



Central Asian Education Platform

CAEP



EuropeAid/131004/C/SER/RSCR - European Union Programme for Central Asia

TEACHER POLICIES IN THE EUROPEAN UNION AND CENTRAL ASIA

A Situation Analysis in Preparation of
Policy Dialogue Recommendations

Central Asian Education Platform
EuropeAid/131004/C/SER/RSC

Presentation of key aspects

Dr. Johann (Hans) Schustereder
Istanbul, May 12-13, 2014



Background

- ✓ The study was conducted in the framework of **CAEP main support line 1: Teacher education and training**
- ✓ by one international expert and four national experts
- ✓ to prepare recommendations for a high-level policy dialogue
- ✓ between the European Union and Central Asia
- ✓ between Central Asian countries
- ✓ on teacher policies (secondary schools, ISCED Levels 2-4)
- ✓ with the goal of improving teacher policies



Why a study on teacher policies?

- ✓ Increasing awareness among policy makers of the importance of teachers' contribution to the quality of education.
- ✓ Continuous interest in teacher policies at the EU level.
- ✓ Policy makers/strategic documents in Central Asian republics underline shortcomings in teacher policies and the need for reform.

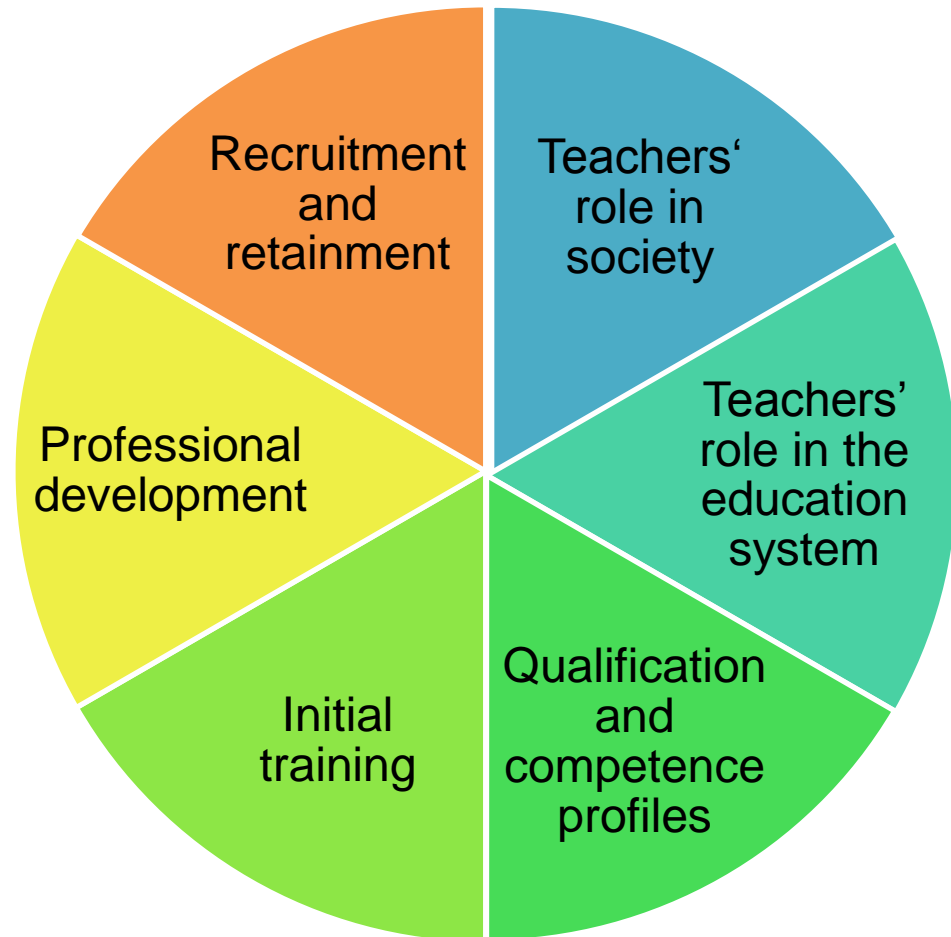


Coverage

- ✓ Initiatives and recommendations for teacher training at the EU level
- ✓ Two EU countries: Austria, France
- ✓ Central Asia:
 - Kyrgyzstan
 - Tajikistan
 - Kazakhstan
 - Uzbekistan



What were the issues explored?





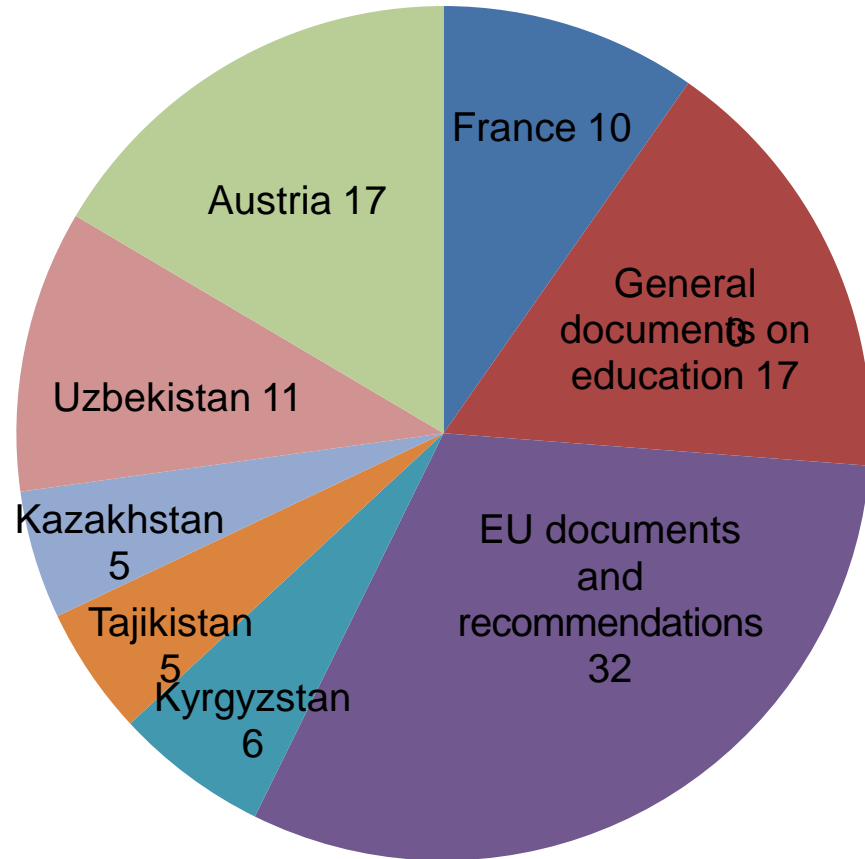
Methodology

- ✓ Desk study (around 100 documents, laws, recommendations)
- ✓ Field research (in Central Asian countries)
- ✓ Questionnaire with 93 questions



Methodology:

Documents reviewed through desk research





Methodology: Field research in Central Asia

- ✓ One national expert per Central Asian country
- ✓ Use of a questionnaire (designed by international and national experts (six focus areas, 32 sub-areas, 93 questions))
- ✓ Main stakeholders consulted:
 - Ministries of education, specialised agencies
 - Teacher training institutions
 - Headmasters of schools
 - Teachers
 - Students of pedagogy



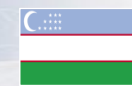
Timeline

- ✓ Preparation of study: November 2012 – February 2013
- ✓ Implementation of study: March – November 2013
- ✓ Two meetings with national experts: May and August 2013
- ✓ Submission of reports by national experts: End of September 2013
- ✓ Presentation of study in Brussels: 12 December 2013



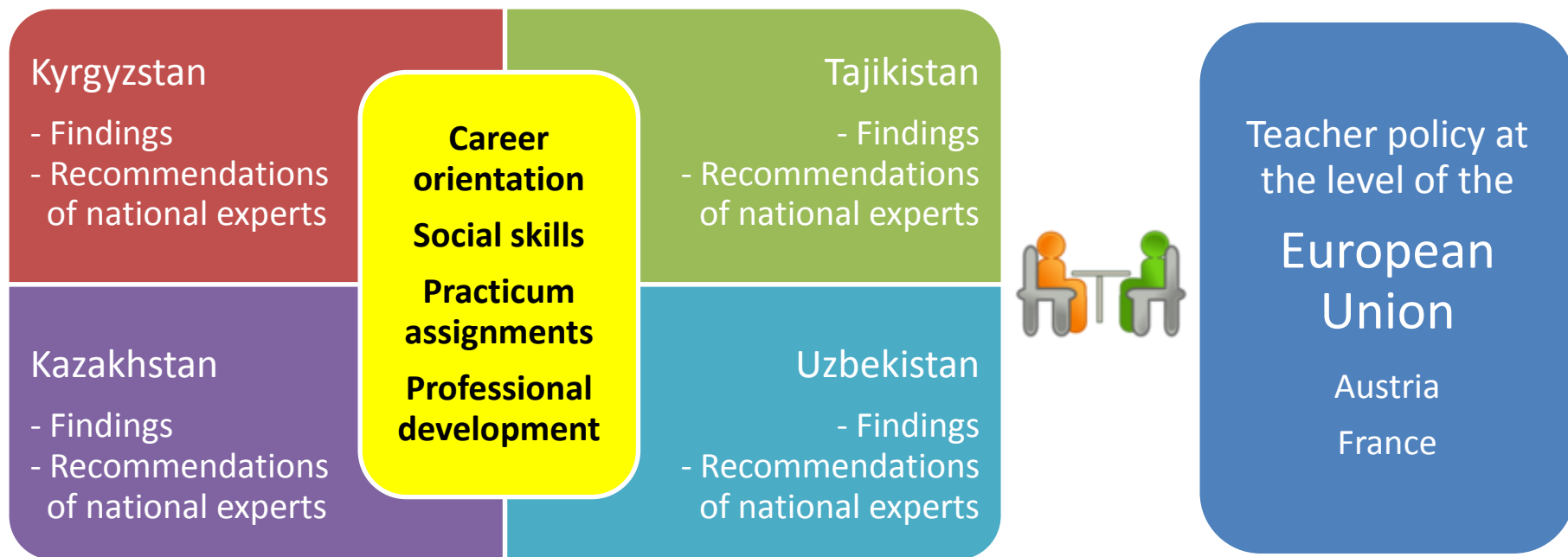
Results: Recommendations for topics for a high-level policy dialogue

- ✓ Four recommendations for topics for a high-level policy dialogue
- ✓ Recommendations are based on results of the study, including recommendations made by national experts
- ✓ Structure of the recommendations facilitates policy dialogue:
 - Number and title of the recommendation
 - Justification why this recommendation has been included
 - Reference to the relevant sections of the report
 - Considerations for the topic in support of the policy dialogue
 - Relevant resources (taken from the documents and sources used for the study)



EuropeAid/131004/C/SER/RSCR - European Union Programme for Central Asia

Policy dialogue recommendations as common „denominator“ of critical issues in Central Asia





Criteria for a policy recommendation

- Is based on an identified issue common to the four Central Asian countries studied.
- Is an issue that has been given increased attention in European countries and at the EU level.
- Is an issue that allows cooperation between the EU and Central Asian countries.
- Is an issue that allows cooperation among Central Asian countries.
- Is an issue that can be dealt with in cooperation programmes and projects.



Policy Dialogue Recommendation № 1: Advancing career orientation for prospective teachers

Justification:

Prospective teachers in Central Asia have only limited knowledge about the teaching profession. This limited knowledge hinders a well-balanced career choice and constitutes an obstacle to ensuring that the most interested and most-talented students choose this profession. This may lead to disillusionment, frustration and lack of motivation.



Policy Dialogue Recommendation № 2: Developing teachers' social skills

Justification:

Central Asian countries lack standards for teachers' social skills. Teachers' social skills have a decisive influence on teacher-student relations, which are among the factors with the highest impact on student achievements. Teacher-student relations also have an impact on the school climate.



Policy Dialogue Recommendation № 3: Upgrading practicum assignments of students of pedagogy

Justification:

Practicum assignments and induction programmes play a decisive role in shaping teacher's perception of their profession. In Central Asia, teachers with responsibilities as mentors and supervisors of students do not have mandatory special training.



Policy Dialogue Recommendation № 4: Making teachers professional development more effective

Justification:

Professional development is mandatory in some countries in Europe and all countries in Central Asia. In Central Asian countries, professional development courses are often perceived as mandatory for professional advancement in terms of upgrading and salaries, but considered of only limited usefulness for teachers' everyday practice. The majority of teachers show a high degree of motivation to develop their professional knowledge and skills.



Thank you
Herzlichen Dank

Merci

Спасибо

Рахмат

Ташаккур

Рахмет

Rahmat

