



Annex 1

STUDY ON TEACHER EDUCATION FOR PRIMARY AND SECONDARY EDUCATION IN SIX EASTERN PARTNERSHIP COUNTRIES

ARMENIA

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1 OVERVIEW OF CURRENT STRUCTURE OF THE EDUCATION SYSTEM

Armenia's public educational system is based on the following schooling programmes (Art. 10 of the Law on Education¹):

- general education:
 - pre-primary (age 3 to 5);
 - primary (grades 1 to 4, age 6 to 9);
 - basic secondary (grades 5 to 9, age 10 to 14); and,
 - senior secondary (grades 10 to 12, age 15 to 17);
 - special general education;
- extracurricular education;²
- vocational education (1-3 years of study at as preliminary and middle/secondary levels professional education);
- higher professional education:
 - bachelor level (4-year undergraduate degree);
 - certified specialist;
 - magistracy (2-year Master's degree);
- post-graduate vocational/professional education:
 - aspirantura (candidate of science);
 - doktorantura (doctor of science): and,
- supplementary education.³

For a graphic presentation please see Annex A.

¹ The Law of the Republic of Armenia in Education, adopted on 14 April 1999, <http://www.parliament.am/legislation.php?sel=show&ID=1494&lang=rus>

² Out of school education takes place in children's and youth creative and aesthetic centres, musical and art schools, clubs, centres for young patriots, technicians, naturalists and tourists, sports school, camps and other organisations engaged in non-school education (Art. 20 of the Law on Education of 14 April 1999).

³ Postgraduate Professional Education is conducted through two scientific degree systems: aspirantura (candidate of science) and doktorantura (doctor of science). Duration of doctoral studies (aspirantura) is considered to be 3, 4 and 5 years for full-time, distant and free creative studies consequently. It is intended to increase academic programmes and duration of studies to make them comparable with the 3rd Bologna cycle (ENIC-NARIC Armenia, National Tempus Office in Armenia). Supplementary education includes additional courses beyond the main degree programmes and is conducted in professional and supplementary (short-cycle) education institutions and centres.



1.1 Primary and secondary education system

The following types of institutions can be distinguished at the secondary education level: primary general, basic general, secondary (complete) general, special general⁴ and secondary vocational.

According to the Law on Education, secondary (complete) general education is carried out in secondary schools on the successive stages:

- primary school (grades 1-4),
- basic school (5-9), and
- senior school (grades 10-12).⁵

The first two stages of secondary school constitute the basic education level, after which pupils obtain a Certificate of Basic Education (lower secondary). After finishing senior school, a Certificate of Complete Secondary Education (upper secondary) is obtained by successful graduates.

General education schools include also gymnasiums and lyceums, which are the secondary general education schools that provide main and additional general education programmes. The education programmes of gymnasiums comprise deep profile differential tuition of pupils. In lyceums, the instruction is received in relevant fields of specialisation of senior level pupils.⁶

Primary vocational education can be provided within vocational streams of study in senior schools (Art. 22). Secondary vocational education is carried out in vocational education institutions, known also as 'middle professional education institutions' that include colleges and craftsmanship colleges (Art 23). The list of professions (specialties), in which the organisation of vocational education is allowed on the basis of basic general education, is approved by the Government of the Republic of Armenia. Graduates are awarded middle specialist qualification.

Basic general education is compulsory. The requirement of compulsory general education applies to pupils until they are 16 years old if it was not granted before. Before the age of 16, pupils may, upon parents' (or adoptive parents or other persons responsible) agreement, leave the school. The requirement of compulsory basic general education shall not apply to certain categories of children requiring special conditions of education, which are established by the Government of the Republic of Armenia (Art.18).

2 THE ROLE OF PRIMARY AND SECONDARY EDUCATION AND THE ROLE OF SCHOOL TEACHERS

The **primary school education** lays down the foundations for linguistic, logic and practical skills, and initial introduction to the national and universal values. In **basic schools**, the purpose of education 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 (Art 18 of the Law on Education). Pupils should also acquire

⁴ For example, orphanages and boarding schools for children without parental care with a programme at the level corresponding to secondary school to promote education; special institutions for children in need of special educational conditions (Art. 19 of the law on Education, 1999).

⁵ The Law of the Republic of Armenia on Education, adopted on 14 April 1999, <http://www.parliament.am/legislation.php?sel=show&ID=1494&lang=rus>

⁶ Statistical Yearbook of Armenia (2010) Education and Culture, <http://www.armstat.am/file/doc/99461563.pdf>



skills and abilities to apply this knowledge in everyday life and to develop moral and spiritual values that are necessary to continue education in senior school or vocational school, as well as for the performance of work by using skills appropriate for the pupil's age.⁷ The aim of schooling on **senior level** is based on the acquisition of knowledge that provides basic comprehensive education.

At this stage, in accordance with the inclinations, skills and abilities of students, differentiated (streamed) education can be obtained through additional educational programmes (Art. 18 of the Law on Education).

As defined by the Armenia legislation, the overall **aim of general education** is to create favourable conditions for the manifestation of the citizens' intellectual, spiritual and physical abilities, their education and development (Art. 18 of the Law on Education). Accordingly, the key objectives of general education include:

- 1) development of learners' fundamental knowledge about the nature, society, technology, production and ecology, creating the necessary conditions for their self-education and self-development within the system of continuing education;
- 2) formation of both individual and citizen personality, attached to the universal and national values, national cultural, moral, and psychological legacy of active citizenship;
- 3) implementing a comprehensive programme of military-patriotic education and basic military training of students.

As for the **primary vocational education**, it aims at preparing students, after basic general education, towards working activity, requiring an initial professional qualification, on the basis of general education (Art. 22). The main purpose of **secondary (middle) vocational education** is the training of cadres with secondary vocational qualifications, broadening and deepening of general and professional knowledge on the basis of general secondary education (Art. 23 of the Law on education).

As for the **role of teachers** at both the **primary and secondary school** level, it is to recognize the need for reform and their own role in this process, with an appropriate education and the possession of moral qualities, as well as the awareness of importance of needs for new methods of education, continuously improving professional skills, regularly participating in teacher training and self-education. At the primary level, a teacher also acts as a leader, guiding the children's education towards secondary school.⁸

Overall, the teacher's profession is perceived as crucial for building the educational process with the use of latest methods of knowledge transfer and forming skills for personal development of individualism, adaptation to the society, development of moral and spiritual values for the education of citizens.⁹

In the view of key stakeholders contacted for this study, teachers' role at both primary and secondary school level is above all to:

- facilitate the implementation of the right of every citizen to education, while taking into account peculiarities of each personality;

⁷ Information from the questionnaire provided by the Ministry of Education and Science of Armenia.

⁸ Ibid.

⁹ Information from the questionnaire provided by the Ministry of Education and Science of Armenia.



- help pupils to acquire the knowledge of general education programmes and methods to facilitate the acquisition of necessary skills, and to develop a universal system of values by means of different techniques;
- to provide each student a full and harmonious development, while disclosing pupil's creativity, humanistic relationships, providing conditions for the flourishing of a child's individuality, taking into consideration age-related features;
- collaborate with parents in terms of organisation of education and family upbringing;
- develop professional knowledge and carry out researches; and,
- collaborate with colleagues to exchange good practices and maintain an effective continuous professional development.¹⁰

3 KEY STATISTICAL DATA ON TEACHER EDUCATION

Statistical data on education in Armenia reflects the following trends for the period 2005-2009:

- Public expenditure on education in Armenia has risen over the period from 2005 to 2009, despite a drop in GDP annual growth in 2008 and 2009.
- The overall number of teacher in primary and secondary schools has been rather stable.
- The number of pupils in primary and secondary education is steadily decreasing.
- The overall number of primary and secondary school teachers has also declined. However, when looking at primary and secondary schooling separately, it can be observed that a decrease appeared only in secondary schools while in primary education a slight growth in a number of teachers can be observed (however, no data for 2008 and 2009 could be obtained).
- School enrolment has been rather stable, with the net indicator for primary schools on the level typical for EU countries.
- Data showing primary schools completion rate shows improvement in case of Armenia (from 95.78% in 2005 to 103.3% in 2009).
- Percentage of female teachers in primary and secondary schools is high, but on similar level as for European countries.

Note 1: Until 2007/08 school year, primary school included grades 1-3, middle school - grades 4-8 and high school - grades 9-10; for school years 2007/08 and 2008/09 - the general school grades were 1-4, 5-9, 10-11, respectively. The degrees of general education schools were applied in Armenia starting from 2009/10 academic year (National Assembly HO 160-N dated 10.07.2009, the Law on General Education).¹¹ Accordingly, the total numbers of schools and enrolment are provided in the Statistical Yearbook of Armenia (2010) for primary, basic and secondary schools (as well as schools for mentally and physically disabled children). As for data for 2009/2010 school year, numbers for general education are divided into primary, basic

¹⁰ Information from the questionnaire provided by the Yerevan Mkhitar Sebastatsi Educational Complex of Armenia's Ministry of Education and Science and by the National Institute of Education.

¹¹ Explanation provided in the Statistical Yearbook of Armenia (2010) Education and Culture, <http://www.armstat.am/file/doc/99461563.pdf>



and senior schools, gymnasiums, secondary schools (as well as school for mentally and physically disabled children).

For those indicators where statistical data could not be accessed/identified, row boxes are marked as ‘-’.

Table 3.1: Statistics on education

Description/Year	2005	2006	2007	2008	2009
Number of general education schools ¹²	1467	1467	1452	1475	1457
Number of primary schools ¹³	12	11	11	12	13
Number of basic (middle) schools	153	153	155	153	313
Number of secondary schools	1 302	1303	1286	1310	1051 ¹⁴
Enrolment in general education schools, 1000 persons ¹⁵	477,9	465,4	431,3	414,8	392,9
Number of pupils in primary schools, 1000 persons	121,5	127,6	121,8	114,5	0,4
Number of pupils in basic (middle) schools, 1000 persons	253,4	234,8	222,1	212,9	72,1 ¹⁶
Number of pupils in senior schools, 1000 persons	103.0	103.0	87.4	87.4	25.1
Primary education (ISCED 1) Net enrolment rate (%)*	82	83	84	-	-
Secondary education, Net enrolment rate (%)*	84	86	86	-	87
School enrolment, primary (% gross)	97	100	108	105	99
School enrolment, secondary (% gross)	88	90	90	88	93
Literacy rate, youth total (% of people ages 15-24)*	-	-	-	-	100

Source: Statistical Yearbook of Armenia (2010).

*United Nations Educational, Scientific, and Cultural Organisation (UNESCO) Institute for Statistics.¹⁷

¹² Primary, basic, secondary, and special schools for mentally or physically disabled children.

¹³ Numbers at the beginning of academic year.

¹⁴ The statistics for 2009/2010 school year is provided by the Statistical Yearbook of Armenia (2010) in a separate table. The number of secondary schools does not include senior schools (53) and gymnasiums (28).

¹⁵ Pupils in primary, basic, secondary, and special schools for mentally or physically disabled children.

¹⁶ The number of basic schools does not include gymnasiums: 5,300, which for 2009/2010 school year is provided separately in the Statistical Yearbook of Armenia (2010).

¹⁷ http://data.un.org/Data.aspx?d=UNESCO&f=series%3ANER_1

**Table 3.2: Statistics on teacher education**

Description	2005	2006	2007	2008	2009
Number of teachers in primary, basic, senior and special schools ¹⁸ , 1000 persons	42.7	43.1	41.7	42.6	41.5
Primary education, teachers*	5904	5720	6606	-	-
Secondary education, teachers*	42121	42806	43372	41708	-
Pupil-teacher ratio, primary education ^{19*}	21	21	19	-	-
Pupil-teacher ratio, secondary education*	9	8	8	7	-
Primary education, teachers (% female)*	99	99	100	-	-
Secondary education, teachers (% female)*	83	83	84	84	-

Source: Statistical Yearbook of Armenia (2010)

*United Nations Educational, Scientific, and Cultural Organisation (UNESCO) Institute for Statistics)

Table 3.3: Education budget

Description	2005	2006	2007	2008	2009
GDP (current US\$)	4900436759	6384457744	9206277479	11916564696	8713769269
GDP growth (annual %)	14	13	14	7	-14
Public spending on education, total (% of GDP)	2.71	2.72	3.02	3.10	4.42
Public spending on education, total (% of government expenditure)	14.57	14.99	14.98	13.97	15.05

Source: UIS Data Centre, UNESCO Institute for Statistics²⁰, the World Bank.²¹

See also additional statistical data in Annex D.

¹⁸ Schools for mentally or physically disabled children.

¹⁹ 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. Secondary education completes the provision of basic education that began at the primary level, and aims at laying the foundations for lifelong learning and human development, by offering more subject- or skill-oriented instruction using more specialised teachers (United Nations Educational, Scientific, and Cultural Organisation (UNESCO) Institute for Statistics).

²⁰ <http://data.un.org/Data.aspx?q=education&d=UNESCO&f=series%3aXGOVEXP>



4 GOVERNMENT POLICY IN THE AREA OF TEACHER EDUCATION

4.1 General legislative framework

The role of education as one of the country's priorities is contained in the first chapter of the Constitution of the Republic of Armenia, which outlines the Foundations of Constitutional Order. In Art 39, it is stated that every citizen is entitled to public secondary education free of charge as well as higher and specialised education as granted on competitive basis (Art 39).²²

Teacher education in Armenia is guided by the Law of the Republic of Armenia on Higher, Postgraduate and Professional Education (2004), which regulates the legal, organisational, and financial relations in the sphere of the higher and postgraduate education in the country.²³ The main priorities listed in this document include, among others, developing a quality assurance mechanism, developing standards in higher education aligned to international ones, establishing links between the higher education sector and the labour market, improving the efficiency of the higher education sector, facilitating the mutual recognition of qualifications, etc.²⁴

Provisions applicable to teaching profession are regulated also by the Law on General Education (2009).

Other key legal acts and regulations include:

- The Law on Education (1999),²⁵
- Law on State Program for educational development for the period 2001-2005 (2001);
- Governmental Decree on the National Framework of Standards for Secondary Education (May 2000);
- New National Curriculum Framework and General Education Standards (2004);
- A series of legal norms and regulations adopted after the approval (2001) of the National Plan for Educational Development (2001-2005);
- The Law on General Education (2009);
- State Standards for General Education (2010).
- The Law on Primary (Preliminary) Vocational and Secondary (Middle) Vocational Education (2005);

as well as other normative documents.

²¹ <http://www.worldbank.org.am/WBSITE/EXTERNAL/COUNTRIES/ECAEXT/ARMENIAEXTN/0,,contentMDK:20169001~menuPK:301604~pagePK:1497618~piPK:217854~theSitePK:301579,00.html>

²² The Constitution of the Republic of Armenia (amended), adopted in 5 July 1995, <http://www.parliament.am/parliament.php?id=constitution&lang=rus>

²³ The Law of the Republic of Armenia on Higher and Postgraduate Professional Education, <http://www.armenic.am/index.php?laid=1&com=module&module=menu&id=97>

²⁴ National Tempus Office in Armenia (2007) Armenia: Focus on higher education sphere. Realities and expected changes, <http://www.international.ac.uk/resources/Focus%20on%20Higher%20Education%20Sphere.pdf>

²⁵ The Law of the Republic of Armenia on Education, adopted on 14 April 1999, <http://www.parliament.am/legislation.php?sel=show&ID=1494&lang=rus>



The government declared its commitment to better enforcement of compulsory education laws and to ensure that all children have access to good quality education at all levels.²⁶

4.2 Institutional framework and distribution of responsibilities

The competences of relevant authorities in the area of (teacher) education are defined in Art. 36 of the Law on Education (1999).

- 1) The competences of the authorized body responsible for management of education on a state level, that is, the **Ministry of Education and Science** of the Republic of Moldova (hereafter referred to as the Ministry of Education), are as follows:
 - developing a national programme of education and state educational standards;
 - monitoring the implementation of the state program of education and the applications of state educational standards;
 - ensuring the development and publication of exemplary educational programmes, curricula, subject programs, textbooks and teaching aids;
 - carrying out licensing and state accreditation of educational institutions;
 - developing model statutes of state educational institutions;
 - establishing the procedure for attestation of teachers and managers of educational institutions;
 - generating the lists of specialties;
 - developing a state order for educational, vocational and higher professional educational institutions;
 - establishing the rules for admission to public and accredited non-public secondary and higher educational institutions, monitoring of their implementation;
 - establishing the procedure for final exams testing the knowledge of students of educational institutions;
 - claiming in the prescribed manner the honours and titles assigned to the academic councils of the accredited institutions of higher education;
 - developing the form of documents confirming the end of the state education at all level; of education;
 - establishing the procedure for determination and recognition of equivalents (nostrification) of educational documents of foreign states;
 - providing for the formation and implementation of programmes of public education institutions development and monitoring their implementation;
 - agreeing to the appointment and dismissal of heads of departments (divisions) of education of regional administrations and municipalities;
 - exercising other powers established by the laws of the Republic of Armenia and the Government's decisions.

²⁶ UNICEF (2010) Education in Armenia. Country Profile, <http://www.unicef.org/ceecis/Armenia.pdf>



2) The competences of **the Government** of the Republic of Armenia include:

- ensuring the implementation of state educational policy;
- establishing national educational standards and procedures for their formation;
- establishing the list of specialties;
- establishing public order for general secondary and higher vocational education;
- approving model statutes of public schools;
- establishing the form of documents confirming the completion of education;
- exercising other statutory powers.

Apart from the governmental level, 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. These authorities:

- 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 programs 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 community administration of education is implemented by local self-governing bodies, which are represented by education departments in provinces. The assignment and resignation of managers of local education departments is agreed with the Ministry of Education. Specific competences of the governors as well as heads of the municipality are defined by Articles 38 and 39 of the Law on Education.

Finally, the selection and placement of personnel, methodological support, as well as other activities in accordance with the Law on Education as well as other laws of the Republic of Armenia, are realised by the education institutions (Art. 40).

4.3 National policies, strategies and reforms teacher education

Over recent decades, on-going reforms in the area of education have been taking place in Armenia. The bases for introducing changes together with the national principles of state education policy, including the sphere of teacher education, have been defined by the Law on Education (1999). In its Article 4 (point 4 and 5), the **State Program for Educational Development (2001-2005)** was elaborated with the main goal to ensure the progressive development of education.

Until early 2000s, the reforms have been oriented mainly at governance and financing related issues as defined in the Education Financing and Management Reform Project for 1998-2002. They included decentralisation general education management, increasing the autonomy of institutions, introduction of new mechanisms in management and financing of general education, reconsidering the structural and legal status of general educational institutions, upgrading of the state curriculum and provision of secondary schools with core textbooks, and



other processes.²⁷ The new management system encouraged greater involvement of school teaching staff in decision making through boards, which are now developed as a part of those reforms.²⁸

Starting in 2003, the focus of education reforms was directed towards development of new approaches and the promotion of quality education, particularly through changing classroom learning environment and concentrating on student-centred approaches, especially cooperative learning. Such developments were envisaged by **the First Education Quality and Relevance Project (EQR)**, implemented in the 2003-2009 period by the Ministry of Education with financial support from the World Bank, in which teacher professional development was a key component. By designing and implementing alternative approaches for in-service training, the following teacher education-related objectives were set by this policy:

- introduction of modern student-centred interactive teaching methods;
- creation of collaborative teams among teachers in schools;
- encouraging school administration to support innovative teachers and teams;
- promoting active schools and open-minded teachers to be engaged in the project design and implementation process;
- merging internal cooperation in schools and between teachers with external support;²⁹
- creating a coherent National Curriculum Framework (NCF) and setting education standards that encourage independent thinking skills and other key competencies in pupils of all abilities;
- improving pupil learning outcomes through the use of Information Communication Technologies (ICT);
- increasing the effectiveness and efficiency of teachers and schools to enhance the delivery of curriculum through the use of ICT; and,
- training teachers to upgrade their professional qualifications and equip them with new skills and tools, such as use of ICT in teaching process, new assessments instruments, and interactive teaching methods.³⁰

Such approaches have become a significant challenge for many schools and teachers as they have to cope with understanding, learning and adapting them in their current work.³¹ For instance, under the EQR's sub-component providing support to teachers and schools in the implementation of the 12-year general education system and the high school reform, 2750 secondary (high) school teachers and 150 principals of the new high schools were planned to be trained. By the end of the project, 90% teachers had been trained (exceeding the

²⁷ Hovhannisyanyan, A., Sahlberg, P. Cooperative learning in Armenia: issues and challenges in raising the quality of teaching, http://www.pasisahlberg.com/downloads/turin_paper_hovhannisyanyan.pdf

²⁸ 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

²⁹ Hovhannisyanyan, A., Sahlberg, P. Cooperative learning in Armenia: issues and challenges in raising the quality of teaching www.pasisahlberg.com/downloads/turin_paper_hovhannisyanyan.pdf

³⁰ Centre for Education Projects, <http://www.cfep.am/en/reforming-pre-service-teacher-education>

³¹ Hovhannisyanyan, A., Sahlberg, P. (2010) Cooperative learning in Armenia: issues and challenges in raising the quality of teaching. *Intercultural Education*, Vol. 21, Issue 3 (June), www.pasisahlberg.com/downloads/turin_paper_hovhannisyanyan.pdf



target of 70%). However, it is difficult to assess the extent to which this training strengthened the abilities of teachers to develop the necessary knowledge and competences in their students as neither an independent assessment of the teacher training quality nor an evaluation to determine if overall classroom practices had changed have been conducted.³²

In 2009, Armenia has received a second credit under the **Second EQR Project**, which continues to further the transformation of the teacher education until 2014. The main purpose of this project is to 'direct development of the Armenian Education System towards the knowledge economy demand through ensuring the general and tertiary education quality that meets the social-economic needs of society'. This is to be achieved, among others, by 1) supporting the process of establishing an institutional system for teachers' professional development; 2) reforming pre-service teacher education; and, 3) continuing the activities directed to introduce Information and Communication Technologies (ICT) in the teaching/learning processes.³³

In terms of major reforms and activities that have already taken place in Armenia, resulting from the above mentioned projects, they include the following:

- carrying out a new large scale **teacher training programme**, which was launched in parallel to the new curriculum (starting in 2005); this included in-service teacher training carried out by the National Institute of Education in collaboration with a network of **52 School Centres**, in which teacher training took place (see also Section 7.3);³⁴
- 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 **State Standards for Secondary Education** (2006), which laid the basis for gradual introduction of new subject standards, syllabi and textbooks;
- developing **the New Curriculum for General Education**, which includes a mandatory life skills segment from grades 1 to 9 (2004);
- introducing ICTs for teaching and learning in the general education system;
- installing a new assessment system to help monitor educational quality and to encourage objective evaluation of students.³⁵

Many key reforms in general and teacher education began in 2005 with the approval of the **Bologna Declaration**.³⁶ In consequence, the universities in Armenia switched to two-tier

³² The World Bank (2010) Implementation completion and result report on a credit to the Republic of Armenia for an Education Quality and Relevance Project in the support of the first phase of the Education Sector Reform Programme, Report No: ICR00001318, http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2010/07/26/000333038_20100726011012/Rendered/PDF/ICR13180P074501C0disclosed071221101.pdf

³³ Centre for Education Projects, <http://www.cfep.am/en/supporting-implementation-of-high-school-reform>

³⁴ The Ministry of Education and Science and Yerevan Brusov State Linguistic University (2008) Language education. Policy profile. Country Report: Armenia, Yerevan. Report prepared within the framework of Armenia-Council of Europe cooperation by the group was established by the order of the RA Minister of Education and Science.

³⁵ UNICEF (2010) Education in Armenia. Country Profile. <http://www.unicef.org/ceecis/Armenia.pdf>

³⁶ In November 2006, five Bologna groups were established by the Ministry of Education and Science. Each group, consisting of representatives of different universities, is responsible for one of the following areas: Three Level System, ECTS, Quality Assurance, Mobility and Finance.



teacher education (Bachelor and Master) and introduced the credit points system (ECTS).³⁷ Currently, the climax of the secondary school reform could be observed in terms of the transition towards the **12-year school education** (since 2001 secondary education has been transformed into 11-years programmes) and **three-stage model of education** (primary, secondary/middle and senior school education), in which the senior school is given more autonomy (both territorial and content-related).³⁸

Recently, the **State Programme of Education Development for 2011-2015** has also been adopted (23 June, 2011) by the National Assembly of Armenia (the Parliament), with drafting works dating back to 2007.³⁹ It builds on the achievements already accomplished in educational system and aims at their gradual development by outlining the priority directions and strategies.⁴⁰ Among a number of issues, the programme touches upon such questions as an increase of teacher's authority in society, improvement of re-training and in-service education system for teachers, as well as the improvement of teachers' social setting, particularly in rural and border areas, etc.⁴¹ The overarching goal related to teacher profession is to increase Armenia's competitiveness on the international labour market and the integration into the European education area within the framework of the Bologna process. Starting from 2011, it is expected that the changes in teacher education programmes will take place in accordance with European standards, including the improvement of student practice, the system of internal quality assessment, the latest teaching techniques, etc.⁴²

Public education is the programme priority of the **Sustainable Development Programme** for the education field.⁴³ It targets the improvement of quality of general secondary education and the development and introduction of a productive, united system of supervision and knowledge assessment, comparable with European criteria. The main aim is also to ensure equal accessibility of quality secondary education for all layers of the population at all levels of secondary school, especially at upper secondary school levels. For realisation of these targets, the Government has undertaken a number of measures (some listed in Sections 4.1 and 4.3). These include: approving laws on General Education and State Agency of Education, establishing a State Agency of Education and the national centre for educational technologies, approving the concepts of knowledge assessment and computer skills training in elementary school, establishing the assessment and testing centre, introducing the united examination system for school graduation. Electronic libraries have also been established in all secondary schools and a distance learning program has been piloted together with a pilot manual for teachers. Electronic interactive training materials have been also developed. Moreover, a **new teacher attestation system** is to be introduced from 2011 to enable differentiated financing and development of incentives for further professional improvement. It is planned that the

³⁷ Information from the questionnaire provided by the Ministry of Education and Science of Armenia.

³⁸ Information from the questionnaire provided by the Hovhannes Tumanyan Vanadzor State Pedagogical University.

³⁹ ARMENPRESS (2011) NA Adopts 2011-2015 State Education Development Program, 23 June, <http://armenpress.am/eng/news/656507/>

⁴⁰ The Programme is based on strategic plans and concept papers on individual areas of education approved by the Government as well as on the Concept paper developed by the US International Development Agency entitled 'Education – 2015'.

⁴¹ Information from the questionnaire provided by the Ministry of Education and Science of Armenia.

⁴² Ibid.

⁴³ Government Decree N 1207-N, October 30, 2008, http://www.nature-ic.am/res/pdfs/documents/strategic/SDP_01_eng_20081030.pdf



attestation of around 20% of teachers of general education institutions will be conducted, and extra payments to teachers receiving ratings will be provided.⁴⁴

Apart from the above, there are also other key initiatives directed towards attracting teachers to join and/or remain in the profession. The majority of efforts are being directed towards improving the skills of existing teachers. These include: increasing teachers' salaries (mainly in rural areas and border areas),⁴⁵ 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 practiced.⁴⁶

Finally, the Ministry of Education and Science has set the goal to develop a **human rights education** and initiated a process of preparing the National Action Plan for such education. Accordingly, a working group has been established in the National Institute for Education under the Ministry of Education and Science to develop the Plan. The subject of human rights has been introduced in all secondary education institutions and around 3000 teachers have been trained in teaching human rights.⁴⁷

4.4 Prospects of future needs in the field of teacher education

Based on the stakeholder consultations and literature reviewed as part of this study, the following future directions as well as needs in the field of teacher education could be identified:

- Currently, teacher qualifications are provided by the secondary (middle) vocational and higher professional educational institutions. In the future, it is planned to raise the qualification threshold for primary school teacher to a Bachelor degree and for secondary school teachers - to a Master's degree in the field of Pedagogy.⁴⁸
- As a consequence of the transition to a 12-year educational system, a process of reducing the number of teaching staff is anticipated due to the decreasing number of pupils being enrolled in schools, especially in senior schools.⁴⁹
- Upgrading the skills and competencies (e.g. in methodology), but not the number of teachers,⁵⁰ improvement of re-training and continuous professional development of

⁴⁴ 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

⁴⁵ According to Progress Report on the implementation of the Poverty Reduction Strategy Paper, salaries of teachers have been increased (2007-2009). For more please see: <http://www.imf.org/external/pubs/ft/scr/2011/cr11191.pdf>

⁴⁶ Information from the questionnaire provided by the Hovhannes Tumanyan Vanadzor State Pedagogical University.

⁴⁷ The First Generation Reforms (2005-2009) recognized the necessity of human rights education and introduced a learner-centred approach. Currently, Armenia is undergoing the Second Generation Education Reforms (2008-2015), with a holistic approach to human rights education (Information received in March 2008 and March 2009, the Ministry of Education and Science and Permanent Mission of the Republic of Armenia, Geneva, UN High Commissioner for Human Rights, <http://www2.ohchr.org/english/issues/education/training/Summary-national-initiatives2005-2009.htm>)

⁴⁸ Information from the questionnaire provided by the Ministry of Education and Science of Armenia.

⁴⁹ Ibid.

⁵⁰ Information from the questionnaire provided by the Gyumri State Pedagogical Institute named after M. Nalbandyan and by the Kh. Abovyan State Pedagogical University in Armenia.



teachers, as well as the continuation of the implementation of pupil/student-orientated education.⁵¹

- Introduction of modern information and communication technologies and interactive teaching methods in line with European standards.⁵²
- Including teachers in the system of continuing education (Lifelong Learning).⁵³
- Carrying out teacher education according to competence-based standards.
- Targeting a change of traditional mentality of many educators and developing marketing activities at Armenian universities to better understand market needs and priorities and to adjust their policy, management, programs and courses accordingly.⁵⁴

Some of these and other prospects for teacher education are also contained in the objectives and activities planned within the Second EQR Project (2009-2014). For instance, as part of the component aimed at 'Enhancing the Quality of General Education', further support to the integration of ICT in teaching and learning processes will be provided to:

- connecting to Internet the remaining schools and including them in the School Network (due to be finalized by 2013);
- creating an open access educational platform with electronic learning/teaching materials (activities on platform design and its enrichment with the educational resources will be accomplished during 2011-2014).

The main teacher education-related reforms are implemented as sub-components of the two key elements of this project: 1) Supporting Tertiary Education Reforms in the Context of the Bologna Agenda, and 2) Enhancing the Quality of General Education. They are presented in Table 4.1 below.

⁵¹ Information from the questionnaire provided by the Hovhannes Tumanyan Vanadzor State Pedagogical University.

⁵² Ibid.

⁵³ Information from the questionnaire provided by the Hovhannes Tumanyan Vanadzor State Pedagogical University.

⁵⁴ Armenia: Focus on the Higher Education Sphere. Realities and expected changes. November 2007. p.3.

Table 4.1: Teacher education-related sub-components of the Second EQR Project (2009-2014)

Sub-component	Goals	Main objectives	Main activities	Expected outputs
Reforming Pre-service Teacher Education ⁵⁵	Modernisation of the teacher education Improvement of the teacher preparation quality in line with the principles of Bologna Process.	<ul style="list-style-type: none"> ▪ Through long-term twinning arrangement between the Armenian State Pedagogical University (ASPU) and a prominent European Pedagogical HEI ensure the reforms of ASPU and other pedagogical HEIs of Armenia compatible with the tendencies of European universities development. ▪ Contribute to teacher education in line with the Bologna process, particularly focusing on primary school teacher education sections in pedagogical higher education institutions. ▪ Assist in revision of degrees, study programs, procedures and assessment system in the field of teacher education. ▪ Encourage professional development Pedagogical universities’ teaching staff and provide training to them. ▪ Assist in modernisation of management and governance of Pedagogical universities 	<ul style="list-style-type: none"> ▪ Support for Armenian pedagogical universities by prominent European higher education institutions to improve teacher education in Armenia in line with the European standards through long-term twinning arrangement ▪ Modernisation of the teacher education process in line with the Bologna Agenda (the qualification degrees will be improved; the credit system will be established; the study programs, teaching and study methods as well as assessment system will be revised; and curriculum will be developed). ▪ The organisation of the practical trainings of students will be improved through established networks of field schools. ▪ Pedagogical higher institutions’ staff training will be organised, and exchange programs will be carried out. ▪ Research capacities will be strengthen in the field of teacher education involving students in the research activities. ▪ Programs of teacher education will be re-examined with a view to making them more centred on student learning needs and on methodologies that promote student creativity, imagination, independent judgment, and critical thinking. 	<ul style="list-style-type: none"> ▪ Strengthening the pedagogical higher education institutions capacity2010 - 2013 ▪ Modernisation of Teacher education in Armenia; enhancement of the teacher preparation quality; bringing teacher’s qualification in Armenia into line with the European requirements 2011 - 2013
Improving teacher in-service training and	Improvement of quality of General Education by continuous	<ul style="list-style-type: none"> ▪ Provide opportunities for the sustainable education of teachers and introduce legal requirements for teachers, who are in service, to refresh themselves 	<ul style="list-style-type: none"> ▪ Designing and launching a unified system for school teachers’ and administrative staffs’ professional development, attestation, and upgrading their qualifications. ▪ Introduce differently paid ranks between the current starting 	<ul style="list-style-type: none"> ▪ A system of sustainable professional development of teachers and school administrative staff.

⁵⁵ <http://www.cfep.am/en/reforming-pre-service-teacher-education>

Sub-component	Goals	Main objectives	Main activities	Expected outputs
professional development ⁵⁶	development of teachers' professional knowledge and their pedagogical skills and by upgrading the status of the teaching profession through improving the terms and conditions of service.	<p>professionally at least every 5 years.</p> <ul style="list-style-type: none"> ▪ Establish a national quota for teachers to be trained annually. This should assist in planning for the maintenance or expansion of the teaching service, creating a new market of services, as well as providing necessary financial resources. ▪ Provide in-service training to teachers of different content, mode, and duration according to their needs to support their professional development through state and non-state training providing organisations. ▪ Provide in-service training to school principals to enhance their managerial and leadership skills. ▪ Establish sustainable financing schemes to assist teachers to take advantage of the training being offered in the state and private training institutions and centres. ▪ Create a school development network. 	<p>grade of qualified teachers and principals (e.g. each year introduce differently paid posts according to ranks; establish mechanisms to determine the duties and responsibilities of teachers according to ranks).</p> <ul style="list-style-type: none"> ▪ Improve the salaries of professionally qualified teachers - diversifying salaries and introducing a salary scale according to the different ranks. ▪ Develop legislative package on professional quality of teachers and common system of attestation and teachers' ranks (e.g. establishing legally new policies and regulations regarding recruitment, attestation and promotion of teachers and principals; restructuring legally teaching service and creating teachers' ranks and introducing relevant salary scales; improving benefits and incentives for teachers). ▪ Develop unified state requirements on the training duration (hours), periods, credit accumulation, training content and methodology. ▪ Establishing a competitive market of organisations for realisation of teachers' professional development process, including the network of school centres, state and non-state educational institutions, NGOs, etc. The network of training institutions should comprise not only Yerevan city but all the regions of the republic. The trainings should be of different types such as: part-time, evening, vacation, distance teaching, day release and others and be accessible for teachers. ▪ Starting from September 2011 grants will be provided on competitive basis to the institutions offering teacher professional development and in-service training courses for the purpose to conduct training of teachers based on their training needs. 	<ul style="list-style-type: none"> ▪ A network of institutions having a relevant capacity for providing training services ▪ A network of cooperated schools and other education institutions aimed at creating favourable environment for development of pedagogical activity ▪ Qualified staff of trained teachers and school directors ▪ School network aimed at encouraging innovations, dissemination of progressive experiences and new practices. Starting September 2011 grants will be given to schools and school centres on a competitive basis for dissemination of innovations, exchange of progressive experience, applying new practices. ▪ Teachers' Association promoting pedagogical innovations.

⁵⁶ <http://www.cfep.am/en/improvements-in-the-quality-of-education>

Sub-component	Goals	Main objectives	Main activities	Expected outputs
			<ul style="list-style-type: none"> ▪ Assigning a state body responsible for carrying out evaluation of the content and methodology of trainings offered by organisations providing training services, quality of trainers as well as for assessing the logistical and administrative organisation of the trainings. Thus external and internal quality assurance of the training organisations/ institutions as well as certification mechanisms of trained teachers will be developed and introduced 	



5 EDUCATION SYSTEM FOR PRIMARY AND SECONDARY SCHOOL TEACHERS

5.1 Brief overview of historical development of teacher education

Over the past decade, the Armenian educational system has been undergoing a process of difficult transformation, accompanied by a deep economic crisis, dramatic decrease in budget financing of education, and a drop in population.⁵⁷ After the first phase of changes linked to the introduction of the Law on Education (1999), a new impetus for developments in the field of education was given by the Bologna Process (2005), which brought the implementation of reforms that address the quality and relevance of curricula, decentralisation, as well as other important changes. These reforms required major modifications of the system, given that until 1991 the schools followed curricula and methods of teaching and learning that were required by the system of Soviet control.

Despite challenges related to developing the national school system, the necessity to create conditions that would meet the needs of today's society have been acknowledged, also by teachers. This is reflected in stakeholders' views gathered throughout this research, which point to the recognition of the necessity of continuous education as well as inevitability of innovation as the main factors that contribute to the improvements of education quality.⁵⁸ Also, the changing perception of a teaching profession could be observed. As it has been pointed out, it becomes understood not only in the context of the educational and professional knowledge, but also the formation of personality based on active citizenship and able to adapt to a radical transformation in the political and socio-economic spheres and civilizational processes.⁵⁹

On the other hand, because of 'low' prestige in teacher's profession and low salary, becoming a teacher is not attractive to young people. Students applying for the pedagogical universities are very often not convinced about their choice of professional career as teachers, less motivated, and admitted to universities with lower school grades and worse scores from exams.⁶⁰ In this sense, the teacher's role remains understated.⁶¹

5.2 Teacher education providers and financing of teacher training

Teacher education in Armenia is provided by:

- secondary (middle) vocational schools for primary school teachers (pedagogical schools/colleges,) for primary school teachers (2-3 years, Middle Specialist degree);

⁵⁷ Descriptive Analysis of Tertiary Education and Innovation Systems in Armenia (Part I of the Country Policy Report) p.5.

⁵⁸ Information from the questionnaire provided by the Mkhitar Sebastatsi Educational Complex of Armenia's Ministry of Education and Science.

⁵⁹ Information from the questionnaire provided by the Hovhannes Tumanyan Vanadzor State Pedagogical University

⁶⁰ Centre for Education Projects, <http://www.cfep.am/en/reforming-pre-service-teacher-education>

⁶¹ Information from the questionnaire provided by the Yerevan Mkhitar Sebastatsi Educational Complex of Armenia's Ministry of Education and Science.



- educational institutions, such as universities and pedagogical institutes, which prepare both primary and secondary school teachers (4 years – Bachelor's, degree + 2 years – Master's degree),⁶²
- the National Institute of Education of Armenia, responsible for professional development of teachers (in-service education, refresher courses, distance learning, etc.), which can be implemented by institutions and agencies under subordination of the Ministry of Education (e.g. pedagogical institutes, Yerevan and *Marz* centres, School Centres); and,
- international organisations and NGOs through in-service teacher training projects.⁶³

Overall, six out of all state higher education institutions of Armenia are preparing specialists with pedagogical qualification. Also, 27 colleges out of 82 also prepare graduates with the qualification of Pedagogue.⁶⁴

Teacher education is funded mainly by the state. In line with Art. 39, every citizen has the right to education free of charge in state higher and other specialized educational institutions on a competitive basis in accordance with the law (the Law on Education, 1999). In 2010, the state expenditure on teacher education was approximately 0.058% of GDP and 0.45% of budget for education was devoted to in-service training of teachers.⁶⁵

Apart from public funding, other sources of financing the teacher training include grants, individual payments made by students or their parents, renting extra-curricular facilities. For example, the Yerevan Mkhitar Sebastatsi Educational Complex of Armenian's Ministry of Education and Science has several sources of finance, such as:

- state funding for education (according to the number of students), 10% of which is given to re-training of teachers;
- grants from the programs on 'Implementation of the author's pedagogy in the General Education' and 'Inclusion of children with disabilities into the general education';
- renting premises for extracurricular activities;
- other financing from partner organisations, sponsors, and NGOs involved in teacher training, etc.⁶⁶

Armenia does not have a student loan system. The new Law on Higher and Postgraduate Professional Education envisages the introduction of student loans versus stipends that are paid today to the tuition-free students in the state sector. The state funding allocated for the tuition-free students from state higher education institutions will be substituted by a system of national scholarships (grants) transferred to students directly, based on their academic achievements and social statuses.⁶⁷ The creation of a student loan scheme to provide all needy students with

⁶² Higher education for those who graduated from secondary (middle) vocational school or for those wishing to obtain a second teacher's specialty, also lasts 4 years.

⁶³ Centre for Education Projects, <http://www.cfep.am/en/improvements-in-the-quality-of-education>

⁶⁴ Centre for Education Projects, <http://www.cfep.am/en/reforming-pre-service-teacher-education>

⁶⁵ Information from the questionnaire provided by the VET Department in the Ministry of Education and Science of Armenia.

⁶⁶ Information from the questionnaire provided by the Yerevan Mkhitar Sebastatsi Educational Complex of Armenian's Ministry of Education and Science.

⁶⁷ Descriptive Analysis of Tertiary Education and Innovation Systems in Armenia. Part I of the Country Policy Report. p.8-9.



financial aid to pay their tuition fees and living expenditures is one of the sub-components of the **Second EQR Project** ('Strengthening the Capacity to Implement a Sustainable Financing System').⁶⁸

5.3 General organisation of teacher education

5.3.1 Initial teacher education

Education of future teachers lasts 4 years for Bachelor's Degree programme and 2 years for Master's degree programme in teacher education institutions. 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 exams in three subjects:

- methodology of teaching of two major subjects;
- theory and history of pedagogics;

and/or final qualification thesis in one of two major subjects.

There is also a secondary vocational education programme still available for future primary school teachers, which lasts for 2-3 years.⁶⁹ According to the 'Model Charter of a State Formal Basic Education Institution of the Republic of Armenia', the institution may recruit a Specialist with the qualification of a pedagogue, or, in extraordinary cases, a person with non-pedagogic education, for whom the Ministry shall define the procedure and terms of employment in the institution.⁷⁰

Out of two general models of pedagogical education - concurrent and consecutive - the former is currently being used in Armenia. It means that a student concurrently learns academic content of a given subject together with the methodology to teach it. The consecutive model, on the other hand, is structured in such a way that a learner studies a certain specialisation (subject) in the first phase (to gain a Bachelor's degree) and later acquires a deeper knowledge of issues pertaining to teaching (at the Master's degree phase). The application of this model started to gain popularity in Armenia after a two-tier educational program (Bachelor and Master) has been introduced at all pedagogical universities starting from 2005-2006 academic year.⁷¹

During their studies, students have to participate in a teaching practice in schools. Still, the preparation of future teachers is often claimed as placing insufficient attention to obtaining practical experience, and thus being separated from the real problems of a school.⁷²

⁶⁸ The World Bank (2008) Project Appraisal Document on a proposed credit to the Republic of Armenia for a Second Education Quality and relevance Project in support of the Education Quality and Relevance Programme.

⁶⁹ Information from the questionnaire provided by the Armenian State Pedagogical University named after Kh. Abovyan and the National Institute of Education.

⁷⁰ Model Charter of a State Formal Basic Education Institution of the Republic of Armenia", State Non-commercial Organisation, accessed at www.edu.am on August 30, 2006.

⁷¹ Model Charter of a State Formal Basic Education Institution of the Republic of Armenia, State Non-commercial Organisation, <http://www.edu.am>

⁷² Information from the questionnaire provided by the Yerevan Mkhitar Sebastatsi Educational Complex of Armenia's Ministry of Education and Science.



5.3.2 *Induction programmes for new teachers*

In Armenia, there are no specifically designed induction programmes for new teachers. Teachers start their career immediately after graduating from a pedagogical institution. This is considered to be a considerable drawback in the teacher education process, contributing to discrepancies between teacher education and future practice.⁷³

However, it should be highlighted that teacher-mentors and teacher-methodologists provide assistance to novice teachers. For example, they:

- provide new teachers with information about new methods and programs realised in school education;
- help them to prepare teaching materials and to plan lessons;
- listen to lessons of teaching beginners and analyse them; and,
- involve them in the organisational work related to organising competitions, sport, contests, including the creation and verification of activities.⁷⁴

In addition, sociologists' and psychologists' support is available to new teachers, as well as courses and distance learning that help to develop their skills.

5.3.3 *Continuous professional development of teachers*

Currently, there is no national system for sustainable professional and career development of teachers in Armenia and legal framework regulating this process needs to be improved. Providing opportunities for the sustainable education of teachers and introduce legal requirements for teachers, who are in service, to refresh themselves professionally at least every 5 years is among the objectives of the Enhancing the Quality of General Education project.⁷⁵

The National Institute of Education is responsible for planning and coordinating the continuous professional development of teachers in Armenia.⁷⁶ The Institute is to respond to the training needs of the teachers deriving from the reform implementation process and implements small scale in-service education courses funded by the state budget.⁷⁷ It also publishes methodological journals that are distributed to the schools free of charge.⁷⁸

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;

⁷³ Centre for Education Projects, <http://www.cfep.am/en/reforming-pre-service-teacher-education>

⁷⁴ Information from the questionnaire provided by the Yerevan Mkhitar Sebastatsi Educational Complex of Armenian's Ministry of Education and Science.

⁷⁵ Centre for Education Projects, <http://www.cfep.am/en/reforming-pre-service-teacher-education>

⁷⁶ According to Progress Report on the implementation of the Poverty Reduction Strategy Paper, starting from 2005, 20% of teachers are retrained annually, ensuring a 5-year cycle of retraining of all teachers. For more please see: <http://www.imf.org/external/pubs/ft/scr/2011/cr11191.pdf>

⁷⁷ Ibid.

⁷⁸ National Human Development Report. Educational transformations in Armenia. 2006. p.56.



- distant education; and
- e-learning.

In-service teacher education (training) focuses mainly on mastering new achievements in pedagogy and gaining knowledge about new tendencies and approaches to education on national and international level.⁷⁹ Until 2004, teacher training workshops focused predominantly on updating teachers on curriculum and textbook changes.

An important role in the area of professional development of teachers is played by international organisations (see also Section 8.4). For example, professional development courses are carried out within the framework of the World Bank credit project, according to which all teachers should take 8-day subject training courses. Two forms of professional development are generally used: training and publication of methodological journals. As a part of this project, 52 School-Centres were selected throughout Armenia where the training took place. Also, seven branches of the National Institute of Education were created in 2004, bringing the total number of such entities to 13.⁸⁰

At the same time, it should be noted that the trainings held by NGOs and international organisations are not regulated or supervised by the Ministry of Education. Such projects are implemented independently, which sometimes leads to overlaps or repetitions among projects' content.⁸¹

5.4 Qualifications system for primary and secondary school teachers

Pedagogical qualifications in Armenia are awarded on the basis of secondary (middle) and higher professional education. After 4-year initial training, future teachers receive a Bachelor Degree diploma, which allows them to teach in primary and secondary schools. After subsequent 2 years of educational programme, students receive a Master's Degree diploma.

On a secondary (middle) vocational education level, secondary specialised vocational institutions-colleges and schools (rus. *училища*) provide primary teacher education. Colleges provide advanced secondary specialised education including subjects of higher educational programmes. Graduates of secondary vocational schools, which passed final attestation, receive the secondary (middle) professional qualification. The order of continuation of their education in higher education institutions, should they demonstrate high academic achievements, is established by the Government of the Republic of Armenia (the authorised body for public administration of education).

The admission to the former study program on a Specialist Degree level (5 year study) was terminated and the status of respective Specialist's qualification was equalised to the Master's qualification.⁸² However, diplomas (5 year study) continue to be issued in parallel with the preparation of professionals with Bachelor's and Master's degree. Currently, due to the transitional period, some teacher education institutions work according to the new model of training and some kept the old system.

⁷⁹ Information from the questionnaire provided by the Ministry of Education and Science of Armenia and by the National Institute of Education, Yerevan, Republic of Armenia.

⁸⁰ National Human Development Report. Educational transformations in Armenia. 2006. p.56.

⁸¹ Centre for Education Projects, <http://www.cfep.am/en/improvements-in-the-quality-of-education>

⁸² Information provided by the TEMPUS Office in Armenia and in EACEA (2010) The higher education in Armenia, http://eacea.ec.europa.eu/tempus/participating_countries/reviews/armenia_review_of_higher_education.pdf



After in-service training courses funded by the state budget, trained teachers are awarded certificates which only ascertain their participation in a training course. However, the acquired knowledge and impact of these trainings on the further teaching/learning processes is not assessed.⁸³ Having an experience of in-service training, teachers can become teacher-mentors or heads of classes on in-depth study of the subject.

Table 4.1: Qualifications required for entering teacher education career

School education	Initial	In-service
Primary level	Middle Specialist Degree diploma Bachelor's degree diploma Specialist Degree diploma ⁸⁴ Master's Diploma	Teacher mentor/certificate
Secondary level	Bachelor's degree diploma Specialist Degree diploma Master's Diploma	Teacher mentor/ certificate/ head of class of in-depth study of the subject

6 QUALITY ASSURANCE AND TEACHER EDUCATION STANDARDS

6.1 Teacher education standards

Armenian teacher education standards define:

- the duration of studying;
- qualification characteristics;
- minimal requirements to education programmes;
- personnel and basic opportunities of an educational establishment;
- final attestation requirements; and,
- learning outcomes of students and possible areas for future educational activities.⁸⁵

On a higher education level, general requirements regarding the content are established by the Higher Education Standards, validated with a decree. The provision of teaching licences and accreditation of the curricula of higher education institutions are also regulated by these standards, which apply to all levels of higher education, irrespective of the legal status and form of ownership of the institution.⁸⁶

In line with the State Action Plan, Armenian universities started a pilot phase of a credit point system in 2007. The National Quality Framework is also being discussed and all study programs as well teacher education programs are designed according to the Bologna principles: they relate

⁸³ Centre for Education Projects, <http://www.cfep.am/en/improvements-in-the-quality-of-education>

⁸⁴ The status of the previous Specialist's qualification (5 years) was equalised to the Master qualification.

⁸⁵ Information from the questionnaire provided by the National Institute of Education, Yerevan, Armenia.

⁸⁶ EACEA (2010) The higher education in Armenia, http://eacea.ec.europa.eu/tempus/participating_countries/reviews/armenia_review_of_higher_education.pdf



to qualifications descriptors and educational standards are developed for each specialisation, based on ECTS.⁸⁷

The knowledge and skills expected after completion of teacher education career phases are presented in Table 6.1 below.

Table 6.1: Knowledge and skills expected after completion of teacher education career phases

Education phases	Knowledge/understanding	Skills/ Abilities
Initial	<ul style="list-style-type: none"> ▪ Legislative and regulatory instruments in the field of pedagogy ▪ Basic provisions of modern didactics and theory of education ▪ Educational terminology, conceptual and methodological apparatus ▪ Principles of planning of the educational process ▪ Methodology of the educational process ▪ Methodologies for assessment of knowledge, skills and abilities of students ▪ Methodologies to encourage the development of individual qualities of pupils 	<ul style="list-style-type: none"> ▪ Organisation of training process according to regulatory documents and standards ▪ Developing pupils' skills in using the terminology of study courses ▪ Carrying out appropriate lessons for implementation of teaching principles ▪ Selecting and implementing a selection of methodology in the educational process ▪ Assessing the knowledge and skills ▪ Encouraging students to develop their individual qualities
Higher	<ul style="list-style-type: none"> ▪ Ensuring the integrity of training system ▪ Providing basic student-centred learning 	<ul style="list-style-type: none"> ▪ Building a learning-based integrated teaching technologies ▪ Using the guidelines in the educational process: <ul style="list-style-type: none"> - formation of personal learning goals - referring to the purposes of training and education of students - using of flexible learning technologies in specific situations - referring the textbook material with a specific learning situation
Further development	<ul style="list-style-type: none"> ▪ Innovative approaches and techniques in teaching ▪ The latest methods of educational process and its components ▪ The main trends of modern pedagogical practices 	<ul style="list-style-type: none"> ▪ Using the latest techniques in teaching practice in the educational process

⁸⁷ Bologna Process National Report of Armenia. 2007-2009. p.4.



Source: Information from the questionnaire provided by the Ministry of Education and Science of Armenia.

6.2 Assessment methods

Teacher competences are defined by the qualification characteristics of a teacher in general education institution and also by professional responsibilities of a teacher. They are evaluated in accordance with the requirements set out in relevant documents.

The assessment methods include diagnostic methods, proceedings of lesson observation, methodological meetings, research work, attestations, inspectorate check, best teacher contests, parents' remarks and propositions.⁸⁸ Yet, currently there are no approved mechanisms to assess the competency of practicing teachers.⁸⁹ The knowledge gained during in-service trainings is not assessed and certificates awarded after such trainings only ascertain participation in a course.⁹⁰

In order to address a widespread belief that rampant corruption takes place during the university admission process, the Ministry of Education established the State Admission Commission to organise and supervise centralised entrance exams for state universities.⁹¹ In 2004, the Centre for Assessment and Testing in 2004 was also established by Government's Resolution.

5.3. Quality assurance mechanisms

The Law on Education of Armenia (Art. 42) and the Law on Higher and Postgraduate Education of Armenia are the main legal acts regulating quality assurance processes.⁹²

The quality of education is ensured by different means:

- 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 of professional self-development; and,
- carrying out educational researches.⁹³

⁸⁸ Information from the questionnaire provided by the National Institute of Education, Gyumri State Pedagogical Institute; the Kh. Abovyan State Pedagogical University in Armenia.

⁸⁹ Information from the questionnaire provided by the Hovhannes Tumanyan Vanadzor State Pedagogical University.

⁹⁰ Centre for Education Projects, <http://www.cfep.am/en/improvements-in-the-quality-of-education>

⁹¹ American Bar Association (2007) Legal Education Reform Index for Armenia, Rule of Law Initiative, http://apps.americanbar.org/rol/publications/armenia_legal_education_reform%20Index_07_en.pdf

⁹² http://portal.unesco.org/education/en/ev.php-URL_ID=57711&URL_DO=DO_TOPIC&URL_SECTION=201.html#system

⁹³ Information from the questionnaire provided by the Kh. Abovyan State Pedagogical University in Armenia,



6.3 Stakeholders involved in the quality assurance process

The key stakeholders involved in the quality assurance process include: the Ministry of Education and Science, the National Centre of Quality Assurance in Specialised Education (ANQA), 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.

The external review of quality assurance of higher education institutions is carried out by the ANQA. Founded in 2008 and subsidised by the Armenian Government, the Centre is responsible for quality assurance of educational programs by accreditation.⁹⁴ 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 higher educational institutions.⁹⁵ On internal level, the structures of the internal quality assurance are established in higher education institutions, as a result of reforms.⁹⁶

7 INNOVATIONS IN TEACHER EDUCATION

7.1 Innovative practices and developments

The following innovative practices and processes of modernisation in teacher education in Armenia have been identified:

- partnerships between a higher educational institution and schools and school patronage;⁹⁷
- partnerships between a university and international organisations;
- gender and civic education grants and implementation of their results;
- involvement of higher education institutions in project activity (e.g. the participation in competitions on important education issues, grants to ensure quality education, innovative teaching methods, gender and civic education); and,
- a new block on 'Modern technologies and interactive teaching methods' included into teacher education programmes to support modern innovative developments in Armenian teacher education.⁹⁸

Developing a strong education system is also the top strategic priority of the National Competitiveness Foundation of Armenia.⁹⁹ Higher education is at the core of this strategy, acting as a nexus between the education system, industry and knowledge-driven economic activity. The Competitiveness Foundation's education programme revolves around the 'innovation triangle' of education, science and technology. These areas are prime targets for investment, backed by

⁹⁴ Information from the questionnaire provided by the VET Department, Armenian Ministry of Education and Science.

⁹⁵ Bologna Process National Report of Armenia. 2007-2009. p.15

⁹⁶ Information from the questionnaire provided by the Ministry of Education and Science of Armenia.

⁹⁷ Information from the questionnaire provided by the Kh. Abovyan State Pedagogical University in Armenia.

⁹⁸ Information from the questionnaire provided by the Hovhannes Tumanyan Vanadzor State Pedagogical University.

⁹⁹ The National Competitiveness Foundation of Armenia, [http:// www.cf.am](http://www.cf.am)



government support and structured as public-private partnerships. The revitalisation of the Yerevan Physics Institute, a leading centre of particle and nuclear physics, is the science node of the innovation triangle. The modernisation of the Mergelyan Institute, a major Soviet era high-tech centre, represents the technology node. The Convergence Centre, a new investment project developed by the Competitiveness Foundation, is the education node.¹⁰⁰

The Yerevan Mkhitar Sebastatsi Educational Complex of Armenian's Ministry of Education and Science can serve another good example in terms of implementing of innovative practices. It introduced educational programmes such as: New School, Innovations and new technologies in teacher education, New approaches to assessment, Use of ICT in studying process, Quality of education and its relevance, Preparatory learning in secondary school.¹⁰¹

It is also worth mentioning the Armenia's 'Three Pomegranate Network' - a global online learning program that connects Armenian students and teachers throughout the world by engaging them in collaborative, project-based learning activities. Within this project, almost all training for teachers was done through the project's website.¹⁰²

7.2 The use of ICT

Armenian government has an ambitious national vision on the leading role of information and communication technologies (ICT) sector. It announced that the development of ICT is a high priority direction for the country's development. In 2001, the Government approved the ICT Development Concept Paper and Action Plan prepared by the Ministry of Trade and Economic Development in accordance with the recommendations outlined in the ICT Master Strategy.¹⁰³ In 2004, the National Centre for Educational Technologies was founded within the framework of the First Education Quality and Relevance Project (EQR) project by Government's Resolution to manage

As a key element of the general education reform in Armenia, integration of ICT with education includes also the area of teacher training.¹⁰⁴ It has been identified as one of the main elements of the Education Quality and Relevance Project developed under the Continuous support to the integration of ICT in teaching and learning processes sub-component (see also Section 4.4). One of the main achievements of this initiative was teacher training on using ICT in daily teaching practice.¹⁰⁵

Among the main developments in the ICT use in teacher training identified throughout the desk research and the stakeholder consultations the following were listed:

- education according to the modern interactive methods,
- education with the use of ICT in studying process (e.g. classes in computer labs),
- re-training of teachers on interactive teaching methods,

¹⁰⁰ The National Competitiveness Foundation of Armenia, <http://www.cf.am/?laid=1&com=module&module=menu&id=7>

¹⁰¹ Information from the questionnaire provided by the Yerevan Mkhitar Sebastatsi Educational Complex of Armenian's Ministry of Education and Science.

¹⁰² Teacher Training and Technology: An Overview of Case Studies and Lessons Learned, Joanne Capper, World Bank.

¹⁰³ <http://www.istok-soyuz.eu/index.php/target-eeca-countries/68-armenia>

¹⁰⁴ Other areas involve: infrastructure, curriculum, and e- resources.

¹⁰⁵ Centre for Education Projects, <http://www.cfep.am/en/support-to-ict-integration>



- designing of new electronic methodological materials (e.g. (virtual experiments, animation programs, etc.), and
- on the spot consultations on the ICT use.

7.3 Schools as ‘learning organisations’

Parental and community involvement in the school governance was one of the main points of education financing and management reform project. Both parents and members of the local community are perceived as an essential resource to be mobilised in a process of moving away from an excessive reliance on the state. For example, parents may help to raise funds for a variety of purposes and support after-school activities and to ensure a continued enrolment and attendance of children from less-advantaged, especially in maintaining school quality in rural areas.

Also, 52 School-Centres in different regions were established not only as places for teacher training but also for positive exchange of teachers’ experience. Moreover, a new school amalgamation was founded, which serves as a centre of school network.¹⁰⁶ It has been noted, however, that pedagogical higher education institutions do not use their capacities effectively.¹⁰⁷ Further activities towards improvement in this area are envisaged within the Second EQR Project.

A good example of rural community involvement is the project of the Government of Netherlands carried out in cooperation with the UNDP-Armenia. The aim of this initiative was to support rural schools by covering their operation and maintenance costs and supplementing the students’ lunches. The schools were provided with agricultural supplies (seeds, fertilizers, etc.) and technical assistance in cultivation techniques and agricultural training program was also organised for teachers, students, parents and community.¹⁰⁸

7.4 Main opportunities and limitations for introducing innovations in teacher education system

The main legislative document regulating the area of scientific research and innovation in Armenia is the Law on Scientific and Scientific-Technical Activities (approved in 2000). It was designed to address many issues related to the management and financing that have been developed since 1991. However, this law remains rather declaratory in its nature. Although restrictions on research and innovation were relaxed, no financial incentives have been provided to develop innovation and patent knowledge with a commercial potential. Legislative acts or plans developed in this field could for instance call for a tax relief for private sector enterprises that donate funds to institutions for their research activities and the ownership of intellectual property (know how, patents generated within university) should belong to universities etc. In this way, the government would encourage the industry and universities in Armenia to undertake closer and more effective cooperation.

In terms of **main opportunities for introducing innovations** in the area of teacher education, the following should be mentioned:

- collaboration between school and university teachers;

¹⁰⁶ Information from the questionnaire provided by the Ministry of Education, Yerevan, Armenia.

¹⁰⁷ Centre for Education Projects, <http://www.cfep.am/en/improvements-in-the-quality-of-education>

¹⁰⁸ Armenia’s education system - recent trends. Country Background. p.4.



- educational practice of students (attention on the part of universities towards their former students' achievements);
- 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 cooperation between teachers in order to exchange the 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; an,
- gradual formation of a new corporate culture of quality.

As for the **limitations for innovations** in teacher education, they are seen mainly in:

- 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);¹⁰⁹
- difficult social and economic situation of the country forcing teachers to 'work to survive' instead of thinking on their own initiatives and creative approaches;
- stereotypical thinking and conservative views among a number of teachers, managers and parents, who sometimes perceive innovative approaches as traditional methods only under different names; and,
- lack of system administrators and ICT specialists.¹¹⁰

8 PARTNERSHIPS AND INTERACTION WITH EXTERNAL ACTORS

8.1 Partnerships between schools and teacher education institutions

Armenian schools collaborate with teacher education institutions to some extent. Such cooperation usually involves areas such as providing teacher training, instruction (mentoring), and development of training programmes or solutions to specific problems. For instance, the Teacher Education Department from the Armenian State Pedagogical University collaborates closely with general schools and summer camps during pedagogical practices.¹¹¹

¹⁰⁹ Descriptive Analysis of Tertiary Education and Innovation Systems in Armenia (Part I of the Country Policy Report) p.5.

¹¹⁰ Information based on desk research and stakeholder consultations (e.g. Mkhitar Sebastatsi Educational Complex of Armenian's Ministry of Education and Science; Kh. Abovyan Armenian State Pedagogical University Hovhannes Tumanyan Vanadzor State Pedagogical University; National Institute of Education)

¹¹¹ Information from the questionnaire provided by the Kh. Abovyan State Pedagogical University in Armenia.



Also the Yerevan Mkhitar Sebastatsi Educational Complex can serve as an example of cooperation with city schools. The Agreement on Collaboration was signed between Mkhitar Sebastatsi Educational Complex and the University of Linguistics to cooperate in the sphere of language education.¹¹² The Educational Complex is also responsible for re-training of teachers in Malatia-Sebastia region. In 2010, more than 1000 educators, heads of kindergartens, teachers and principals of secondary schools, received in-service teacher education provided by this institution. Upon request, retraining of teachers is provided with the assistance of ICT.¹¹³

Another form of collaboration are the 'school-university' clusters, within which school teachers are involved in the development and implementation of educational programs at all stages of their planning and implementation. As part of activities, lists of general, cognitive, professional and creative competencies necessary for success in the educational market are being jointly developed.¹¹⁴ Other methods of cooperation under the 'school-university' partnership include consultations, joint projects, scientific and methodical seminars, etc.¹¹⁵

It should be noted, however, that practical school training of pedagogical university students was met with considerable criticism. Among its main shortcomings poor organisation, insufficient duration, lack of monitoring and mentoring staff in the field schools, as well as discrepancy between theory and practice, have been listed.

This problem has been tackled as one of the components of (now closed) Elementary and Middle School Teacher Training and Curriculum Development Programme of the Bureau of Educational and Cultural Affairs of the US Department of State. Within the Programme, selected primary and secondary schools served as clinical schools, where pre-service teachers from pedagogical institutions could observe and use child-centred teaching methodology. Pre-service teachers worked collaboratively with trained in-service teachers, actively aiding clinical faculty, co-teaching, developing lesson plans, and creating teacher portfolios before finally teaching on their own. In consequence, over 10,000 education professionals received training in modern teaching methodologies, curriculum design, and educational leadership.¹¹⁶

8.2 The role of the business sector in teacher education

The cooperation between higher education institutions and private businesses or state enterprises in Armenia is rather occasional. After decades of underinvestment in research and higher education, economic and business decision makers are reluctant to view Armenian universities as partners.¹¹⁷

On the other hand, during the last decade the interest of the business sector in teacher education in Armenia has been steadily growing. There are some examples when the building of schools in remote areas, allowances and scholarships for students and sport equipment are financed by

¹¹² Information from the questionnaire provided by the Yerevan Mkhitar Sebastatsi Educational Complex of Armenian's Ministry of Education and Science.

¹¹³ Ibid.

¹¹⁴ Information from the questionnaire provided by the Hovhannes Tumanyan Vanadzor State Pedagogical University.

¹¹⁵ Ibid.

¹¹⁶ <http://www.irex.org/project/armenia-service-teacher-training-programs-0>

¹¹⁷ Descriptive Analysis of Tertiary Education and Innovation Systems in Armenia (Part I of the Country Policy Report). p. 4.



private entities.¹¹⁸ The business sector plays a particularly significant role in the implementation of ICT (school computerisation) in teacher education. For example, the Yerevan Mkhitar Sebastatsi Educational Complex successfully cooperates with such organisations as: Microsoft, Unicom, Alfa and the Union of ICT Enterprises, INTEL, SMART Technologies.¹¹⁹

8.3 The role of the third sector in teacher education

Armenian teachers have been exposed to alternative student-centred teaching methods mainly through initiatives of several international organisations, donors, and agencies (see subsequent Section 8.4). Among examples of other community organisations involved in the process of education and professional development of teachers, there 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 entire education system development.¹²⁰ These include: the Armenian Education Centre, the Centre for Education Projects, the Association of Educators, and the Source of Education.

8.4 The role of international institutions and experts

Cooperation with international experts from organisations such as UNESCO, UNICEF and the World Bank, helps Armenia to develop and implement education reforms, adjust higher education system according to the Bologna process (e.g. see Section 4.3.on national reforms). Since the mid-1990s, IREX and the Open Society Institute have been training teachers and trainers in active learning methods, critical thinking methods and cooperative learning. As for the most active and large-scale donor programs in the higher education area, these include also: OSIAF, DAAD, AED, and the British Council.¹²¹

The key initiatives launched in the area of teacher education include:

- **The Elementary and Middle School Teacher Training and Curriculum Development Program** of the Bureau of Educational and Cultural Affairs of the US Department of State (for more details see Section 8.1).¹²²
- The Soros Foundation's '**Step by Step**' programme. It paid specific attention to enhancing teamwork and cooperative learning in elementary schools. As a result, some of the schools were able to make visible progress with appliance of their new methods.¹²³
- In 2009, the **International Education Partners (AM)** was established in 2009 a fully-owned subsidiary company of International Education Partners (UK). Its main objective is to develop the Armenian capacity to provide high level educational consultancy, research

¹¹⁸ Information from the questionnaire provided by the Hovhannes Tumanyan Vanadzor State Pedagogical University.

¹¹⁹ Information from the questionnaire provided by the Yerevan Mkhitar Sebastatsi Educational Complex of Armenian's Ministry of Education and Science.

¹²⁰ Information from the questionnaire provided by the Hovhannes Tumanyan Vanadzor State Pedagogical University.

¹²¹ Armenia: Focus on the Higher Education Sphere. Realities and expected changes. November 2007. p.3.

¹²² <http://www.irex.org/project/armenia-service-teacher-training-programs-0>

¹²³ Cooperative learning in Armenia: issues and challenges in raising the quality of teaching. Aleksan Hovhannisyanyan, Pasi Sahlberg. p.2.



and training services up to international standards based on the well-established skills, knowledge and reputation of the parent company.¹²⁴

Also, the European Union (EU) takes part in programmes aiming at the reform of general and higher education system in Armenia.¹²⁵ The European initiatives, which include international consultations, seminars and workshops, are considered by some as offering a promise of achieving good results. Their ultimate goal - integration into a common European educational space - is particularly attractive to Armenia, since it addresses one of its important and problematic issues - low competitiveness of graduates on the international labour market.¹²⁶ This is done for example by winning European funds by project teams from teacher education institutions to implement innovative educational projects, such as: the introduction of innovative courses on gender education, developing model for monitoring the quality (internal evaluation), development and implementation of innovative educational programmes with built-in quality mechanisms; travel grants for exchange of experience with other countries.¹²⁷

The stakeholders' opinions on the efficiency of the European initiatives are divided, however. Particularly, the EU's focus on the culture, traditions and the mentality of a particular country has been questioned and indicated as insufficient. This relates also to the critique of Armenia's compliance with international standards without compromising national interests.

9 KEY CHALLENGES, TRENDS AND PERSPECTIVES

9.1 Current strengths and weaknesses of teacher education

Key strengths

- Ongoing process of reformation of education. This includes initiation of projects that are to promote innovations, modernisation of pre- and in-service teacher education, and the road towards the European Higher Education Area, which are among the main advantages of higher education system and teacher education. International organisations, in cooperation with the Ministry of Education and Science of Armenia and other stakeholders in teacher education, are designing and implementing new education projects and programmes.
- The legal framework and financial opportunities that aim at improving the initial education of teachers. The documents adopted in recent years contribute to the process of teacher education. The law also provides for international cooperation to exchange experience and the improvement of quality of teacher education within the legal framework of the country.¹²⁸
- General openness of teacher education institutions to cooperate with other regions and countries. Some of them have experience in cooperating with international institutions and

¹²⁴ <http://www.iepartners.am>

¹²⁵ Information from the questionnaire provided by the Ministry of Education, Yerevan, Armenia.

¹²⁶ Information from the questionnaire provided by the Hovhannes Tumanyan Vanadzor State Pedagogical University.

¹²⁷ Ibid.

¹²⁸ Information from the questionnaire provided by the Ministry of Education, Yerevan, Armenia.



implementing teaching exchange programmes for teachers and students a program. Such practices could be used as models for other schools.¹²⁹

- A vast number of teachers trained in the new requirements of National Curriculum Framework, standards and syllabi, new assessment system, cooperative teaching methods, use of ICT, etc. within the framework of the First EQR Project during 2005-2009.¹³⁰
- Increased opportunities to use the computer equipment in teaching and learning process provided by reforms carried out. Teachers are trained to use ICT in their daily teaching practice and e-content for the first generation of Armenian electronic materials for Armenian Language and Mathematics (for the grades 7 to 9) based on National Curriculum Framework have been developed and provided to all schools in the country.¹³¹
- Teachers and other educators become more involved in policy development and implementation activities. By building individual teacher's capacity, the bottom-up approach of educational reform projects can achieve a greater impact on the educational system in Armenia.
- A number of seminars, courses and projects carried out that target teacher education on various levels. Initiatives enable the participants to share teachers' best practices, create educational modules, to experiment and discuss educational programmes.

Key weaknesses

- Programmes, curricula and teaching plans in pedagogical institutions are not fully complainant with the on-going quality and content reforms in the sector of general education. They do not meet the current teachers' requirements, particularly with regards to the use of new teaching methods and modern technologies in the teaching process.¹³² There is a mismatch between the education structure, contents and requirements of the market relations.¹³³ In addition, the same specialty at different universities can be implemented through varying education programs.¹³⁴
- Insufficient material-technical and training-methodological basis. There is a lack of modern libraries and resource centres in teacher education institutions. Libraries are not furnished nor properly equipped to meet the internationally accepted standards.¹³⁵
- Ineffective us of existing resources. This problem relates to 1) ineffective and 'mechanic' application of intensive learning methods (sometimes not taking into account their appropriateness); 2) carrying out trainings not based on teachers' needs (designed mainly as state or international organisations' initiatives); 3) lack of video tapes of model lessons,

¹²⁹ Information from the questionnaire provided by the Yerevan Mkhitar Sebastatsi Educational Complex of Armenia's Ministry of Education and Science.

¹³⁰ Centre for Education Projects, <http://www.cfep.am/en/improvements-in-the-quality-of-education>

¹³¹ Ibid.

¹³² Centre for Education Projects, <http://www.cfep.am/en/reforming-pre-service-teacher-education>

¹³³ State Program for Educational Development (for the period of 2001-2005). Yerevan 2000. p. 11-19.

¹³⁴ Information from the questionnaire provided by the Yerevan Mkhitar Sebastatsi Educational Complex of Armenian's Ministry of Education and Science; Vanadzor State Pedagogical University named after Hovhannes Tumanyan; and, the Ministry of Education.

¹³⁵ Centre for Education Projects, <http://www.cfep.am/en/reforming-pre-service-teacher-education>



which could serve as means of disseminating best practices; 4) no practice of joint lesson hearings, lesson discussions, or mutual visits; 5) not using the highly effective means of methodological support to teachers as well as the capacities of 52 School-Centres.

- A slow pace of integration into the international education system and a lack of competitiveness. The activities implemented under the reforms required by the Bologna Process are delayed in the pedagogical universities if compared to other higher education institutions. This refers particularly to the transition to two-cycle degree system and the introduction of the European Credit Transfer System (ECTS).¹³⁶ Some resistance on the universities' part to get involved in current developments has been pointed out.
- Low threshold of qualifications - secondary (middle) vocational education - to enter the teaching profession.
- Underestimated role and prestige of teacher's in the development of modern society. The profession is often chosen by school students who are undecided about their professional career. The awareness of teachers' labour as an interesting creative work is low.
- Initial psychological and pedagogical teacher education is weak as well as the organisation of process of state attestation of graduates. The professional qualifications of some lecturers are low, which further decreases the teaching quality, and therefore the quality of pre-service teacher education.¹³⁷
- Increasing number of students in teacher education, despite a noticeable tendency to decrease the number of school pupils.¹³⁸
- Higher education institutions that prepare future teachers do not adequately target school auditorium and thus teacher education programme is separated from the real school problems. Students graduate without any preliminary probation experience and begin their professional career without practical experience in schools.¹³⁹
- Rather rigid tertiary education system, which remains mostly unchanged from the Soviet times. For example: 1) the curricula for different study programs and disciplines are rigidly scheduled for the whole duration of studies, they have rigid time limits and structure; 2) the curricula do not offer freedom of educational choice to students and it is impossible to select courses beyond one's narrow major; 3) the structure of curricula, learning schemes and lack of mutual recognition mechanisms of learning outcomes considerably restrict the transfer of students among institutions and even between departments and disciplines; and, 4) the credit accumulation and transfer-based organisational scheme that breaks up the study programs in coherent course units to make them more flexible and provide multiple entry and exit points for the students, has not yet been adopted.
- Lack of strategic vision and approach towards in-service teacher education. This relates to the lack of national system for sustainable professional and career development of teachers and imperfect legal framework regulating that process.¹⁴⁰ There are almost no voluntary training initiatives (for example, no courses for teachers wanting to improve

¹³⁶ Ibid.

¹³⁷ Centre for Education Projects, <http://www.cfep.am/en/reforming-pre-service-teacher-education>

¹³⁸ Ibid.

¹³⁹ Centre for Education Projects, <http://www.cfep.am/en/reforming-pre-service-teacher-education>

¹⁴⁰ Centre for Education Projects, <http://www.cfep.am/en/improvements-in-the-quality-of-education>



class management or evaluation skills or skills on the training market)¹⁴¹ and no adequate incentives set for demand-driven professional development or in-service training in the country.¹⁴²

- Lack of resources to fully fund the education and professional development of teachers at different levels. Relevant initiatives are one-time events related to the implementation of the strategy of education development in Armenia.¹⁴³
- Universities in Armenia are not considered to be research institutions. Research opportunities are usually tied to international and non-profit organisations and/or scholarships and grants from different funds.¹⁴⁴

9.2 The need for further policy action on national and European level

- Clearly defining the roles and responsibilities of all school personnel.
- Ensuring that clear collaboration/networking mechanisms are available to teachers.
- Encouraging the sharing of expertise and inter-disciplinary collaborations,¹⁴⁵ e.g. by targeting the dissemination of skills and knowledge related to curricular modifications/adaptations, differentiated instruction, classroom management, learning styles, individualized interventions, co-teaching, peer-tutoring, and grouping instruction.
- Improving and standardizing of teacher education curricula and align them with the new requirements of graduates' attestation mechanism.¹⁴⁶
- Undertaking country specific approach towards promotion of projects that contribute to Armenia's integration into European educational space. Apart from international experience, the search for solutions should take into account social needs, the development level of economy, science, culture and educational heritage. More active implementation of the positive experiences of the regional education systems.
- Extending the cooperation in the field of primary and secondary school teacher education from international and national level into the regional level. Given that countries in the region undergo a relatively similar transition in the field of education, cooperation is possible: 1) on the level of analysis of educational reforms results achieved up-to-date; 2) creating a unified educational area; 3) developing and implementing strategies of the teacher training institutions based on benchmarking; 4) exchanging successful experiences, e.g. on the use of ICT to create a unified educational space at different levels of cooperation; 5) joint development and implementation of regulations that promote the exchange of students and teachers; 6) Participation in joint projects; 7) Creation of partnerships, clusters, etc.¹⁴⁷

¹⁴¹ National Human Development Report. Educational transformations in Armenia. 2006. p.57.

¹⁴² Centre for Education Projects, <http://www.cfep.am/en/improvements-in-the-quality-of-education>

¹⁴³ Information from the questionnaire provided by the Hovhannes Tumanyan Vanadzor State Pedagogical University.

¹⁴⁴ <http://www.isa-sociology.org/universities-in-crisis/?p=391>

¹⁴⁵ Hun, P. A. (2009) Evaluation of Inclusive Education Policies and Programmes in Armenia, UNICEF Armenia, p. 56.

¹⁴⁶ Information from the questionnaire provided by the Hovhannes Tumanyan Vanadzor State Pedagogical University.

¹⁴⁷ Information from the questionnaire provided by the Hovhannes Tumanyan Vanadzor State Pedagogical University.

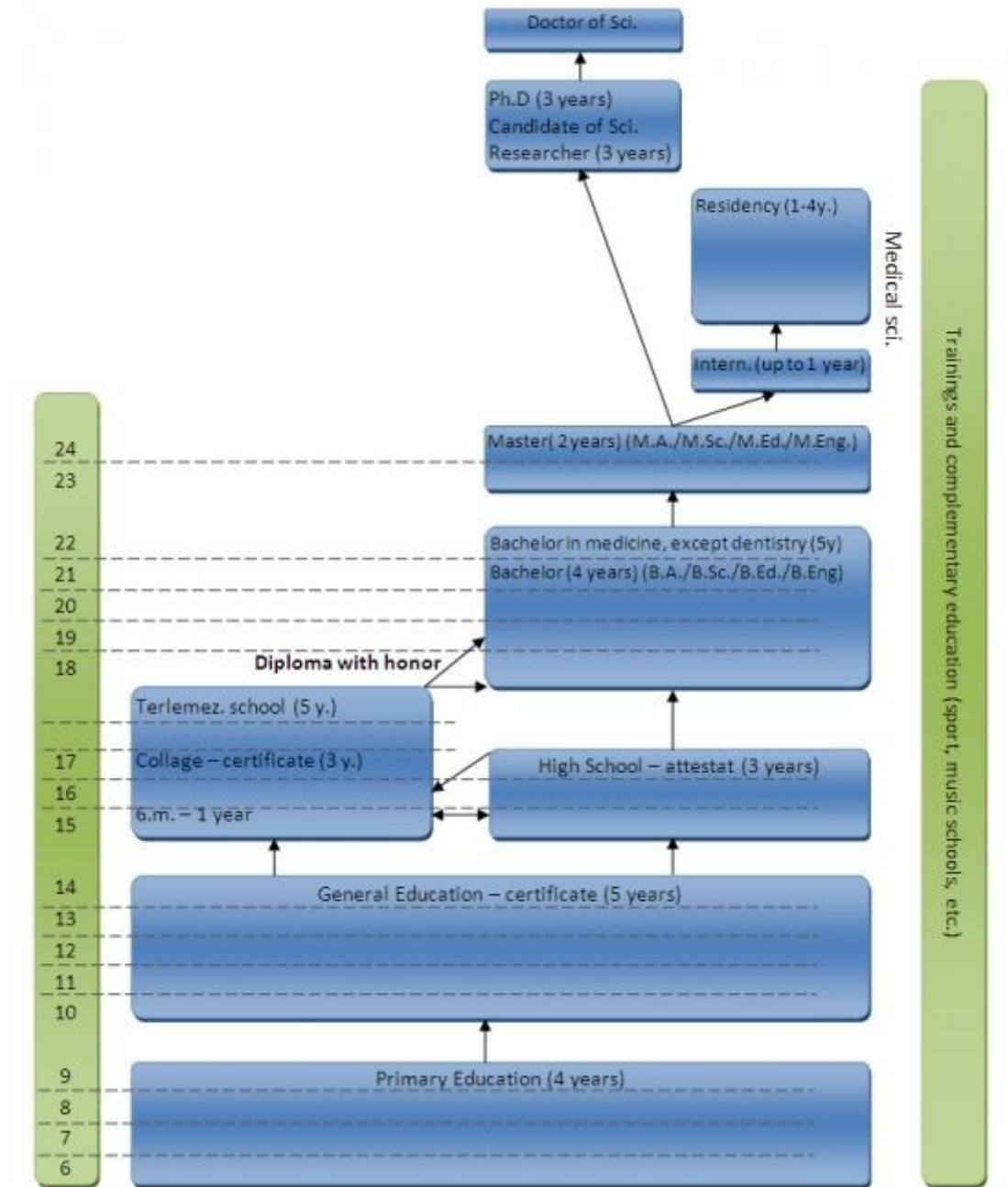


- In order to adjust the higher education system to the European standards, a new curriculum for the in-service training should be developed and distance learning practice should be expanded. More international experts and organisations could be involved in further policy-making process.
- Further development of e-learning, sufficient up-to-date educational materials, and visual aids.
- Pedagogical practices of future teachers should take place in schools that implement innovative educational programs and have positive results.
- Further training towards increasing the teachers' professional skills in the use of ICT. Teachers who acquired such skills should be provided with an opportunity to pass their good experiences onto colleagues from other schools (also outside the city of Yerevan). Such training courses and seminars enable the participants to share their best practices with others, create educational modules to experiment and discuss educational programs, create training manuals, as well as learn about teaching experience from others. Works in small groups should be promoted, also in the workplace where an experienced teacher conveys his advanced skills.¹⁴⁸ There should also be more intensive use of the ICT in order to expand the network of distant foreign language learning.

¹⁴⁸ Information from the questionnaire provided by the Yerevan Mkhitar Sebastatsi Educational Complex of Armenia's Ministry of Education and Science.



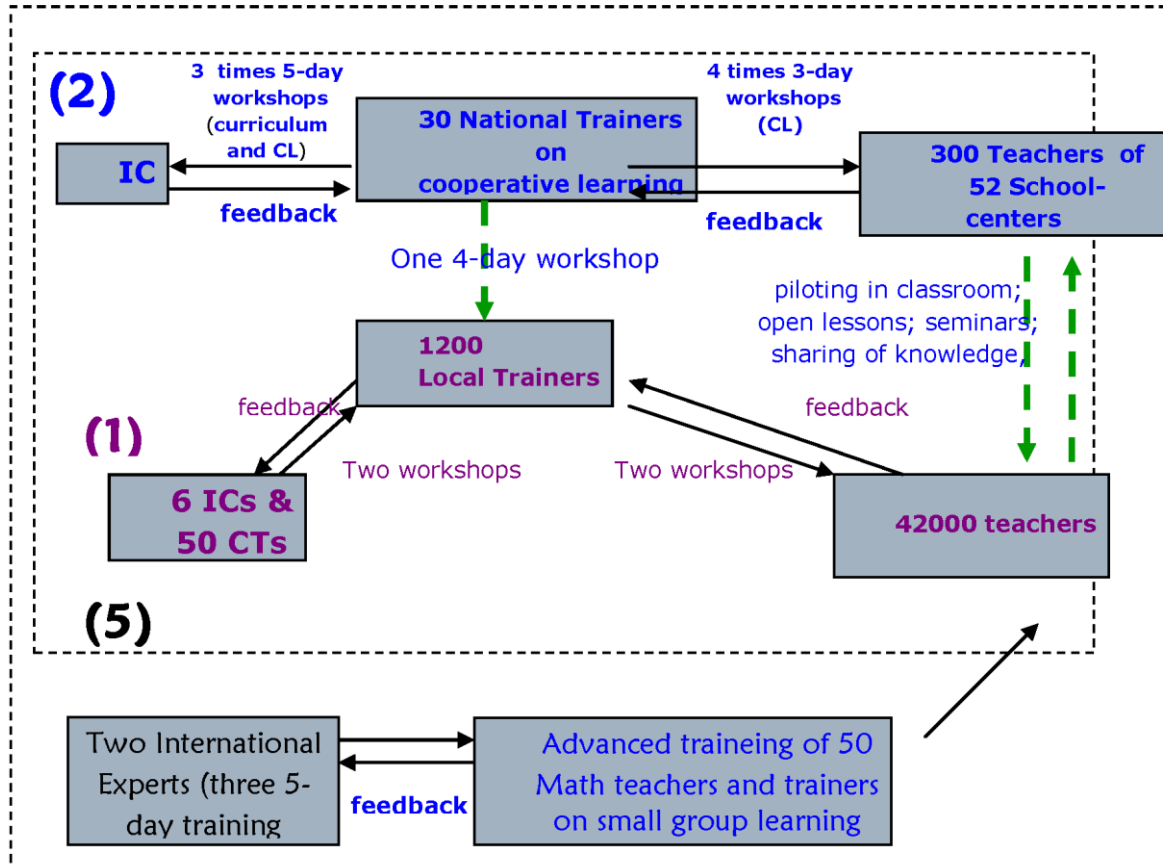
ANNEX A: ARMENIA'S EDUCATION SYSTEM¹⁴⁹



¹⁴⁹ <http://www.armenic.am/index.php?laid=1&com=module&module=menu&id=101>



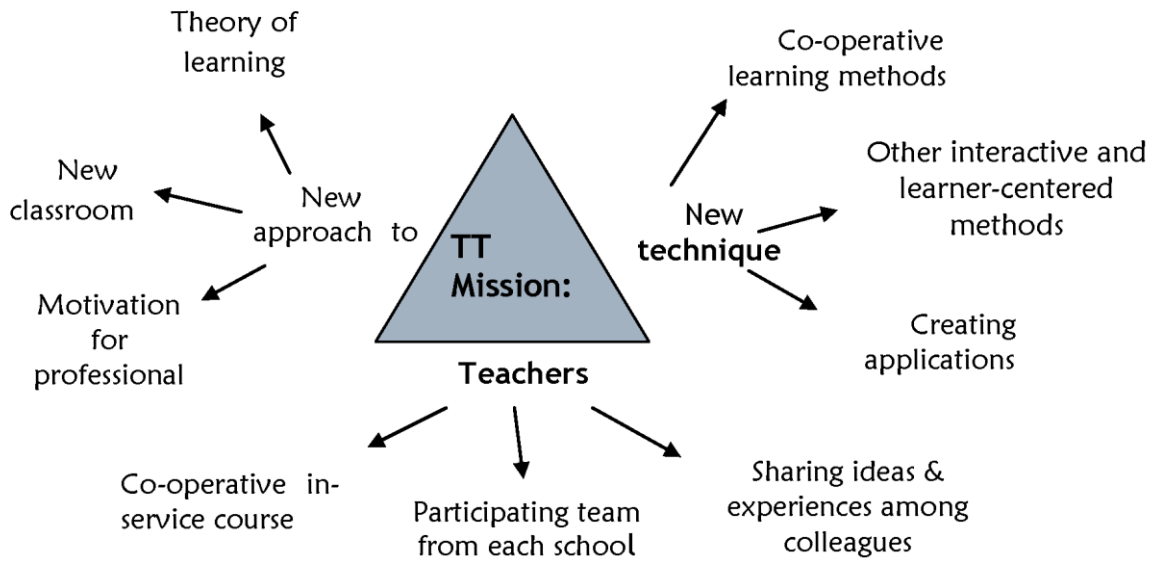
ANNEX B: ILLUSTRATION OF TEACHER TRAINING IN ARMENIA



Source: Hovhannisyanyan, A., Sahlberg, P. (2010) Cooperative learning in Armenia: issues and challenges in raising the quality of teaching. Intercultural Education, Vol. 21, Issue 3.



ANNEX C: INITIAL MISSION OF TEACHER TRAINING IN ARMENIA



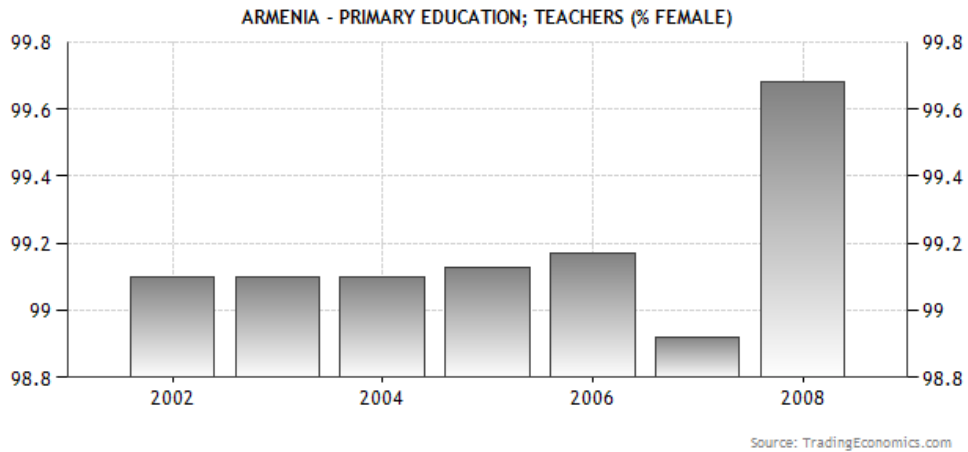
Source: Hovhannisyan, A., Sahlberg, P. (2010) Cooperative learning in Armenia: issues and challenges in raising the quality of teaching. Intercultural Education, Vol. 21, Issue 3.



ANNEX D: PRIMARY AND SECONDARY EDUCATION TEACHERS (% FEMALE) IN ARMENIA

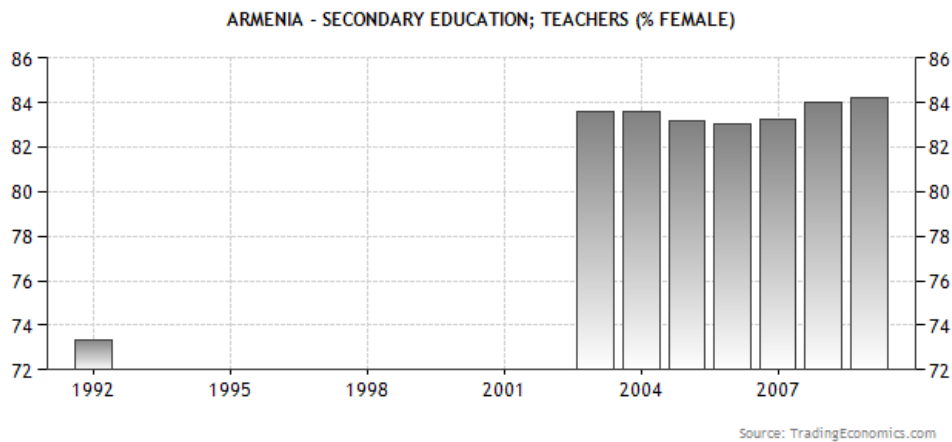
Primary Education Teachers (% female)¹⁵⁰

This is a chart with historical data for primary education teachers (% female) in Armenia. Female teachers as a percentage of total primary education teachers include full-time and part-time teachers.



Secondary Education Teachers (% female)¹⁵¹

This is a chart with historical data for secondary education teachers (% female) in Armenia. as reported in 2008, according to the World Bank. Female teachers as a percentage of total secondary education teachers include full-time and part-time teachers.



¹⁵⁰ <http://www.tradingeconomics.com/armenia/primary-education-teachers-percent-female-wb-data.html>

¹⁵¹ <http://www.tradingeconomics.com/armenia/secondary-education-teachers-percent-female-wb-data.html>

**ANNEX E: LIST OF POLICY DOCUMENTS, LEGISLATIVE ACTS, STUDIES, AND WEBSITES REVIEWED**

Policy and legal documents
COMMISSION STAFF WORKING PAPER SCHOOLS FOR THE 21ST CENTURY, SEC(2007)1009
COMMUNICATION FROM THE COMMISSION TO THE COUNCIL AND THE EUROPEAN PARLIAMENT, Improving the Quality of Teacher Education, COM(2007) 392 final
Conclusions of the Council of 26 November 2009 on the professional development of teachers and school leaders, 2009/C 302/04
Conclusions of the Council and of the Representatives of the Governments of the Member States, meeting within the Council of 21 November 2008 on preparing young people for the 21st century: an agenda for European cooperation on schools, 2008/C 319/08
Constitution of the Republic of Armenia (amended), adopted in 5 July 1995, http://www.parliament.am/parliament.php?id=constitution&lang=rus
EUROPEAN PARLIAMENT AND COUNCIL RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 12 February 2001 on European cooperation in quality evaluation in school education
Law of the Republic of Armenia on Education, adopted on 14 April 1999, http://www.parliament.am/legislation.php?sel=show&ID=1494&lang=rus .
Law of the Republic of Armenia on Higher and Postgraduate Professional Education, http://www.armenic.am/index.php?laid=1&com=module&module=menu&id=97
State Order on General Education adopted by the Government Resolution N20, of May 27, 2004.
State Program for Educational Development (for the period of 2001-2005). Yerevan 2000.
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