



Annex 4

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

GEORGIA

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ACRONYMS

CERN	European Organisation for Nuclear Research
ECTS	European credit transfer system
EQF	European Qualifications Framework
ETAG	English Teachers Association of Georgia
ETF	European Training Foundation
EU	European Union
EUR	Euro
GDP	gross domestic product
GAHE	Georgian Association of History Education
GEL	Georgian lari (EUR 1 = GEL 1.994 on 15 September 2008; and 2.3188 on 30 December 2010)
HEI	higher education institution
ISCED	International Standard Classification of Education
MES	Ministry of Education and Science
NAEC	National Examination Centre
NCAC	National Curriculum and Assessment Centre
NCEQE	National Centre Education Quality Enhancement
NCTPD	National Centre Teachers Professional Development
NGO	non-governmental organisation
NQF	National Qualifications Framework
PISA	Programme for International Student Assessment,
PIRLS	Progress in International Reading Literacy Study
TIMSS	Trends in International Mathematics and Science Study
VET	vocational education and training



INTRODUCTION

The information and analysis in this report builds on desk research, on results of interviews conducted in January and March 2011 in Tbilisi, and on the information gathered through the questionnaires that had been developed as a tool common to map teacher education in all countries involved.

The author of this report thanks:

- The Ministry of Education and Science (MES) and the National Centre Teacher Professional Development (NCTPD) for the insights on teacher education policy and system in Georgia (collected through interviews, and filled questionnaire and statistical template). Information provided by the National Curriculum and Assessment Centre on teacher training actions carried out in 2007-2009 completed the picture.
- Universities and associations that participated in the information collection, namely: Iliia State University, Jakob Gogebashvili Telavi State University, Georgian Association of History Education, and Trade Union of VET Teachers.
- Donors who participated in the meeting organised by EU Delegation in January 2011 in Tbilisi (British Council, UNICEF and World Bank)
- The EU Delegation to Georgia, in particular Oliver Reisner and Nino Kochishvili for their priceless support and advice. We also thank the head of National Tempus Office for the information shared at the start of the field research, and particularly the contacts with relevant Tempus projects, such as the new project aimed to develop active and student-centred learning of natural sciences (lead by Georgia and coordinated by Dr Marika Kapanadze). The information received from this project added value to the report and revealed the potentialities of some of the projects at micro level. As with many other field cases of good practise this project will contribute to system development if its lessons will be adequately disseminated and supported by policy decisions.

We hope that this short country report is useful for the systematisation of otherwise fragmented information on teacher education in Georgia. To produce this report we have used information gathered from the available web-resources, as well as published statistical data, in addition to the already mentioned interviews and questionnaires. A note of caution is due: this report is in no way based on survey of representative sample of teachers and teacher educators, which was not the purpose set by the project.

The report tried to strike a balance between description and analysis, but we are aware that at this stage the analytical element is less developed. This is linked to the overall purpose of the report (a mapping), and also to insufficient information collected via questionnaires from teacher education institutions.

My sincere thank you to the whole team of DG EAC C4 for the excellent cooperation during my secondment concluded on 1st February 2011. This year has an immense meaning for me.



1 OVERVIEW OF CURRENT STRUCTURE OF THE EDUCATION SYSTEM

1.1 Main reforms

The reform and modernisation of the education sector in Georgia received a boost with the newly elected government that followed the uprising and Revolution of end 2003 early 2004. In 2004 Georgia determinedly engaged in reform of the education system, aiming at raising credibility and quality of outcomes, efficiency and international comparability of qualifications. The reforms in the education system undertaken after the Revolution of 2004 have been driven by the urgency to eliminate rampant corruption and to stop the degradation of outcomes. Parliament passed new legislation on higher education (2003), general education (2004) and vocational education (2007). The years 2009-2010 witnessed a series of amendments to these Laws, and other important legislation was adopted, namely to introduce a comprehensive national qualifications framework (adopted in December 2010), and a reformed framework for quality assurance in education (2010).

By the end of 2010 MES presented for consultation a new strategy for education sector development (2010-2015) that sets measures to tackle the development objectives of all levels of education. The strategy is a comprehensive document that presents in detail the approach to tackle objectives per building block of the education continuum. However, the document is not combined with an action plan nor an estimation of needed resources (various sources, national and international). This weakness is not uncommon for such strategic documents of public policy; but leaves open critical questions such as realistic implementation mechanisms as well as of steering and monitoring of the reforms. Strategies are not effectively binding as long as they are not supported by budgets and underpinned by targets and monitoring mechanisms.

This strategy includes a well-developed chapter on teacher professional development, which presents plans for development of teacher professional standards, certification, training, and induction. The same chapter also includes measures addressing standards and certification of school principals.

The diagram of education was restructured by the legislative initiatives of 2003-2007, and again readjusted in 2010.

At ISCED levels 1-3 the architecture of education corresponds to common international practise:

- Compulsory education:
 - Primary education: classes 1-6
 - Basic education: classes 7-9
- Secondary education: classes 10-12

1.2 Institutional set-up

Education and science policies are designed and implemented by a set of institutions, led by the Ministry of Education and Science of Georgia (<http://www.mes.gov.ge/?lang=eng>) that responds for the strategic orientation of the sector. Websites of the key indicated institutions are provided in the list of *Sources* at the end of this report.

The key institutions of the sector are legal entities of public law, whose key functions are described below. Given their relatively important interdependence, the functionality of the system depends on proper articulation of their services and roles. A more detailed presentation



of their interfaces with Teacher Education (and professional development) is presented in chapter 2.

- National Curriculum and Assessment Centre (NCAC)
- National Centre for Teachers Professional Development (NCTPD)
- National Centre for Educational Quality Enhancement (NCEQE)
- National Examination Centre (NAEC)
- Shota Rustaveli National Science Foundation
- Education and Science Infrastructure Development Agency

NCAC responds for:

- Preparing the National Curriculum, piloting, supporting its implementation and continuous development;
- Conducting the national assessment of learning process in public schools;
- Identifying the compliance of the textbooks with National Curricula and approving recommended textbooks.

The main goal of the **National Centre for Teacher Professional Development** (NCTPD) is to promote enhancement of quality teaching and learning in schools by ensuring professional knowledge in teachers, establishing high performance standards and raising professional status of teachers.

NAEC responds for the various systems of examination and assessment: Unified National Examination, Graduate Record Examination, Teacher Certification Examination, International Surveys and Assessments, amongst others.

In 2005 was introduced the new system for admission to university, based on transparency, fairness and merit. The implementation of the new system is considered as one of the most successful reforms conducted in Georgia. The Unified Entry Examinations includes:

- Standardised selection;
- Complex assessment of abilities and knowledge;
- Awarding top students with the state scholarship;
- Wider choice;

NCEQE undertakes the authorisation of educational institutions and accreditation of educational programmes, supervises the observance of the terms and conditions of authorisation and accreditation, and undertakes the accreditation of teacher professional development educational programmes.

2 KEY STATISTICAL DATA ON TEACHER EDUCATION

The current chapter provides statistical data to set the scenario for the subsequent analysis, and shows some of the trends and issues that do influence the area of teacher education and training.



2.1 General overview

Table 1: Key statistical data relevant for the analysis of teacher education

Description	2007		2008		2009		Source
	Public	Private	Public	Private	Public	Private	
Number of educational institutions	2215	247	2178	268	2179	283	MES
Number of primary schools	2206	229	2156	235	2174	236	MES
Number of secondary schools	2203	225	2168	242	2168	266	MES
Number of pupils in primary education	288846	22419	274258	24677	263873	25264	MES
Number of pupils in secondary education	288778	16030	315983	20698	312930	22459	MES
Number of institutions in charge of teacher training	13	37	13	36	10	13	NCEQE
Number of graduates from initial teacher training institutions	1429	753	1844	711	621	55	NCEQE
Number of teachers in teacher induction programmes			28 mentors; 48 inductees		30 mentors; 53 inductees		NCTPD
Number of teachers in teacher professional education programmes	15190		16426		28039		NCTPD; NCAC
Number certified teachers	Certification process started in 2010; 9906 teachers took the certification tests; 1359 teachers were certified						NCTPD
Average age teachers (primary+secondary) ¹					47.3		NCTPD
Number of teachers in primary education	32670	3190	30231	3280	31548	3914	MES
Number of teachers in secondary education	36486	3190	39468	4282	40297	4172	MES
Pupil-teacher ratio in primary education	8.8	7.0	9.1	7.5	8.4	6.5	MES
Pupil-teacher ratio in secondary education	7.9	5.0	8.0	4.8	7.8	5.4	MES
Education budget as % of GDP	2.7		2.9		3.2		
Expenditure on teacher education and training (professional development) - in GEL			771000		2561389		MES

Source: Data kindly delivered by NCTPD in May 2011 for this report.

¹ The teachers' database does not distinguish the two levels of education (primary and secondary). Therefore the average age concerns both levels together (MES).



In order to complete the picture depicted by the above figures, it is relevant to add information and data on the breakdown of the sector budget, as well as on trends in gross and net enrolment. These show the persisting low level of public financing of education, which affects the sector performance, despite the reforms carried out over the last 5-6 years.

2.2 Sector budget

The dramatic reduction in GDP and in budget revenues in the 1990s caused a sustained decline in education expenditure. After some two decades of independence, education funding in Georgia is still far below international standards.

Public expenditure on education as share of GDP remains lower than the OECD and EU-19 average, and stood below 3% in the period 2004–2008. But it is approximately comparable to the situation in neighbouring Caucasus countries.

Table 2: Public expenditure on education, by main sub-sector, 2003–2009²

	2003	2004	2005	2006	2007	2008	2009
Budget of Ministry of Education (GEL thousands)	14 966.7	67 676.7	80 941.1	358 165.1	410 828.8	458 177.5	537 967.7
Expenditure on general education (GEL thousands)	958.4	14 157.4	21 827.6	281 319.4	314 533.0	340 580.1	397 635.1
% of total	6.4	20.9	27.0	78.5	76.6	74.3	73.9
Expenditure on VET (GEL thousands)	2 778.1	7 152.5	3 699.7	7 779.1	12 960.0	10 058.0	9 800.0
% of total	18.6	10.6	4.6	2.2	3.2	2.2	1.8
Expenditure on higher education (GEL thousands)	5 036.5	26 151.1	22 061.0	33 840.8	43 746.6	51 891.6	66 030.9
% of total	33.7	38.6	27.3	9.4	10.6	11.3	12.3

Source: MES (2009).

2.3 Enrolment in education: trends and issues

According to statistical data of MES, gross enrolment rate in general education (primary, basic and secondary) has evolved from 94% in 2005-06 to 100% in 2007-08.³ Net enrolment rates evolved positively from 85% to 90% (2005-06 to 2007-08).⁴

² Most (up to 79%) of MES financing is absorbed by the most important segment of education: basic and secondary education. Before 2006 this segment was funded through budgets of territorial units (regions). So, from 2006 the MES budget shows a huge increase linked, among other factors, with the shift of funding to the central level.

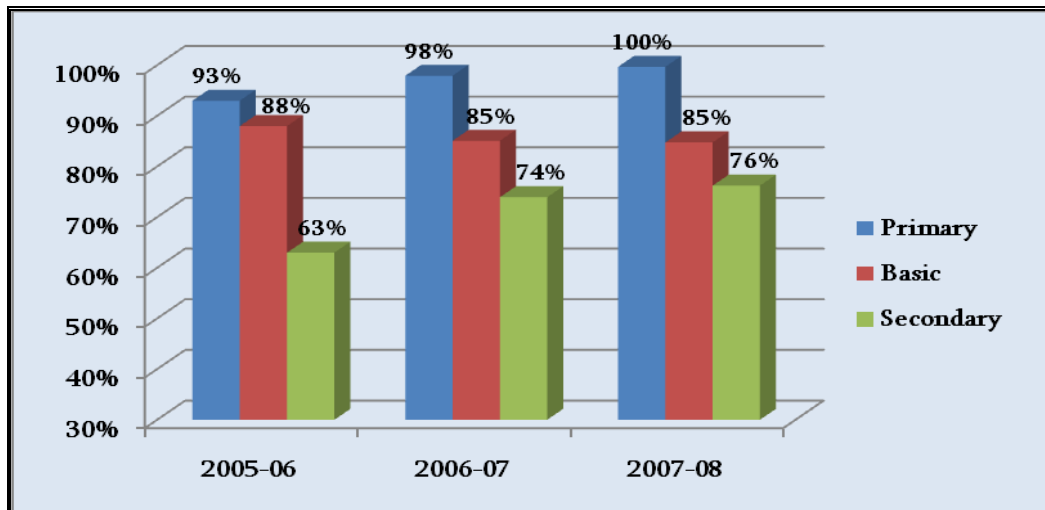
³ <http://mes.gov.ge/upload/editor/file/Emisi/Zogadi%20Ganatileba/Eng%20-%202006-2007/axali/Educational%20Participation/gross%20enrolment%20ratio.doc> (last accessed: 05/04/2011)



But a closer look (tables 4 and 5) shows a concerning trend with respect to basic education (last phase of compulsory education of nine years of schooling), as declined both gross (99% to 97%) and net enrolment rates (88% to 85%) in the period 2005 to 2008.

Table 3 (and linked graph): Net enrolment rate by levels of general education

Levels of GE	School-year		
	2005-06	2006-07	2007-08
Primary	93%	98%	100%
Basic	88%	85%	85%
Secondary	63%	74%	76%

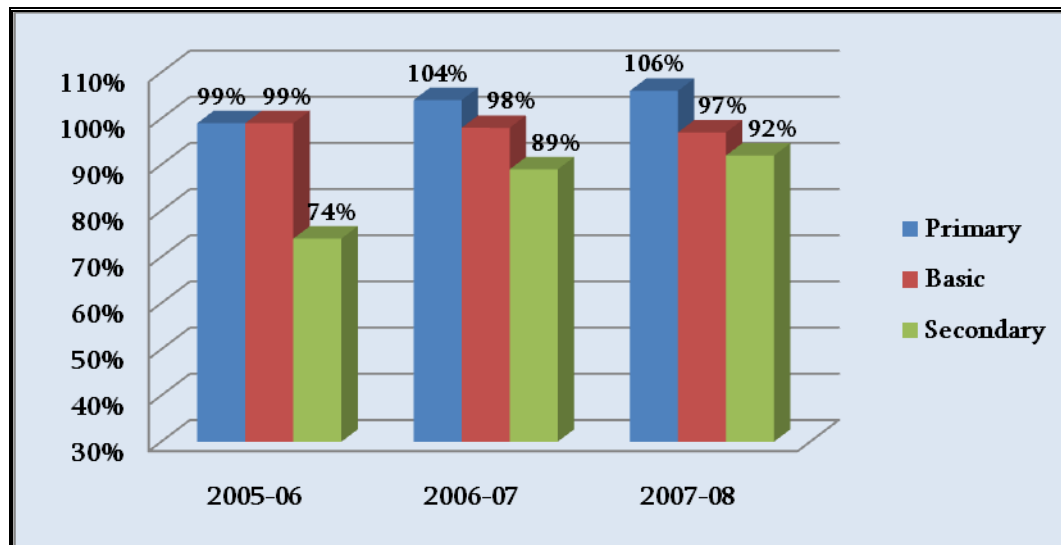


Source: MES *ibidem*

Table 4 (and linked graph): Gross enrolment rate by levels of general education

Levels	School-year		
	2005-06	2006-07	2007-08
Primary	99%	104%	106%
Basic	99%	98%	97%
Secondary	74%	89%	92%

⁴ Ministry of Education and Science, available at: <http://mes.gov.ge/upload/editor/file/Emisi/Zogadi%20Ganatileba/Eng%20-%202006-2007/axali/Educational%20Participation/net%20enrolment%20ratio.doc> (last accessed: 05/04/2011)



Source: MES *ibidem*

Facing a net enrolment rate in basic education of only 85% in 2007-08, MES needs to address the factors behind such a low performance that might affect the overall educational profile of the next generations.

The gross enrolment rate in tertiary education (bachelor and master programmes) has declined from 39% in 2005-06 to 25% in 2008-09.⁵ This trend can be explained in part by the more restrictive entrance policy and procedures and the limitation of places in accredited higher education institutions that are a direct outcome of the reforms geared towards quality started in 2004-05.

3 GOVERNMENT POLICY IN THE AREA OF TEACHER EDUCATION

3.1 General legislative framework

The current Georgian legislation does not differentiate between the role and purpose of general education at its different levels (ISCED 1-3).

The main purposes of general education at all levels in Georgia are: to create conditions necessary for the formation of a pupil as an independent person with national and universally declared virtues; developing mental and physical abilities and skills of a pupil, providing the necessary knowledge, establishing healthy lifestyle, raising civic awareness based on liberal-democratic values and respecting cultural values.

The legislative framework of education includes a wide range of documents that undergo periodic revision and changes. The most important documents are:

5

<http://mes.gov.ge/upload/editor/file/Emisi/Vocational%20education/participation%20in%20education/gross%20enrolment%20ratio%20in%20tertiary%20education.doc>



- Law on General Education, April 18, 2005
- The Decree of the Government on the National Objectives of General Education, October 18, 2004
- Teacher Professional Standards, November 21, 2008;
- Code of Ethics for Teachers, July 14, 2010.
- Rules for Teacher Certification, December 4, 2009
- Rules for Teacher Induction, August 31, 2010
- The National Curriculum

3.2 Institutional framework and distribution of responsibilities

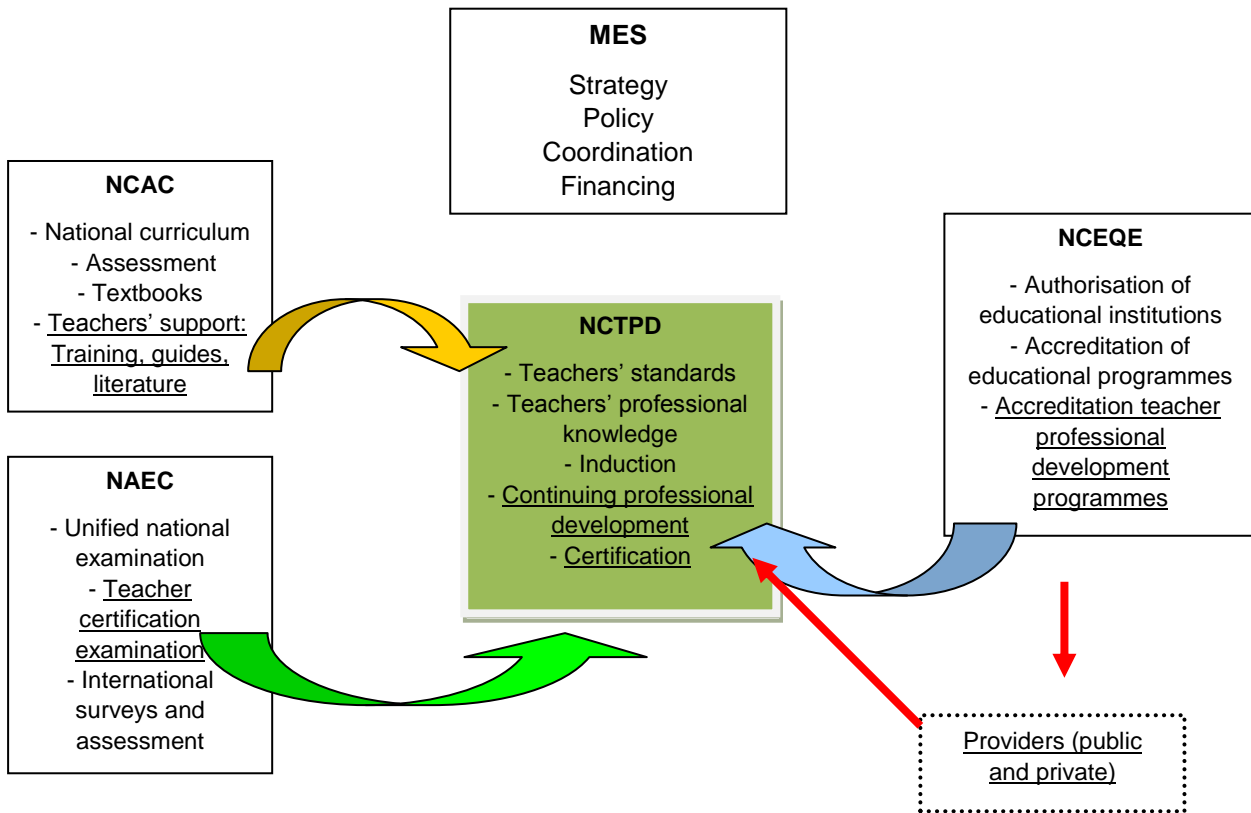
The four Centres below have interfaces with teacher education (and professional development) policy:

Designation of institution, website	Main functions, in particular as concerns Teacher Education
National Curriculum and Assessment Centre http://www.ncac.ge/index.php?lng=eng	Support to teachers: training and information on national curricula and on textbooks; teachers' support materials (periodic literature, guides, seminars)
National Centre for Teachers Professional Development http://www.tpdg.ge/	Core institution in charge of development of teaching quality through the following key programmes: teachers' standards, teachers' certification, inclusive education, induction, "Teaching for Georgia", Georgian as second language (for minority groups of population), ICT training for education, "The Teacher".
National Examinations Centre (NAEC) http://www.naec.ge/index.php?id=0&lang=eng	Teacher certification <u>examinations</u>
National Centre for Educational Quality Enhancement http://www.nea.ge/Eng/DefaultEng.aspx	<u>Accreditation</u> of teacher education programmes (in-service) – indispensable condition for public funding; and of teacher education (pre-service) at Higher education institutions

The area of teacher education receives inputs from all Centres, as depicted in Figure 1. The central institution (NCTPD) is responsible for the core element: teachers' standards (professional and subject), for both general and vocational education. NCTPD leads the areas of teacher induction, and continuing professional development. Definition of the teacher certification policy was the object of long debate in Georgia is now in a stage of piloting and will become mandatory for all teachers in 2014. The overall responsibility for teacher certification lies likewise with NCTPD.



Figure 1: Teacher education and professional development – inputs and interactions



But certification depends on teacher certification examinations, which belongs to the remit of NAEC. And success in these examinations largely depends on teacher professional development, an area that finds itself at the confluence of accreditation (by NCEQE) and provision (public and private providers).

Quality management system in NCTPD

In order to introduce and maintain a quality management system NCTPD developed and approved the “Manual for Activity of the Organisation” and other internal normative documents. To examine the quality control procedures and projects implementation status, an external audit had been conducted. Following the audit inspection, the Centre was conferred ISO 9001:2000 certificate for quality assurance, which is registered by an international audit company IQNET-SAI GLOBAL. In 2009, following the second international audit inspection, NCTPD was conferred an ISO 9001:2008 certificate. Project planning and management procedures actively utilise modern information systems. The Centre uses a corporate web portal and shared managements system of work MS SHAREPOINT, which incorporates all ongoing projects, tasks, project reports, interim and quarterly reports, and databases for Centre employees and projects’ partners, new initiatives and others.

3.3 National policies, strategies and reforms teacher education

Based on the law of Georgia on General Education approved by the Parliament of Georgia on April 8, 2005, the teaching profession is regulated. A Teacher needs to comply with certain



professional and subject standards, set by the Ministry of Education and Science of Georgia and needs to be certified. The certification process was initiated in 2010 and up to 2014 it remains a voluntary process. After 2014 only certified teachers can work as teachers at schools in Georgia. The education system of Georgia is student-oriented and the aim of teachers is to "equip" the students with relevant skills and knowledge. The government carries out different programmes and trainings to support teachers in their professional development.

Since 2004 MES has implemented a visible set of reforms to improve teaching quality. These reforms have been accentuated with the establishment of the NCTPD.

These measures encompass:

- Establishment of a specialised public body focused on teacher professional development
- Definition of teachers' standards; a second generation is in development
- Establishment of the induction programme
- Enhancement of in-service teacher training
- Increase of public financing for in-service teacher training (voucher financing, in 2009-2010)
- Launch of the system of teacher certification
- Gradual increase of teachers' salaries
- Reinforcement of international cooperation

By the end of 2010 MES presented for consultation a new strategy for education sector development (2010-2015) that sets measures to tackle the development objectives of all levels of education. This strategy includes a well-developed chapter on teacher professional development, which presents plans for development of teacher professional standards, certification, training, and induction. The same chapter also includes measures addressing standards and certification of school principals.

Since 2003 major changes had been introduced in the education system, including new national curricula, textbooks, methods of teaching and learning, interactive lessons etc. Key changes in priorities of the teacher and learning process are reflected in the table below:

	<i>Old</i>	<i>New</i>
Goals	Education	Development
	Facts	Thinking
Social relations	Teacher's authority	T/P equality
		T/T cooperation
Learning	Teacher - questions and answers	Discovery
	Instruction	Discussion
	Product	Process
Syllabus and materials	Laid down by Ministry	Produced by teachers

Reforms started in 2005 after the adoption of the Law on General Education aimed to enhance quality of education, prepare the shift to a student-centred approach and introduce modern teaching-learning methods and instruments. The first teacher professional standards were



developed, national curriculum elaborated, and new textbooks made available for teachers. Teacher training programmes were implemented with material and methodological support of various international organisations, in cooperation with MES, NCAC and more recently – the NCTPD. *Teachers House* is a new initiative of MES to foster teachers' networking and exchange of experience, in complement to the already mentioned teacher training programmes of varied format, and study visits.

In order to encourage current teachers to remain in the teaching profession, the government is working on gradual **increase of teachers' salaries**. For years teachers' salaries have remained extremely low. They have been gradually increased since the Rose Revolution from GEL 7 to GEL 355. Upon introduction of teacher certification, salary increase is tied to the certification process: certified teachers receive additional GEL 75; and in case they pass English and IT test, the salary increase reaches GEL 200. In addition to that, based on the new initiative of the President of Georgia, the top 25 per cent of teachers (as per results of the certification process) will receive salary increase of up to GEL1,000.

3.4 **Prospects of future needs in the field of teacher education**

The information received through questionnaires and interviews on this question reveals that there currently prevails a loose (not-structured) approach to anticipation of needs in teacher education, and to corresponding matching with the system of teacher education.

This observation seems to apply both to quantitative (how many new teachers needed in certain number of years) and qualitative needs (what profiles, what combination of teacher's skills). The study did not find conclusive information on the use of specific methods to identify and analyse skills needs – neither at individual and school levels; nor at a wider regional and national scales. It is assumed that each teacher benefiting of a training voucher chooses the subject area in which training is needed and for which the voucher is used. But it is not clear whether teachers receive any guidelines helping them to make informed choices of the needed training subject (topics), or on the adequate type (duration, practical vs. theoretical) of training.

Interviews with NCTPD were not conclusive on the type(s) of prospective analysis carried out to make decisions and take measures to avoid serious mismatch and / or gaps in future teacher allocation.

Using available official statistical data, we analysed some trends of the pupil-teacher ratio. The figures seem to point out to a serious inefficiency at all levels of general education.

Statistical data (Table 5) shows a rapidly growing number of teachers at all levels of school education (primary to secondary): between 2006/2007 and 2009/2010 the total number of teachers grew by more than 10,000 teachers and reached a figure close to 80,000. Table 5 reproduces data from Geostat, but clarifications seem necessary to explain (i) this steep growth and (ii) the breakdown between primary and secondary education, which looks incompatible with the total. This discrepancy may be linked with gaps in teacher registration, with information gaps on teacher allocation by levels of education or finally, with overlaps in teacher allocation.

**Table 5: Teachers, pupils and student/teacher ratio in Public General Education Schools (data require clarifications)**

a) Teachers	persons			
	2006/2007	2007/2008	2008/2009	2009/2010
Teachers, total	69718	68779	69444	79891
of them women	61344	58649	59202	68587
of which I-VI classes teachers	47171	45724	45941	52010
of them women	40274	40217	39478	46405
VII-XII classes teachers	49755	67909	48131	54956
of them women	39478	56257	39354	46058

Source: Ministry of Education and Science of Georgia

b) Enrolment

	2006/2007	2007/2008	2008/2009	2009/2010
Public general education schools	599687	576624	597820	576803
of them:				
grades 1 through 6	301464	288846	276999	263873
grades 7 through 9	177154	164802	159299	156177
grades 10 through 1(12)	121069	122976	161522	156753

c) Ratio pupil/teacher

Pupil / teacher (I-VI classes)	6,39	6,32	6,03	5,07
Pupil / teacher (VII-XII classes)	5,99	4,24	6,67	5,69

Source: Geostat. Calculation of ratio student/teacher: author of the report.

Using the figures above (official from Geostat) we reach a **pupil/teacher ratio**, which is not only low but tends to steadily **fall** over the given period. If these figures accurately reflect the real situation, we are facing a case of inefficiency. A word of caution is needed: as it is known, Georgia has numerous and scattered mountain villages in which schools have very low enrolment, and could be a justification for this very low pupil-teacher ratio.

Statistics of initial teacher education (Table 6) indicate that enrolment of students in teacher education at Bachelor level shows a falling trend, although a recovery is visible in the academic year 2009-2010, after the very low figures of the previous year. The overall share of Bachelor teacher education students is under 4% in these two years, down from 6.5% in 2007-2008. Master students in teacher education increased in the period 2008-2010.



Table 6: Number of students admitted in public institutions by programmes

	2007-2008 school year			2008-2009 school year			2009-2010 school year		
	Bachelor or Certified physician programme	Magistracy or Residency	Higher Professional Programme	Bachelor or Certified physician programme	Magistracy or Residency	Higher Professional Programme	Bachelor or Certified physician programme	Magistracy or Residency	Higher Professional Programme ⁶
Number of students admitted, total	11952	1679	1970	11134	3426	2444	16077	3271	1578
of which by programmes:									
Education	773	75	-	230	183	95	565	102	4
Share of education in total	6,5%	4,5%	na	2,1%	5,3%	3,9%	3,5%	3,1%	0,3%
Humanities and Arts	3754	350	365	3870	989	269	3004	742	267
Social sciences, business and law	3091	541	222	3094	1071	323	6144	1628	124
Science	891	214	326	1202	424	326	2054	354	166
Engineering, manufacturing and construction	868	444	967	1414	657	589	2103	311	500
Agriculture	1527	52	90	1001	83	115	1037	44	55
Health and welfare	1048	3	-	323	19	727	929	75	225
Services	-	-	-	-	-	-	241	15	237
of which females, total:	6679	919	633	6127	2012	1121	9368	1882	565
of which by programmes:									
Education	264	72	-	160	154	7	441	98	4
Humanities and Arts	2748	294	214	2777	742	181	2492	572	147
Social sciences, business and law	1650	281	102	1656	603	132	3874	879	37
Science	345	125	109	500	246	135	815	175	33
Engineering, manufacturing and construction	276	130	191	344	229	115	652	75	75
Agriculture	627	16	17	443	25	41	405	13	7
Health and welfare	769	1	-	247	13	510	668	61	204
Services	-	-	-	-	-	-	21	9	58

Source : Geostat

⁶ Following legislative changes in 2010 higher professional programmes no longer exist and are being phased out in all universities. They are replaced by VET of level IV and V, in accordance with the newly adopted NQF (2010).



4 EDUCATION SYSTEM FOR PRIMARY AND SECONDARY SCHOOL TEACHERS

4.1 Teacher education providers and financing of teacher training

According to MES data, in 2009, 10 public and 13 private higher education institutions offer initial teacher education programmes. It is noticeable that these figures have sharply declined in comparison with 2007 and 2008 (see Table 1), a trend that is largely linked with outcomes of the accreditation of HEIs.

Tbilisi State University and Ilia State University are amongst the most representative HEIs as far as teacher education is concerned. In the past, both HEIs have developed substantial experience in Pedagogy studies (related to the former Pedagogy Institute). Jakob Gogebashvili Telavi State University has a dedicated faculty of Pedagogy and Psychology.

The National Examination Centre administers admission to bachelor level programmes following the national procedures. Universities administer the exams in specialisation areas at a Master level.

Mainly public resources finance teacher training. It is the case of (i) students' grants provided for initial teacher education and (ii) the relatively wide offer of professional development courses and programmes mentioned in § 4.2 of this report. MES made a substantial effort in 2008-2009 as well as in 2010 to foster teacher training, namely through the voucher-financing programme that reached out to over 20,000 teachers in 2009). More details are provided in § 4.2.

Private funding of teacher education occurs at individual level, at courses provided by HEIs and by adult education organisations.

Georgia supports private initiatives and its policies are directed to limit the role of state intervention where the private sector is likely to be more competitive and credible. This applies to education and training as well. Therefore private training organisations have been acquiring experience and credibility, and have expanded services to the teacher education area as well. One interviewed teacher reported having invested in her own professional development – through private training courses - when she returned to the teaching activity after a long period of inactivity.

CTC offers teacher training: development of adult learning programmes and adult teaching skills

<http://www.ctc.org.ge/?lang=eng&page=55>

CTC is the first Georgian organisation in the field of adult education awarded the International Quality Management Certificate ISO- 9001-2000 in 2004.

Success of any training programme largely depends on a trainer: this is the person who can lead a programme to a full success or a failure. Quality of work of a trainer depends on his ability to correctly select adult teaching methods, create favorable atmosphere for learning. Therefore, the goal of this training course is to help trainers to better plan and implement their programmes.



4.2 General organisation of teacher education

4.2.1 *The role of primary and secondary school teachers*

To frame the analysis, it is important to understand how Georgian education policy defines the role of teachers at the various levels of school education.

The role of a teacher in **primary education** is to provide students with the basic knowledge of the taught subjects, develop literacy and math skills, lay the foundation for more comprehensive learning process. In general, there are two ways of teaching in Primary education in Georgia: (i) 1-4 grades, when one teacher teaches three subjects: Georgian Language, Math and Nature; (ii) 1-6 grades, when subject teachers teach each subject.⁷

In **secondary education**, teachers are expected to contribute to develop competent citizens, whereby the term “competence” is understood as a combination of key competences (independent decision-making, analytical and research skills, citizenship and tolerance, teamwork, ability to solve problems using knowledge in maths, amongst others). This setting of the secondary education teachers’ role represents for many teachers and schools a challenge, as it breaks up with the usual orientation towards factual knowledge with the teacher at the centre of the process.

In the **secondary education** the role of a teacher is to help build upon the basic skills developed during the primary education, prepare the student for independent decision-making, develop analytical and research skills. Upon completion of the secondary education a student is required to have the sense of citizenship and tolerance developed, literacy skills, ability to solve math assignments of average difficulty, receive and analyse information, have ability to work independently and in teams.⁸

The formation of such teachers is the result of a process that starts early and continues throughout life.

According to Jakob Gogebashvili Telavi State University (filled questionnaire submitted in March 2011), the role of teachers in Georgia is defined as follows:

- **Primary education (classes 1-6)**
 - To create basics for effective learning
 - To create and develop the conditions to build intellectual, physical and mental abilities.
 - To build knowledge (information) and develop the skills and interactions that will be useful for their future life.
- **Secondary education (classes 7-12)**
 - Gain the ideals which are described in the National Educational Framework
 - Create the conditions for the further studies.
 - Contribute to gain the abilities on the international standards.
 - Help to make the appropriate choice for further studies.

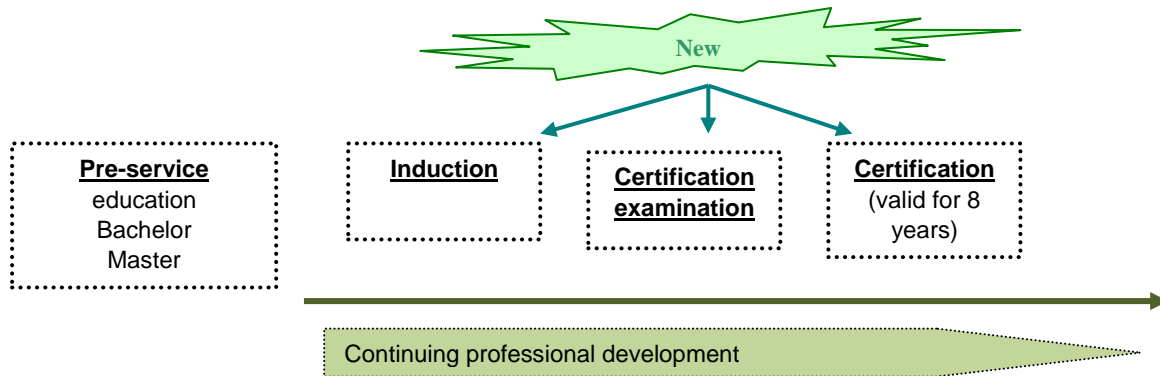
⁷ NCTPD, May 2011.

⁸ Ibid.



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

Figure 2: Teacher career cycle



4.2.2 Initial teacher education

This initial phase of the teacher career is the least regulated by MES and NCTPD recent policies, which have been focused on introduction of induction and certification principles and practise. Initial teacher education is regulated by legislation on quality assurance in education (enacted in 2010), and complies with Bologna reforms (three-degree cycles, ECTS, learning outcomes).

4.2.3 Induction programmes for new teachers

In 2008-2009 and 2009-2010 academic years, NCTPD initiated a two-year pilot project of **teacher induction**. The Induction Manual is available in the website of NCTPD: *Guidelines for Mentor Inductee Manual*, at: http://www.tpdg.ge/index.php?option=com_content&view=article&id=16&Itemid=63.

The goals of the project are:

- To regulate the process of entering teacher's profession, as well as establish and develop legislative and institutional base for the induction system;
- To support inductee/beginner teacher's professional development and employment;
- To popularise the teaching profession;
- To utilise authority, knowledge and skills of experienced teachers.

Within the pilot teacher induction project, 100 inductees and 58 mentors were selected through a competition in 36 different districts in Georgia, including 2 public schools in the rural areas. The first stage of the project was implemented in 2008-2009. 28 mentors (from 24 Tbilisi and regional schools) and 48 inductees participated. In the next year, these figures slightly increased to respectively 30 and 53 participants. Measures to enhance effectiveness of the project include training of mentors and the inductees, school visits and participant opinion polls. After the completion of the first stage of the project 12 successful participants were recruited as teachers at different schools.

Currently the programme has shifted to the state level (2010), taking into consideration the experience gained from the pilot projects. The goal of the state programme is to effectively



establish an induction system supported by normative and institutional basis, to allow countrywide access to induction. 500-600 inductees will be selected within the state programme – a person with pedagogical educational background and/or subject specialist, who has no teaching experience at school. They will complete a one-year probation period in different schools of Georgia with the supervision of mentors, who are trained with special training programmes. At the moment, there are 84 mentor teachers in the 7 biggest cities of Georgia.

During the implementation of the programme interim trainings for inductees and mentors, workshops, participant opinion polls and programme monitoring will be implemented. Mentors receive a complement to their salaries of approx.

In coordination with NCTPD, ETAG contributes to development of teacher induction through a project supporting teachers in this phase. The project focuses on teaching skills training⁹.

It should also be mentioned that teacher candidates graduating from the higher educational institutions are eligible to start their pedagogical activities; however, before the end of 2014 they have to pass certification exams. To register for this examination they need at least one year of pedagogical experience at any educational institution.

4.2.4 Certification

Teacher certification policy was one of the complex topics of debate in education policy.

In 2010 NAEC for the first time held **teacher certification examinations**. Tests were prepared in professional skills, mathematics, Georgian and foreign languages. From 2011 the set of testing subjects will increase and tests in science and social sciences will be introduced.

Although some 12,300 teachers had registered for the accreditation process, currently only 9,906 participated in the examination, and less than 1,400 were certified. According to various stakeholders – from teachers associations to teacher educators – more and better information and support needs to be given to all teachers to prepare them for these new mechanisms that will feature in their professional career - certification and the respective examinations. Many teachers reportedly feel unprepared, as the approach used in the examinations presents several unexpected elements.

From 2014 teacher certification will become mandatory, currently it is voluntary. The acquired certification is valid for eight years. Acquisition of the certification entitles teachers to a salary increase of 75 GEL.

4.2.5 Continuous professional development of teachers

Government-led and funded CPD programmes have seen some diversification of thematic focus, format and operational mode. These programmes may be designed and implemented in partnership with international organisations. Non-public national training providers also offer programmes for public servants, namely to teachers.

In 2009-2010, NCTPD implemented the first **teacher professional development voucher-financed programme**. Over 20,000 teachers benefited from the programme. Teachers

⁹ More information at:

<http://www.etag.ge/cqibin/news/viewnews.cgi?id=EFppFyFFyVllsQizBl&tmpl=template&style=view>



received individual vouchers (value: 160 GEL) to be used exclusively in accredited teacher training courses. This programme gave an opportunity to teachers to self-assess their needs; select teacher accredited professional development programme(s) and attend the courses (for free). Participation in the programme amounted to four credits. Two credits from the total of four were meant for training in the respective subject area, while the other two credits were awarded for participation in the professional skills development training. Depending on the individual needs, a teacher was allowed to concentrate the totality of the four credits either in subject area training, or only in professional skills training. This voucher-financed system was very much oriented to preparation of teachers for the certification exams. Its sustained continuation over time is not certain, and this is an issue in debate.

Ilia State University has several accredited teacher training programmes and has been active in the framework of the voucher-financed teacher training programme in 2009-2010. Table 7 provides updated statistical data on enrolment in initial teacher education and teacher professional development at this university.

Table 7: Ilia State University - enrolment in teacher education and training

Year	Bachelor in education ¹⁰	Master in Education	Teachers professional development centre (foreign languages, Georgian language, Professional skills)
2008	398	-	-
2009	114	-	1184
2010	81	10	1699
2011 (current)	676	213	187

Source : Ilia State University

These figures show a clear decline in 2011 of participation in teacher professional development courses, a trend clearly justified by the end of the voucher-financed programme in 2011. In 2009 and 2010 these teacher professional development courses were almost totally dependent on the voucher-financing programme of MES.

Universities that deliver initial teacher education (Ilia State University and Tbilisi State University are the most active in this subject) have seen steep growth of trainees in pre-service teacher sources in 2009-2010, mostly thanks to the voucher-financing programme.

Recognising that **continuing professional development** (CPD) is wider than the mentioned voucher-financing programme and the certification related activities, NCTPD devotes attention to diversification of the components of CPD, and to making accessible various sources of professionally relevant materials and information (online resources, distribution of booklets and leaflets in the schools, seminars, working groups). More accredited teacher training programmes were developed beyond the programmes offered under the voucher-financed programme. Training and information sessions are offered to update teachers on new developments and legislation.

- **Teach for Georgia Programme** - aims to increase access to the education and high quality of teaching in the high mountainous regions of Georgia. The programme has been initiated in 2009 and aims to support teachers to teach in the schools of

¹⁰ The University could not provide an explanation of this wide fluctuation of enrolment in Education Bachelor programmes.



mountainous regions, where there is a scarcity of teachers. The number of different subject teachers participating in the programme has increased from 43 teachers in 2009 to 68 - in 2010-2011 academic years. The programme participants receive GEL 500/per month.

- **Georgian, as a Second Language Programme** - aims to support teaching of Georgian language in regions populated with ethnic minorities, where literacy in Georgian language is not well developed. The programme has been initiated in 2009 and there had been 63 Georgian language teachers selected as participants. It has been planned to select additionally 15-20 teachers in 2011. In parallel to teaching Georgian Language and Literature, the selected teachers carry out trainings for teachers and local community, establish Georgian language clubs and organise various events, which support to development of Georgian language skills. The selected teachers receive remuneration in amount of GEL 1,000/per month.
- **Teach and Learn with Georgia Programme (teaching of foreign languages)** - invites native speaking volunteer teachers to work in Georgia. The programme was initiated in 2010. The volunteer teachers work at public schools of Georgia and deliver the classes together with Georgian foreign language teachers. The programme was initially intended for English language teachers, though it has been extended in 2011 to cover Italian, German and French language. These guest teachers work together with Georgian teachers and students to support improvement of their language skills.
- **Inclusive Education Programme** - special teachers' professional standard, relevant handbooks, training modules and recommendations for higher educational institutions on the skills and requirements towards these teachers had been developed within the Inclusive education programme. Trainings are scheduled for 2011.

In addition to programmes, there are various trainings carried out nationwide with the aim to inform teachers on the changes in the National Curriculum. Only in 2010 more than 31,000 teachers had been trained throughout Georgia to use modern teaching methods, to strengthen professional and subject skills, use virtual labs, use ICT in the first class, organise sport classes, civil safety and security, amongst others.

Since 2011, teacher professional development activities have been delegated to the NCTPD's Certification and Training Unit. From January 2011, the centre has conducted up to 700 trainings in 11 subject-related areas, as well as in professional skills development for around 18 000 teachers nationwide.

Teaching for high-mountain schools and for minority population are areas of attention in the activities of the centre. Through *Language Houses* in minority regions, learning of Georgian as second language is made accessible for free. According to management of NCTPD, all teachers and principals must be ready to work with minority populations. Certain minority regions have witnessed some improvements in educational infrastructures.

A new curriculum to train teachers of pupils with special needs was developed in cooperation with the Norwegian Government. The programme experiences difficulties, as demand from youth is low.

"*Teachers House*" is a new initiative of NCTPD that could have a positive impact on continuing teachers' professional development. In 2011 regional *Teachers Houses* will be opened in key cities to operate as networking and knowledge sharing centres for teachers, principals and teacher educators. *Teachers Houses* will provide advice and consultation to teachers, cooperate with Universities, help teachers prepare their individual teacher career plans, train trainers and allocate space to training providers. Teachers will have exclusive access to



training, workshops and conferences, information on contests and projects, support to have access to internships abroad, organisation of presentations on results of relevant research and to more systematic professional networking.

4.2.6 **Teachers professional skills to respond to the reformed national school curriculum**

The education strategy 2010-2015 sets targets regarding expansion of teaching of ICT, which will start from the first grade. This area is addressed in § 6.2 “The use of ICT”.

Natural sciences have been somewhat neglected and examinations show declining pupils’ achievement. The reformed national curriculum dedicates a renewed attention to this area, and the government started a programme to modernise laboratories in all schools.

According to some of our interviewed teacher educators (in the area of natural sciences - March 2011, in Tbilisi), there is not sufficient teachers’ networking and exchange of good practise at local and national levels. The Science Teachers Association disseminates information through a periodic publication, as well as support to preparation of lesson plans, but this is not enough for the needed turn-around in teaching practises and methods.

Scientists also cooperate with the teachers’ community, through lectures and presentations on new topics and problem areas in science. Professor Gia Dvali, an internationally known Georgian scientist (physics) shares knowledge with school teachers in conferences and seminars. One of his recent seminars dealt with the topic *Black hole and Newton theory*.

New Tempus project (2010 selection, led by Georgia) working on development of enquiry-based and active learning of natural sciences, teacher professional development

Science teaching needs to become enquiry-based and active, teachers must learn how to teach in new laboratories, and motivate pupils to learn. It is expected that the efforts of the new Tempus project, combined with the modernisation of laboratories in all schools planned in the education strategy and the renewed attention in the reformed national curriculum to the area of natural sciences – may lead to some concrete results. This new Tempus project aims to give a determining contribution to solve the critical problem of low pupils’ competence / achievement in natural sciences in Georgian schools.

NCTPD sent 10-12 teachers of physics to CERN¹¹ in Geneva, for professional development activities. NCTPD in collaboration with CERN experts, has elaborated a special internship programme for Georgian teachers. Within this programme, teachers attend lectures provided by Theoretical and Experimental Physics department, participate in the seminar on Particle Physics and Cosmology, visit ATLAS centre and get familiar with ongoing researches and experiments at CERN. Such actions do have substantial potential to improve subject knowledge, stimulate networking with excellent scientific organisations and to boost interest for natural science teaching. It would be important to repeat similar investment in teacher professional development on a *regular and systematic* basis, and contemplate *other subject* areas as well.

¹¹ European Organisation for Nuclear Research, <http://public.web.cern.ch/public/>



4.3 Qualifications system for primary and secondary school teachers

Based on the current legislation the minimum required qualification of a teacher is the Bachelor degree, awarded by higher educational institutions (universities, institutes etc.). A person who has at least one-year experience as a teacher at a public school is eligible for participation in the teacher certification exams. In order to support young graduates to gain experience, they are given the opportunity to undergo one-year induction programme, managed by NCTPD.

Universities, based on two-cycle architecture, provide pre-service teacher education as follows¹²:

- Primary education teaching programme (for classes 1-6): bachelor level (240 ECTS, 4 years of study)
- Lower and upper-secondary education teaching programme (for classes 7-12 classes): master level (120 ECTS, 2 academic years of study).

Table 8: Qualifications required for entering teacher education career

School education	Initial	Induction	In-service
Primary level	Bachelor	Bachelor/Master	Bachelor, Master, PhD
Secondary level	Bachelor	Bachelor/Master	Bachelor, Master, PhD

Source: NCTPD

4.3.1 Learning outcomes of teacher education along the career phases

Jakob Gogebashvili Telavi State University provided the following outline of teacher education learning outcomes (original version, not edited):

Table 9: Learning outcomes expected after completion of teacher education career phases – vision of a HEI

Education phases	Knowledge/understanding	Skills/ Abilities
Initial	Lead the lesson by using effective strategies thus managing the activities from pupils side according to the characteristic peculiarities of school children on the elementary level;	Acquiring communication skills and strategies for relating with the colleagues;

¹² This is the approach followed by Jakob Gogebashvili Telavi State University, but there might be variations in different Universities.



Education phases	Knowledge/understanding	Skills/ Abilities
Induction	<p>1.Create the necessary environment for study process that enables the successful adaptation of school children to this environment.</p> <p>Select the necessary activities for rising knowledge through practice (teaching by doing) as well as the visual materials;</p> <p>2.Implement the various forms and methods of evaluation and self-assessment;</p> <p>3.Help the pupils in formulating an independent thinking and developing common study skills;</p>	<p>Analysis, synthesis and reproduction of his/her own ideas;</p>
In-service	<p>1.Possess the effective strategies for organizing the time and duration of a lesson;</p> <p>2.Posses the strategies of motivation and communication and their usage in study process;</p> <p>3.Knows the methods of communication with parents and their involvement in study process;</p> <p>4.Knows the ways of using various resources of professional development;</p>	<p>Self-assessment and the rise and development of professional knowledge</p>

Regardless of need to improve and complete this view of learning outcomes throughout life it could be used as a complementary element to teachers' standards.

Table 10: Learning outcomes expected after completion of teacher education career phases – MES vision

Education phases	Knowledge/understanding	Skills/ Abilities
Initial	<p>Learning and development theories, organisation and management of the learning environment, motivation and communication theories.</p>	<p>Defines student development phases, makes a distinction between the factors, which have impact on the learning process, is able to describe the characteristics of effective learning environment and process.</p>



Education phases	Knowledge/understanding	Skills/ Abilities
Induction	Application of learning and development theories in practice; effective organisation and management of the learning environment, methods to motivate students.	Applies the learning and development theories in practice to the individual needs of students; is able to organise the effecting learning environment; can use motivation and communication strategies in communicating with colleagues, students and parents, can manage the learning process.
In-service	In addition to the requirements set above, a teacher knows self-evaluation methods, planning of self-professional development, legal framework related to its activities	Has the ability to teach others, can plan and carry out self-professional development, can be a mentor for younger colleagues or inductees, can participate in school development.

5 QUALITY ASSURANCE AND TEACHER EDUCATION STANDARDS

5.1 Teacher standards

The teacher professional standard was first developed in 2008. The standard identifies the teacher's professional knowledge and skills, professional values and duties. The standard brings together the teacher's professional standards for the teachers of each particular subject under the National Curriculum according to the level of general education.

Georgia has adopted two tiers of teacher standards:

- Professional standard
- Subject standards

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

Currently there are teacher's *subject standards*¹³ for each of the following areas: Georgian language and literature; mathematics, foreign language, social science, natural sciences, music, physical training, visual and applied arts / handicrafts. These standards, elaborated in the early years of NCTPD (2008, first edition), follow different structures, but most do include professional *skills* and professional *knowledge*. The example of the subject standard for social science entails the following structural elements:

- Professional skills

¹³ See subject standards in:
http://www.tpcd.ge/index.php?option=com_content&view=article&id=33&Itemid=98&lang=en



- Professional knowledge
- Teaching methods (student-centred)
- Conducting the learning process
- Assessment

All standards are posted in NCTPD website.

NCTPD planned to start the revision of teacher professional standards in 2011. This revision is necessary in view of the current reform of the national curriculum that will change the landscape of subjects (mandatory and optional). The reformed national curriculum will expand the number of optional subjects offered under the main subject groups:

- Georgian language and literature
- Science and technologies
- Aesthetic education
- Social sciences
- Foreign languages

In our interviews with teaching education institutions (ex.: Ilia State University) it did not become evident whether these Teacher Standards are effectively used as a guidance tool for curriculum for teacher education programmes. This conclusion could not be inverted by the information provided in the received filled questionnaires.

However, MES affirms that the content of teacher education at all three stages (initial, induction and professional development) is connected with the teacher professional standards document, which sets the whole set of knowledge and skills, which are required from teachers. NCTPD states:

- At pre-service level, the teachers need to have a theoretical knowledge on the specific subject, methods of teaching, and current requirements as set in the national curriculum. The pre-service programmes for teachers are accredited by the NCTPD in participation of the NCEQE, which examines the programmes in comparison to the teacher standards.

Besides teacher's standards, NCPD also issued the professional standard for school principals¹⁴. This standard outlines the role of school principals to encourage and support teachers' professional development.

Good practise: development of standards for VET Teachers

In 2010 NCTPD engaged a wide range of relevant organisations and experts in the formulation of professional standards for VET Teachers. Professional standards for teachers of general education (lower and upper-secondary education) had been developed /approved in the previous years of activity of NCTPD, but work on VET teachers' standards was deployed later. This different timing was an opportunity for NCTPD to build on its previous experience.

Key representatives of one the consulted organisations (Trade Union of VET Teachers), known for its independent and critical position, highly praised the quality and transparency of the consultation process led by NCTPD on VET teachers' standards, recognising that the large majority of the over twenty specific comments and recommendations it had proposed – had

¹⁴ See school principals' standard in: http://www.tpcd.ge/images/stories/school_principal_standard_2011_geo.pdf



been taken into due consideration for the final version of the document. The Trade Union considered this consultation process as exemplary to improve processes of dialogue with key stakeholders and consequently the relevance and applicability of new policy documents, education standards and other elements of the legal basis in the education sector.

This testimony was presented publicly by the President of this Trade Union, in a meeting attended by the author of this report in January 2011 in Tbilisi.

To design teacher professional standards, NCTPD consulted other MES agencies and teachers, in order to set high and agreed standards for teachers' knowledge, performance and professional conduct. In 2009, NCTPD worked with and discussed the standards with more than 1,300 teachers. According to NCPD teachers drew attention to a number of points, which will deserve attention in the future, to allow maximum matching with the standards.

The teacher professional standard establishes that:

- The teacher knows how to form a safe, caring, effective, organised and benevolent learning environment;
- The teacher is aware of the responsibility for the personal and social development of each learner;
- The teacher has the knowledge of inclusive education as well as multicultural and multilingual approaches and principles and applies it in planning and implementing his/her own practice;
- The teacher knows how to form positive relations among learners, settle conflicts peacefully and promote ethical values among learners;
- The teacher knows how to assist learners in developing healthy lifestyle values and skills;
- The teacher knows how to respond to accidents or render first aid to a learner or colleague;
- The teacher has the knowledge of a variety of motivation and communication strategies and applies such knowledge to raise the motivation to learn and analyses their possible impact in each particular situation;
- The teacher knows how to spark the learners' interest for learning and how to help them to have an informed attitude to the value of learning;
- The teacher knows and applies a variety of communication strategies in interacting with learners to achieve specific learning goals;
- The teacher knows how to develop a learner's effective communication skill.

5.2 Assessment methods

Based on the law of Georgia on General Education approved by the Parliament of Georgia on April 8, 2005, the teaching profession is regulated. A teacher needs to comply with certain professional and subject standards, set by the Ministry of Education and Science of Georgia and needs to be certified. The certification process was initiated in 2010 and is voluntary until 2014 (see more details in § 4.2).

The next step of the reform related to teacher competencies is initiation of the Teacher Professional Development Scheme. Enrolment to the scheme would be on a voluntary basis and a teacher who collects relevant number of credits, can receive the certified status



automatically and/or can be advanced on the career path up to one level. There will be three categories of teachers: (i) second category teacher, equivalent to the certified teacher; (ii) first category teacher and (iii) highest category teacher. Teachers performance assessment also includes classroom observation and in-school practice inspections by monitoring groups.

5.3 Quality assurance mechanisms

Quality in education depends on a number of factors, and institutions and stakeholders would need to have clear and agreed opinion of what quality means for them. Is it:

- Excellence?
- Fitness for purpose?
- Value commensurate with investment?
- A combination of the above and other aspects of “quality”?

Quality assurance tools and procedures are important, in particular for transparency towards external stakeholders and the market of educational services. But quality and quality assurance are not synonyms.

The Law of Georgia on Development of Quality of Education (21/07/2010) does not provide a definition of quality in education. The aim of the Law is formulated as follows: “...is to define legal foundation of mechanisms of assistance to development of quality of education” (Article 1).

According to the Law, assistance to development of quality of education is performed via external (authorisation and accreditation) and internal (self-assessment) mechanisms. NCEQE is the body authorised to perform authorisation and accreditation.

Provision of teacher training is subject to the terms of the Law on quality assurance in education (of 2010), namely to authorisation and accreditation of educational institutions. Accredited higher education institutions offer teacher education programmes. NCEQE is responsible for programme accreditation of higher educational institutions.

Accreditation of the programmes is mandatory if the providers expect to benefit of public financing, for example, be inserted in the list of providers authorised to participate in the voucher-financed teacher training programme.

The key quality assurance mechanisms for initial teacher training programmes are internal assessment and external evaluation, as laid down in the Law on Quality Assurance of Education (2010). Each year initial teacher training providers prepare their internal assessment report, addressed to NCEQE. NCEQE conducts accreditation of initial teacher training programmes every two years. The standards for accreditation defined by the regulation include programme content and resources.

5.4 Stakeholders involved in the quality assurance process

NCEQE is the main authority responsible for the two tiers of external quality assurance: authorisation and accreditation.

HEIs organise their internal quality assurance systems, that include self-assessment obligations and consultation of stakeholders (students, teachers, schools and other users' groups).

Certain HEIs carry out tracer studies on the employment and other paths of their graduates, analyse and publish the results of such assessments of external effectiveness. A number of HEIs maintain and nourish close cooperation with schools in which teacher-students develop



practical learning activities, projects, classroom training – to ensure the connection of theoretical and practical teacher education of the young future teachers.

Master degree projects carried out in collaboration with schools and with research centres do contribute to reinforce quality of teacher education.

6 INNOVATIONS IN TEACHER EDUCATION

6.1 Innovative practices and developments

Innovations, understood as new solutions and new ways of doing things which were previously used, have been widely mentioned in this report.

Since 2003 major changes had been introduced in the education system, including new national curricula, textbooks, methods of teaching and learning, interactive lessons. These changes aimed to transform the core values and foundation of the education system, making it student-centred, competence-based, fostering discovery and debate, and open to learning from world practice.

According to the formulation of NCTPD, “the aim of the changes was to transform the soviet style education system into the modern system”

The scheme inserted in § 3.3 summarises the substantial shift in educational values that Georgia has been supporting over the last 6 years. For easiness of reference and given its importance, the scheme is repeated below:

	<i>Old</i>	<i>New</i>
Goals	Education	Development
	Facts	Thinking
Social relations	Teacher’s authority	T/P equality
		T/T cooperation
Learning	Teacher - questions and answers	Discovery
	Instruction	Discussion
	Product	Process
Syllabus and materials	Laid down by Ministry	Produced by teachers

6.2 The use of ICT

The education strategy 2010-2015 sets targets regarding expansion of teaching of Information and Communication Technologies (ICT), which will start from the first grade. According to the strategy, the new national curriculum adopts ICT as a new subject. ICT learning aims to develop digital competences of growing complexity along the education continuum, and also to build learning to learn competences of pupils and to boost their interest and motivation to learn. Digital competences will help pupils to better learn other subjects and competences. This reform sets additional requirements to teaching and to teacher education and training.

NCTPD started ICT training for teachers, organised by levels (basic and second levels; and ICT managers training). According to NCTPD 2,127 teachers have been trained in basic ICT skills, 3,575 – in advanced ICT skills in 2010. In 2011 these numbers will increase to 3,180 and 9,000.



▪ **ICT Training for teachers¹⁵**

Modern developments in ICT call for the adoption of new approaches in any education system. Modern technologies dramatically changed the process as well as the approach to teaching and learning. To ensure a learning environment that is compatible with modern standards and requirements, it is necessary to deliver training programmes for teachers in modern technologies. The main goal of the trainings is to equip the teachers with practical skills on how to integrate the ICT in everyday teaching. The goals of the ICT teachers' training programme are:

- To improve teacher qualification through trainings in Information and Communication technologies;
- To improve the learning environment through creation and use of Georgian educational and electronic resources.

Merging ICT in the educational process – current initiatives supported by MES

The MOES is working on equipping the schools with modern laboratories for science classes and encourages teachers to use ICT resources, virtual laboratories and other modern equipment during the classes.

On the initiative of the President of Georgia, in September 2010, the government offered to 3000 first-graders Netbooks.

Netbook is a modern child computer. As a result of cooperation with the company Intel, 3,000 items were produced particularly for the schools of Georgia. These modern computers delivered to schoolchildren have been produced on recommendation of international experts. Within the frame of the project, the Netbooks were distributed to the first-graders of all public schools of Batumi, Zugdidi, Tserovani and Mestia and to several public schools of Kutaisi and Tbilisi.

These Netbooks serve as additional source of information, and will contain educational programmes in Foreign Language, Georgian Language, Mathematics and Logic, and also both School Textbooks and Literature, Educational and Cognitive Games. Netbooks are equipped with a full-value licensed operational system. Apart from the offered product, schoolchildren will be able to install programs and desired games themselves. Netbooks have a function key for wireless Internet enabling pupils to use free Internet at school.

In combination with the National Curriculum and school programmes, there is a higher possibility for a child to use computer and internet to retrieve the necessary information. That's why MES has taken a decision to supply the first graders with computers. To make computer easily understandable and more attractive for children, it is conventionally called a "Buki". Simultaneously, a web-page www.buki.ge was created, which can be used not only by the first-graders, but also by all students. This is an educational and cognitive webpage containing various interactive games, e-library, and the latest information both about the modern technologies and school news, as well as school textbooks and literature, i.e. materials needed by schoolchildren. Unfortunately, many families in Georgia can hardly afford to buy the supplementary literature for their children. The site partially addresses this problem too, as children find all necessary textbooks. All Books that are necessary for the development of the children are available on the web-site. All interested people are able to learn methods of

¹⁵ http://www.tpdg.ge/index.php?option=com_content&view=article&id=10&Itemid=104



integrating the modern technologies in the teaching process that makes it more interesting and interactive. The first graders of all public schools of Georgia will be provided with the Netbooks from 2011 academic year.

Many **teachers received the Netbooks** as well and they passed a special re-training course. Trainings of teachers and students to enable them develop practical skills required for integrating technologies into the learning process, continues on a regular basis.

It is for a second year now that MES and NCTPD have been implementing the programme of ICT trainings. In this world of modern technologies, computerisation and Internet, availability of the modern technologies for the children is essential for their right development and full membership of society.

NCTPD, information kindly provided in May 2011 for this report

6.3 Schools as 'learning organisations'

MES encourages school principals to develop strategic plans, which incorporate all aspects of school development, including but not limited to action plans for motivating students, improving the learning environment and professional development of teachers, developing monitoring tools, exploring potentialities of partnerships with local organisations, and others.

The practise of some twinning initiatives with European schools with similar profile has been very effective. This type of twinning based on an agreed programme of activities and objectives has been practised in some VET schools, for example in the area of tourism with peer schools in Scotland.

Entrepreneurial and creative schools have established partnerships with international companies and associations, as well as with local enterprises, thereby benefiting of an array of benefits of conceptual and methodology nature (curricula, textbooks, teaching methods, study visits), but also of a material nature (equipment).

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

HEIs have some possibilities to explore new approaches and methods, and consolidate their good practise through international cooperation and networking, if their effective participation can be enhanced. Iliia State University tries to develop relevant research activities in the framework of second and third cycle studies.

Some of the interviewed Universities expressed serious concerns about the prospects of the teaching profession, as enrolment in teacher education programmes falls or displays unpredictable behaviour. For some of the interviewed this uncertainty may discourage the search of new approaches and methods. NCTPD considers important to introduce novelties in the scope and number of teacher education programmes – not defined though – to attract teacher students, and contribute to their professional development.

Retaining good teacher students in the career is challenging in the current conditions. HEIs and NCTPD together need to explore more diverse and articulated measures to address these difficulties. Innovations – technical, instruments, conceptual, organisational – can be used strategically to improve teaching, but also to attract and retain teachers.



Some schools refer to problems of legal and regulatory nature: while creativity and autonomy are encouraged, there are fears that the authorities may exercise tighter controls and audits on the most innovative and active schools, seeking financial and administrative irregularities. These issues are at times linked with areas of uncertainty in the legislative-regulatory framework leading to varied interpretations.

Innovation in teaching methods has to go hand-in-hand with teachers' motivation to implement change in the classroom. This has been evident with computers-in-the-school projects around the world. It is not enough to provide new technology and to train teachers to foster change. It is essential to complete teacher training with measures ensuring the change process in the classroom too. Teachers' effective acceptance of innovation needs to be monitored through surveys and studies.

7 PARTNERSHIPS AND INTERACTION WITH EXTERNAL ACTORS

Public schools in Georgia are Legal Entities of Public Law, with their own budget, bank account and management. Therefore teachers and principals have the autonomy to make decisions to improve education, strengthen teaching methods, and establish partnerships.

7.1 Partnerships between schools and teacher education institutions

Certain HEIs maintain close cooperation with schools that are essential to ensure practical learning for their students and graduates.

Another interesting example of partnership is provided in the box :

Good practise: linking specialised IT training providers with teacher training and innovative use of ICT for education

In 2010 the IT VET Centre of Tbilisi actively cooperated with MES to provide quality training for school teachers (vocational and general). This Centre is well known, with its excellent modern infrastructure, networking with international organisations and IT corporations, and quality teaching provided by experienced professionals.

The IT Centre supported many VET and general education schools to design and launch their websites and created a pool of knowledge (pedagogy) resources (including: curricula, course plans, literature, learning materials, support materials for teachers) shared online with schools in distant regions.

Most of this cooperation was done on a basis of partnership, with low costs, and can be sustainable and expanded to other sectors beyond ICT. These initiatives take place frequently among schools, with or without intervention of MES and NCTPD.

Source: interview with Director of IT VET Centre in January

7.2 The role of the business sector in teacher education

The extent of the business sector involvement in the teacher education programmes is limited to vocational education (VET). Certain VET schools (centres) cooperate dynamically with enterprises in their vicinity or in the core area of activity, and have the possibility to invite guest teachers from the circles of sector professionals and leading businesses.



In 2009-2010 one of the best VET schools specialised in the area of Tourism (in Tbilisi) successfully invited some of the leading chefs from international hotel chains established in country to teach students and strengthen capacity of other teachers.

Public VET colleges developed a network of trust linking principals and teachers, and allowing them to share good practise in teaching. VET students within the same occupational area enjoy learning mobility possibilities that encompass practical learning at other VET colleges and in the enterprises which offer them learning places and internships. This national learning mobility practise is limited to the initiatives of the most dynamic and innovative VET schools, but it sets positive precedents.

7.3 The role of the third sector in teacher education

The NGO sector has developed substantial capacity (content, expertise, networking and international cooperation ties) in some of the key areas of education and training. Schools benefit of this collaboration with NGOs that frequently operate with financial support from donors.

Teacher associations

Georgia has a number of dynamic and interesting teacher associations. Their supporters are variously recognised international organisations, and the government cooperates with them, albeit with differentiated approach, on a number of projects. This cooperation with the government sector bodies seems to have wide room for improvement, which can be beneficial for all.

Besides the two selected associations highlighted below, another active organisation is the *Science Teacher Association*, already briefly mentioned above.

▪ **English Teachers Association of Georgia (ETAG)¹⁶**

Created in 1994 this association has counted on sustained support from British Council; but also from other international donors such as USA Embassy in Georgia, Open Society - Georgia Foundation, Know-How Fund, Eurasia Foundation, and UNDP.

ETAG is a non-governmental (NGO) and non-profit organisation. Its members can be school and university teachers of English as well as other professionals.

ETAG's mission is to raise the level of English teaching through effective teacher development in its varied forms: training, networking, peer learning, international teachers' examination, study visits, school-based projects, professionally managed resources and others. ETAG establishes and maintains close contacts with all secondary and tertiary level institutions where English is taught and supports multiple types of activities aiming to facilitate and foster English teaching. ETAG also contributes to development and dissemination of new textbooks, and teaching resources.

The Association has been directly involved in:

- Setting up teachers' centres
- Establishing English sections in public libraries

¹⁶ <http://www.etag.ge/index.shtml>



- Organising national conferences
- Teacher training
- Civic Education for Georgian schools
- Research.

ETAG supports the education sector reforms, either by coordinating some of its development projects with the activities of MES and NCTPD; or by providing direct expert contribution to MES and NCTPD – such as for the preparation of pre-service teacher education courses. ETAG contributed to preparation of new textbooks for grades 5 to 10. These textbooks were approved by MES as compulsory textbooks for Georgian schools. Each level consists of a student's book, a teachers' guide and a test book.

In the box below we highlight the summary of this project dedicated to *pre-service* teacher education – that is the least represented area of teacher education within donors' and ministerial activities alike.

Pre-service teacher training course

Funding organisation: The British Council

Specific Objectives: to make students aware of the theories behind the teaching of English as a Foreign Language (EFL), and to prepare them for their first teaching experiences in the classroom; to use the course as the guidelines to help trainees get the most from observing experienced teachers in class, and classroom activities

Outcomes:

A 45-page Trainer's Manual and 365 Student's book: *A pre-service Teacher Training Course. Becoming an English teacher: theory and practice of teaching English in Georgia.*

This pre-service training course material represents a first response to the need to reform the ways in which students are currently being prepared to teach English in Georgian schools.

The preliminary study showed that young teachers had not been duly equipped in their pre-service training.

The course was piloted in Ilia Chavchavadze University in Tbilisi, Kutaisi, Batumi and Telavi Universities. A revised course was offered to future teachers from September 2007.

ETAG provides constant **updates** on its activities through its website, for instance:

Thursday, March 31 2011

ETAG Batumi Video- Skype Workshop: Perspectives on Mentoring and Evaluating Teacher Candidates


ETAG Batumi Branch conducted Video- Skype workshop on the topic "Perspectives on Mentoring and Evaluating Teacher Candidates".

 **Read more...**

Monday, March 28 2011

ETAG is running the English Language teaching to German Alumni

ETAG in cooperation with the Center For International Migration and Development is implementing the project -English Language Teaching to German alumni during 3 months in the period of March 1 -June 1.

 **Read more...**



Thursday, March 17 2011

ETAG in Cooperation with the British Council participated in the state programme to support mentee teachers.

ETAG in Cooperation with Teacher Professional Development Center of the Ministry of Education and Science and the British Council has conducted training course in Classroom Language from 11 to 16 March, 2011.

[Read more...](#)

Friday, February 25 2011

ETAG hosted English Access Microscholarship Programm training

On 23 February, 2011 ETAG hosted US State Department funded project-English Access Microscholarship Programme (ACCESS) training.

[Read more...](#)

▪ **GAHE – Georgian Association of History Education from Georgia**¹⁷

This independent association is a full member of the European Association of History Teachers. GAHE issues a professional periodic publication (“Historian”) and currently works on a textbook for teacher education - Didactics of History - in cooperation with EUROCLIO and History Teachers Association of Bulgaria (BHTA).

Batumi State University cooperates with GAHE, EUROCLIO and BHTA to open a laboratory of History teaching methodology. This laboratory will be a central component of the first and second cycle studies for history teachers at this University.

GAHE, brief presentation (<http://imsa.ge/index.php?page=about&lng=en>)

The Georgian Association of History Educators is an independent nongovernmental professional organisation. It was established in 1997 by a small group of historians, especially authors of history textbooks, and history teachers. Later, in 1998 professors of two main Georgian universities and most active history teachers of Tbilisi Public schools joined. From the same year GAHE became member of EUROCLIO and its board members participate in EUROCLIO’s annual conferences and professional training development courses. Since 2008 the GAHE has branches in Gori and Batumi regions, and plans to extend to all 12 regions of the country.

The sphere of activities of the Georgian Association of History Educators includes organisation of professional conferences and workshops on issues related to history teaching, roundtables and professional training and development courses. GAHE coordinates history educators’ activities not only in Tbilisi universities, schools and scientific centres, but also all around Georgia, and cooperates with similar organisations and scholars working in this field in other countries. GAHE opened History teaching centres in schools. The Association uses various means of mass media, in order to advertise its activities and disseminate professional information about different aspects of history education not only among professionals, but also for the wider public.

As independent association GAHE is known for its independent positions of a number of problem areas that concern teaching of History in Georgia. GAHE expressed critical opinions namely on the weaknesses of policy development processes in the area of education (curriculum reform, teacher standards). GAHE recommends better stakeholder consultation processes, and improved consideration of the recommendations and comments expressed by

¹⁷ <http://imsa.ge/index.php?lng=en>



competent independent experts and organisations. The organisation is not systematically consulted by MES on curriculum reform matters, and considers that Universities should invite the association to public presentations of their programmes. GAHE highlights the advantages for quality of teaching of a policy consultation framework that should be based on more open cooperation and exchanges with professional teacher associations and other competent players.

GAHE considers that the current methodology bases (didactics textbooks, assessment) of History teacher education is weak and does not support formation of the necessary competences.

GAHE expressed concern on inadequacies in certain new aspects of the reformed school curriculum of History; and the relatively lower attention given to History in teacher education programmes. GAHE draws attention to the threat represented by the low attractiveness of the teaching profession in Georgia, a fact that combined with the absence of proper pre-service Teacher education in the field of History – resulted in very low numbers of newly trained History teachers in the last years. According to GAHE, the last six years Tbilisi State University (a leading teacher education) has had no graduations in History education first cycle courses.

GAHE is an active full member of EUROCLIO (<http://www.euroclio.eu/site/index.php>)

EUROCLIO is delighted to announce that between 9-16 July 2011 in Warsaw, Poland, three history and citizenship educators from the [Georgian Association of History Educators](#) Adjara Branch have been selected to participate in the international summer school of the [European Wergeland centre](#)'s Democracy at school programme, supported by the Council of Europe and the Polish Ministry of Education. Mrs. Madona Mikeladze who is a Head of teaching and programme department in Sh. Rustaveli Batumi University as well as a Head of "GAHE" Branch in Adjara, Mrs. Natalia Sirabidze, who is a history teacher in village Kakhaberi and Nanuli Didmanidze, who is a director of school in village Kakhaberi will be joining 27 other educators from across Europe in the training. The academy is an ideal opportunity for participants to gain knowledge and exchange experience. Both EUROCLIO and GAHE are delighted with this opportunity for international training and they strongly support the activities offered by the European Wergeland Centre. The event will offer practical input for the implementation of 'democracy in schools' allowing participants to gain knowledge in the field of education for human rights and democratic citizenship.



7.4 The role of international institutions and experts

In 2008-2009 the World Bank provided the initial assistance package to establish and develop the NCTPD.

A number of international organisations implement a wide range of projects of a varied scale, in more or less direct cooperation with schools (all levels), and / or with agencies under supervision of MES. Certain international organisations have a more specialised thematic profile than others. The British Council has established a long tradition of support to teachers of English language, while the Norwegian Government has supported development of a new curriculum to train teachers of pupils with special needs. GTZ provided assistance to train vocational education teachers in transversal competences, and USAID recently trained teachers of the construction area with training techniques for adults.



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

8 KEY CHALLENGES, TRENDS AND PERSPECTIVES

8.1 General

The area of teacher education and training has received renewed attention in the policy priorities of MES in the last 3-4 years. The creation of NCTPD has been essential to move forward the agenda of the government in respect to teaching quality. Certification has been at the centre of several new developments.

In the framework of this short report, we recommend special consideration to the following aspects:

a) Strategy and implementation

As in each reform of wider scope, effective and efficient implementation depends on the proper articulation of objectives, means and steering. Steering (monitoring and evaluation) is often the weak part of the chain in reform processes administered by public institutions. It can be expected that the quality management standards of NCTPD are a solid basis for steered introduction of teacher certification.

Our researched benefited from the information published in the website of NCTPD. However, we could not find activity reports, despite the good quality and amount of information available on this website. Evaluation studies and other analytical reports are likewise unavailable, at least not in the English version of the website. **This justifies a recommendation: evidence on the effectiveness of the reforms needs to be made available for public use and consultation in the institutional website and through other means.**

b) Structuring teacher education and training throughout life

Initiatives to promote and expand teacher professional development have seen a visible growth in recent years, under the coordination of NCTPD. Other initiatives led by the third sector, international organisations and private providers add value to the landscape of teacher training, both in terms of quality and quantity. The opening of the training market to a variety of actors has been completed by new quality assurance legislation anchored to a central responsible body (NCEQE).

However, what we did not find was a clear approach, method or regulation that would introduce a systematic and structured management of teacher training throughout life.

The new teacher certification policy – mandatory after 2014 – certainly motivates teachers to invest in their skills. But it is not clear how to maintain interest to further invest in skills once the certification is achieved.



Two suggestions are relevant in this context:

- Planning and validation of learning throughout life: for purposes of efficiency and relevance of investment in professional development, it makes sense to introduce (i) individual career planning, accompanied by (ii) a system to register and validate the many and diversified learning activities of teachers. The former should start at initial teacher education, and needs to be supported further on throughout the career phases described in this report, namely during induction. The later could be translated into individual teacher training “passport”, registering all seminars and conferences, study visits, relevant projects and researches and other learning elements of a non-formal and informal nature.
- Participation in training activities, even of high quality and interest, is not sufficient to lead to change in teachers’ performance. Training needs to be consolidated by school-based development activities, by participating in research projects (relevant and adequate), networking with teachers from other schools and contexts, sharing experience with peers and having a school environment that welcomes initiative and creativity. Therefore, the focus of NCTPD needs to also embrace these aspects of teacher professional development that go beyond structured training actions and courses. It is the articulation of the various elements that helps teachers embrace change. It will be important to help the new *Teachers House* to effectively play its role in networking and knowledge sharing. It will also be essential to improve cooperation with teachers associations that can offer access to various novelties and international resources.

c) Initial teacher education

So far NCTPD has been focused on teacher professional development, while **initial teacher education** will only in the (near) future start to acquire space amongst the centre’s priorities. The centre is aware of the importance of this stage in the preparation of teachers for the future, and plans to start working on a unified policy for initial teacher education. Currently the centre has no specific activities addressing the challenges of initial teacher education.

This phased approach to modernisation of teacher education offers opportunities, such as:

- Possibility to increase coherence between the elements of the system of teacher education
- Capitalise on experience acquired by NCTPD so as to improve the approach and conceptual framework that will be adopted to develop a unified policy for initial teacher education

The possibility to participate in international teacher networking and mobility programmes supported by key partners, such as the EU and others will require certain premises, such as teachers’ language skills and ICT capacity. While Georgian schools have seen substantial improvements of their ICT infrastructure and networking, more investment will be required to gradually minimise language barriers affecting many teachers.

d) Proportional attention to teacher education for the various areas of the national curriculum: there are concerns that teacher education policy dedicates very differentiated attention to the various areas of knowledge. History, for instance, is considered a somewhat neglected area, as reveal the very low numbers of newly graduated teachers. NCTPD needs to find a balance of priorities and organise *phased* support measures that are discussed with the relevant stakeholders and associations beforehand.



e) Linking research and teacher education: although NCTPD has done concrete steps to disseminate new resources useful for teachers' self-development, we have the impression that these resources (books, articles) are mostly translations of international literature. While this approach is the most affordable to satisfy information and knowledge needs in the short-term, it will be important to devise actions to support own (national, regional) research in the area of teacher education. The relevant Faculties (pedagogy, psychology and others) and the school environment offer possibilities to conduct new research, and link it with teacher education. This combination of research and teacher education proves effective in building a teacher profile open to change and ready to embrace the immense challenges the (near) future's profession. Every teacher needs to see his / her role as teacher educator, and schools need to offer their teachers space for professional development in the school context. The teacher for the future cannot be limited to reproducing the past practise, even if good practise (Donaldson, 2010).

Innovation in teaching methods has to go hand-in-hand with teachers' motivation to implement change in the classroom. This has been evident with computers-in-the-school projects around the world. It is not enough to provide new technology and to train teachers to foster change. Teachers' effective acceptance of IT-based innovation in the classroom needs to be assessed through surveys and studies.

Existing initiatives of cooperation with CERN and other international scientific institutions on teacher education need to be systematically developed. Sporadic actions without sustainability cannot lead to solid results in terms of change.

The education strategy 2010-2015 does not dedicate specific measures / activities to the development of research in teaching, teacher education and teachers' career development.

More and better cooperation with the EU FP7 must be improved, much more and detailed information disseminated in the country about the possibilities of the programme and rules of application. Georgian Universities need to have access to good partnerships to improve their chances of success.

Iliia State University did apply twice to FP7 projects linking science and teacher education. The results of the last application are not yet known, but the University intends to try again.

e) Teachers' continuing education and providing quality education is an area that needs to be promoted and encouraged within the scope of Eastern Partnership platform IV "Contacts between the people". Specifically, mobility of the teachers through training and professional development programmes could be supported. This will contribute to improving the quality of their teaching, which in turn will enhance quality of education at the secondary education level.

Currently, the EU supports projects in the fields of vocational and higher education systems. The EU might also support improvement of the quality of teacher education at the primary and secondary level as well.

Policy dialogue in the field of teacher education might be achieved through an exchange of information and experience among member states and national policy makers. These "peer" learning activities might lead to concrete recommendations on how to improve the quality of teaching at the national level.



8.2 International assessment

Georgia has not been a participant of PISA and PIRLS, but participated in TIMSS in 2007 and 2011 (for both groups: 4th and 8th grades)¹⁸.

To compare pupils' competences and skills with international benchmarks, it would be useful for **Georgia to participate in systematic manner in PISA and PIRLS**. PISA provides useful analysis on schools and teachers, beyond the primary goal that is assessment of pupils' competences in the key areas of reading literacy, mathematics and sciences.

8.3 Substantial wage disadvantage in education affects efficiency of the system

Efficiency of the education system is linked to teaching quality, which directly affects quality of education and its outcomes. A proxy of efficiency of education can be estimated by calculating the relative position of average wage in education against overall average wage (all sectors). The premises for this proxy are:

- An efficient education system ensures sufficiently high returns from a better-educated population.
- The efficiency of education can be used as a proxy for the return rate. Efficiency is directly correlated with quality. Besides infrastructure elements, quality depends on quality of teaching, which is linked to the quality of teachers. The relative salaries of teachers are essential to retain good teachers in the education sector. Low salaries motivate good professionals to move from education to other more rewarding occupations and sectors of activity.
- The ratio between the average wage in the education sector and the average wage in the economy is a proxy for education efficiency and quality. Combined with other indicators and data is however important to get a more complete picture.

In Georgia the average wage in education (as an economic activity) is among the lowest, as Table 9 shows. However this average wage is not limited to teachers' wages, it includes all levels of staff functions (managerial, technical, support) involved in this type of economic activity. Nevertheless, teachers' salaries represent the largest share of salaries in education. Even after significant wage increases, the average monthly wage for secondary education teachers is between GEL 195 and GEL 283 (2008), and approx. 400 GEL (2010). VET teacher wages vary from GEL 115 to GEL 500, depending on the quality of the infrastructure and equipment of the VET centre.¹⁹

Table 10: Wages in education²⁰, ratio to average gross monthly wage, 2003–2007

Type of economic	Average monthly wage (GEL)					Ratio to average wage (%)				
	2003	2004	2005	2006	2007	2003	2004	2005	2006	2007

¹⁸ PISA: Programme for International Student Assessment, http://www.pisa.oecd.org/pages/0,2987,en_32252351_32235731_1_1_1_1_1,00.html

PIRLS: Progress in International Reading Literacy Study, <http://nces.ed.gov/surveys/pirls/>

TIMSS: Trends in International Mathematics and Science Study <http://timss.bc.edu/>

¹⁹ Teachers in 10 VET public centres rehabilitated by the public budget in 2006–2007 benefit from higher monthly salaries (approximately GEL 500). The justification for this wage differentiation given by the MES is linked to the need to ensure motivation and retain the best teachers able to work with new technologies and equipment.

²⁰ Education as type of economic activity (NACE code: P, see Nomenclature statistique des activités économiques dans la Communauté européenne)



activity										
Average economy	125.9	156.8	204.2	277	368.1					
Agriculture, forestry	47.6	68	128.9	148.1	184.9	37.8	43.4	63.1	53.5	50.2
Public administration	132	192.4	342.4	448	585.4	104.8	122.7	167.7	161.7	159.0
Education	68.5	88.7	92.5	122.1	153	54.4	56.6	45.3	44.1	41.6

Source: Department for Statistics (2008e, p. 51).

Table 10 shows the ratio of monthly wages in education to total average monthly wages. For comparison we provide similar data for two other sectors: agriculture and public administration. The ratio between the average wage in the education sector and the average wage in the economy is the lowest of all sectors, even when compared with agriculture, which is the least productive sector in the economy. Note that the wage ratio for education tends to fall continually, to reach a very low level of less than 42% of the national average wage (all types of economic activity) in 2007. This trend indicates that wages in the education sector are becoming less competitive than wages in other sectors of economic activity.

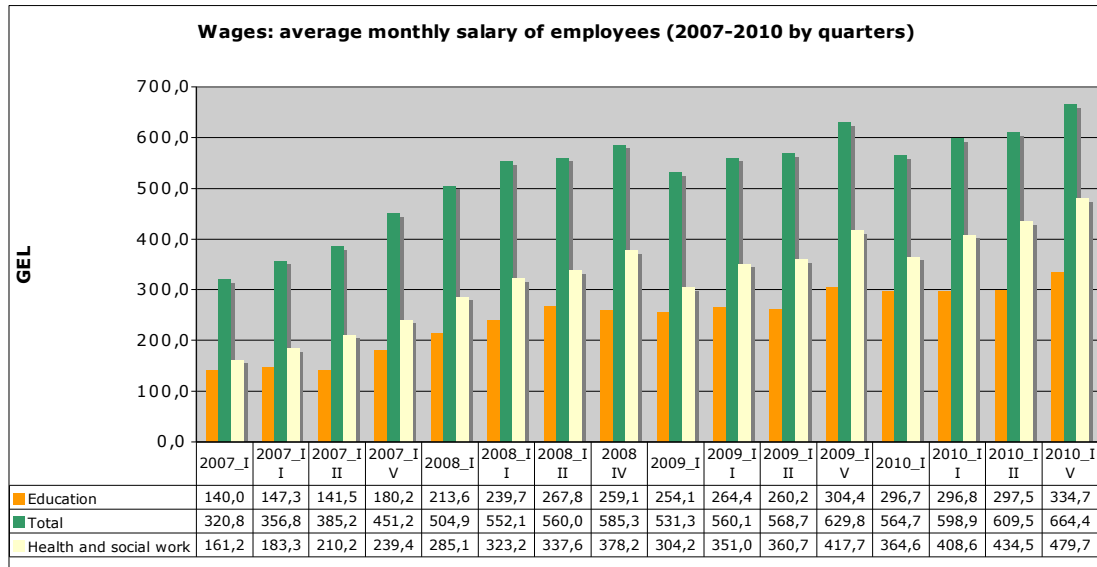
However we will limit the calculation to *teachers'* wages. If we calculate the ratio between the highest teachers' wages (GEL 283) and the average in the economy for 2007, we obtain a better indicator: 77%. The same ratio for the lowest teachers' wage level (GEL 195) is 50%.

In 2010 the average monthly teacher salary was between 350 and 400 GEL²¹ (plus insurance and bonus, not clearly quantified during our interview)²². This amount represents only 60% of the total monthly average wage in the country (IV quarter 2010), which confirms our above conclusion about the low competitiveness of teacher wages and therefore of the teaching profession. The other sectors of the economy will tend to absorb the most competitive professionals.

Figure 3: Wage disadvantage in education continues in 2007 to 2010

²¹ Exchange rate: 1 EURO = 2.3188 GEL on 30/12/2010,
<http://www.geres.ge/currency/rates.html?lang=en&d=30&m=12&y=2010&go.x=20&go.y=8>

²² Source: interview with NCTPD and MES in January 2011 in Tbilisi.



Source: Geostat²³, http://www.geostat.ge/index.php?action=page&p_id=149&lang=eng

Restructuring of the teachers stock is never an easy decision or action. The very low student/teacher ratio (Table 7) seems to indicate a possible area for reform that bears potential for increased wages and better chances to recruit and maintain the best teachers in the education system.

²³ National Statistics Service of Georgia (Geostat) is established by the Law of Georgia, dd 11 December 2009, on Official Statistics, replacing the former Department for Statistics (under Ministry of Economic Development). Geostat carries out its activities independently.



ANNEX A: STATISTICS OF EDUCATION

Enrolment in education

Our analysis starts with Table a, which shows declining enrolment over time at all levels of education (except in pre-school education). These trends do influence teacher education policies in the country.

Table a: Enrolment in education, 2001–2009 (thousands)

	2001	2003	2005	2006	2007	2008	2009
Enrolment in pre-school education	73,2	74,3	76,4	77,9	–	–	–
Enrolment in general education schools	699,2	671,9	634,7	636	614,7	643	624,5
Enrolment in professional secondary schools*	30	25,8	28,4	28,8	17	2,4	
Enrolment in higher education institutions	147,4	153,3	144,3	140,8	112,1	93,6	102,7

Source: Geostat, http://www.geostat.ge/index.php?action=page&p_id=206&lang=eng. Last accessed : 05/04/2011.

Public general education schools do retain 93% in 2008-2009 (down from 98% in 2002-2003) of total enrolment in all levels of primary and secondary education, as shows Table 3. On the other hand these figures show a steep growth of pupils enrolled in private primary and secondary education, while in public schools the trend is the opposite (Figure 1). Pupils enrolled in private schools – in primary and upper-secondary (general secondary) education - increased by more than four times in the period 2002-2003 to 2008-2009.

b) Table b: Distribution of General Education School Pupils - by Grades

At the beginning of school year, unit

	2002/2003	2003/2004	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009
Number of pupils, total	686299	671926	648300	634724	635988	614666	643299
of them:							
grades 1 through 6	386107	363951	338222	326597	322249	311027	301906
grades 7 through 9	206983	213087	213963	200488	185750	173655	169148
grades 10 through 11(12)	93209	94888	96115	107639	127989	129984	172245
of which in:							
Public general education schools	670907	655024	627298	601362	599687	576624	597820
of them:							
grades 1 through 6	377016	354175	326356	307177	301464	288846	276999
grades 7 through 9	202994	208684	207789	191973	177154	164802	159299

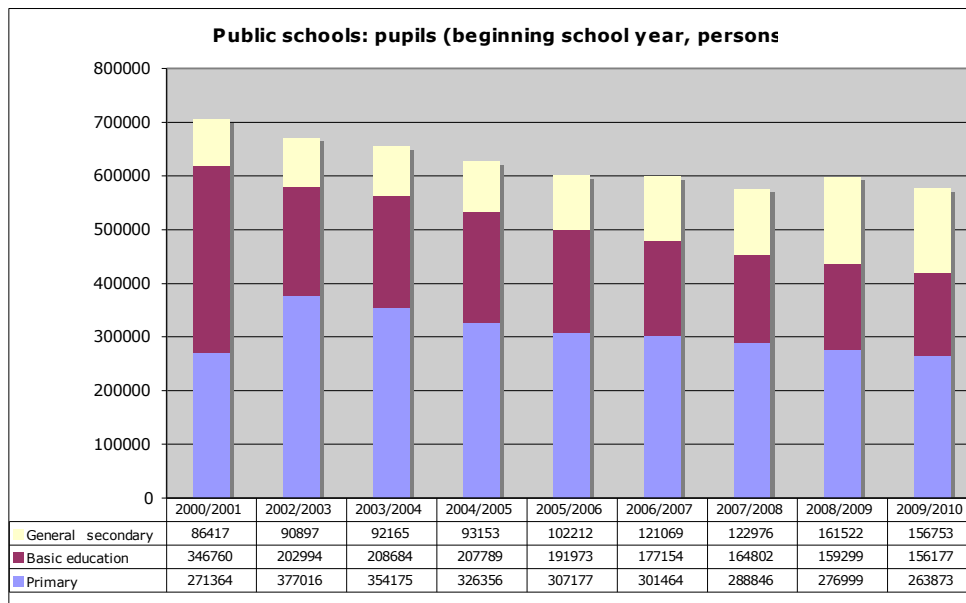


grades 10 through 1(12)	90897	92165	93153	102212	121069	122976	161522
In private schools	15392	16902	21002	33362	36301	38042	45479
of which:							
grades 1 through 6	9091	9776	11866	19420	20785	22181	24907
grades 7 through 9	3989	4403	6174	8515	8596	8853	9849
grades 10 through 11(12)	2312	2723	2962	5427	6920	7008	10723
Internally Displaced pupils from total number of pupils	20853	17963	17309	18105	18100	18767	24510

Source: Geostat, http://www.geostat.ge/index.php?action=page&p_id=206&lang=eng. Last accessed : 05/04/2011.

Figure 1 depicts a change of the enrolment structure in public schools, which is linked with demographic changes, but also with education reform.

Figure 1: Enrolment in public general education schools by level, 2000/2001–2009/2010



Source : Geostat, http://www.geostat.ge/index.php?action=page&p_id=206&lang=eng. Last accessed : 05/04/2011.

Graph: author of report.



ANNEX B: TEACHER EDUCATION - COURSES, ILIA STATE UNIVERSITY

N	Course title	Credits	Contact hours	Format	Fall	Spring
EDU-001	Introduction into educational sciences	6	30		X	
EDU-002	Basics of contemporary educational technologies	6	30		X	
EDU-003	Theory of pedagogics	6	30			X
EDU-004	Ethics of pedagogics	6	30		X	
EDU-005	Educational policy and general education in Georgia	6	30			X
EDU-006	Design of curricula	6	30			X
EDU-007	Problems of school management and administration	6	30			X
EDU-008	Strategies to support civic activism	6	30			X
EDU-010	Major principles of evaluation and testing	6	30		X	
EDU-011	Information technology in basic schools	6	30			X
EDU-013	Gender and education	6	30			
EDU-009	Introductory course to Waldorf pedagogics: theory and practice. Basics. Methods and didactics	6	30			X
EDU-014	Research of pedagogical practice	6	30		X	
EDU-015	Research methods in education	6	30			
EDU-016	Non-formal education	6	30			
EDU-017	Methods and strategies for effective teaching	6	30		X	
EDU-018	Basics of epistemology	6	30			X
EDU-019	Theories of age related development	6	30		X	
EDU-020	Psychological aspects of classroom management	6	30			X
EDU-021	Psycho-pedagogical diagnostics	6	30			X
EDU-022	Psychology of education	6	30		X	
EDU-023	Learning projects and information technology	6	30			X
SPED-001	Basics of special pedagogy	6	30		X	
SPED-002	Basics of inclusive education	6	30			X
SPED-003	Theory of inclusive education	6	30		X	
SPED-004	Teaching and upbringing of mentally less developed children	6	30			X
SPED-005	Children with special needs	6	30		X	
SPED-006	Education for deaf children	6	30			X
SPED-007	Theoretical Course on logopedia	6	30		X	
SPED-008	Logopedical practice	6	30		X	
SPED-011	Conceptual practice of theurapeutical occupation	6	30		X	
SPED-012	Basics of occupational therapy	6	30			X
SPED-013	Teaching Georgian language to children with special needs	6	30		X	
SPED-014	Teaching mathematics to children with special needs	6	30			X
TTS-051	Methodology of teaching Georgian language 1 (basic and middle schools)	6	30			X
TTS-001	Actual problems of age psychology	6	30		X	
TTS-002	Methodology of teaching Georgian language 2 (basic and middle schools)	6	30		X	
TTS-003	Methodology of teaching Georgian literature	6	30		X	X
TTS-004	Contemporary teaching methodologies of Georgian literature	6	30		X	



TTS-005	Teaching methodology for Georgian as second language	6	30			
TTS-006	Integrated teaching of Georgian language and literature	6	30			
TTS-007	Basics of interdisciplinary teaching	6	30		X	
TTS-008	Didactics of mathematics (theoretical basics of teaching, basic and middle schools)	6	30		x	
TTS-009	Didactics of mathematics (theoretical basics of teaching, basic and middle schools)	6	30			x
TTS-010	Contemporary teaching methodologies of mathematics	6	30		x	
TTS-011	Information technology for teaching mathematics	6	30		x	
TTS-012	Explaining objectives in mathematic courses	6	30		x	
TTS-013	Planning and implementing modern math lessons in basic and middle schools	6	30		x	
TTS-014	Methods of teaching social sciences	12	60		x	
TTS-015	Methods of teaching history and civics	6	45		x	
TTS-016	Methods of teaching geography	6	30		x	
TTS-019	Methodology and methods (English)	6	30		x	
TTS-022	Psychology of learning/teaching foreign languages	6	30		x	
TTS-023	Teaching speaking skills (with pedpractice included) (English)	6	45		x	
TTS-024	Didactics of country studies (English)	6	30			x
TTS-025	Medial learning environment for learning English language (with applied pedpractice)	6	45		x	
TTS-026	Problems of assessment and evaluation of English language lessons	6	30		x	
TTS-027	The role of the textbook in learning English	6	30		x	
TTS-028	Methodology and methods (German)	6	30		x	
TTS-029	Teaching speaking skills (with applied pedpractice) (German)	6	45		x	
TTS-030	Didactics of country studies (with applied pedpractice) (German)	6	30			x
TTS-031	Problems of assessment and evaluation of German language lessons	6	30		x	
TTS-032	Medial learning environment for learning German language (with applied pedpractice)	6	45		x	
TTS-035	The role of the textbook in learning German	6	30		x	
TTS-036	Methodology and methods (French)	6	30		x	
TTS-037	Teaching speaking skills (with applied pedpractice) (French)	6	45		x	
TTS-038	Didactics of country studies (with applied ped practice) (French)	6	30			x
TTS-039	Medial learning environment for learning French language (with applied pedpractice)	6	45		x	
TTS-040	Problems of assessment and evaluation of French language lessons	6	30		x	
TTS-043	The role of the textbook in learning French	6	30		x	
TTS-044	Psychological motives of pupils' problematic behaviour, prevention, management	6	30		x	
TTS-045	Inclusive education	6	30		x	



TTS-046	Interdisciplinary practical seminary: the elaboration of teaching materials for students of Georgian as second language	6	75			x
TTS-052	Pedagogical practice (Georgian language and literature, basic and middle schools)					
TTS-054	Pedagogical practice (Mathematics, basic and middle schools)					
TTS-055	Pedagogical practice (Social sciences, basic and middle schools)					
TTS-058	Pedagogical practice (Physics, basic and middle schools)					
TTS-059	Pedagogical practice Biology, basic and middle schools)					
TTS-060	Pedagogical practice (Chemistry, basic and middle schools)					
SPORT-044	Methods of physical up-bringing	6	30			X
SPORT-045	Planning and implementation of physical education and sport lessons at school	6	30			X
SPORT-046	Technologies of sport	6	30		X	
SPORT-047	Basics of multidisciplinary sport trainings	6	30		X	
SPORT-048	Information technologies in sports	6	30			X
TTP-001	Theory and methodology of beginning education	6	30			
TTP-002	Value education in first classes/grades	6	30			X
TTP-003	General course of Georgian language 1	6	30		X	
TTP-004	Methods of Georgian language	6	30			X
TTP-005	Childrens' literature	6	30			X
TTP-006	Strategies of putting questions	6	30		X	
TTP-007	Knowledge of books წიგნობეობა	6	30			X
TTP-008	Teaching Georgian literature in beginning grades	6	30		X	
TTP-009	Teaching methods of Georgian as a second language at the beginning level	6	30		X	
TTP-010	Teaching data analysis, assumption and elements of statistics in beginning schools	6	30		X	
TTP-011	Teaching elements of algebra and geometry in beginning schools	6	30			X
TTP-012	Didactics of mathematics (practical teaching problems, beginning school)	6	30			X
TTP-013	Didactics of mathematics theoretical basics of teaching, beginning school)	6	30		X	
TTP-014	Planning and implementation of modern math classes in beginning schools	6	60		X	
TTP-015	Explaining objectives in math classes at beginning schools	6	45			X
TTP-017	Integrated teaching of natural sciences (physics, chemistry, biology)	6	30			X
TTP-019	Basics of the culture of oral and written expression (communication)	6	30		X	
TTP-020	Research-oriented teaching with examples from natural sciences	6	30			X
TTP-021	Methods of teaching history	6	30		X	



TTP-022	Methods of teaching civics and geography	6	30			X
TTP-023	Teaching aspects of the system of English language (lexic, grammar, pronunciation and orthography)	6	30			X
TTP-024	Planning and implementation of English language lessons	6	30			X
TTP-025	Teaching aspects of the system of German language (lexic, grammar, pronunciation and orthography)	6	30			X
TTP-026	Planning and implementation of German language lessons	6	30			X
TTP-027	Teaching aspects of the system of French language (lexic, grammar, pronunciation and orthography)	6	30			X
TTP-028	Planning and implementation of French language lessons	6	30			X
TTP-029	History of teaching Russian language	6	30		X	
TTP-030	Teaching aspects of the system of Russian language (lexic, grammar, pronunciation and orthography) and their role in the learning of a foreign language	6	30			X
TTP-031	Teaching communication skills in Russian lessons	6	30		X	
TTP-032	Didactics of country studies in Russian lessons (with applied pedpractice)	6	30		X	
TTP-033	Medial learning environment of Russian language teaching	6	30			X
TTP-034	The role of the textbook in teaching Russian language	6	30			X
TTP-035	Problems of assessment and evaluation in Russian lessons	6	30		X	
TTP-036	Planning and implementation of Russian language lessons	6	30			X
TTP-037	Didactics of arts	6	30		X	
TTP-038	Teaching methods of applied arts	6	30			X
TTP-039	Basics of theoretical and practical Teaching of Music	6	30		X	
TTP-040	Didactics of Music	6	30			X
TTP-041	Basics of integrated teaching of different directions of arts	6	30			
TTP-042	Application of IT in different direction of arts teaching	6	30			X
TTP-043	Pedagogical practice (beginning schools)	6	30			X
TTP-044	Planning, implementation and evaluation of high and applied arts lessons	6	30			X
TTP-045	Theoretical questions of teaching natural sciences in school beginning levels	6	30		X	
TTP-046	Practical problems of teaching natural sciences in school beginning levels	6	30			X
TTP-047	Introduction into geography of Georgia for pedagogues	6	30			X
TTP-048	History of Georgia for pedagogues	6	30			X
TTP-049	Didactics of mathematics (theoretical basics of teaching math, beginning schools) 2	6	30			X
TTP-050	General course in Georgian language 2	6	30			X
PRE-001	Introduction to pre-school education pedagogic and psychology	6	30		X	
PRE-002	General and pre-school pedagogics	6	30			X



PRE-003	Pre-school education and contemporary teaching methodologies	6	30		X	
PRE-004	Taking care of child and main principles of nutrition, first aid	6	30		X	
PRE-005	Methods of development of expression	6	30		X	
PRE-006	Formation of mathematical views in pre-school education age groups	6	45			X
PRE-007	Methods of acquaintance with nature in pre-school age	6	30		X	
PRE-009	Methods of music education in pre-school age	6	30			X
PRE-010	Methods of activities in pre-school age	6	30			X
PRE-011	Physical education methods in pre-school age	6	30			X
PRE-012	Education of intellectual disturbed pre-school age children	6	30		X	
PRE-013	Education for deaf children in pre-school age	6	30			X
PRE-014	Natural numbers arithmetics in pre-school etappe	6	45			
PRE-015	Cognitive measures in math for pre-school age children	6	45		X	
PRE-016	Rhythmic (musical-rhythmic movements)	6	30			X
PRE-017	Management of pre-school institutions	6	30			X
PRE-018	Practice of pre-school institutions	6	30			X
PRE-019	Art of expression and children literature	6	30			X

