE. The success of innovation in all six EaP countries depends on teachers' interest in innovation and their general openness towards it, which is often reflected in their support for introducing innovation into the education process as well as involvement in experimental work. At the same time, the reluctance on the part of pedagogical cadres and other stakeholders to introduce new developments into their work has been identified as a key obstacle for innovation. Such an approach may stem from stereotypical thinking among teachers, school managers and parents, who sometimes perceive innovative approaches as traditional methods only under different names and demonstrate their attachment to the old educational system. It has been pointed out also by some stakeholders, that no stimulation to innovate, and thus low level of motivation, hampers teachers' involvement in such activities. An interesting observation came from Ukraine, where the fear of violating teacher training standards as well as lack of trust in virtual information, not confirmed by a legal document, have been listed as limiting the implementation of novelties in TE.

The attitude towards innovation is not the only aspect that has an influence on creating opportunities or limitations for innovation. The difficulties with obtaining adequate training, professional advice, scientific/technical literature on experiments, and methodological support on the issue, have also an undesirable impact. A limited number of system administrators and specialists in ICT who could facilitate this process further add to these deficiencies, mainly due to low salaries in the education sector. Also, in the education of future teachers the training on innovation is insufficient. This requires a general consent to, and a belief in, the purposefulness of such preparation. The lack of consensus about the approaches to innovation among the participants of the educational process, as pointed out in Azerbaijan, constitutes yet another barrier to encourage its implementation. As noted by Moldovan stakeholders, the training for school managers and teachers (most of whom are still not prepared to innovate) is one of the main steps that open the sphere of school and school TE to new developments and experimental activity. A more politicised problem was illustrated in Georgia, for example, where some schools referred to problems of a legal and regulatory nature. While creativity and autonomy were encouraged, nevertheless, there were fears that the authorities could exercise tighter controls over the most innovative and active schools. These issues are at times linked with areas of uncertainty in the legislative-regulatory framework leading to varied interpretations. In a similar vein, the observations made by Belarus did not see it as impossible that the state may not co-operate with particular NGOs, and that there is limited opportunity to use literature not approved by the state.[153]

Closely linked to teachers' views on the creative practices in education is the propensity of members of school education processes to create partnerships and to exchange experiences. Among the main opportunities for introducing innovation into schools and school TE is the collaboration between school and university teachers, scientists, teacher-innovators, research groups and organisations. This can take the form of student classroom practices in schools, monitoring of innovative activities, participation in workshops and professional competitions where knowledge and experiences are exchanged by the participants. While such undertakings have been taking place already, their scale

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[153] Information from the questionnaire provided by Belarusian School Association.

remains rather modest and requires further encouragement. As pointed out by Armenian stakeholders, on-the-spot consultations, thematic courses and trainings held directly in schools are particularly effective in terms of exchanging the professional teaching experience with colleagues on the use of creative teaching practices. The most problematic in all six EaP countries is the collaboration with business partners, illustrated by low private sector involvement in the development of innovations in schools. The limited involvement of civil society representatives and parents has been marked also by some countries (e.g. Belarus and Moldova).

The main support for innovation is provided by international and, to a lesser extent, national organisations and state bodies though various projects and programmes. Within their frameworks, trainings, encouraging innovative work, are organised for teachers, as well as workshops and round-tables to facilitate the sharing of the best innovative/ICT practices. Through participation in international projects, a number of teachers have been trained already, new areas and educational institutions became subjects of experimental work, and the computerisation of the studying process has begun in EaP countries. On the other hand, the inadequate use of the ICT in the studying process, disappointing results of innovation as well as renouncing future use of implemented novelties after a short period of time, have been identified as posing limits to innovative activity not only in terms of project efficiency but also with regards to teachers' motivation to engage in such developments.

The state involvement in the area of innovation has been defined as crucial for opening or closing opportunities for innovation. It can take the form of financial incentives created for innovative activity, offered also through programmes and projects, or favourable legal regulations governing experimental educational practice and innovation management. Conversely, the lack of financial backing or insufficient legal framework normalizing innovative activity has been pointed out as factors deterring this kind of development in schools.

The lists of opportunities and limitations for innovative activity identified in each of the six EaP countries are presented in Table 7.2 below.

Table 7.1 Summary of findings on opportunities and limitations of introducing innovations

Country	Description	
	Opportunities	**Limitations**
Armenia	- collaboration between school and university teachers; - on-going computerisation of studying process; - education monitoring by research groups and organisations; - training by international organisations and encouragement for innovative work of teachers; - possibilities offered by financial incentives; - participation in the creation of information for electronic resources and co-operation between teachers to exchange knowledge and experiences; - organisation of workshops and round-tables to facilitate the transfer of best ICT/innovative practice; - interest in innovation on a part of teachers.	- insufficient use of ICT in studying process; - insufficient financial support for the organisation of workshops for teachers related to the implementation of the learning process of innovation; - lack of law strictly addressing innovative activities and state innovation policy (a draft of such law is being discussed by the National Assembly);[154] - difficult social and economic situation of the country; - stereotypical thinking and conservative views among a number of teachers, managers and parents; - lack of system administrators and ICT specialists.
Azerbaijan	- ICT training as the main component of the State programme on informatisation of education in 2008-2012; - initiatives of the Intel programme 'Education for the Future' and the organisation 'Schools Online'; - a number of teachers having been trained already; - general teachers' agreement for the introduction of innovations into the education system.	- lack of consensus on the issue and resistance towards innovation on the part of supporters of the old education system; - state control over the content of civic education curriculum; - over-focusing on the transmission of information and knowledge on political literacy that promotes a passive understanding on the part of students.
Belarus	- inclusion of pedagogical innovations into the content of standard curricula; - organisation of teacher training in the context of research cycle (propaedeutics) - joint pedagogy involving university, school teachers and students - introduction and application of interactive approaches; - the use of ICT technologies;	- limited involvement by the private and third sectors due to state monopoly; - Belarus not part of the Bologna Process; - very formal legal framework governing the introduction of innovation; - insufficient financial support; - underdeveloped international co-operation; - non-co-operation with NGOs unless approved by the state;

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[154] Descriptive Analysis of Tertiary Education and Innovation Systems in Armenia (Part I of the Country Policy Report) p.5.

Country	Description	
	Opportunities	Limitations
	- establishment of pedagogical chairs at leading educational institutions - established links with general education institutions; - methodological assistance from NGOs, international partnerships and educational networks.	- limited opportunities to use literature not approved by the Ministry of Education.
Georgia	- student-centred and competence- based practice; - positive attitude to modernisation – development, thinking, discovery, discussion, process, teacher production; - training for teachers in use of ITC; - schools as learning organisations; - engagement with local and international enterprise; - twinning with European schools.	- falling recruitment to the teaching profession; - retention of good teachers; - perceived uncertainty in the legislative-regulatory framework, leading to varied interpretations; - perceived limitations to creativity and autonomy.
Moldova	- teachers' 'general' openness to innovation; - training for managers and teachers (not prepared to innovate); - collaboration with scientists; - conferences, workshops, and sharing best practices; - competitions; - information management in schools.	- low level of motivation of teachers to innovate and no stimulation for innovation; - ineffective teacher training; - low involvement on the side of parents, representatives of civil society; - low level of financing for innovation; - low level of innovation management; - some teachers' reluctance towards introduction of innovations; - mimicking the innovation activity by teachers, but changing little in their work; - results of innovation do not meet expectations; - introducing some novelties and renouncing their future use after a short period of time; - difficulties with obtaining professional advice (no facilities); - lack of comprehensive methodological support to innovation activity; - lack of opportunities for training school administrators, teachers; - heavy teachers' workload.
Ukraine	- collaboration between school and university teachers; - increasing number of areas, educational institutions, teachers and students who become subjects of the experimental work and innovation;	- inadequate use of ICT in studying process; - low trust in the information in electronic form (not orders, regulations) among some teachers;

	Description	
Country	**Opportunities**	**Limitations**
	- participation in professional competitions and training seminars; - computerisation of studying process; - education monitoring by research groups and organisations; - training provided by international organisations; - increasing popularity of professional development programmes and projects; - participation in experimental research work; - participation in national and international projects; - using the experience of teachers-innovators; - adopting valid regulations governing innovative educational activities.	- the fear of publicly violating the state standards for vocational and educational training for teachers; - stereotypical thinking among teachers, reluctance of some teachers and school managers to innovate; - lack of administrators and specialists in ICT; - complicated mechanism of remunerating scientific supervisors/directors who lead educational and psychological experiments; - business organisations not involved in the development of innovations in schools; - insufficient training on innovation of future teachers in universities; - insufficient financial support; - limited scientific and technical literature about experiments; - fragmented regulation on innovation activity in Ukraine; - difficult social and economic situation of the country.

8 Partnerships and interaction with external participants

8.1 Introduction

This chapter provides information about whether partnerships between schools and teacher education (TE) institutions are promoted/implemented, in order to encourage schools to play an active and central role in developing teaching methods, improving the quality of teaching and extending the knowledge about teaching/learning. It also reflects on the role of private and non-governmental sector participants in the area of TE. In doing so, it identifies initiatives where the private sector and NGOs collaborate with education institutions/providers for TE purposes. Finally, the influence of international experts in the field of primary and secondary TE is also analysed.

8.2 Partnerships between schools and teacher education institutions

'A profession based on partnerships' has been identified as one of the common European principles on teaching. In order to enhance the quality and efficiency of education across the Union, institutions providing TE are encouraged to collaborate with schools, local work environments, work-based training providers and other stakeholders. The work organised in partnerships constitutes an important factor for practical skills' improvement (and reflection on others' practice) as well as development of networks of innovation at local and regional levels.[155]

The partnerships between TE institutions and schools are being developed in the six EaP countries. The tendencies towards developing schools as centres for professional development of teachers can be observed, particularly in Armenia, Azerbaijan, Belarus and Moldova. Such developments are both new and challenging in terms of financing new professional development programmes, development of materials for teacher training, financial support and recognition of those teachers who commit their time and efforts to this work. At the moment, with some exceptions (for example, 'Dunya' Lab School in Azerbaijan or Mkhitar Sebastatsi Educational Complex in Armenia), the extent of such collaboration is considered as moderate. In Belarus, there is a strong partnership in re-training and in-service provision, and interestingly, partnerships are important in terms of schools in their negotiations for the best graduates.[156] In Georgia, the new Teachers' Houses will provide opportunities for partnership work. In key cities these facilities will act as sharing centres for teachers, principals and teacher educators. Schools themselves are encouraged to develop strategic plans in partnerships and across all aspects of school development. In general, TE institutions are mainly responsible for the education of new teachers, while schools are rarely 'perceived' as equally important providers of teacher training.

The relationships between TE institutions and schools have been identified in the following areas[157]:

- student classroom practices (Armenia, Azerbaijan, Belarus, Georgia, Moldova, Ukraine);
- instruction (mentoring) (Armenia);
- organising induction period (Azerbaijan);
- development of training programmes or solutions to specific problems (Armenia, Belarus);
- re-training of teachers (Armenia, Belarus);
- joint development of lists of general, cognitive, professional and creative competencies necessary for success in the educational market (Armenia);
- professional teacher development in higher education institutions (every five years) (Moldova, Belarus);

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[155] European Commission (2005) Common European Principles for Teacher Competences and Qualifications, Directorate-General for Education and Culture, http://ec.europa.eu/education/policies/2010/doc/principles_en.pdf

[156] Information from the questionnaire provided by the Minsk Institute for Education Development, Pedagogy Department.

[157] The country attribution is based on results of the stakeholder consultation process (open-ended questions), and therefore may not be limited exclusively to the countries in brackets.

- development of standards, curricula/study programmes, textbooks and teaching instruments for schools, development of NQF (Moldova, Belarus, Georgia);

- individual counselling to novice teachers at their request (Moldova);

- contests of students' scientific works carried out in close cooperation with secondary schools - centres of students' practice (Ukraine);

- olympiads (competitions) in various subjects organised by pedagogical universities, and scientific conferences, seminars, 'school of young teacher' programme (Ukraine);

- system of block teaching practice at secondary schools parallel with studying at university (Ukraine);

- joint realisation of international/national projects, programmes, seminars (Armenia, Belarus, Georgia Ukraine).

The forms of partnerships can be categorised as follows[158]:

- an agreement on collaboration signed between a school and university to co-operate in a specific sphere, e.g. language education (Armenia);

- 'school-university' clusters, within which school teachers are involved in the development and implementation of educational programmes at all stages of their planning and implementation (Armenia);

- contracts of co-operation to carry out the traditional format of 'pedpraktiki' (pedagogical practices) (Armenia, Azerbaijan, Belarus);

- contracts of co-operation between TE institutions and schools that want to become a 'centre of teacher training' providing teaching practice; such schools receive bonuses during accreditation and teachers are strongly supported in their pedagogical practice (Moldova).

The most often encountered difficulties in creating partnerships between school and TE institutions include:

- poor organisation of teacher practices (Armenia);

- insufficient duration of pedagogical practices in schools (Armenia, Azerbaijan, Ukraine);

- lack of monitoring (Azerbaijan, Ukraine);

- lack of mentoring staff in schools (Azerbaijan, Ukraine);

- gap between theory and practice (Armenia, Belarus Ukraine);

- schools not perceived as places for teacher training (Azerbaijan);

- schools considered mainly as 'venue providers' for students' teaching practices (Ukraine);

- low quality teaching practice (Belarus, Ukraine);

- unclear, situational and uncoordinated forms of promotion of such partnerships (Ukraine);

- weak links between universities and schools, basic training and advanced training of teachers (Moldova). [159]

In the light of these drawbacks, good practices in collaboration between schools and TE institutions should be more actively encouraged. This is particularity important in the context of the transformation of the secondary and higher education sector. Given that schools are the 'units' of

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[158] Ibid

[159] Information in this section is based on responds gathered during the Stakeholder Consultation Phase of this project. Hence, the countries in brackets are not exclusive for a particular area and form of collaboration, as well as problems encountered.

educational change as well as the ultimate' implementation agencies' for the reforms being carried out, partnerships with schools are one of the crucial success factors in the reformation process.[160]

8.3   The role of business sector in teacher education

The co-operation between TE institutions and the private sector is a rare phenomenon in all six EaP countries. Due to the lack of an institutional framework which would facilitate co-operation between universities and private enterprises as well as the lack of tradition to co-operate in this area, there is almost no interest on the part of business to participate in initiatives related to TE. In addition, the private entrepreneurs do not perceive TE institutions as business partners after decades of under-investment in the research and higher education sector. In other words, they do not see the need for establishing co-operation with institutions that provide TE because they do not see the benefits of it.

In **Belarus,** for instance, although the involvement of the private sector is formally declared, in practice, it remains almost not involved at all in TE since this field is monopolised by the state. Accordingly, the management of TE institutions looks at the business sector only as a source of finance but not as an important knowledge resource.[161]

However, there are cases of business and school co-operation. This refers mainly to international corporations, which play a significant role in the implementation of ICT in TE as well as in computerisation of schools, particularity in remote areas. As for the engagement of national and local representatives of the private sector, it is usually of local, small-scale character, and takes a form of voluntary or 'patronage' help, usually aimed at raising financial means for the solution of some specific problems (for example, publishing an educational manual or collection of scientific works). Such support is often based on personal relations between school heads and representatives of business, whose children study in the local school. The business sector is partly involved also in supporting the best students through the provision of various grants and co-financing of various activities of a scientific and educational nature.

8.4   The role of the non-governmental sector in teacher education

The influence of the third sector on TE has been noted in all six EaP countries, although with a varying extent. The networks between schools, TE providers and national and local NGOs are vital in terms of assisting the implementation and spreading successful innovations beyond pilot programmes that are provided by a number of large-scale donors. Such initiatives are needed to break the monopoly of the state institutions in providing the in-service education of teachers and thus balancing ministerial authority, the power of local and regional authorities and of educational administrators. At the moment, a majority of professional development courses for teachers are organised by government institutions.

Armenian teachers have been exposed to alternative student-centred teaching methods mainly through initiatives of several international organisations, donors, and agencies (see subsequent Section 8.5). Among examples of other community organisations involved in the process of education and professional development of teachers are: the Mission East and Harmony Fund, Association of Women with Higher Education, Aravot, Intellectual Women, Teacher's House, the Association of English Language Teachers in Armenia, teachers' unions, as well as other organisations that assist the development of the entire education system. These include: the Armenian Education Centre, the Centre for Education Projects, the Association of Educators and the Source of Education.

The field of TE in **Azerbaijan** operates in close partnership with the Centre for Innovations in Education and the Azerbaijan English Teachers Association (AzETA). Together with three other NGOs, it was chosen as the main provider of in-service teacher training for primary teachers in 2010. Representatives of NGOs also co-operated with the Ministry of Education in preparation for the 'Textbook policy in the general education system', approved in 2006. In general, however, the issues

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[160] The World Bank (2006) Project appraisal document on a proposed loan to Ukraine for an Equal Access to Quality Education in Ukraine Project in support of the first phase of the Education Sector Reform Programme, Report No: 32175-UA.

[161] Information from the questionnaire provided by the Agency of Humanitarian Technologies.

related to improving the pedagogical qualifications of teachers are the prerogative of state universities. Non-state participants usually provide short-term language or ICT courses**.**

In **Belarus**, the third sector does not have enough possibilities to interact with the main stakeholders involved in TE. On the other hand, some NGOs have often more contacts with international partners and are better informed about the existing innovations in TE. Therefore, the most important input of the third sector is dissemination of best practices and modern educational technologies.[162]

Among associations and NGOs engaged in promoting educational changes there are: Belarus Educational Centre for Leadership Development (BECLD), Support Centre for Leadership Development (SCAF), National Association for Educational Innovations (NAEI) and National Association of Secondary Education Administrators (NASEA). Within the most successful programmes and projects implemented by the above-listed NGOs in Belarus there are: Educational Leaders for the 21st Century Programme (1993-1995), Education Leadership Initiative (1994-1996), MATRA-programme 'Civic Education in Belarus' (1996-1998), Development of Expert School Leadership Practices through Multi-Dimensional Profiles (2000-2004).

In **Georgia**, the NGO sector has developed a substantial capacity (content, expertise, networking and international co-operation ties) in some of the key areas of education and training. Schools benefit by this collaboration with NGOs that frequently operate with financial support from donors. Georgia has a number of dynamic and interesting teacher associations. Their supporters are various recognised international organisations with which the government co-operates, albeit with a differentiated approach, on a number of projects. This co-operation with the government sector bodies seems to have wide room for improvement, which can be beneficial for all.

The influence of the third sector in the field of education is growing in **Moldova**. It is related to the adoption of strategic documents in the sphere of education such as the preparation of a new Code on Education and the National Strategy 'Education for All' that was discussed during the national conference with the participation of NGOs. Several international non-governmental participants offered courses to improve teacher competences (for example, Pro Didactica, Step by Step, and SOROS-Moldova Foundation), alongside the national third sector players, which include professional associations supporting teachers of the same professional fields (for example, the Society of Philological Sciences, the Society of Historians, the Association of Managers and the Association of English Teachers). The teachers' union is not directly involved in TE activities.

In **Ukraine**, the involvement of the third sector in TE-related activities appears as the most vibrant, particularly with regards to national and regional NGOs. Among the influential organisations that have an impact on the formation of school development strategy, the development of relevant legislation and facilitating the exchange of experiences, are the Public Council of Educators and Scientists of Ukraine (PCESU) and the Association of School Heads of Ukraine. The former aims also at the promotion of the revival of high social prestige and status of teachers and researchers. A significant role in support for school education is played also by sectoral trade unions, pedagogical unions and associations, which conduct master classes and methodological seminars for teachers and ensure the development of educational institutions and professional development of people working in the field of education.[163] Although there are several NGOs that offer teacher in-service training, the vast majority of such activities is still provided by government institutions.

8.5   The role of international institutions and experts in teacher education

One of the main directions of the development of education in the six EaP countries is their integration into the global educational environment with the preservation of national interests. The proper implementation of modernised education mechanisms throughout the process of reformation to a large extent depends on the co-operation with international organisations and experts. Hence, for the past two decades, they have been involved in supporting the development of education in several ways. These include:

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[162] Information provided in the paper 'International Cooperation for Educational Innovations in the CIS: The Case of Belarus' prepared by Mr. Iouri Zagoumennov, p.6.

[163] Information from the questionnaire provided by Kyiv Regional Institute for Postgraduate Pedagogical Education.

- financial support for national and institutional projects in education;

- financial and expert support for both individual projects and private development projects on education;

- expert evaluation and assistance;

- organizing and participating in seminars, conferences, roundtables;

- mobility programmes for teachers;

- joint search of concepts and the most effective models of TE;

- integration into the EHEA;

- creating methodological and cultural centres in schools and offering methodological support for school teachers.

For example, co-operation with international experts from organisations such as UNESCO, UNICEF and the World Bank, helps **Armenia** to develop and implement education reforms, adjusting higher education according to the Bologna process. Since the mid-1990s, IREX and the Open Society Institute have been training teachers and trainers in active learning methods, critical thinking methods and co-operative learning. As for the most active and large-scale donor programmes in the higher education area, these include: OSIAF, DAAD, Academy for Educational Development (AED), and the British Council.[164]

In **Azerbaijan,** the state authorities and teachers are increasingly involved in a number of international projects, which offer financial and technical assistance to teachers and educational institutions. The partnership between the Ministry of Education and the World Bank, which targets the improvement of in-service TE, has been continuing for almost ten years. The development of English language teachers in secondary schools is assisted by the British Council by carrying out intensive seminars as a part of the In-service Teacher Training Project. In addition, the International Step-by-Step Association (ISSA) developed a mentorship as a special tool for increasing the quality of in-service TE within the Step-by-Step programme.

Co-operation with international institutions and experts in the field of TE is very important for **Belarus** as it creates the necessary grounds for sharing best practices and innovations: common scientific and research programmes, joint programmes (e.g. with Stockholm Education Institute), partnerships with leading educational institutions and research centres, bilateral and multilateral co-operation programmes in research and training, invitation of international academics for lectures, consultations and expertise and international exchange programmes.[165]

Belarus is not yet part of the Bologna Process, which restricts the ability of the European education community to co-operate with their Belarusian counterparts. At the same time, Belarusian universities continue to collaborate actively with European partners within the framework of the Tempus Programme and take part in the development of distance education and life-long learning. In addition, over fifteen innovative TE projects have been implemented with the involvement of international experts from EU HEIs, such as the Danish University of Education (Denmark), Umea University (Sweden) and Amsterdam University (Holland). Belarusian leading education experts have participated also in main European and global expert networks aimed at teachers and school leaders in education and professional development (e.g. EERA, EFEA, ICSEI).[166]

For **Georgia,** in 2008-2009, the World Bank provided the initial assistance package to establish and develop the National Centre for Teacher Professional Development (NCTPD). Moreover, a number of international organisations implemented a wide range of projects of varied scale, in more or less direct co-operation with schools (all levels), and/or with agencies under the supervision of the Ministry of Education. Certain international organisations have a more specialised thematic profile

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[164] Armenia: Focus on the Higher Education Sphere. Realities and expected changes. November 2007. p.3.

[165] Information from the questionnaire provided by Belarusian State Pedagogical University.

[166] Information from the questionnaire provided by the Minsk Institute for Education Development, Pedagogy Department.

than others. The British Council has established a long tradition of support to teachers of English language, while the Norwegian Government has supported the development of a new curriculum to train teachers of pupils with special needs. GTZ provided assistance to train vocational education teachers in transversal competences and USAID recently trained teachers of the construction area with training techniques for adults.

Within the scope of the European Neighbourhood and Partnership Instrument (ENPI), the Ministry of Education with European partners accomplished the twinning project, 'Capacity Enhancement for Implementing the Bologna Action Lines in Georgia (CEIBAL)'. The overall goal of the project was to support full implementation of the Bologna process action lines within the relevant institutions and to prepare Georgia's full integration in the European Higher Education Area (EHEA). Within the frame of the 4th Component (Programme Accreditation) of this project, European experts assisted Georgian counterparts to develop accreditation standards for education/teacher training (regulated profession). This will not only make national standards   compatible   with   European   ones   but contribute to enhance TE and the profession on a national scale.

Among international projects implemented in **Moldova,** World Bank's support for the 'Project on general secondary education' (1998) should be mentioned. The aim of this initiative was the reformation of the Moldovan educational system during the next five years. The first step in this process was the reform of school curricula in order to link them to European standards.[167] This was linked to one of the priority tasks, that is, setting up a retraining of teachers in accordance with the new curriculum. Teachers were familiarised also with the most modern teaching methods, aiming - among other issues – at the development of young people's independent thinking skills. The current World Bank project aims at increasing the quality of education in rural areas and envisages a number of teachers to be trained in the use of the new curriculum.

Ukraine co-operates with a number of international organisations and experts, mainly from the U.S. agencies, UNESCO, UNICEF and the World Bank. The projects in the sphere of education aimed at promoting the improvement of Ukrainian education programmes on management, civic education, history and education of the ethnic minorities and the democratic system.

One of the key players in the region is the **European** community, which encourages neighbouring countries to participate in European policies, such as the European Neighbourhood Policy (ENP) and its regional co-operation initiative: the Eastern Partnership. The flagship initiative of the ENP is the promotion of higher education and student mobility, which in the longer term should increase the quality of university education at the teacher training institutions. More specifically, the participation in the programme is to result in the modernisation of curricula and teaching methods, research capacity, a higher education mobility and employability of graduates and university governance.[168] An important component in achieving this is the establishment of sustainable partnerships between HEIs in the EU and ENP countries. For instance, in the area of higher education, universities from Armenia, Azerbaijan and Georgia co-operated on a distance and e-learning project.[169]

In the area of in-service primary and secondary school TE, the World Bank emerges as the largest external funder in the region. As for the most recent engagement in five EaP countries, it provided financial assistance to large scale projects, which aimed at enhancing the quality of school learning (Armenia, Georgia), with special focus on rural areas (Moldova), more effective teaching and improved learning results (Azerbaijan), as well as providing equal access to quality education (Ukraine). In line with the World Bank data, the overall progress towards the attainment of the development objectives was notified in most of its components related to teacher training, apart from

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[167] For the first time, a program of ethnic minorities training in the national language has been developed.

[168] The extent of individual country's involvement in the priority area on promoting higher education and student mobility is summarised in the Commission Staff Working Documents taking stock of the European Neighbourhood Policy: Progress Reports on Armenia, Azerbaijan, Moldova, and Ukraine (2009).

[169] Commission Staff Working Document accompanying the Communication from the Commission to the European Parliament and the Council Taking stock of the European Neighbourhood Policy (ENP) Implementation of the European Neighbourhood Policy in 2009 Progress Report Armenia {COM(2010) 207}.

Ukraine, where they have been only partially achieved. The exact components addressing the preparation of pedagogical staff and the results achieved to date are presented in Table 8.1 below.

Table 8.1   Most recent World Bank supported projects in the six EaP countries: current results on TE

Country		Project description
Armenia	Title	**Second Education Quality and Relevance (2009-2014)**
	Objective	To enhance and facilitate school learning in general education and improve the school readiness of children entering primary education; to support the integration of Armenian Tertiary Education system into the European Higher Education Area.
	Status Overview	Overall progress towards the attainment of the development objectives is satisfactory, reflected in full engagement in preparatory activities throughout 2010 for grant programmes, training programmes and preparation of trainers, pre-school readiness, higher education, and the development of e-platform for educational e-content.
	Indicator	% of teachers intensively using ICT and other new materials in the classroom (target: increased proportion)
	Comment	Training preparation is on-going. Draft technical and functional specifications for the education platform have been prepared.
	Indicator	% of teachers taking part in pedagogical development programmes (target: increased proportion)
	Comment	In 80 schools, training needs assessments for both teachers and school directors are being carried out. About 900 subject teachers from 43 newly established high schools have received 90 hour training on content knowledge, assessment, new pedagogic methods and ICT literacy.
	Indicator	% of teachers still exclusively using the presentation/recitation mode of teaching (reduced proportion)
	Comment	Classroom observations will need to be conducted.
	Indicator	Number of TE curricula comparable to a typical Bologna programme
	Comment	Selection of the European University for twinning has been concluded; work expected to begin in 2011.
Azerbaijan	Title	**Second Education Sector Development Project (2008-2014)**
	Objective	More effective teaching and improved learning results in general secondary schools (a) which receive new school libraries and (b) where teachers adopt improved teaching practices as a result of in-service training.
	Status Overview	The project has shown continued progress in most of its components. Major achievements include curriculum reforms, including for pre-schools as well as for grades 5 to 11 during this period; development of a new Library Policy, modernisation of the in-service teacher training system, participation in international; pilot programmes for the promotion of school readiness and progressive improvements in education management and information systems.
	Indicator	Increased proportion of teachers using active methodologies in the context of the new curriculum
	Comment	Training for 17,000 grade 1-4 teachers in new curriculum was completed and additional training by NGOs planned. School observations were done in 2010/2011 school year.
	Indicator	Improvement in the ratio of students to the number of full-time equivalent teachers
	Comment	All new recruits must have a minimum of twelve hours a week. While this reduces part-timers, no figures yet to assess impact on ratio. Marginal decrease in the number of schools and some decline in teacher numbers. Numbers not yet reported.
	Indicator	% of methodologists capable to providing continued support to teachers on issues of new curriculum, assessment tools and use of new learning materials.

Country		Project description
	Comment	Classroom observation studies are on-going and are expected to collect data on this.
Georgia	**Title**	**Creation of the National Centre for Teachers' Professional Development (NCPTD)**
	Objective	Promote and expand the professional development of teachers.
	Status Overview	Major achievements include the opening of a number of Teachers' Houses in key cities to operate as networking and knowledge-sharing centres for teachers, principals and teacher educators and to assist in the transformation of the soviet-style education system into the modern system. The centre is currently working on a unified policy for initial TE – expanding its role beyond professional development.
	Indicator	Teacher Certification
	Comment	Contributing to teacher standards, professional knowledge and a source of consultancy in preparing teachers for the certification examinations.
	Indicator	Continuing professional development
	Comment	The National Centre for Teacher Professional Development (NCTPD) attending to diversification in CPD and making accessible various sources of professionally relevant materials – on-line resources, distribution of booklets and leaflets in the schools; organising seminars and working groups.
	Indicator	Inclusive Education Programme
	Comment	Establishment of Special Teachers' Professional Standard – including the provision of training modules and relevant handbook.
Moldova	**Title**	**Quality Education in the Rural Areas of Moldova (2006-2012)**
	Objective	The main objective of the project will be to increase quality of education in rural areas.
	Status Overview	The project is being implemented satisfactorily and in specific areas such as educational financing, surpassed its original objectives. The project's activities in school optimisation and per capita financing have jump-started a nationwide educational financing reform.
	Indicator	Number of teachers trained in the use of the new curriculum
	Comment	End of project target was 9000 but 8284 teachers is the total number of teachers in the system who required the training and achieved the end of project target.
Ukraine	**Title**	**Equal Access to Quality Education in Ukraine Project (2005-2010)**
	Objective	The project development objective is to provide equal access to quality education and to improve the efficiency of the education system to prepare Ukraine's graduates for a knowledge-based society.
	Status Overview	The project was closed in December, 2010, and has been rated as unsatisfactory in terms of reaching its objectives. Only three out of thirteen major sub-components included in the appraised project design achieved or surpassed their agreed targets: the training of master trainers and the first and continued participation of Ukraine in international comparative studies. Other activities such as in-service training for teachers, leadership training for school directors, improvement of Regional Institutes of Teacher Training (RITTs) and the provision of teaching and Learning tools, have been partially achieved. The rest had either very poor accomplishment or were not implemented at all. Only one project indicator, that of increasing student-teacher ratios in rural schools, has been progressing but not as fast as had been envisaged by the project.
	Indicator	% of teachers trained with improved teaching skills out of the total target (target value: 100%, 4,400)
	Comment	Only 25% of target achieved at end of project.

Source: The World Bank, www-wds.worldbank.org

9 Conclusions

9.1 Introduction

The final chapter of this report begins with a summary of key strengths and challenges faced by the national authorities and educational institutions in the area of teacher education (Section 9.2). It is then followed by considerations on the need for further policy action in the six EaP countries reviewed, reflecting also the views of stakeholders in this regard.

9.2 Current strengths of teacher education in EaP countries

Despite economic, political and social crises faced in the post-communist period, all six EaP countries have managed to preserve and further develop relatively well-functioning teacher education (TE) systems. Reforms in the sphere of education, initiation of projects that are to promote educational and systematic innovations, steps towards the modernisation of pre- and in-service TE and the road towards the European Higher Education Area are among the main advantages for the TE sector in the region. This has been followed by a number of legal provisions approved to regulate the process of TE as well as development and implementation of various strategies, initiatives and policies aiming at fostering a clear vision of reforming trends and needs in teacher education. In addition, the long tradition of TE in all six countries sets a good basis for present day teacher training.

A tendency towards diversifying the package of both pre-service and in-service TE programmes can be observed. On the initial teacher training level, the introduction of the possibility to choose 'alternative' (optional) blocs of disciplines alongside the obligatory courses allows student teachers to explore those disciplines in which they are interested. Also, the in-service TE system becomes more flexible and oriented towards individual interests of teachers, often with substantial support of representatives of the non-governmental sector and international organisations that break the monopoly of the state institutes in course provision. This allows for better correlation to individual teacher needs as well as to the regional or local specifics.

A number of measures directed towards introducing experimental work in the area of TE have already been undertaken. These include new education programmes, new textbooks and didactic technologies, as well as other measures listed in Section 7.2. These are often implemented through external professional development programmes and projects. The current approaches began to stress the importance of correlation between theory and practice and recognise the needs of teachers and schools therefore attracting a number of teachers.

Joining the Bologna Process in 2005 is considered by five of the six EaP countries as a positive development in the area of TE. In order to integrate with the European system of higher education, actions were taken to initiate a three-cycle structure of student education, implementing new standards and credit testing for higher education. This relatively powerful tendency to study and implement the European achievements into the national education strategies and legislative framework reflects the inclination of the education systems in the six EaP countries to integrate with Europe. In the single country currently which is not yet a signatory to the Bologna process, much is being endeavoured to improve all aspects of TE and training, particularly in the development of the competence-based approach towards a more complete understanding of the modern mission in pupil development.

9.3 Current weaknesses of teacher education in EaP countries

Despite the above-mentioned developments, a number of challenges remain. Referring mainly to the transition period, they impede the full implementation of new principles established by legal and non-legal documents. Above all, the education systems of the six EaP countries are to some extent based on the former Soviet model, which applies teaching rules characteristic to the old regime. In such a context, the preservation of particular positive achievements of the previous system - while constructing modern institutions that are able to respond to current demands - poses one of the key challenges in the process of reforming the education system.

Since the collapse of the Soviet Union, the status of the teaching profession has begun to erode in Armenia, Azerbaijan, Belarus, Georgia, Moldova, and Ukraine. Currently, it is characterised by the following features that undermine the status and prestige of the teaching profession in the region: low salaries and a majority of low-performing students entering pre-service TE institutions (as opposed to students admitted to more competitive, highly-demanded educational programmes). However, efforts in all six countries are being made to elevate the teaching profession, not solely through the means of more attractive salaries, but vitally in the area of a teacher's career and professional development.

Some studies highlight inadequate teacher salaries as one of the strongest factors undermining the status and prestige of the teaching profession. The decline of the economic, social and professional status of teachers led to a growing migration of teachers to better-paid jobs in other sectors of the newly emerging market economies. This was especially visible in the case of teachers of foreign languages and ICT. As a result, teacher shortages were reported by some governments (although to a varying degree in different countries), mainly in rural areas. Accordingly, the state authorities began to provide various incentives for teachers to work in more remote regions. This, in turn, had considerable implications for those teachers who remained in the profession, as they were increasingly required to teach subjects that were not their specialties or had to work additional hours that reduced necessary time for preparation to lessons.

TE institutions are not adequately equipped with ICT and lack modern libraries and resource centres, in particular access to international databases on different range of pedagogical subjects. This results in inadequate specialist training and a limited use of active/interactive learning methods comparing to European standards. Active and interactive methods are crucial in all areas of the curriculum, but particularly in terms of more modern pedagogical innovations in the science laboratory. At the same time, the reluctance on the part of pedagogical cadres and other stakeholders to introduce new developments into their work has been identified as a key obstacle for innovation; to a certain extent the reluctance is understandable however in the face of such massive reform and change. Such an approach may stem from the stereotypical thinking among teachers, school managers and parents, who sometimes perceive innovative approaches as traditional methods only under different names and demonstrate their attachment to the old educational system. It has been pointed out also by some stakeholders that there is little stimulation to innovate, and therefore low levels of motivation hinder the development of positive attitudes towards involvement in such activities, mainly due to the absence of a clear rewarding mechanism.

Whereas the basic level of TE includes theoretical and subject preparation, it still lacks adequate classroom experience. In addition, it appears that some TE departments are still more concerned with teaching specific subjects rather than the provision of integrated programmes of study for preparing teachers as modern professionals. However this study has identified 'competence-based' developments, very much in line with modern European thinking and innovation. A common problem reported by all EaP countries relates to the isolation of pre-service TE from the real life application of knowledge. A similar divergence is illustrated by the mismatch between the preparation of teachers and the requirements of the labour market. Such a slow pace of adaptation to external needs is bound to impact negatively on the status and competitiveness of the whole education system.

9.4 The need for further development and the future of teacher education

Despite significant efforts and achievements in the modernisation of educational systems, in the context of current challenges, further changes are required in the area of teacher initial and in-service education. The key needs in these areas identified in each of the six EaP countries are listed in a summary Table 9.1 below.

The review of key needs and challenges shows that a number of commonalities exist among Armenia, Azerbaijan, Belarus, Georgia, Moldova, and Ukraine, in terms of problems that need to be tackled to improve the overall quality of initial and in-service TE. With regards to pre-service TE, these include above all, issues such as:

- upgrading the threshold of qualifications (secondary-professional education) to enter the teaching profession;
- formulating clear professional standards for TE and criteria to assess them;
- up-dating the curricula to better respond to demands of both modern school and labour market;
- improving the organisation, content and methodological support of classroom practice;
- upgrading the quality of the assessment (through various national agencies) and monitoring system;
- establishing closer links (and sometimes partnerships) with schools, NGOs, business sector;
- increasing the mobility of teacher educators and teachers students;
- creating research centres that support TE.

Concerning in-service TE, the major challenges identified can be grouped around the following themes:

- modernising in-service TE to respond to teachers' preferences and the demands of the labour market;
- decentralizing the system of in-service teacher training with a view to enlarge the competencies of TE institutions to apply best practices and innovation methods according to the specific needs;
- making the in-service teacher training less formal through carrying out more effective training needs assessment and elaboration of the training programmes based on its results;
- encouraging state educational bodies to more actively involve school networks and non-governmental organisations in designing and implementation of training programmes based on practical knowledge and best practices, including international experience and pedagogical innovation;
- creating incentive and support mechanisms for both young and experienced teachers to remain in the profession;
- widening the range of learning opportunities for teacher continuous professional development;
- prioritising teacher personal development;
- peer review and sharing of innovative practice;
- introducing induction programmes for teacher students graduating from higher education institutions (HEIs) through establishment of educational networks and appropriate financing.

While this is not to say that there are no differences between countries discussed in this study, the focus on common problems serves as a good starting point for discussion and co-operation in the region within the EaP dialogue framework.

Apart from developments at the pre-service and in-service TE level, further reformation and implementation of new standards in TE require continuing encouragement at the international level. Additional efforts should be made to encourage mobility, exchange between policymakers, researchers, university faculties, teachers, and teacher students within the EaP region and with EU Member States, in order to seek resolution of common developmental issues and problems. Through the Eastern Partnership initiative, projects aimed at wider and deeper introduction of new techniques and innovations in education should be initiated and further supported, as well as the exchange of experience between EaP countries themselves, European universities and established experts in each country.

Given that countries in the region undergo a relatively similar transition in the field of education, co-operation is possible: 1) on the level of analysis of educational reform results achieved up-to-date; 2) in creating a unified educational area; 3) in developing and implementing strategies of teacher training institutions based on benchmarking; 4) in exchanging successful experiences, for example, on the use of ICT to create a unified educational space at different levels of co-operation; 5) joint development and implementation of regulations that promote the exchange of students and teachers; 6) participation in joint projects; 7) the creation of partnerships and clusters; and, 8) the

establishment of regular fora within the EaP region which would serve as arenas for trouble-shooting, micro-analysis and signalling areas of good practice to be developed, and hopefully, funded.

At the same time, a country-specific approach should be undertaken towards the promotion of projects that contribute to integration into the European educational arena. Apart from international experience, the search for solutions should take into account: social needs, the developmental level of the economy and the heritage of science, culture and education. There should also be more active implementation of the positive experiences of regional education systems.

Moreover, a more systematic and comprehensive approach towards education is required at national level. Today, many initiatives are still at the piloting stage and they lack the analysis of effectiveness and institutionalisation from a legal point of view, which limits their practical application. Such pilot projects, such as TE courses provided by NGOs, should be assessed for potential further countrywide appliance.

Finally, and in general, as this report and conclusions articulate and amplify, schools themselves should be encouraged to become more autonomous and actively demonstrate open-learning environments, where teachers assume ever greater responsibility for the content, organisation and monitoring of the learning process, as well as for their own personal career-long professional development. If all participants, within the six EaP countries - governments, ministries, teachers, teacher educators, schools, agencies and stakeholders - are able to work together, within the framework of European Cooperation, towards the enhancement of the services they provide, improving the quality of TE and professional life in schools can reinvigorate the teaching profession, pupils and students. The corollary here is the potential to move nations onward towards the individual and collective goals they seek to achieve

Table 9.1 Summary of key needs in the field of initial education and professional development of teachers

Needs by country	Teacher training level	
	Initial	**In-service**
Armenia	- introducing modern educational theories and methodologies - matching the TE curriculum with school needs - increasing the threshold qualifications of primary and secondary school teachers in pedagogy	- systematisation and strategic vision of teacher training - improvement of re-training and continuous professional development of teachers
Azerbaijan	- increasing the number of two-subject teachers or integrated-subject teachers - enhancing minimal state requirements for the content and level for training Master's students - developing TE content corresponding to school demands - implementing the ICT, active and interactive teaching methodology - developing the infrastructure and technical equipment of HEIs	- developing long-term forecasting mechanism for staff development - attracting teachers in rural areas - providing teachers with the experience of teaching in more than only one subject - determining teachers' real requirements for in-service training in advance
Belarus	- improvements in national legislative and non-legislative frameworks towards greater democratic governance, competence-based approaches and inclusive education - improving TE compliance towards the requirements for the contemporary innovative teacher - scientifically-based, long-term forecasts for needs in teaching staff - less theoretical and more practice-orientated TE - stronger international links in TE - clarifying and widening the range of pedagogical specialisations in the prism of international educational trends - development of new educational standards for the second stage (Master) of higher pedagogical education and teaching; development of the methodological support of new educational standards for the first stage (Specialist) - development of strategies for managing financial and material resources of higher pedagogical education, rational and efficient use of budgetary funds	- meeting the demands of personal development and continuity of professional development - updating of competences - facilitating competitiveness - creating and effectively applying pedagogical innovations - co-operating with colleagues - focusing on the most needed teacher specialisations - sharing of individually designed innovative programmes - elaboration of new programmes of distance teacher education and their methodological support - increasing use of new information technologies, monitoring and diagnostic programmes
Georgia	- effective follow–on from mandatory certification (2014) - individualised career planning	intensive preparation for current teacher certification programmes which will become mandatory in 2014

	- increase coherence of the relevance of the system of TE - increase language competence among teachers - linking research and TE - more and better co-operation with EU and FP7 - mobility of teachers through training and special development programmes - international teacher networking - peer- learning activities, promoting policy dialogue - modernisation of laboratories for the teaching of natural science	- support for teachers in the schools of mountainous regions, where there is a scarcity of teachers - continuing support for Georgian language teaching - continuing support for the teaching of foreign languages - training for enhancement of the Inclusive Education Programme - more expansion in the teaching of ICT - training for enquiry-based and active science teaching - continuous training for the national school curriculum
Moldova	- strengthening of the law provisions on in-service TE - developing a modern concept of TE and related programmes - establishing the relationship between universities and schools; - supporting better integration of young teacher graduates in the early stages of teaching careers	- strengthening of the law provisions on in-service teacher education - development of the lifelong education system for teachers and managers strengthening of the law provisions on teacher training - offering a wider choice of centres of excellence for teachers - diversifying the package of educational programmes tailored to individual needs - establishing methodological centres within (pedagogical) universities - providing packages of programmes/learning services - establishing mechanisms for teacher motivation
Ukraine	- implementing new models of teaching experience - improving TE curricula - creating a targeted system of training for teachers in pedagogical universities - training of teachers in several specialties	- implementing new models of teaching experience - training teachers in several specialties - differentiated approach to teacher professional development

Note: Information in this section is based on responds gathered during the Stakeholder Consultation Phase of this project. Hence, there is a possibility that some needs are not exclusive for a particular country and/or educational area but they have not been listed by some in-country respondents.

ANNEXES

Annex 1 – Country fiche on Armenia

Annex 2 – Country fiche on Azerbaijan

Annex 3 – Country fiche on Belarus

Annex 4 – Country fiche on Georgia

Annex 5 – Country fiche on Moldova

Annex 6 – Country fiche on Ukraine

Annex 7 – The overview of main objectives of primary and secondary education as defined by legal acts

Annex 8 – Main legal developments identified in the area of primary and secondary (teacher) education

Annex 9 – Key statistical data on teacher education

Annex 10 – Bibliography