



Department
for Education

Research Report DFE-RR243a

An assessment of international teacher training systems: country profiles

**The National Recognition Information Centre
for the United Kingdom (UK NARIC)**

The views expressed in this report are the authors' and do not necessarily reflect those of the Department for Education.

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This document presents the country profiles and analysis for those countries that met the requirements of the initial filter. The methodology used to conduct the initial filter and score countries is outlined in the report, *An Assessment of International Teacher Training Systems: Equivalence for England*.

Albania

Summary of Scores

The following table summarises the scoring awarded to Albania on the basis of its comparability to the English ITT system:

Table 1: Summary scoring table for Albania

Indicator	Score (Minimum Threshold for Equivalence: 2)
Similarity and Suitability of the ITT Programmes	
Modes of Learning and Assessment	2
Training Programme Content	2
Subject and Curriculum Preparation	3
Requirements and Core Components of any Practical Placements	
Time Spent in Schools or Appropriate Settings	5
Age Ranges Addressed by Training	1
Range of Settings	1
Level and Type of Teaching Practice	2
Pedagogical Approach	
Similarity of Pedagogical Principles Underpinning Training	1
Classroom Control	2
Expected Skills	
Communication and Relationship Skills	1
Level and Application of English Language	0
Quality Assurance and Monitoring	Satisfactory
Number of Thresholds Passed (max 11):	6
Average Score (standard deviation 0.61):	1.82
Total Score (max 52):	20

Country Profile

School System

School education in Albania is state-funded. In 2008 the minimum period of basic, compulsory education was increased from eight to nine years, for students aged six to 14. On successful completion, students are awarded a Leaving Certificate (*Dëftesë Lirim*). Students may then enter (upper) secondary education in general schools, vocational schools or art schools to study for the Certificate of Maturity (*Dëftesë Pjekurie*).

Educational Oversight

The Ministry of Education and Science oversees education at all levels, including teacher education. In order to create standards for teachers the Ministry of Education and Science created the Education Training and Qualification Centre (ETQC). This was “necessitated by the lack of teachers’ standards, qualifications, training modules, performance appraisal...”¹.

Minimum Requirements to Teach

Currently ITT is streamed with specific qualifications required to teach at specific levels. The minimum requirement to teach within compulsory and secondary education in Albania is a Master’s degree (*Master i Nivelit të Parë*) in teaching, open to holders of a Bachelor degree (*Diplomë e Nivelit të Parë*)

Admission to a Bachelor degree is based on the Certificate of Maturity which is considered comparable to GCSE (grades A* to C) standard where subjects have been passed with a grade of five or above. Specific subject requirements for admission to ITT are not in place on a national level though.

In order to qualify, trainee teachers must also complete one full year of mandatory practical training in the field and the State Exam for Teachers².

Approach to Special Educational Needs (SEN)

At present, standards for SEN teaching are lacking in general ITT programmes but specific degree programmes are available such as the Bachelor in Special Education from the University of Vlores Ismail Qemali. This programme includes courses such as specialised pedagogy, language development and communication, methods of observation and autism.

Professional Conduct

There is no set professional code of ethics for teachers in Albania³ to compare against Part Two of the *Teachers’ Standards* in England. Corporal punishment is prohibited in schools and Albania is a signatory to the *United Nations Rights of the Child Convention*⁴.

¹ Ministry of Education and Science [Albania] (2004).

² Godo, R (2011) [email response].

³ Musai, B., Dharmo, M., Muka, P. and Rapti, E. (2006a).

⁴ Human Rights Council (2009).

Summary of Analysis

At the time of writing, Master's degrees in education were offered by the Universities of Tirana, Elbasan, Korça, Vlora, Shkodra and Gjirokastra. Although there are some subjects common to these degrees, responsibility for programme design lies with individual education faculties and, as such, there may be differences across programmes of study⁵.

Through its *Strategy for Development and Integration for 2007-2013*, Albania has made a number of recent education reforms to increase overlap between Albanian policies and those of the EU. This strategy includes further development aims relating to ITT⁶, meaning that the current training system is in a period of transition. The analysis reflects the system as it exists at the time of writing.

The Albanian ITT system met six of the 11 minimum thresholds, including the three indicators relevant to the 'Similarity and Suitability of ITT Programmes' scoring category. Albania achieved an average indicator score of 1.82, which was boosted by its score of 5 for Indicator 4, 'Time Spent in Schools or Appropriate Settings' reflecting the existence of a one year induction period. The system scored less well in relation to Indicator 8, 'Similarity of Pedagogical Principles Underpinning Training'. The system, though under development, differs from England in that it is not fully based on student-centred learning.

⁵ Musai, B., Dhamo, M., Muka, P. and Rapti, E. (2006a).

⁶ Council of Ministers [Albania] (2008).

Analysis

Routes for Analysis:

- Master's degree in teaching (for basic/primary or secondary education teachers).

a) Similarity and Suitability of the ITT Programmes

Indicator 1: Modes of Learning and Assessment

Score assigned: 2

Although the Albanian ITT system is currently being redeveloped, an analysis of degree curricula from university education faculties indicates that trainee teachers are required to undertake a combination of compulsory pedagogical and subject-specific theory, practical units of preparatory study and teaching practice.

Courses are delivered through lectures, seminars, discussions and are assessed through essays, research topics, examinations, preparation of seminar papers and assessed observations.

Though ITT programmes themselves are more theoretical in nature, the induction period taken on completion of the programme provides more opportunity to apply the professional theory in practice.

Indicator 2: Training Programme Content

Score assigned: 2

Review of curricula for Master's degrees in education disciplines, such as those provided by University of Aleksander Xhuvani, Elbasan and University of Vlora Ismail Qemali, found that trainee teachers study general disciplines such as language, mathematics, history, ICT, pedagogy, psychology and teaching methods related to their specific subject area.

The actual units of study assigned to pedagogical knowledge and skills development vary a little but each programme provides a minimum coverage of core theory of pedagogical principles, teaching strategies, key points of learner development, psychology, an evaluated teaching placement and other core professional studies in pedagogy. For example, the Master of Science in Teaching Albanian and Literature (*Master Shkencor ne Mesimdhenien e Gjuhes Shqipe dhe Letersise*) contains educational psychology and teaching methodology along with a teaching placement. The remaining units develop the trainee teacher's ability to teach their chosen subject or at their chosen level.

Indicator 3: Subject and Curriculum Preparation

Score assigned: 3

Admission to higher education study is based upon the state Matura examinations. Prospective trainee teachers do not need to meet any particular subject-specific admission requirements although individual institutions may set additional examinations for their programmes.

Those training to teach at basic (primary) education level have a broad specialisation, focussing on the key subjects of language, mathematics and science. Those training to teach at secondary level are expected to study teaching methodologies for a specific subject. Subject knowledge is largely assumed based on their preceding Bachelor degree.

During the course of their study, students engage with units which provide them with an understanding of methodologies suitable for the delivery of their subject or subjects at the education level at which they are training to teach.

b) Requirements and Core Components of any Practical Placements

Indicator 4: Time Spent in Schools or Appropriate Settings

Score assigned: 5

Within the actual degree, the time spent practising in schools falls below 18 weeks. However, completion of one year of compulsory training following their degree is required in order to obtain qualified teacher status in Albania.

Indicator 5: Age Ranges Addressed by Training

Score assigned: 1

Teachers have to gain specific qualifications to teach at basic or secondary level. 'Basic' education in Albania in fact covers both primary and lower secondary in the English context – ages six to 14 while upper secondary covers ages 15 to 18. The latter range does not quite correspond to two consecutive age ranges for the purpose of teacher training in England.

Indicator 6: Range of Settings

Score assigned: 1

Although practice is compulsory for ITT programmes, this is typically undertaken in one institution. After the degree, trainees must also complete a one year induction which may or may not be undertaken within the same school as there is no national standard.

Indicator 7: Level and Type of Teaching Practice

Score assigned: 2

Trainee teachers are required to undertake teaching practice in schools. For example, the students of the Education Faculty of the University Alexander Moisiu Durres undertake practical training during the latter semesters of their qualification. The experience is an integral part of their final year mark and overall performance on the course. Trainee teachers are expected to develop lesson plans suitable for their subject and the age range of the class and to demonstrate their ability to implement them.

Although trainee teachers are expected to deliver some full lessons, the proportion of the overall placement and induction assigned to delivery of full lessons is unclear on a national level.

c) Pedagogical Approach

Indicator 8: Similarity of Pedagogical Principles Underpinning Training

Score assigned: 1

Teacher education in Albania is undergoing development to promote the adoption of teaching and learning approaches that are based on real-life situations, are student-centred and activity-driven. They should also encourage group work as well as independent, creative and critical thinking. The placing of the student at the centre of the education system is an important facet of ongoing reforms in Albania.

The training of teachers in student-centred techniques to promote independent thinking in line with the new primary and secondary curriculum should have been completed in 2011. While some student-centred learning is in place though, the implementation of more student-centred strategies, sufficient to develop students' independent thinking skills, is not yet evident in all ITT.

Indicator 9: Classroom Control

Score assigned: 2

The inclusion of classroom control/behavioural management techniques within ITT programmes could not be suitably determined though trainee teachers do undertake teaching practice as part of their undergraduate degree and induction year. Within this they are required to deliver some full lessons.

Albanian class sizes are similar to those in the UK with the pupil:teacher ratio 20:1 at primary level compared with 18:1 in the UK, while at secondary level the ratio is 17:1 against 14:1 in the UK⁷.

d) Expected Skills

Indicator 10: Communication and Relationship Skills

Score assigned: 1

There is insufficient evidence that the development of communication skills forms an integral part of all ITT programmes. Trainee teachers' communication skills are likely to be developed on placement and in their induction year, where they are expected to deliver full lessons.

⁷ Based on 2009 data for primary education and 2008 data for secondary education from the UNESCO Institute for Statistics.

Indicator 11: Level and Application of English Language

Score assigned: 0

English is neither an official nor widely spoken language in Albania and there is no centrally-set English language requirement for admission to ITT programmes in Albania.

e) Quality Assurance and Monitoring Processes

As mentioned above, the Ministry of Education and Science created the ETQC to develop lists of teacher competencies for basic and secondary education teachers but these have not been implemented to date.

Nevertheless, quality assurance is considered satisfactory because universities, through which teachers gain their qualifications, are quality assured by the Accreditation Agency on Higher Education and the Accreditation Council in close cooperation with the Ministry of Education and Science. Quality assurance of higher education is conducted at programme and institutional level, both of which are subject to internal and external evaluation.

Algeria

Summary of Scores

The following table summarises the scoring awarded to Algeria on the basis of its comparability to the English ITT system:

Table 2: Summary scoring table for Algeria

Indicator	Score (Minimum Threshold for Equivalence: 2)
Similarity and Suitability of the ITT Programmes	
Modes of Learning and Assessment	2
Training Programme Content	1
Subject and Curriculum Preparation	2
Requirements and Core Components of any Practical Placements	
Time Spent in Schools or Appropriate Settings	0
Age Ranges Addressed by Training	1
Range of Settings	1
Level and Type of Teaching Practice	2
Pedagogical Approach	
Similarity of Pedagogical Principles Underpinning Training	2
Classroom Control	2
Expected Skills	
Communication and Relationship Skills	1
Level and Application of English Language	0
Quality Assurance and Monitoring	Satisfactory
Number of Thresholds Passed (max 11):	5
Average Score (standard deviation 0.61):	1.27
Total Score (max 52):	14

Country Profile

School System

Education in Algeria is compulsory and free of charge for nine years beginning aged six. This includes five years of primary school and four years of lower secondary school. On completion of compulsory education, students undertake the Basic Education Certificate (*Brevet d'Education Fondamental*) and may then choose to enter secondary education for a further three years, from age 15, leading to the upper secondary school leaving certificate, the Upper Secondary School Certificate (*Baccalauréat*).

Educational Oversight

Responsibility for all levels of education is divided between three ministerial departments: the Ministry of National Education, the Ministry of Professional Training and the Ministry of Higher Education and Scientific Research. The Algerian education system is relatively centralised, particularly with regard to teaching in schools, where the Ministry of National Education has overarching control of education regulation, study programmes, teaching methods, examinations, school timetables, personnel and inspections.

Minimum Requirements to Teach

Qualification requirements to enter the teaching profession are usually expressed in terms of 'Bac +', corresponding to the length of study post-*Baccalauréat*.

The Upper Secondary School Certificate is required for admission to higher education programmes, including ITT programmes. There are no specific subject requirements for all ITT admission on a national level however subjects or a particular stream of the Upper Secondary School Certificate, related to the individual's chosen subject specialisation for ITT, are required for admission to certain programmes. Subjects such as the home language (Arabic) and mathematics are common to all streams while other subjects vary according to whether the individual has taken an arts or science stream. Subjects passed with a score of 10 or above may be considered comparable to GCSE (grades A* - C) standard.

According to the ministerial decree of July 1999, the Diploma of Basic Education Teacher (*Diplôme de Professeur de l'Enseignement Fondamental*), a Bac + 3 qualification, is required to teach at primary education level. Meanwhile the Diploma of Lower Secondary Education (*Diplôme de Professeur de l'Enseignement Moyen*), a Bac + 4 qualification, represents the minimum requirement to teach at lower secondary level. Holders of an undergraduate degree in teaching (*Licence d'Enseignement*) can also teach at this level. A Bac + 5 qualification is required to teach at upper secondary level.

As Bac + 3 qualifications fall below British Bachelor degree standard, only the routes into teaching at secondary level are examined in the analysis. These are offered by non-university higher education institutions specialising in teacher education (*Ecoles Normales Supérieures* (ENS)).

The teaching profession can also be accessed via an undergraduate degree (*Licence*) in an approved subject and a competitive examination (*concours*) for those wishing to teach at lower secondary level or, for those wishing to teach at upper secondary level, a Master's degree followed by a pass in the examination. Those who enter teaching via the examination also undertake preparatory pedagogical training with the duration, content and organisation prescribed by the Ministry of National Education in order to be recognised as a teacher.

For all levels, it is also possible, in exceptional cases and on a non-permanent basis, to enter the profession with a non-teaching qualification however these individuals do not hold qualified status.

Once qualified through an ITT programme, teachers are placed on probation for the first year of employment. During this year, they undertake further practical and spoken assessments.

Approach to SEN

Basic special educational needs are addressed through remedial classes within schools, while those with greater needs are catered for outside the mainstream context. However, specific training on SEN is not a feature of the core ITT system.

Professional Conduct

Although the duties of teachers are defined by government decree, these relate more to the tasks teachers are expected to undertake within their role and a standalone code of conduct, to compare against Part Two of the *Teachers' Standards* in England, is not in place. The use of corporal punishment in schools is expressly prohibited.

Summary of Analysis

The Algerian education system is relatively centralised ensuring some consistent ITT requirements which facilitated the analysis. The Algerian ITT system met five of the 11 minimum thresholds with an average score of 1.27 and a maximum indicator score of 2, indicating that notable differences exist between most aspects of provision in the English and Algerian ITT systems.

Analysis

Routes for Analysis:

- Diploma of Lower Secondary School Teacher;
- Undergraduate degree in education (for lower secondary school teachers);
- Undergraduate degree in any subject followed by a professional entrance examination (for lower secondary school teachers) and pedagogical training course;
- Master's degree in any subject followed by a professional entrance examination (for upper secondary school teachers) and pedagogical training course; and
- Diploma of Upper Secondary School Teacher.

a) Similarity and Suitability of the ITT Programmes

Indicator 1: Modes of Learning and Assessment

Score assigned: 2

In accordance with national legislation, ITT programme modules are both theoretical and applied and the programme has a compulsory practical component. Specific ITT occurs in the final year of the four or five year degree programmes or after the professional examination.

National guidelines assign 14.5 hours of a 28 hour week to theoretical modules and a half day per week spent in schools. The allocation of the remaining hours to pedagogical theory, practice or subject specialisation is determined by the programme provider. This means that at least half of the time devoted to teacher training is assigned to theoretical study but this proportion can be as high as 85% depending on the faculty offering the programme.

There are written examinations to test trainee teachers' knowledge of pedagogical theory and their teaching ability is assessed through observed practice. Trainee teachers need to maintain a minimum yearly average (determined by the institution) to be awarded the degree.

Indicator 2: Training Programme Content

Score assigned: 1

ITT programmes contain modules related to education studies, professional studies and subject specialisation. General modules, i.e. those not related to the degree major, are not typically a feature of ITT programmes. The focus is on subject specialisation, with the first three years of ITT programmes spent building subject knowledge in the individual's chosen area (such as English or French). Less time is dedicated to education and professional studies within undergraduate programmes, with one module devoted to these per year for the first four years of the programme. For example, the first four years of the Diploma of Upper Secondary School Teacher specialising in French offered by the ENS de Bouzareah includes the following modules:

- introduction to education sciences;
- child and adolescent psychology;
- psychopedagogy; and
- social and educational psychology.

As stated above, national guidelines stipulate that in the final year of a four or five year ITT programme, 14.5 hours should be spent on theoretical studies. Of this, two hours per week should be spent on psychology and general pedagogy while 'specialised pedagogy', covering subject methodology, accounts for 12 hours per week. The other 30 minutes are spent learning relevant education legislation.

Students also study general didactics, the use of study programmes, manuals and school legislation and undertake a practical placement. The other units in the final year relate to the student's subject specialisation. Detailed course breakdowns defining the full content of the general and subject didactic units both within undergraduate and post-examination training are unavailable but the proportion of time dedicated to these areas means that there is less coverage of teaching strategies and lesson planning than is expected within English ITT programmes.

Indicator 3: Subject and Curriculum Preparation

Score assigned: 2

Those training to teach at either lower or upper secondary level have a subject specialisation. This is indicated on the qualification certificate and transcript. The Diploma of Upper Secondary School Teacher from ENS de Bouzareah includes some subject methodology within its unit '*didactique de la discipline*' and national guidelines stipulate that 'specialised pedagogy' should be included within all ITT programmes as a whole.

Individual institutions may request particular subjects at Upper Secondary School Certificate level or a particular stream of the Upper Secondary School Certificate. For example, to enter the ENS Kouba for an undergraduate degree in education specialising in sciences, individuals need to have passed mathematics and physics at upper secondary level. For a degree in education specialising in French language and literature, passes in Arabic and French are required. Other degree specialisations may require only a particular stream in the Upper Secondary School Certificate such as literature-philosophy, commercial sciences or mathematics.

Those licensed through the professional examination and preparatory training programme teach either the principal or component subject of their degree as the examination is subject-specific. For example, to undertake the examination for teachers of natural sciences at lower secondary level, candidates should hold at least an undergraduate degree or recognised equivalent in biology, natural science or geology. To sit the examination for lower secondary mathematics teachers, candidates should possess an undergraduate degree in mathematics, civil, mechanical or electrical engineering or electronics containing a considerable mathematics component. This training route does not specifically include the subject methodology found in undergraduate ITT programmes.

b) Requirements and Core Components of any Practical Placements

Indicator 4: Time Spent in Schools or Appropriate Settings

Score assigned: 0

The minimum duration of the practical placement is determined centrally although the division of the time can vary between institutions. This often involves a half day per week, one day per month plus one block placement of 15 to 30 days or two shorter placements of 10 to 15 days each. The total number of hours/days spent in schools, as a minimum, equates to 39 days (just under 8 weeks) which is less than in England, where the minimum time required in schools is 90 days (18 weeks).

Indicator 5: Age Ranges Addressed by Training

Score assigned: 1

Algeria places particular importance on training teachers to teach at a particular school level. Generally trainee teachers take distinct qualifications for the level they wish to teach although some institutions such as the ENS Kouba have assigned the first two years of ITT courses to a common stream for all trainees looking to teach at lower and upper secondary levels. According to the trainee teacher's capacity and preference, they then focus on teaching one level: upper secondary or lower secondary. As each stage is three years in duration, neither correspond to two consecutive age ranges in England.

Indicator 6: Range of Settings

Score assigned: 1

Although the individual may undertake separate practical placements, these could be undertaken within the same school as there is no requirement for teaching practice to take place in more than one setting.

Indicator 7: Level and Type of Teaching Practice

Score assigned: 2

The practical component of ITT in Algeria includes both observation of in-service teachers and actual teaching practice. The proportion of time assigned to each can vary to some extent according to the requirements of the institution/faculty and the practical component as a whole is based on the concept of modelling with focus on observation and guided teaching. This has implications for the amount of time spent by the trainee actually delivering independently. Nevertheless, all programmes require trainees to deliver some full lessons within the course of their placement.

c) Pedagogical Approach

Indicator 8: Similarity of Pedagogical Principles Underpinning Training

Score assigned: 2

The curriculum and teaching approach in Algeria has traditionally been teacher-centred and places emphasis on knowledge acquisition. The Ministry of National Education stipulates though that the objectives of secondary education are to develop reasoning and judgement skills as well as learner autonomy. According to national guidelines, all ITT programmes should develop a trainee teacher's knowledge of a variety of teaching strategies and the ability to select and adapt these according to educational needs or context.

Although specific strategies to develop higher order thinking skills and learner autonomy are not immediately evident, the programmes do cover different teaching strategies to account for different learner ability levels.

Indicator 9: Classroom Control

Score assigned: 2

Classroom control and behavioural management techniques are not explicitly featured within ITT curricula or within the requirements prescribed for educators within relevant legislation. There is a compulsory practical placement within all ITT programmes in which trainees are required to deliver full lessons thereby allowing for some development and application of classroom control techniques.

Classes at upper secondary school level are generally larger in Algeria with a pupil:teacher ratio of 20:1 compared to figures for the UK in the same year of 15:1⁸.

d) Expected Skills

Indicator 10: Communication and Relationship Skills

Score assigned: 1

ITT programme curricula do not specifically cover feedback or communication skills development. However, the compulsory practical placement, that includes assessed observations of trainee teachers and delivery of full lessons, offers some opportunities for this.

Qualified teacher status is granted upon graduation from the training course or completion of the post-examination training. Communication and relationship skills may be developed during the individual's probationary first year but as this occurs after qualifying, it cannot be confirmed that the ITT system across a national level ensures the development of the communication and relationship skills required of new teachers trained in the English ITT system.

Indicator 11: Level and Application of English Language

Score assigned: 0

The official language in Algeria is Arabic although French is also spoken. Since the 1992/3 academic year, English has been available as an optional second language in schools but no English language requirements are in place for ITT programme admission.

e) Quality Assurance and Monitoring Processes

ITT programmes are only provided by the ENS in Algeria, all of which are registered with the Ministry of Higher Education and Scientific Research. Qualified teacher status is automatically awarded upon completion of an ITT programme of appropriate length or the professional examination and preparatory training programme. Quality assurance procedures can be deemed satisfactory in view of the central supervision of ITT policy and provision and regulation of the awarding institutions.

⁸ Based on 2004 data from the UNESCO Institute for Statistics.

Armenia

Summary of Scores

The following table summarises the scoring awarded to Armenia on the basis of its proximity to the English ITT system:

Table 3: Summary scoring table for Armenia

Indicator	Score (Minimum Threshold for Equivalence: 2)
Similarity and Suitability of the ITT Programmes	
Modes of Learning and Assessment	1
Training Programme Content	1
Subject and Curriculum Preparation	2
Requirements and Core Components of any Practical Placements	
Time Spent in Schools or Appropriate Settings	0
Age Ranges Addressed by Training	2
Range of Settings	0
Level and Type of Teaching Practice	0
Pedagogical Approach	
Similarity of Pedagogical Principles Underpinning Training	0
Classroom Control	0
Expected Skills	
Communication and Relationship Skills	0
Level and Application of English Language	0
Quality Assurance and Monitoring	Unsatisfactory
Number of Thresholds Passed (max 11):	Not applicable
Average Score (standard deviation 0.61):	Not applicable
Total Score (max 52):	Not applicable

Country Profile

School System

Compulsory, state-funded school education comprises four years of primary education (ages seven to 10) and five years of basic/lower secondary education (ages 11 to 15) and leads to the Certificate of Basic General Education (Վկայական Հիմնական Ընդհանուր Կրթության). Upper secondary education lasts for three years and leads to the Certificate of (Complete) Secondary General Education (Վկայական միջնակարգ (լրիվ) ընդհանուր կրթության).

Educational Oversight

Education at all levels in Armenia, including teacher education, is overseen by the Ministry of Education and Science. Initial teacher education is provided by universities and higher pedagogical institutions such as the Armenian State Pedagogical Institute, Gyumri State Pedagogical Institute and the Vanadzor State Pedagogical Institute.

Minimum Requirements to Teach

At present, an individual can qualify as a primary or basic school teacher through completion of a Junior Specialist Diploma (Դիպլոմ կրտսեր մասնագետի) programme in teaching. To qualify as a secondary school teacher, individuals need to complete either a Bachelor degree (Դիպլոմ Բակալավրի Աստիճան) or a Specialist Diploma (Դիպլոմավորված Մասնագետ), both of which usually last four years. As the Junior Specialist falls below British Bachelor degree standard, only routes into secondary school teaching have been examined within the analysis.

Entry to Bachelor degree and Specialist Diploma programmes is based on the results of the Certificate of (Complete) Secondary General Education. This is considered comparable to GCSE (grades A*-C) standard where subjects have been passed with grades of eight and above though specific ITT admission requirements, in terms of subjects and grades, are set by individual institutions.

Prior to the introduction of unified secondary examination in 2007, students also had to complete one or more university entrance examinations one month after their high school examinations. These tests were set centrally by the Ministry of Education and Science and administered by local education authorities.

Approach to SEN

The *Act on Education*, adopted in 1999, laid the foundations for the development of Special Needs Education. The Act vests rights in parents to choose a regular or special school that will provide adequate education for their child with disabilities. SEN and inclusive education are only recently starting to make an impact in education and are yet to become a core part of teacher training.

Professional Conduct

Professional standards for teachers remain un-codified currently, providing no basis for comparison against Part Two of the *Teachers' Standards* in England.

Corporal punishment is understood to be unlawful in schools but relevant legislation to this effect has not been identified⁹.

⁹ Newell, P. (2010).

Summary of Analysis

Higher education standards underpinning teacher training oriented degree programmes have been established in Armenia to create uniformity in skills and competencies covered. Although reports suggest practice is often undertaken, there is no national requirement for a practical placement to form part of initial teacher training meaning that many of the minimum thresholds in the analysis were not met. An overall score could not be calculated for the Armenian ITT system in view of the current quality assurance mechanisms underpinning teacher training, which are not considered satisfactory at this time.

A number of sources of literature were used to undertake the analysis into teacher education in Armenia as course information and specifications were not available for review.

Analysis

Routes for Analysis:

- Specialist Diploma (for secondary school teachers); and
- Bachelor degree (for secondary school teachers).

a) Similarity and suitability of the ITT programmes

Indicator 1: Modes of Learning and Assessment

Score assigned: 1

ITT programmes include lectures, seminars and typically pedagogical practice in summer camps, state and private schools. Trainee teachers are required to pass state examinations in the methodology of teaching and the theory and history of pedagogics. They must also produce a final qualification thesis in one of two major subjects.

During their studies, most trainee teachers participate in some classroom practice in schools (as is indicated in a report on teacher training standards undertaken on behalf of the European Commission¹⁰), though there is no compulsory placement as part of ITT on a national level.

Indicator 2: Training Programme Content

Score assigned: 1

General requirements regarding the content for higher education programmes are established by the higher education standards set centrally. The curriculum includes both core and compulsory subjects. Compulsory subjects include Armenian, foreign languages, Armenian history and civil defence.

In-depth information on ITT curricula is not available for analysis though trainee teachers must undertake state examinations in the following subjects: methodology of teaching of two major subjects, theory and history of pedagogics and a final qualification thesis in one of two major subjects¹¹. Given that the focus on subject knowledge is greater than that on pedagogical skills development, minimum coverage of the core elements of teacher training programmes found in England is not achieved.

Indicator 3: Subject and Curriculum Preparation

Score assigned: 2

In order to teach at secondary level, a trainee teacher must have a subject specialisation. Entry to ITT programmes is dependent on the student's performance in the Certificate of (Complete) Secondary Education although, as outlined above, subject-specific admission requirements, where in place, are set by individual institutions.

ITT programmes contain a subject specialisation although these only include teaching methodologies to a limited extent and are not closely linked to national curriculum and aims of the education system.

¹⁰ Duda, A. and Clifford-Amos, T. (2011).

¹¹ Ibid.

b) Requirements and Core Components of any Practical Placements

Indicator 4: Time Spent in Schools or Appropriate Settings

Score assigned: 0

There is an absence of an observable consistent or national standard for the practical placement in terms of duration and structure, allowing for considerable variation between institutions. This assessment is supported by the findings of UNESCO's *World Data on Education* report for Armenia, which also implies a short duration on average, since "teachers start their working activity with very little practical experience in schools"¹².

Indicator 5: Age Ranges Addressed by Training

Score assigned: 2

Teachers in Armenia are prepared to teach at either primary or secondary (specifically known as basic education in the Armenian context) level though the former falls below the threshold qualification level for analysis. Children enter "basic education" at age 11 (on completion of their primary education) and study for five years as part of compulsory education (ages 11 to 15) and three years of upper secondary education (ages 16 to 18). The training programmes address two consecutive age ranges in the English context.

Indicator 6: Range of settings

Score assigned: 0

Training practice is not a compulsory component of ITT. Where undertaken, it is typically based in just one setting¹³.

Indicator 7: Level and Type of Teaching Practice

Score assigned: 0

As outlined above, a practical placement is not a compulsory component of all ITT. In some cases the practical placement, where undertaken, may only involve observation as opposed to actual teaching practice and there appears to be little consistency in the teaching practice experiences of Armenian ITT students. This is supported by the aforementioned *World Data on Education* report findings that ITT graduates may enter the teaching profession with limited prior teaching experience in schools.

c) Pedagogical Approach

Indicator 8: Similarity of Pedagogical Principles Underpinning Training

Score assigned: 0

There is a marked lack of emphasis upon students' learning needs and on methodologies that promote student creativity and critical thinking. Traditional teacher-centred and rote learning methods are still relied upon and taught as methods for instruction. These include dictation and recitation of course material.

¹² UNESCO (2010d).

¹³ Duda, A. and Clifford-Amos, T. (2011).

A study of teacher training in Armenia found that “the main method of teaching, a legacy of Soviet pedagogy, is based on the traditional teacher-centred approach directed by a central administration with no flexibility for teachers. The assessment system is based on memorized knowledge”¹⁴.

Indicator 9: Classroom Control

Score assigned: 0

Classroom control or behaviour management methods are not compulsory elements of ITT qualifications and the absence of a compulsory practical placement means that not all trainee teachers have an opportunity to develop these skills during their initial training.

Class sizes at secondary level in Armenia are typically smaller than those in England, with a pupil:teacher ratio of 7:1, compared with the 14:1 ratio recorded in the UK¹⁵.

d) Expected Skills

Indicator 10: Communication and Relationship Skills

Score assigned: 0

In the absence of detailed teacher training course materials, it is unclear whether techniques for communication and feedback are addressed within ITT curricula. Nor, in the absence of a compulsory practical placement, can it be determined on a national level that the ITT programmes develop the communication skills required to meet the minimum threshold.

Indicator 11: Level and Application of English Language

Score assigned: 0

Armenian is the official language of Armenia. English is not widely spoken nor is it a requirement for entry into ITT programmes.

e) Quality Assurance and Monitoring Processes

Until 2009, responsibility for quality assurance of higher education qualifications lay with the State Licensing and Accreditation Service, a separate unit under the administration of the Ministry of Education and Science. The recognition of institutions has two stages: licensing and accreditation.

Licensing relates to the space and facilities of an institution rather than the quality of its programmes while accreditation verifies adherence of the institution’s programmes to general state education standards.

The functions of the State Licensing and Accreditation Service were absorbed into the National Centre for Professional Education Quality Assurance (ANQA) in 2009, which aims to accredit institutions and their programmes not only in line with state standards but also with European ones. The accreditation processes are however still being piloted with full implementation of these standards not scheduled until 2015¹⁶.

¹⁴ Duda, A. and Clifford-Amos, T. (2011).

¹⁵ Based on 2009 data from the UNESCO Institute for Statistics.

¹⁶ UK NARIC (2011)

As such, the quality assurance system is undergoing significant transition and it cannot be confirmed at this point that the procedures in place are satisfactory in relation to ITT.

Azerbaijan

Summary of Scores

The following table summarises the scoring awarded to Azerbaijan on the basis of its proximity to the English ITT system:

Table 4: Summary scoring table for Azerbaijan

Indicator	Score (Minimum Threshold for Equivalence: 2)
Similarity and Suitability of the ITT Programmes	
Modes of Learning and Assessment	2
Training Programme Content	2
Subject and Curriculum Preparation	3
Requirements and Core Components of any Practical Placements	
Time Spent in Schools or Appropriate Settings	0
Age Ranges Addressed by Training	2
Range of Settings	1
Level and Type of Teaching Practice	1
Pedagogical Approach	
Similarity of Pedagogical Principles Underpinning Training	0
Classroom Control	2
Expected Skills	
Communication and Relationship Skills	2
Level and Application of English Language	0
Quality Assurance and Monitoring	Satisfactory
Number of Thresholds Passed (max 11):	6
Average Score (standard deviation 0.61):	1.36
Total Score (max 52):	15

Country Profile

School system

Education in Azerbaijan is state-funded and compulsory for students aged six to 16. School education consists of three stages: four years of primary starting aged six, five years of basic secondary and two years of upper secondary school. Upon completion of the 11 years, students are awarded the Certificate of Complete Secondary Education (*Orta Təhsil Haqqında Şəhadətnamə*).

Educational Oversight

The Ministry of Education holds responsibility for the provision of education at all levels within Azerbaijan. In 2006 the Azerbaijani Cabinet of Ministers approved a General Education Concept (National Curriculum) for the Azerbaijan Republic. The document provides a conceptual framework that describes learning outcomes and content standards for general education, the weekly workload for classroom-based and out-of-classroom activities, the main principles of assessment, monitoring mechanisms for learning achievements and the design of subject curricula.

The creation of the Azerbaijan Teacher Institute in 2000 and the Nakhchivan Teachers Institute in 2004 and the steps taken towards in-service training indicate a culture change towards more regulated teacher training both in- and pre-service.

Minimum Requirements to Teach

ITT in Azerbaijan is provided by post-secondary teacher training, universities and non-university higher education institutes. The post-secondary teacher training institutions largely train pre-school and primary school teachers at post-secondary or sub-degree level and, as such, these qualifications are not included within the analysis. Universities and other higher education institutes prepare students to teach at secondary school level through an undergraduate degree (*Bakalavr Diplomu* or *Diplomu*) at a level comparable to British Bachelor degree standard.

Admission to higher education is based on the Certificate of Complete Secondary Education which is considered comparable to GCSE (grades A*-C) standard and a series of entrance examinations organised by the State Students' Admission Commission (TQDK). It is unclear as to whether there are specific subject requirements for ITT admission on a national level though.

Approach to SEN

In relation to SEN, Azerbaijan has specialist schools or institutions to support severely disabled students. Educators within these schools must hold a specific qualification. Despite this, a specific set of standards and codes to frame teacher and school responsibilities for students with learning difficulties has yet to be formulated. Furthermore, in the programmes reviewed, such as those available at Qafqaz University, there is no specific reference to SEN awareness or teaching within the programmes. There is reference to "special teaching methods" however no related learning outcomes have been found indicating what this training specifically addresses.

Professional Conduct

There is no standalone code of conduct published to which teachers must abide that allows for direct comparison with Part Two of the *Teachers' Standards* in England.

Azerbaijan has ratified the *Convention on the Rights of the Child*. Corporal punishment is considered unlawful in public and private schools, although explicit provisions to this effect are not clearly identifiable in legislation.

Summary of Analysis

Although higher education institutions in Azerbaijan are autonomous, responsibility for defining the general curriculum for higher education still lies with the State and, as such, the analysis takes into consideration the nationally set minimum requirements for ITT programmes.

The Azerbaijani system passed six of the 11 minimum thresholds, achieving the minimum thresholds for the suitability of ITT programmes but scoring less well in relation to the practical placement. An average score of 1.36 and a maximum score of 3 reflects the differences that exist between the English and Azerbaijani systems.

Analysis

Routes for Analysis:

- Undergraduate degree in teaching from a university or higher education institution (for secondary school teachers).

a) Similarity and Suitability of the ITT Programmes

Indicator 1: Modes of Learning and Assessment

Score assigned: 2

Legislation requires ITT to cover subject knowledge, teaching theory and teaching practice though courses are weighted in favour of theory and subject knowledge rather than the practicalities of teaching.

The Baku In-Service Teacher Training and Re-training Institute indicated that pre-service teacher education comprised at least 40% psychological and pedagogical theory study, 18% teaching practice and the remaining 42% focused on the trainee teacher's own development of subject knowledge¹⁷. Assessment is primarily through written examination and a thesis.

Indicator 2: Training Programme Content

Score assigned: 2

State standards are in place for teacher education programmes, ensuring basic consistency in minimum core subjects. Analysis of a selection of approved degrees in education indicates that any trainee teacher, in the course of their specialist degree, studies:

- pedagogy;
- educational psychology;
- class organisation;
- teaching evaluation and planning;
- special teaching methods;
- national education policy and curriculum;
- subject-specific teaching methods; and
- Azerbaijani (Azeri).

The programmes provide minimum coverage of core content of English ITT programmes.

Indicator 3: Subject and Curriculum Preparation

Score assigned: 3

The country's school education system requirements regarding lesson planning and curriculum content are being updated and at present, lesson planning is less closely linked to school curriculum than it is in England. Nevertheless, the Azerbaijani State Education Standard Structure and the Ministry of Education's list of approved degrees ensure that trainees follow a specific specialisation and are suitably prepared to teach a particular subject with subject specific methodologies linking the training to the state curriculum.

¹⁷ European Commission (2011).

b) Requirements and Core Components of any Practical Placements

Indicator 4: Time Spent in Schools or Appropriate Settings

Score assigned: 0

In accordance with Ministry of Education guidelines, all Bachelor degrees in Azerbaijan (irrespective of the subject) should include an internship, with the number of weeks varying depending on the subject area. Qualification analysis for ITT degrees indicates some variation in the proportion of degree time actually spent in schools as part of ITT degrees.

Trainee teachers typically complete two units of teaching practice: one during the first semester of the final year and the second during the following semester. As an indication, the teaching practice common to degrees offered by Qafqaz University acquires eight ECTS credits (European Credit Transfer System). At present one ECTS credit is allocated for 25 to 30 hours of study¹⁸ so students complete between 200 and 240 hours of teaching practice. However, a Specialist in Mathematics degree (secondary level teacher) requires that students complete between 175 and 200 hours of teaching practice which places the range between four and eight weeks depending on course.

Indicator 5: Age Ranges Addressed by Training

Score assigned: 2

ITT qualifications are streamed according to whether they are intended for primary or secondary level teaching positions. As such, trainee teachers are prepared with teaching strategies and methodologies to teach across the age ranges relevant to primary or complete secondary level education in Azerbaijan. Upon completion of the secondary school teacher training programme, graduates are considered qualified to teach ages 10 to 16, broadly corresponding with two consecutive age range groupings in England.

Indicator 6: Range of Settings

Score assigned: 1

Though teaching practice is compulsory, there is no national requirement pertaining to the number and range of settings for practice.

Indicator 7: Level and Type of Teaching Practice

Score assigned: 1

Teaching practice is a compulsory but minor part of teaching qualifications. The learning outcomes for trainee teachers on placement are unclear as to whether or not trainees must deliver full lessons.

¹⁸ European Commission (2009).

c) Pedagogical Approach

Indicator 8: Similarity of Pedagogical Principles Underpinning Training

Score assigned: 0

The 2006 *General Education Concept (National Curriculum)* for the Azerbaijan Republic presents a framework describing learning outcomes and content standards for general education. The document demonstrates the government's intention to instil student-centred learning at the heart of the education system.

Despite taking this step, the ITT system does not yet reflect this intention. Many of the recent reforms in teacher education have centred on in-service training. This has previously been criticised for its teacher- rather than student-centred approach, which, as the Ministry of Education contends, "does not provide a model for the methods that they are being encouraged to adopt in their own classrooms"¹⁹.

Indicator 9: Classroom Control

Score assigned: 2

An analysis of the degree programmes offered revealed that classroom control is covered within ITT curricula albeit as an aspect under wider study of classroom organisation. Teachers should be able to resolve conflicts and mitigate the differences among pupils however no reference is made to specific techniques to manage disruptive learners.

According to the UNESCO Institute for Statistics, class sizes at secondary level in Azerbaijan are smaller than in the UK, with pupil:teacher ratios of 8.1 and 15:1 respectively²⁰.

d) Expected Skills

Indicator 10: Communication and Relationship Skills

Score assigned: 2

In 2006 the Ministry of Education created a curriculum and supporting textbook for a 'Foundations of Education' course for trainee teachers with the aim of improving their expertise in pedagogical communications²¹. The practical placement provides further opportunities to develop these skills yet, as stated under Indicator 7, it is unclear to what extent trainee teachers are required to deliver full lessons whilst on placement.

¹⁹ Ministry of Education [Azerbaijan Republic] (n.d.).

²⁰ Based on 2006 data from the UNESCO Institute for Statistics.

²¹ Ministry of Education [Azerbaijan] (2008).

Indicator 11: Level and Application of English Language

Score assigned: 0

The study of a foreign language is obligatory until the end of upper secondary education. This does not necessarily have to be English as Russian is widely used as a second language. There is no explicit requirement to study English for admission to an ITT programme and English is not an official or widely spoken language in Azerbaijan.

e) Quality Assurance and Monitoring Processes

The quality assurance processes in Azerbaijan are considered satisfactory. The accreditation department of the Ministry of Education is responsible for ensuring quality control in education and for awarding attestations to teaching staff.

Educational institutions need to obtain a licence to provide educational services. In order to demonstrate compliance with the national standards, institutions undergo accreditation, which is granted for a period of five years based on the results of the inspections carried out by the commission of experts appointed by the Ministry of Education. Furthermore, the state has published an approved list of undergraduate teaching degrees to ensure institutions offer at least uniformity in specialisations even if the exact ratios of time spent on programme content may vary.

Bahrain

Summary of Scores

The following table summarises the scoring awarded to Bahrain on the basis of its proximity to the English ITT system:

Table 5: Summary scoring table for Bahrain

Indicator	Score (Minimum Threshold For Equivalence: 2)
Similarity and Suitability of the ITT Programmes	
Modes of Learning and Assessment	2
Training Programme Content	3
Subject and Curriculum Preparation	3
Requirements and Core Components of any Practical Placements	
Time Spent in Schools or Appropriate Settings	3
Age Ranges Addressed by Training	1
Range of Settings	1
Level and Type of Teaching Practice	2
Pedagogical Approach	
Similarity of Pedagogical Principles Underpinning Training	3
Classroom Control	2
Expected Skills	
Communication and Relationship Skills	2
Level and Application of English Language	3
Quality Assurance and Monitoring	Satisfactory
Number of Thresholds Passed (max 11):	9
Average Score (standard deviation 0.61):	2.27
Total Score (max 52):	25

Country Profile

School System

Education is state-funded and compulsory until the end of lower secondary education. There are six years of primary education (ages six to 11) and three years of lower secondary education (ages 12 to 14), often referred to as intermediate education. Students may opt to enter upper secondary education which is three years in duration and leads to the General Secondary Education Certificate (تايوان اشل ا قداهش) (تم اعل ا).

Educational Oversight

Responsibility for overseeing education at all levels, including teacher education, lies with the Ministry of Education. Teacher training is provided by one institution only, the Bahrain Teachers College (BTC). The Ministry of Education continues to oversee the BTC and the College is moderated and quality assured by the Quality Assurance Authority for Education and Training.

Minimum Requirements to Teach

There are two routes into teaching in Bahrain:

- the Bachelor degree (سوي رول الكبل ا) in Education (BEd) for those who wish to teach at primary school level; and
- the Postgraduate Diploma (اي ل عل ا تاس ا ر دل ا م ول ب د) in Education (PGDE) for those who wish to teach at intermediate (lower secondary) or (upper) secondary level.

Admission to the BEd is based on results of the General Secondary Education Certificate, which is considered comparable to GCSE (grades A*-C) standard for subjects passed. English, mathematics and science are compulsory subjects within the Certificate, although there are no specific subject requirements for ITT admission. Applicants for the PGDE should hold a Bachelor degree in the subject they wish to teach.

Approach to SEN

The Ministry of Education has created the Directorate of Special Education to supervise students with special educational needs. In a number of schools the Ministry has also implemented a project of integrating students into mainstream classes. Nationally developed standards of support for students with specific learning difficulties are not expressly defined though.

Background information indicates: "The Committee is further concerned at the absence in the State Party of specifically oriented schools and inter alia, the inclusive education system for children with disabilities, adequately equipped buildings, adapted school curricula, teaching materials, as well as trained teachers"²². It should be noted that the BTC does not offer standalone programmes in SEN nor specific modules within its general ITT programmes.

²² United Nations Committee on the Rights of the Child (2011b).

Professional Conduct

There is no codified code of conduct for teachers, however, graduates of the BTC have to “model and promote core Bahraini values such as respect, kindness, care and concern for others”²³ and demonstrate commitment to children’s development and well-being by promoting a safe, productive learning environment and within them respect for self and others. There is no evidence to suggest accepted conduct in Bahrain conflicts with the expected conduct in England as defined in Part Two of the *Teachers’ Standards* in England.

The country has ratified the *Convention on the Rights of the Child* and the BTC Teaching Practice Handbook confirms that the use of corporal punishment is not permitted in Bahraini schools²⁴. Furthermore, the *Global Initiative to End All Corporal Punishment of Children* indicates that corporal punishment is officially prohibited in Bahraini schools.

Summary of Analysis

It is worth noting that an analysis of the different routes into primary and secondary school teaching revealed some differences in the comparability of these systems to the English ITT system. The scoring reflects the minimum standards for each indicator based on the overarching ITT system.

Since there is only one ITT provider in Bahrain, the scoring was not impacted by institutional variation in the same way observed for other countries in this study. The Bahraini system met nine of the 11 minimum thresholds with an average indicator score of 2.27. Bahrain scored well for programme content, time in schools and pedagogical principles. It also scored highly for English language since the courses have dual instruction in English and Arabic and specific English language requirements for admission. Only Indicators 5 and 6 (‘Age Ranges Addressed by Training’ and ‘Range of Settings’) were not met.

²³ Bahrain Teachers College (2008a).

²⁴ Bahrain Teachers College (2008d).

Analysis

Routes for Analysis:

- Bachelor of Education (for primary school teachers); and
- Postgraduate Diploma in Education (for secondary school teachers).

a) Similarity and Suitability of the ITT Programmes

Indicator 1: Modes of Learning and Assessment

Score assigned: 2

The BTC Student Teacher Handbooks provide an outline of the modes of learning and assessment for teacher training.

The BEd has an approximate ratio of 3:1 in favour of subject knowledge and teaching theory over teaching practice. The PGDE has a ratio of approximately 3:2 with the favour towards teaching practice over theory.

Trainees are taught through a variety of means including group work, lectures, role play, peer-coaching and practice. Those undertaking the BEd complete four separate placements observing and delivering lessons while those undertaking the PGDE complete two placements.

Assessment methods for both programmes include written examinations, coursework, review of unit and lesson plans, an electronic professional portfolio and assessed practice.

Indicator 2: Training Programme Content

Score assigned: 3

As outlined above, the BEd is more theoretical in nature while the PGDE is more practice-oriented.

According to the handbooks, trainee teachers in Bahrain are expected to be able to:

- select and apply a wide range of teaching strategies appropriate to the context area and relevant to programme and lesson objectives;
- establish and consistently reinforce a classroom management plan wherein turn-taking and sharing are expectations for interpersonal behaviour;
- use knowledge of children's learning characteristics to construct positive learning experiences that engage them in productive learning; and
- write lesson plans that have direct links to the relevant Ministry of Education syllabus.

Similarly there are numerous exercises in which trainee teachers have to assess their students' learning needs, analyse different forms of interaction and produce effective tasks and instructions. This provides good coverage of some of the core professional studies found in English ITT programmes.

Indicator 3: Subject and Curriculum Preparation

Score assigned: 3

To gain entry onto the Bachelor degree in education or in any other subject, the General Secondary Education Certificate is required though subject specific requirements are not in place for admission. The PGDE is intended for holders of a Bachelor degree in subjects relevant to school curriculum at post-primary level while subject content and content-specific methodology is integral to the BEd. Within the later stages of teaching practice, trainee teachers have increased responsibility for planning lessons in accordance with relevant school syllabi.

b) Requirements and Core Components of any Practical Placements

Indicator 4: Time Spent in Schools or Appropriate Settings

Score assigned: 3

The BEd involves approximately 32 weeks of practice while the practical component of the PGDE is a total of 20 weeks in duration.

Indicator 5: Age Ranges Addressed by Training

Score assigned: 1

Trainee teachers are assigned to a specific school and a cooperating teacher who has responsibility for one level at primary or a number of levels/age ranges if at intermediate and secondary level. As such, trainee teachers on the BEd may only teach one particular group during their teaching practice whereas PGDE trainee teachers teach classes across age ranges.

Trainee teachers for the BEd and the PGDE are further streamed according to the age ranges they wish to teach: cycle one (lower primary for ages six to eight), cycle two (upper primary for ages nine to 11), cycle three (lower secondary for ages 12 to 14) and cycle four (upper secondary for ages 15 to 17). This reduces the range of ages for which teachers are prepared to teach to the point that they no longer correspond to two consecutive age ranges in the English system.

Indicator 6: Range of Settings

Score assigned: 1

As outlined above, while teaching practice is a compulsory component of ITT, trainee teachers are assigned to a specific school for their placement so teaching practice is undertaken in a single setting.

Indicator 7: Level and Type of Teaching Practice

Score assigned: 2

Trainees are gradually introduced to teaching, through extensive reflection in classes. There are continual reflection exercises and observation feedback in order to assist the trainee teacher to develop their teaching skill to an appropriate level before assuming greater teaching responsibilities.

The PGDE has two ten-week placements: the first focussed on observation and other responsibilities (excluding delivery of full lessons). The second requires trainees to take on increasing responsibility for lesson delivery, divided as follows:

- weeks one to two: no teaching;
- week three: 50% teaching;
- week four: 60% teaching;
- week five: 70% teaching;
- week six: 80% teaching; and
- weeks seven to 10: 100% teaching.

Of the 20 weeks in-school experience then, approximately five and a half full weeks are spent delivering full lessons, accounting for 27.5% of the placement.

c) Pedagogical Approach

Indicator 8: Similarity of Pedagogical Principles Underpinning Training

Score assigned: 3

Trainee teachers are expected to be able to:

- plan cohesive lessons that are meaningful to a diverse range of child learners;
- select and use student-centred learning strategies that target student learning objectives in the three main learning domains (cognitive, psychomotor, affective);
- engage students through group interaction, decision-making and problem solving tasks; and
- encourage children to discuss their learning goals.

This provides evidence that teachers are trained to facilitate independent and higher order thinking skills in students.

Indicator 9: Classroom Control

Score assigned: 2

Being able to develop and implement a classroom management plan is a key outcome of the ITT programmes although this is largely developed through the practical placement units rather than specific theoretical curricula. There are specific requirements to monitor and adjust classroom seating and organisational arrangements in order to meet children's learning needs. Trainees must also define and maintain clear and consistent student expectations in relation to learning tasks, behaviour and peer interactions, although curricula does not include explicit strategies for dealing with disruptive learners.

Class sizes are smaller than in the UK with a pupil:teacher ratio of 16:1 at primary level and 12:1 for secondary level compared to 18:1 and 15:1 in the UK²⁵.

²⁵Based on 2002 data from the UNESCO Institute for Statistics.

d) Expected Skills

Indicator 10: Communication and Relationship Skills

Score assigned: 2

Trainee teachers are expected to build rapport with and motivate students whilst on placement, often by expressing an interest in children's out-of-school activities and by showing respect for all individuals in the school context.

Indicator 11: Level and Application of English Language

Score assigned: 3

The language of instruction in state schools is Arabic. English is introduced as the first foreign language from the third year of primary education and remains compulsory until the end of secondary education. In private schools, the medium of instruction is generally English. In the further and higher education sectors, subjects are usually taught in English and the BTC is a bilingual institution with programmes instructed through a combination of English and Arabic.

There is also a requirement for teachers to “operate effectively in Arabic and English and make and use situationally correct language choices”²⁶.

e) Quality Assurance and Monitoring Processes

The quality assurance and monitoring processes are deemed satisfactory. The BTC has its own internal quality assurance mechanisms and is a college of the University of Bahrain which itself is subject to the Quality Assurance and Accreditation Centre. The Ministry of Education continues to oversee the BTC while the Quality Assurance Authority for Education and Training is responsible for moderating and reviewing the activities of the college.

²⁶Bahrain Teachers College (2008c).

Belarus

Summary of Scores

The following table summarises the scoring awarded to Belarus on the basis of its proximity to the English ITT system:

Table 6: Summary scoring table for Belarus

Indicator	Score (Minimum Threshold For Equivalence: 2)
Similarity and Suitability of the ITT Programmes	
Modes of Learning and Assessment	2
Training Programme Content	2
Subject and Curriculum Preparation	3
Requirements and Core Components of any Practical Placements	
Time Spent in Schools or Appropriate Settings	1
Age Ranges Addressed by Training	0
Range of Settings	1
Level and Type of Teaching Practice	1
Pedagogical Approach	
Similarity of Pedagogical Principles Underpinning Training	1
Classroom Control	2
Expected Skills	
Communication and Relationship Skills	1
Level and Application of English Language	0
Quality Assurance and Monitoring	Satisfactory
Number of Thresholds Passed (max 11):	4
Average Score (standard deviation 0.61):	1.27
Total Score (max 52):	14

Country Profile

School System

The General Secondary School Reform Programme of Belarus has seen the implementation of a new model of school education consisting of three levels, of which the first two are compulsory and state-funded:

- four years of primary education (ages six to nine);
- five years of basic secondary education (ages 10 to 14); and
- two years of complete general secondary education (ages 15 to 16).

On completion of compulsory education, students take the Certificate of Basic Secondary Education (Пасведчанне аб базавай Адукацыі) that provides access to upper secondary general or vocational education. On completion of general secondary education (seven years), students are awarded the Certificate of General Secondary Education (Атэстат аб агульнай сярэдняй адукацыі).

Educational Oversight

The Belarusian system of education is relatively centralised at all levels with higher education institutions required to adhere to nationally-determined standards. Quality assurance and control over the implementation of the state standard of education is conducted by the local authorities through various inspection procedures.

Minimum Requirements to Teach

Teacher education is conducted within teacher training colleges and universities. Those trained within teacher training colleges are permitted to teach at primary level only and this route falls below British Bachelor degree standard. Those who train in universities are permitted to teach at all levels. This may be through a Specialist Diploma (Дыплом спецыяліста) in teaching or a postgraduate training course, both of which are at least comparable to British Bachelor degree standard and are examined within the analysis.

Admission to teaching degree programmes is based on results gained in the Certificate of General Secondary Education examinations which include mathematics and science as well as a number of general subjects although national subject-specific admission requirements are not in place.

Approach to SEN

In accordance with the *Convention on the Rights of the Child*, the 2004 *Law of the Republic of Belarus on Education of Persons with Special Needs (Special Education)* not only recognises, but also guarantees, every child the right to receive education. SEN training is not an integral part of general ITT programmes though, remaining the preserve of educational specialists.

Professional Conduct

There is no mandatory code of conduct for teachers providing no basis for comparison against Part Two of the *Teachers' Standards* in England. Corporal punishment is considered illegal.

Summary of Analysis

The current ITT system of Belarus met four of the 11 minimum thresholds, meeting all of those prescribed for the similarity and suitability of ITT programmes but scoring less well in the other categories resulting in an average indicator score of 1.27. The focus on observation of in-service teachers during the practical placement and the largely teacher-centred strategies still observable within schools and ITT are two key differences that exist between ITT in Belarus and England.

Analysis

Routes for Analysis:

- Specialist Diploma in teaching awarded by a university (for secondary school teachers); and
- Postgraduate training programme in teaching (for secondary school teachers).

a) Similarity and Suitability of the ITT Programmes

Indicator 1: Modes of Learning and Assessment

Score assigned: 2

ITT provided within universities is typically more theoretical in nature although practice in schools is included within all ITT programmes²⁷. These vary in length from a few semesters, totalling 16 weeks, to one full year as there is no set national requirement for duration of teaching practice. Assessment of pedagogical degree programmes involves written examinations and a thesis.

Indicator 2: Training Programme Content

Score assigned: 2

The content of ITT programmes can be broadly categorised as follows:

- general subjects;
- specialisation subjects; and
- pedagogical subjects.

General subjects can be found in all degrees and include modules such as: social sciences, political sciences, philosophy and physical education. These are predominantly undertaken within the first two years of study and do not appear in postgraduate programmes. Specialisation subjects are those which relate to the trainee teacher's chosen subject field such as languages or science. This specialisation is assumed within postgraduate programmes based on the individual's preceding degree.

An analysis of the Specialist Diploma in Teaching English awarded by Minsk State Linguistic University demonstrates that pedagogical modules are undertaken throughout the degree. These include general pedagogy, teaching strategies, applied methodology of teaching relevant to the student's chosen subject, classroom disciplinary techniques, assessment and pupil motivation. These topics are not usually covered in great depth given the proportion of time allocated to subject-knowledge development and general courses but can be considered to provide sufficient coverage of the core professional knowledge and skills evident in English ITT programmes.

²⁷Duda, A. and Clifford-Amos, T. (2011).

Indicator 3: Subject and Curriculum Preparation

Score assigned: 3

ITT programmes provided in universities offer a range of general disciplines combined with subject-specific modules and teacher-training modules. The programmes aim to develop trainee teachers' knowledge of their subject and specific methodology for delivering that subject within schools. The specialisation is reflected within the professional title awarded such as the Specialist Diploma: Teacher of English awarded by Minsk State Linguistic University, examined as part of this study.

The evidence suggests that although all trainee teachers, whether studying at undergraduate or postgraduate level, cover subject and curriculum preparation, links with practical application in the school-environment are less defined than in the English ITT system.

b) Requirements and Core Components of any Practical Placements

Indicator 4: Time Spent in Schools or Appropriate Settings

Score assigned: 1

Trainee teachers typically spend a total of at least 16 weeks on placement although minor variation may exist.

Indicator 5: Age Ranges Addressed by Training

Score assigned: 0

Although a Specialist Diploma awarded by a university represents the minimum requirement to teach at secondary level, holders are in fact able to teach at all levels including primary. Consequently the general pedagogy and teaching strategies taught within the programme are broad and generic in nature as they are not designed to prepare for any one education level. It is common for trainee teachers within universities to be placed in lower and upper secondary schools during practice but this alone is not sufficient to meet the minimum threshold of two consecutive age ranges in England.

Indicator 6: Range of Settings

Score assigned: 1

Although a practical placement is a compulsory component of ITT in Belarus, specific guidelines relating to the number of settings in which a trainee teacher must practice as part of ITT are not defined.

Indicator 7: Level and Type of Teaching Practice

Score assigned: 1

Although teaching practice is a compulsory element of the curriculum, this aspect of teacher preparation is not covered to the same extent as it is in the English system.

Many newly qualified teachers leave their university with limited experience and practice²⁸. As such, it must be argued that while the length of placement approaches that of the English ITT system, teacher practice training in Belarus provides fewer opportunities for trainees to deliver full lessons or parts of lessons. More emphasis is placed on the observation of in-service teachers in comparison to the teacher-training system in place in England.

c) Pedagogical Approach

Indicator 8: Similarity of Pedagogical Principles Underpinning Training

Score assigned: 1

Student-centred learning has not been widely adopted as the key method to impart knowledge to students. Rote-learning and knowledge transmission and memorisation still dominate and the ITT strategies are largely a reflection of this. A review of Belarusian education carried out in 2009 stated that “developmental education has not yet become the dominant strategy in mass pedagogical practices. Classic lectures and seminars dominate in organisation of education in auditorium. The educational process is weakly focused on the formation of meta-cognitive abilities”²⁹.

Indicator 9: Classroom Control

Score assigned: 2

Elements of classroom control are covered within the curriculum although this is part of general pedagogy modules which aim to prepare students for professional practice meaning that techniques are not explored in great depth. The practical placement offers opportunities to apply the theory learned within university courses in a real-life context although the extent to which they are required to deliver full lessons is unclear.

d) Expected Skills

Indicator 10: Communication and Relationship Skills

Score assigned: 1

Specific content on communication skills and strategies for interaction and feedback is not evident within ITT programmes. The teacher-training curriculum does not include units allocated specifically to the development of communication and relationship skills. To some extent, these skills are covered by the content of psychology and pedagogy modules and the compulsory practical placement may offer some opportunities for skills development, however this does not always provide trainee teachers with the preparation for practical application within school settings that is provided under the English ITT system.

Indicator 11: Level and Application of English Language

Score assigned: 0

Belarusian and Russian are the official languages of Belarus. English is not widely spoken and there are no English language requirements set for admission to ITT programmes.

²⁸ Torhova, A., Krasnova, T. and Luhautsova, A. (2010).

²⁹ Borisova, G. and Kuusela, T. (2009).

e) Quality Assurance and Monitoring Processes

Quality assurance and certification is carried out through the procedure known as “attestation” and is compulsory for all practising teachers, ensuring that satisfactory quality assurance measures are in place. The Ministry of Education quality assures the provision of education of all institutions and has procedures to assure teacher competence. Quality assurance in Belarus is also undertaken by the Inspection for Educational Establishments which is independent from the Ministry of Education. It discharges attestation and accreditation procedures of educational establishments.

Bosnia and Herzegovina

Summary of Scores

The following table summarises the scoring awarded to Bosnia and Herzegovina on the basis of its proximity to the English ITT system:

Table 7: Summary scoring table for Bosnia and Herzegovina

Indicator	Score (Minimum Threshold For Equivalence: 2)
Similarity and Suitability of the ITT Programmes	
Modes of Learning and Assessment	0
Training Programme Content	1
Subject and Curriculum Preparation	2
Requirements and Core Components of any Practical Placements	
Time Spent in Schools or Appropriate Settings	0
Age Ranges Addressed by Training	2
Range of Settings	0
Level and Type of Teaching Practice	0
Pedagogical Approach	
Similarity of Pedagogical Principles Underpinning Training	0
Classroom Control	0
Expected Skills	
Communication and Relationship Skills	0
Level and Application of English Language	0
Quality Assurance and Monitoring	Unsatisfactory
Number of Thresholds Passed (max 11):	Not applicable
Average Score (standard deviation 0.61):	Not applicable
Total Score (max 52):	Not applicable

Country Profile

School System

State-funded Education in Bosnia and Herzegovina has traditionally been compulsory between the ages of seven and 14 but a reform initiated in 2003/4 has increased compulsory education to nine years, beginning aged six. As of 2009/10 the eight-year compulsory education programme was still being followed by 64.0% of schools³⁰. At the end of upper secondary school, students take the Secondary School Leaving Certificate (*Matura/Svjedodžba o Zavrženoj Srednjoj Skoli*), previously known as the Certificate of Completed Level IV Examinations (*Svjedodžba o Završenom Obrazovanju IV Stepenu*).

Educational Oversight

The Federation of Bosnia and Herzegovina (BiH) has 10 federal units known as cantons. The responsibilities attached to all levels of education have been decentralised to the cantonal level although the Federal Ministry of Education and Science is still responsible for coordination of education policy between the cantons.

Minimum Requirements to Teach

A Bachelor degree (*BA/BSci/Diplomirani*) represents the minimum requirement to enter the teaching profession as a primary or secondary school teacher³¹ though it is intended that the minimum qualification requirement will soon be raised to a Master's degree³² (*Magistar*).

Admission to Bachelor degrees is based on the Secondary School Leaving Certificate. While the overall standard of the certificate is comparable to the overall GCE Advanced level, individual subjects passed may be considered comparable to GCSE (grades A*-C) standard. Subject-specific requirements for admission to ITT programmes, where in place, are set at institutional level.

Approach to SEN

SEN training is not included in general ITT programmes. The *Framework Law on Primary and Secondary Education* of 2003 states that, "children and young people with special needs shall be educated in mainstream schools and according to their individual needs"³³. However, there are standalone special education schools. The report on inclusive education indicates that, "the general view of participants in this study is that current pre-service preparation of teachers in BiH needs considerable improvement with regard to the development of teacher competences on inclusive educational practices"³⁴.

Professional Conduct

There is no professional code of conduct to compare against Part 2 of the *Teachers' Standards* in England but Bosnia and Herzegovina has ratified the Convention on the Rights of the Child and corporal punishment is not permitted in Bosnia and Herzegovina.

³⁰ UNESCO (2011h).

³¹ Ministry of Civil Affairs [Bosnia and Herzegovina] (2008).

³² European Training Foundation (2010b).

³³ Parliamentary Assembly of Bosnia and Herzegovina (2003)

³⁴ Ibid.

Summary of Analysis

The ITT system of Bosnia and Herzegovina along with other levels of education is currently undergoing reform. The decentralised nature of the education system presents challenges for this analysis as ITT is not uniform across the cantons. While certain institutions' programmes may have met or approached the minimum indicator thresholds, some institutions' programmes did not and the analysis took account of this variation in order to thoroughly examine the country's minimum standards. Quality assurance of ITT is not considered fully satisfactory.

Analysis

Routes for Analysis:

- Bachelor degree in education (for primary or secondary school teachers).

a) Similarity and Suitability of the ITT Programmes

Indicator 1: Modes of Learning and Assessment

Score assigned: 0

The aforementioned decentralisation allows for some variation in the proportion of theory and practice. For example, the ITT degree provided by Department for Classroom Instruction at the University of Sarajevo is four years in duration and includes some professional practice³⁵. Oral and written exams are taken along with assessed pedagogical practice lasting two semesters.

By contrast the European Training Foundation 2010 report suggested that not all programmes include teaching practice. The report included feedback on ITT from various stakeholders: one school manager stated, “There are many insufficient and unclear issues in curriculum and education programmes. The focus is on the quantity, not the quality of content in the preparation of future teachers. The content is mainly theoretical, while practical preparation is avoided...when they graduate, most of them have never been in any education institution except the one where they attended pedagogical practice classes limited to the mere taking of notes on pedagogical practices”³⁶. As such, some courses are completely theoretical.

Indicator 2: Training Programme Content

Score assigned: 1

As observed above, there is great variety between institutions in ITT programme content and requirements. The Department for Classroom Instruction at the Faculty of Education of the University of Sarajevo gives, “special importance to teaching practice”³⁷ to ensure a compatibility of the proposed curriculum to the general requirements of classroom teaching.

The Department covers professional pedagogical practice, a professional and methodical pedagogic practice and specific tuition in methodologies for teaching specific subjects. Their aim is to produce teachers who observe, direct and guide students, as opposed to following the traditional teaching practices (i.e. rote learning) that used to prevail³⁸.

The pre-service teaching degrees taken at university level cover pedagogy and the methodology of teaching, although it is evident that the methods taught are likely to be teacher-centred and emphasise rote learning and while some institutions’ programmes may meet the minimum threshold, this is not the case for all, with some providing only limited coverage of the core professional studies found in English ITT programmes.

³⁵ University of Sarajevo (n.d.).

³⁶ European Training Foundation (2010b).

³⁷ University of Sarajevo (n.d.).

³⁸ Ibid.

Indicator 3: Subject and Curriculum Preparation

Score assigned: 2

At present, primary school teachers are training in faculties of teacher education within universities while those training to teach in secondary schools attend other faculties specialising in the students' chosen subject discipline. Evidently, trainee teachers are trained to teach according to their own subject and level but close connections between the requirements of the national curriculum and teacher training programmes are not apparent.

b) Requirements and Core Components of any Practical Placements

Indicator 4: Time Spent in Schools or Appropriate Settings

Score assigned: 0

It should be noted that there is no central requirement for teaching practice. The lack of a centralised body determining the requirements for teacher training presents potential hindrances to uniformity in training. Although practice may be included within certain programmes (such as the course provided through the Department for Classroom Instruction at the University of Sarajevo) it is not the case for all ITT programmes at this time.

Indicator 5: Age Ranges Addressed by Training

Score assigned: 2

Pupils enter primary education at age six and commence secondary education in the tenth grade. Individual subject instruction is between grade seven and 12 (ages 12 to 17). Within their programmes, trainee teachers are prepared either to instruct primary level or to instruct an individual subject across grades seven to 12 which corresponds broadly to two consecutive age ranges in England.

Indicator 6: Range of Settings

Score assigned: 0

Practice is not a compulsory component of ITT on a national level although studies undertaken by organisations such as the European Training Foundation indicate that provision of practical training is increasing. Where a placement is included, it is typically held in one setting.

Indicator 7: Level and Type of Teaching Practice

Score assigned: 0

There is no formal requirement to undertake a practical placement to either observe or practise teaching in schools.

c) Pedagogical approach

Indicator 8: Similarity of Pedagogical Principles Underpinning Training

Score assigned: 0

The UNICEF *Child-Friendly Schools Project* was initiated in 2002 with the aim of shifting teaching practices towards more student-centred learning resulting in new training for in-service teachers. The impact of this on ITT as a whole is not evident however and a recent report indicated that “Whole class teaching and rote learning continue to be the dominant style in schools”³⁹.

Indicator 9: Classroom Control

Score assigned: 0

Although some ITT courses, such as those available at the University of Sarajevo, provide, through their curriculum, opportunities for observing, directing and guiding students, they do not state specific learning outcomes requiring trainee teachers to demonstrate their capability to manage student behaviour. Specific coverage of classroom management techniques is not evident as a minimum standard across all ITT programmes and since practical experience in school is not an enforced, compulsory component of ITT, not all new teachers have had opportunities to develop these skills in a real-life setting prior to qualifying.

Figures for primary and secondary pupil:teacher ratios are not held by UNESCO’s Institute for Statistics. However, at upper secondary level the pupil:teacher ratio is 13:1 in Bosnia and Herzegovina compared with 14:1 in the UK⁴⁰.

d) Expected Skills

Indicator 10: Communication and Relationship Skills

Score assigned: 0

Variation in ITT programme curricula presents challenges when assessing communication skills on a national level and as there is no compulsory practical placement, there is insufficient evidence that, on a national level, the ITT system develops the same range of communication skills as expected of new teachers emerging from the English ITT system.

Indicator 11: Level and Application of English Language

Score assigned: 0

Bosnian, Croatian and Serbian are the main languages in Bosnia and Herzegovina and there is no requirement for English language proficiency for admission to ITT programmes.

³⁹ European Training Foundation (2010b).

⁴⁰ Based on 2008 data from the UNESCO Institute for Statistics.

e) Quality Assurance and Monitoring Processes

Although some instructions are developed by the Federal Ministry of Education and Science, the setting of standards regarding teacher competence is decentralised with no state-level body responsible for teacher development. Reports indicate that “at the moment, teacher training is not standardised”⁴¹. This indicates that quality assurance processes for ITT are not currently satisfactory.

⁴¹ Pitkanen, K. (2008).

Brazil

Summary of Scores

The following table summarises the scoring awarded to Brazil on the basis of its comparability to the English ITT system:

Table 8: Summary scoring table for Brazil

Indicator	Score (Minimum Threshold For Equivalence: 2)
Similarity and Suitability of the ITT Programmes	
Modes of Learning and Assessment	2
Training Programme Content	1
Subject and Curriculum Preparation	2
Requirements and Core Components of any Practical Placements	
Time Spent in Schools or Appropriate Settings	1
Age Ranges Addressed by Training	0
Range of Settings	1
Level and Type of Teaching Practice	2
Pedagogical Approach	
Similarity of Pedagogical Principles Underpinning Training	1
Classroom Control	2
Expected Skills	
Communication and Relationship Skills	1
Level and Application of English Language	0
Quality Assurance and Monitoring	Satisfactory
Number of Thresholds Passed (max 11):	4
Average Score (standard deviation 0.61):	1.18
Total Score (max 52):	13

Country Profile

School System

State-funded education in Brazil is now compulsory for nine years between the ages of six and 14, following Brazil's *Law No. 11.274 of 2006* which lowered the compulsory school age from seven to six. This is known as 'basic education' and culminates with the award of the Certificate of Completion of Basic Education (*Certificado de Conclusão de Ensino Fundamental*)⁴². Upper secondary education, is three years in duration for students for students aged 15 to 17 and leads to the award of the Certificate of Secondary Education (*Certificado de Ensino Medio*)⁴³.

Educational Oversight

The Brazilian education system, from school level up to higher education level and ITT, is largely decentralised.

The Secretariat of Higher Education of the Ministry of Education is responsible for the planning, guiding and implementation of higher education policies and the National Education Plan. Responsibilities of the National Council of Education, established in 1996 as a division within the Ministry of Education, include creation of curricular guidelines for undergraduate courses although considerable variations in undergraduate (ITT) programmes still exist.

Minimum Requirements to Teach

An upper secondary level award is considered the minimum qualification for teaching at pre-primary or early basic (ages six/seven⁴⁴ to 10) in Brazil and, as such, does not form part of the analysis. Teaching at all other levels is a graduate profession and there are currently no alternative routes to professional certification.

Students enrolling in undergraduate studies in Brazil may either undertake an undergraduate degree (*Bacharel*) or an undergraduate degree with teaching (*Licenciado*) in their chosen subject. The first focuses purely on the chosen subject while the second, undergraduate degree with teaching, comprises a number of modules in pedagogical theory and a practical teaching placement. As prescribed by the National Education Guidelines and Framework Law of 1996, an undergraduate degree with teaching is the minimum requirement to teach the higher years of basic education or all years of upper secondary. It is considered comparable to British Bachelor degree standard and is examined in the analysis.

Admission is based on the Certificate of Secondary Education which is considered comparable to GCSE (grades A* - C) standard where subjects have been passed with a grade five or above. Specific subjects are not required at this level for admission to ITT but both public and private universities require students to undertake an entrance examination for undergraduate admission. The examination covers a wide range of subjects including the home language, Portuguese, but the subjects are weighted differently depending on which subject the student wishes to study at university.

⁴² Known as the *Certificado de Conclusão de Primeiro Grau* until 1999.

⁴³ Previously known as the *Certificado de Conclusão de Segundo Grau*.

⁴⁴ Primary education was traditionally eight years in duration with students starting age seven. Legislation in 2006 extended the primary education cycle to nine years, with students to start school at age six. This was implemented in 2009/10.

Approach to SEN

Responsibility for SEN provision lies with the Ministry of Education and state or municipal departments. Guidance for organising educational services were prepared in the mid-1990s and circulated to schools although a significant proportion of SEN provision in Brazil is through private schools. Strategies to further develop teachers to accommodate SEN in mainstream schooling are to be developed but SEN training is typically conducted outside of general ITT provision, through an undergraduate degree in special education (*Licenciatura em Educação Especial*) provided by various universities in Brazil.

Professional Conduct

There are guidelines for teachers established by law although these do not cover the themes of Part Two of the *Teachers' Standards* in England. It is worth noting that corporal punishment in schools is not expressly prohibited in Brazil.

The *National Education Guidelines and Framework Law* of 1996 includes mandatory competencies for teachers in public schools. Professional ethics is also a compulsory part of ITT programmes although specific programme content is determined at institution level.

Summary of Analysis

A number of difficulties arose when evaluating ITT in Brazil, primarily stemming from the decentralised nature of the Brazilian education system.

The *National Curricular Guidelines for Teacher Training in Primary and Secondary Education* were drafted in 2002. These guidelines focus on teachers' personal, social and professional attributes and abilities and specify that practice must form an integral part of the ITT programme. Despite the existence of national level policies such as this, responsibility for provision is devolved, largely resting with regional and municipal authorities and, as such, significant variation still exists across states. The new National Examination for Entry to the Teaching Profession (*exame nacional de ingresso na carreira docente*), although voluntary, has the potential to address this to some extent. Although the Ministry of Education cannot enforce curricula changes in ITT programmes, institutions will nevertheless need to ensure their graduates are trained sufficiently to be able to pass the exam.

Based on the minimum standards observed, the ITT system of Brazil met four of the 11 minimum thresholds and achieved an average indicator score of 1.18 with the main difference being in training programme content. The focus of an undergraduate degree with teaching can vary considerably with some having limited pedagogical theory and skills content in comparison to ITT programmes in England.

Analysis

Routes for Analysis:

- Undergraduate degree with teaching (*Licenciado*) in any subject (for upper basic and secondary school teachers).

a) Similarity and Suitability of the ITT Programmes

Indicator 1: Modes of Learning and Assessment

Score assigned: 2

Although practice is a compulsory component of all ITT programmes, an analysis of programmes offered showed that for many institutions the focus is on theory both in terms of subject knowledge and pedagogical studies. The *National Curriculum Guidelines* approved by the National Council for Education in 2006 specifies minimum theoretical and practical learning hours for the award of a degree with an approximate ratio of 7:1 in favour of theory over practice and simulated practice/activities. It should be noted though that not all of this theory is related to professional teacher training: depending on the awarding institution this time is divided differently between pedagogical training and subject-specialisation modules.

Assessment methods vary but largely involve written examination and discursive essays.

It should also be noted that the qualifying process for teachers in Brazil is two-fold. After completing an ITT programme, individuals must take a state examination (*Concurso Publico*) to become a qualified teacher. The content of this examination is however determined at state level and varies considerably across states. The National Examination for Entry to the Teaching Profession for new trainee teachers was implemented in 2011. The exam is set at a national level and tests students' knowledge of pedagogy but is voluntary, currently geared towards those training to teach pre-school and lower primary level only.

Indicator 2: Training Programme Content

Score assigned: 1

Some undergraduate teaching degrees include practice and modules on specialised and general didactics but greater focus is typically placed on developing the student's subject knowledge in their chosen specialisation such as mathematics, science or languages.

Degree courses, to a greater or lesser extent, generally cover foundation theory in psychology and sociology, historical overviews of teaching, pedagogical theory, teaching structure, educational management, curriculum policies, evaluation and school management.

Despite guidelines for curriculum being in place, there is still a great amount of variation in the *focus* of programmes. Some have professional teacher training as the key aim of the degree. In others, specific teacher training constitutes only a minor part with the main focus placed on building subject knowledge in the student's chosen subject specialisation. Often even where a greater focus is placed on education, the content relates more to education studies/educational history rather than developing professional teaching knowledge or competencies.

Indicator 3: Subject and Curriculum Preparation

Score assigned: 2

All ITT degrees have a subject specialisation though any subject-specific admission requirements are set at an institutional rather than national level.

Specific subject methodology is included in some programmes but there is, in many degrees, a focus on gaining subject knowledge which dominates over specific training in how to deliver that subject.

b) Requirements and Core Components of any Practical Placements

Indicator 4: Time Spent in Schools or Appropriate Settings

Score assigned: 1

Practical placements must, by law, be at least 300 hours in duration. This broadly corresponds to 12 weeks which falls below the prescribed minimum threshold of 18 weeks required within the English ITT system.

Indicator 5: Age Ranges Addressed by Training

Score assigned: 0

Those with an undergraduate degree with teaching, are qualified to teach their specialist subject up to secondary level (until age 17) although the training itself is not age-range specific.

Indicator 6: Range of Settings

Score assigned: 1

Although teaching practice forms a compulsory component of ITT in Brazil, there is no formal requirement to practise teaching in more than one setting.

Indicator 7: Level and Type of Teaching Practice

Score assigned: 2

Minimum practice hours are specified within national guidelines as are general requirements that the placement include observation, lesson planning and delivery of full lessons. There is no specification as to how these are assigned in terms of time spent on observation, full teaching and other activities though.

c) Pedagogical Approach

Indicator 8: Similarity of Pedagogical Principles Underpinning Training

Score assigned: 1

Although some student-centred strategies are taught, the use of teaching strategies which are predominantly teacher- rather than student-centred are still observable in Brazil. Furthermore, ITT curricula, as a norm, do not facilitate development of flexible strategies though individual programmes may address this area more.

Indicator 9: Classroom Control

Score assigned: 2

Elements of classroom management are included within ITT curricula although the depth of coverage varies from institution to institution. Opportunities to develop techniques in behavioural management are offered by the practical placement where trainee teachers are required to deliver some full lessons. Whether or not this competency is specifically examined in the observed assessments is unclear.

Classes in Brazil are slightly larger than in the UK with a primary school pupil:teacher ratio of 23:1 in Brazil against 18:1 in the UK, and a secondary school pupil:teacher ratio of 17:1 versus 14:1⁴⁵.

d) Expected Skills

Indicator 10: Communication and Relationship Skills

Score assigned: 1

Communication skills are neither explicitly defined within national guidelines nor evident as standard across the ITT programmes examined. The practical placement provides trainee teachers with some opportunities to develop these skills although there is no other evidence available to support assessment against skills expected of English-trained teachers.

Indicator 11: Level and Application of English Language

Score assigned: 0

Portuguese is the official language of Brazil and the medium of instruction. Although a foreign language is generally studied by school students, primary and secondary school curriculum is determined at state rather than national level. The language studied may be determined by the state, the school or the individual student. English is not widely spoken and no English language requirements are in place for admission to ITT programmes on a national level.

e) Quality Assurance and Monitoring Processes

The quality assurance processes can be considered satisfactory despite regional and institutional variations in ITT content as university degrees, including those offered in ITT, are nationally regulated. The monitoring of teacher education takes place predominantly at state level although a national exam has now been implemented on a voluntary basis.

⁴⁵ Based on 2008 data from the UNESCO Institute for Statistics.

Brunei Darussalam

Summary of Scores

The following table summarises the scoring awarded to Brunei Darussalam on the basis of its proximity to the English ITT system:

Table 9: Summary scoring table for Brunei Darussalam

Indicator	Score (Minimum Threshold For Equivalence: 2)
Similarity and Suitability of the ITT Programmes	
Modes of Learning and Assessment	3
Training Programme Content	3
Subject and Curriculum Preparation	3
Requirements and Core Components of any Practical Placements	
Time Spent in Schools or Appropriate Settings	0
Age Ranges Addressed by Training	2
Range of Settings	1
Level and Type of Teaching Practice	2
Pedagogical Approach	
Similarity of Pedagogical Principles Underpinning Training	3
Classroom Control	2
Expected Skills	
Communication and Relationship Skills	3
Level and Application of English Language	3
Quality Assurance and Monitoring	Satisfactory
Number of Thresholds Passed (max 11):	9
Average Score (standard deviation 0.61):	2.27
Total Score (max 52):	25

Country Profile

School System

Education in Brunei Darussalam is provided by the state and compulsory between the ages of six and 15. The school system comprises six years of primary education (ages six to 11) and five years of secondary (ages 12 to 16). On completion of compulsory education students are awarded the GCE O or N Level. Students may then choose to undertake sixth form or pre-university education for a further two years leading to the GCE A level.

Educational Oversight

Responsibility for overseeing educational at all levels lies with the Ministry of Education. The Ministry of Education continually reviews the education system to ensure quality is maintained. In order to provide a suitable framework to assess the quality of current standards, the Ministry has developed a set of ten-year strategic objectives.

Minimum Requirements to Teach

In order to teach in Brunei Darussalam, teachers must be qualified at postgraduate level. Previously, the University of Brunei Darussalam (UBD), founded in 1985, provided courses through the Sultan Hassanal Bolkhiah Institute of Education (SHBIE), a faculty of the university offering initial as well as in-service teacher training programmes. The faculty provided a total of 25 pre- and in-service education programmes offered at certificate, diploma, first degree and postgraduate certificate levels as well as Master's degrees and Doctorates.

In 2009, the SHBIE was transformed into a graduate school. Now, in order to qualify as a teacher, students have to complete a Master of Teaching (MTeach) or a Graduate Diploma in Education.

Admission to these programmes requires a Bachelor degree and for those looking to teach at secondary level, the Bachelor degree must be in a subject relevant to their chosen ITT specialisation. In Brunei Darussalam, A level qualifications are required for entry onto Bachelor degree level programmes. O levels are generally taken in mathematics and science, although there is no national requirement for teachers to hold O levels in these subjects.

Approach to SEN

In 1994 the Special Education Unit was established, its maxim is to ensure that all children are provided with appropriate education within an inclusive system. "All children are entitled to an education that addresses their individual learning needs to enable them to realise their potential"⁴⁶. Although there may be a growing awareness of the importance of SEN, the UBD website makes no reference to its inclusion as part of ITT programmes.

Professional Conduct

There is no standalone document which acts as a professional standard for teachers in Brunei Darussalam against which Part Two of the *Teachers' Standards* in England can be compared. It should be noted that the use of corporal punishment in schools is not, at this time, prohibited.

⁴⁶ Ministry of Education [Brunei Darussalam] (n.d.).

Summary of Analysis

The ITT system of Brunei Darussalam demonstrated many similarities to the English ITT system, achieving an average indicator score of 2.27 and meeting nine of the 11 minimum thresholds. The system scored consistently well across all scoring categories except for the requirements of the practical placement where the duration and range of settings for practice did not correspond to those requirements in force in England.

Analysis

Routes for Analysis:

- Master of Teaching (for primary or secondary school teachers, as noted in the specialisation); and
- Graduate Diploma in Education (for primary or secondary school teachers, as noted in the specialisation).

a) Similarity and Suitability of the ITT Programmes

Indicator 1: Modes of Learning and Assessment

Score assigned: 3

Both programmes combine pedagogical theory with practice. The MTeach programme assesses its trainee teachers through observed practical training, continued contribution to seminars and extended essays related to the seminar topics.

The Graduate Diploma in Education is similar to the MTeach although it is more practice oriented and, as such, offers a marginally narrower range of theoretical modules: students study four modules each term as opposed to five and the final project is practice based rather than a research exercise. Each term students cover two practice based modules and two theory based modules.

Indicator 2: Training Programme Content

Score assigned: 3

The programmes provide good coverage of core professional subjects of pedagogy found in English ITT programmes. From selected course guidebooks, the trainee teachers engaged with the MTeach or the Graduate Diploma are expected, on completion of their course, to be able to:

- determine students' learning needs in terms of prior knowledge and language for learning;
- establish learning goals based on relevant curriculum statements, policies and materials;
- plan for and support students in relation to their individual learning needs; and
- establish and communicate learning goals and assessment criteria.

It is important to note that the Graduate Diploma and the MTeach programmes focus upon educational studies and do not cover general subjects.

Indicator 3: Subject and Curriculum Preparation

Score assigned: 3

Trainee teachers undertake a subject specialisation relevant to the level at which they intend to teach. Trainee teachers studying the primary stream cover science education for primary schools. Training for the secondary stream provides pedagogy and content knowledge relevant to secondary level education.

It is evident from the core assessment criteria and learning outcomes of the ITT programmes' professional practice placement that, on completion, trainee teachers must be able to plan lessons with learning objectives which address relevant national school curriculum.

Similarly trainee teachers undertaking the Graduate Diploma are assessed according to their ability to prepare suitable learning activities that are linked to subject curriculum appropriate to the level they intend to teach.

b) Requirements and Core Components of any Practical Placements

Indicator 4: Time Spent in Schools or Appropriate Settings

Score assigned: 0

Trainee teachers are in school for a total of 35 working days (seven weeks) comprising two days per week for 10 weeks and a three-week block placement for the MTeach. This equates to seven full weeks in total. There is a longer overall placement of approximately 14 weeks for the Graduate Diploma.

Indicator 5: Age Ranges Addressed by Training

Score assigned: 2

Trainees can specialise in early childhood education, primary education and secondary education. These programmes specifically prepare trainees to teach the age ranges at that level: ages six to 11 (primary level) or ages 12 to 16 (secondary level), broadly corresponding to two consecutive age ranges in England.

Indicator 6: Range of Settings

Score assigned: 1

During the course of their study, trainee teachers are assigned to one school for teaching practice. Though they are required to attend other schools, they are not expected to teach, but to observe other trainees practising.

Indicator 7: Level and Type of Teaching Practice

Score assigned: 2

Initially, trainee teachers attend their assigned school for two days per week across a ten-week period: seven weeks between January and February, a two week period in March and one week in April, giving a total of 20 days (four weeks in total) spent in school. During this time, trainee teachers are given opportunities to observe lessons delivered by their assigned school mentor and also observe a range of classes outside their specific learning area. Trainee teachers have opportunities to work with individual and small groups of students, as well as co-teaching with school mentors.

Within the subsequent three-week block placement, trainee teachers are expected to take a more active role in planning and delivering full lessons and reflect on their own performance as a result of mentor feedback and their own self-evaluation though it is unclear whether the whole three weeks focusses on delivery of full lessons.

The trainee teachers must also prepare a portfolio which contains their observations, teaching plans, lesson preparation, evaluation and reflections. Records of lessons and resource files must be submitted where required as part of the professional practice assessment.

There is marginally more time spent on placement during the Graduate Diploma but the assessment objectives are similar to the Master's degree.

c) Pedagogical Approach

Indicator 8: Similarity of Pedagogical Principles Underpinning Training

Score assigned: 3

It is a core assessment criterion of both the MTeach and the Graduate Diploma that trainee teachers are able to develop students' higher order thinking and problem-solving skills. Furthermore, school pupils are assessed using a variety of methods including extended essays in arts related subjects indicating that they are expected to develop and demonstrate independent thinking and higher order thinking skills in examinations.

Indicator 9: Classroom Control

Score assigned: 2

Although trainee teachers are required to foster an atmosphere of mutual respect in the classroom, as noted in the MTeach guidebook, specific coverage of behavioural management techniques is not articulated within the programme curricula. However, some opportunities to develop these skills are offered by the practical placement in which trainees must be assessed whilst delivering full lessons.

Class sizes are generally smaller in Brunei Darussalam with a pupil:teacher ratio of 13:1 at primary level and 11:1 at secondary level. The ratios in the UK were recorded at 18:1 and 14:1 respectively⁴⁷.

d) Expected Skills

Indicator 10: Communication and Relationship Skills

Score assigned: 3

Communication is a key part of the theoretical study within ITT programmes. In the practical placement, trainee teachers begin to develop a relationship with their pupils whilst on placement as they plan for and support students in relation to their individual learning needs. To supplement this, teachers need to continually establish and communicate learning goals and assessment criteria. Following any assessment they are required to communicate with students about their progress whilst respecting them as individuals with sensitivity to their social needs and interaction with others.

Allied to this development of communication skills is the requirement indicated in the MTeach guidebook to "reflect critically on professional practice" and "contribute to the effective functioning of professional teams" which helps trainee teachers to become accustomed to providing constructive feedback to pupils, parents and other staff.

⁴⁷ Based on 2008 data from the UNESCO Institute for Statistics.

Indicator 11: Level and Application of English Language

Score assigned: 3

English is a widely spoken language of Brunei Darussalam and a policy of bilingual tuition has been in place since 1984. The policy enables children in Brunei Darussalam to acquire both Malay (the national language) as well as a level of proficiency in English. From primary level education students have certain classes delivered in Malay and certain classes delivered in English. Religious education, art and crafts, civics, physical education and history are taught in Malay, whereas mathematics, geography and science are taught in English.

The MTeach and Graduate Diploma are taught in English and, as such, in order to be considered eligible for admission to the MTeach, there is a requirement of evidence of English proficiency to IELTS score 6.0 or that their preceding Bachelor degree has been taught in English.

e) Quality Assurance and Monitoring Processes

The UBD, of which the SHBIE is a department, has strategies in place to achieve quality education by ensuring that the curriculum is benchmarked against international standards. Accreditation and external quality assurance, considered to be satisfactory, are conducted by the Secretariat of Brunei Darussalam National Accreditation Council which is responsible for the external monitoring of institutions and the accreditation of programmes.

Chile

Summary of Scores

The following table summarises the scoring awarded to Chile on the basis of its comparability to the English ITT system:

Table 10: Summary scoring table for Chile

Indicator	Score (Minimum Threshold For Equivalence: 2)
Similarity and Suitability of the ITT Programmes	
Modes of Learning and Assessment	3
Training Programme Content	3
Subject and Curriculum Preparation	3
Requirements and Core Components of any Practical Placements	
Time Spent in Schools or Appropriate Settings	0
Age Ranges Addressed by Training	1
Range of Settings	1
Level and Type of Teaching Practice	2
Pedagogical Approach	
Similarity of Pedagogical Principles Underpinning Training	2
Classroom Control	2
Expected Skills	
Communication and Relationship Skills	3
Level and Application of English Language	0
Quality Assurance and Monitoring	Satisfactory
Number of Thresholds Passed (max 11):	7
Average Score (standard deviation 0.61):	1.82
Total Score (max 52):	20

Country Profile

School System

The Chilean state-funded school system is eight years of basic education for students aged six to 13, two years of lower secondary education (ages 14 to 15) and two years of upper secondary education (ages 16 to 17). The full 12 years of schooling have been compulsory since the 2004/5 academic year. Upon completion of compulsory schooling, students undertake the Upper Secondary School Leaving Certificate (*Licencia de Educación Media*).

Educational Oversight

Responsibility for education policy at all levels lies with the Ministry of Education. At higher education level, though, institutions are autonomous and institutional accreditation is voluntary.

There are currently over 60 institutions offering teacher education in Chile, of which the majority are private universities. There were not, until recently, specific national requirements for initial teacher education but standards for ITT in Basic Education in a number of subject areas were developed in 2009 and 2010. Standards for secondary education and special education are envisaged for completion in 2013.

Also in place is the *Good Teaching Framework* which is intended primarily as a tool to measure performance of in-service teachers, categorising them as “unsatisfactory”, “basic”, “competent” or “outstanding”, but with the additional potential to inform ITT and CPD programme development.

Minimum Requirements to Teach

There are a number of routes into teaching in Chile with the minimum and most popular being through an undergraduate degree in education. Upon completion of a suitable training programme, it is possible to register with the College of Teachers (a professional body for teachers in Chile) and hold qualified status.

Admission to undergraduate ITT programmes is based on the Upper Secondary School Leaving Certificate. This is considered comparable to GCSE (grades A* - C) standard for subjects passed with grades of four to seven although no specific subjects are required on a national level for ITT admission. For certain universities students may also need to sit an entrance examination. The examination, introduced in 2003, tests students in language and communication, mathematics and two further subjects although this is not taken by all students applying for ITT programmes.

For those who hold a degree in another discipline, a second degree course of one to two years' duration is required with secondary school teaching rights awarded upon successful completion of the programme. This programme assumes subject preparation through the individual's preceding Bachelor degree

There are also two other possible routes into the teaching profession. The first is a special route degree course that people with prior teaching experience can enter providing the head teacher of the schools accredits this experience. Confirmation as to the academic status of these teachers upon completion has not been obtained so it is unclear whether those qualified through this route would all meet the Bachelor degree requirement. Consequently, this route is not examined within the analysis.

People without a professional degree can enter the teaching as “authorised” rather than “licenced” or “qualified” teachers. This is only possible where schools cannot fill vacancies with qualified teachers and since permission is renewable on an annual basis, the status of “authorised teacher” has also been omitted from further analysis.

As such, the two routes considered within the analysis are the undergraduate degree in education and the special route degree leading to licenced/qualified status.

Approach to SEN

SEN students have traditionally been taught in specialist schools although there are ongoing efforts to integrate students into mainstream schools wherever possible.

SEN training is typically conducted through separate specialised ITT programmes rather than within general ITT provision, although certain universities may offer individual, introductory modules. Programmes are often further specialised to address a particular need that is indicated within the degree title. Trainees may take a degree in special education specialising in (*Licenciatura en Educación Diferencial Especialidad*):

- learning difficulties (*problemas del aprendizaje*);
- language and communication problems (*problemas de audición y lenguaje*);
- vision impairment (*problemas de la vision*); and
- developmental difficulties (*retardo mental*).

The degrees typically combine education and special education theory with applied classes in specialised teaching methodologies and professional practice placements in the second semester of each year and both semesters in the fifth year of study.

Professional Conduct

In terms of professional conduct, the College of Teachers developed a code of ethics for the teaching profession that, though substantially longer and broader than Part 2 of the *Teachers’ Standards* in England, covers the same general themes. *The Teacher’s Act* sets out the professional requirements, duties and rights for all education professionals within primary and secondary level schools. The use of corporal punishment is legal in Chilean schools.

Summary of Analysis

The *Programme to Strengthen the Initial Training of Teachers* was a collaborative initiative between a number of Chilean universities aimed at improving the quality of ITT provision. As part of the programme, a set of standards for ITT in participating universities were developed. These standards specify the criteria for ITT under four broad categories:

- preparation for teaching;
- creation of an effective learning environment;
- teaching for student learning; and
- teacher professionalism.

These standards have informed the analysis of Chilean ITT programmes below however it should be acknowledged that the programme standards were intended as guidance for ITT providers and are not compulsory elements for ITT programmes. Considerable variation exists among institutions and programmes and, as such, a number of programmes have also been examined in order to provide a balanced assessment of the guidance with the actual programme content and design in practice.

The Chilean ITT system met seven of the 11 minimum thresholds, of which some achieved a score of 3 out of 5, exceeding the minimum threshold. Chile scored particularly well on the qualitative indicators including training programme content but did not meet all of the minimum thresholds due to variation in practical placement duration, the absence of a two-setting requirement for practice, differences in the age ranges addressed by training and the limited use of English.

Analysis

Routes for Analysis:

- Bachelor degree in education (for basic or secondary school teachers as noted in the specialisation); and
- 'Second degree' in education (for basic or secondary school teachers as noted in the specialisation).

a) Similarity and Suitability of the ITT Programmes

Indicator 1: Modes of Learning and Assessment

Score assigned: 3

Teaching practice is compulsory although ITT programme analysis revealed a slight bias towards theoretical study in teacher education. This did vary from university to university though. For example, in certain degrees offered by the Universidad Metropolitana de Ciencias de la Educación (UMCE) students undertake regular practice throughout their degrees. Many programmes contain a practical placement in the second semester of each year and a longer placement within the final year. Within the UMCE programmes, trainee teachers' knowledge of pedagogical theory is assessed through written examinations and the production of a thesis while their teaching ability is assessed through observation within their practical placement.

By contrast other programmes examined, including the Bachelor degree in Teaching with chemistry and sciences (*Licenciado en Pedagogía en Química y Ciencias*) offered by Universidad de Playa Ancha, comprise practice only in the final year and appear to devote more time to theory although observed practice is integral to programme assessment.

Indicator 2: Training Programme Content

Score assigned: 3

Institutions are autonomous and therefore, as mentioned above, curriculum content can vary from institution to institution. Common to all degrees in education though are the following components:

- general modules such as social sciences, philosophy and the education system;
- specialised modules specific to the age range and subject specialisation (if applicable) the trainee intends to teach;
- teaching practice; and
- professional training.

The proportion assigned to each of these is determined by the programme provider.

Professional training involves modules such as promoting group and independent learning, and lesson planning and adaptation accounting for different variables and abilities and evaluation of learning. Good coverage of the core professional subjects, such as teaching strategies and lesson planning found in English ITT programmes, can be observed across the various ITT programmes. However, while some courses do provide coverage of informal assessment techniques and group work facilitation, this is not necessarily covered by all.

Indicator 3: Subject and Curriculum Preparation

Score assigned: 3

Subject-specific entrance requirements, relevant to the individual's chosen specialisation, are in place for many ITT programmes though these are set by the individual university.

Those training to teach at primary level have a broad general subject knowledge with many programmes examined showing teaching methodology and preparation for sciences, mathematics and languages although these are not always covered in great depth. Those undertaking training for secondary school level teaching generally have a specialised subject or subjects.

Those who have completed ITT programmes sit a range of tests aimed at assessing disciplinary knowledge and pedagogical skills. These were formally introduced in 2010/11. ICT skills tests were introduced in 2011 for graduates of degrees in Basic Education.

b) Requirements and Core Components of any Practical Placements

Indicator 4: Time Spent in Schools or Appropriate Settings

Score assigned: 0

According to the Ministry of Education, professional practice typically accounts for 18 to 20% of ITT programme content though the length of the placement can vary considerably. The Universidad de Playa Ancha requires students to undertake a total of 450 hours of professional practice (approximately 18 weeks). The length of placement has been reported to vary from over 1100 hours (approximately 44 weeks) to as little as 180 hours (approximately seven weeks)⁴⁸ meaning that although it is likely that the majority of trainee teachers have undertaken placements to meet the minimum threshold for practical placement duration in England, this does not necessarily apply to all.

Indicator 5: Age Ranges Addressed by Training

Score assigned: 1

Distinct teaching qualifications are available for teachers at the different levels. Those training for basic education level train to teach students aged six to 13. Those training for secondary education level train to teach ages 14 to 17.

According to the 2003 regulation on the teaching profession, it is also possible for qualified secondary school teachers to teach at basic education level. Though training is age-range specific, the age range for secondary education teachers does not correspond to two consecutive age ranges in England.

Indicator 6: Range of Settings

Score assigned: 1

Although teaching practice is a compulsory component of the ITT system in Chile, there is no requirement to undertake practice in more than one setting.

⁴⁸ UNESCO (2010d).

Indicator 7: Level and Type of Teaching Practice

Score assigned: 2

The practical component of ITT has developed over recent years placing emphasis not only on the university, but also on the host school to determine the range and level of responsibilities placed on trainees during their placements.

All trainee teachers are required to deliver full lessons when on placement though detailed information on specific requirements for the practical placement and the proportion of time allocated to observation and delivery is not widely available. It is not clear then, as a national standard, how many lessons are observed and assessed as this is largely left to the discretion of the school and individual faculty.

c) Pedagogical approach

Indicator 8: Similarity of Pedagogical Principles Underpinning Training

Score assigned: 2

Both the standards for teacher performance for ITT and the Good Teaching Framework in place for evaluating qualified, practising teachers place emphasis on the teacher's ability to deliver flexible, student-centred learning, encouraging students to think broadly and independently.

Indicator 9: Classroom Control

Score assigned: 2

Programmes do comprise elements of classroom control though this is addressed less than the other core professional skills discussed for Indicator 2. The practical placements provide students with some opportunities to apply the theory they have learned during their course within a real-life setting.

Class sizes in Chile are larger than in the UK with a pupil:teacher ratio of 25:1 at primary level and 23:1 at secondary level, compared with the UK ratios at 18:1 and 14:1 respectively⁴⁹.

d) Expected skills

Indicator 10: Communication and Relationship Skills

Score assigned: 3

Good, effective communication with pupils, parents and colleagues is expected within the government's Good Teaching Framework. The development of communication skills is integral to ITT programmes examined, though it is not addressed in consistent depth across the various institutions and programmes. The practical placement, requiring trainee teachers to deliver at least some full lessons, offers some opportunities to develop these skills.

⁴⁹ Based on 2008 data from the UNESCO Institute for Statistics.

Indicator 11: Level and Application of English Language

Score assigned: 0

Spanish is the official language in Chile. The Ministry of Education has defined levels of English necessary for students and teachers of English but no specific English language requirements are in place for admission to general ITT programmes.

e) Quality Assurance and Monitoring Processes

Quality assurance processes are considered satisfactory since, in accordance with Chile's *Law No, 20,129 Assurance for Quality Education (2006)*, mandatory accreditation of teacher education is in place to ensure degrees meet prescribed minimum standards. The website of the National Commission of Accreditation hosts a database of approved qualifications.

China

Summary of Scores

The following table summarises the scoring awarded to China on the basis of its comparability to the English ITT system:

Table 11: Summary scoring table for China

Indicator	Score (Minimum Threshold For Equivalence: 2)
Similarity and Suitability of the ITT Programmes	
Modes of Learning and Assessment	0
Training Programme Content	0
Subject and Curriculum Preparation	2
Requirements and Core Components of any Practical Placements	
Time Spent in Schools or Appropriate Settings	0
Age Ranges Addressed by Training	1
Range of Settings	0
Level and Type of Teaching Practice	0
Pedagogical Approach	
Similarity of Pedagogical Principles Underpinning Training	1
Classroom Control	0
Expected Skills	
Communication and Relationship Skills	0
Level and Application of English Language	1
Quality Assurance and Monitoring	Satisfactory
Number of Thresholds Passed (max 11):	1
Average Score (standard deviation 0.61):	0.45
Total Score (max 52):	5

Country Profile

School System

The school system in China, after pre-primary education, follows a 6+3+3 or 5+4+3 pattern depending on the province, beginning with five or six years of primary school (beginning aged six). Students then undertake three or four years' lower secondary school, with the starting age depending on the province. Completion of lower secondary school leads to the Compulsory Education Certificate/Lower Secondary School Graduation Certificate (义务教育证书 / 初中毕业证书). The first nine years are compulsory and state-funded.

Following compulsory education, students may then choose to undertake a further three years' of schooling (15/16 to 18/19) at upper secondary school level leading to the Senior Secondary School Graduation Certificate (高中毕业证书).

Educational Oversight

Education at all levels in China is closely regulated by the Ministry of Education of China.

At the Bachelor degree level, programmes of study are defined and controlled by the Ministry of Education, through a set curriculum and content specification for each of the specialities, including teacher education programmes. Universities are, however, permitted to tailor their individual programmes and to offer elective modules which may not strictly be relevant to that discipline.

The Department of Teacher Education within the Ministry of Education holds overall responsibility for:

- defining national minimum standards for teacher registration and overseeing their implementation;
- formulating national teacher training programme standards; and
- conducting ongoing reviews of professional standards and curricula.

The *Teacher's Registration Regulation* came into effect in 1995. It states that all teachers within all levels of educational institutions must obtain a teaching licence (教师资格证). Licences are granted by local education offices.

Minimum Requirements to Teach

The Chinese teacher education system offers a variety of teaching awards at different levels and in line with other rapid developments in the Chinese education system, the routes into teaching have evolved over recent years.

A higher education diploma (大专/专科) fulfils the minimum requirements to teach at primary and junior secondary school levels, although this requirement was only introduced in 2010.

Senior secondary school teachers are required to hold a Bachelor degree (学士学位) in teaching, which is considered comparable to British Bachelor degree standard.

Admission to the degree is based on the National University Entrance Examination (高考) for which students are examined in Chinese, mathematics and a foreign language plus additional subjects in humanities or science. The examination is of a comparable standard to the GCE Advanced levels studied in England. To sit the examination, students must hold the Senior Secondary School Graduation Examination. Although the overall level is comparable to the GCE Advanced Subsidiary (AS) level in England, individual subjects passed with 60% and above can be considered at least comparable to GCSE (grades A*-C) standard. Chinese language, mathematics, chemistry, biology and physics are national compulsory subjects within the examination and students need to pass these in order to proceed to higher education.

Upon completion of the ITT programme, graduates of teacher training colleges and normal (teacher) universities are generally granted a teaching licence provided that all examinations within the programme have been passed and a Grade II has been obtained in the Chinese Mandarin Test.

Graduates of non-teaching degrees have to sit licensing exams, based on centrally-devised content outlined and organised by provincial education authorities. A Grade II in the Chinese Mandarin Test is also a compulsory requirement.

The analysis focuses on the two routes to qualify as a senior secondary level teacher: a Bachelor of Education or a licensing examination.

Approach to SEN

The 1986 Compulsory Education Act states that all children, regardless of their abilities, have the right to receive nine years of free education. Students with SEN can either be educated within a mainstream or special education school.

Most qualified teachers have received little or no training on SEN although short, in-service training is now available in some areas. SEN is not typically included within Bachelor of Education degrees though some institutions do offer elective modules. Undergraduate teacher training programmes specifically targeting SEN are now provided by an increasing number of universities and colleges.

Professional Conduct

The annually updated *Standards for Occupational Ethics in Teaching of the Chinese Teachers' Law*, passed in 1993, outline a moral code of conduct for teachers. Specific Ethics Standards for Primary and Secondary School Teachers were published in 2008.

The concise nature of Part Two of the *Teachers' Standards* in England is not as evident within the Chinese standards although specific areas of conflict were not identified. The use of corporal punishment is explicitly prohibited in schools though a number of reports have suggested students may nevertheless be subjected to physical punishment whether "contact" or "non-contact", which is reported to involve punitive physical exercise and painful positions⁵⁰.

⁵⁰ Jing-qj, C et al.(2006).

Summary of Analysis

Due to the centralised nature of the higher education system, variation from university to university exists but to a much lesser extent than in other countries examined within this study. The challenge encountered when assessing the Chinese ITT system for secondary school teachers was in accounting for differences in requirements between the two routes: Bachelor degree in Education or a professional licensing examination. Although the licensing examination tests pedagogical knowledge, the system is actually markedly different to the ITT system in England as there is no mandatory study and practice involved beyond the individual's Bachelor degree.

Considered in isolation, the Bachelor degree in Education scores notably higher in terms of similarity to English ITT programmes however the scoring outlined below is based on consideration of both teaching and non-teaching degree routes in order to provide an accurate picture of the minimum standards of training.

Consequently the Chinese ITT system met only one of the 11 thresholds providing a maximum indicator score of 2 and an average score of 0.45.

Analysis

Routes for Analysis:

- Bachelor of Education (for senior secondary school teachers); and
- Licensing exam for teachers (for senior secondary school teachers).

a) Similarity and Suitability of the ITT Programmes

Indicator 1: Modes of Learning and Assessment

Score assigned: 0

The Bachelor of Education is generally a four-year undergraduate programme taught within Normal Universities or teacher colleges with degree-awarding powers, sometimes also offered within other regular institutions. Programmes combine both theory and practice, including a compulsory placement in schools though a relatively low proportion of the degree is allocated to professional knowledge and application.

The licensing process for holders of a non-teaching degree involves a paper-based test and an interview rather than any pedagogical practice.

Indicator 2: Training Programme Content

Score assigned: 0

All Bachelor degrees in China contain some common general subjects such as physical education and political science-related courses. The vast majority of Bachelor of Education courses also include a subject specialisation, such as mathematics, chemistry and Chinese language. Educational Psychology is a national compulsory subject for all Bachelor of Education programmes.

ITT degrees place greater focus on building subject knowledge than particular professional and pedagogical skills. For example, within East China Normal University, one of the top teacher training institutions, professional and pedagogical subjects make up 18.8% of the total credits, whilst general knowledge subjects and subject-specific modules consist of 35.6% and 45.6% respectively. Similarly examination of a degree transcript for a Bachelor of Education in English Education awarded by Huaiyin Normal University in 2010 revealed that only 10.9% of the course was devoted to professional subjects.

There is no specific training content attached to the licensing examination route. Although candidates evidently need to prepare for the examination, the absence of specific training content prevents analysis against the core professional studies content of English ITT.

Indicator 3: Subject and Curriculum Preparation

Score assigned: 2

The Bachelor of Education includes, as discussed above, a subject specialisation which is typically indicated in the qualification title, for example Bachelor of Education in English or Bachelor of Education in Biology although subject-specific admission requirements are not in place for every course. Those qualified directly via the licensing examination route are required to hold a Bachelor degree in the subject they intend to teach, thereby ensuring that all teachers have higher education level knowledge of their specialist subject.

Specific subject teaching methodology is not taught extensively within the Bachelor of Education and not at all for the direct licensing examination.

b) Requirements and Core Components of any Practical Placements

Indicator 4: Time Spent in Schools or Appropriate Settings

Score assigned: 0

The length of time spent in schools as part of the Bachelor of Education programmes varies according to the university or college providing the training. Although teaching practice is mandatory, it can be as little as four weeks in duration and no more than 20 weeks. No practice is required via the licensing examination route.

Indicator 5: Age Ranges Addressed by Training

Score assigned: 1

The structure, content and requirements of teacher training vary between those training to teach at primary, lower secondary or upper secondary levels. The age range the individual has trained or been assessed to teach is reflected on their licence, for example:

- primary schools teacher licence;
- junior secondary school teacher licence; and
- senior secondary school teacher licence.

Bachelor of Education graduates normally take teaching posts at secondary schools, following practical placements usually covering the secondary age ranges of junior secondary (ages 12 to 14) or senior secondary (ages 15 to 17) and there are different licensing examinations to determine suitability to teach different age ranges. As such, training/assessment is age range specific but the age ranges do not correspond to two consecutive age ranges in England.

Indicator 6: Range of Settings

Score assigned: 0

There is no specific requirement relating to the number of settings for teacher practice. Trainee teachers within the Bachelor of Education normally complete one practical placement in one secondary school while no practice is undertaken by those qualified directly through the licensing exam route.

Indicator 7: Level and Type of Teaching Practice

Score assigned: 0

Trainee teachers in China are expected to observe and teach full lessons with their own teaching plans. In some provinces, trainee teachers are expected, under close supervision, to take the post of a fully qualified teacher during their practical placement. This is especially true in the rural areas. In comparison, those qualified through the licensing examination route are not required to undertake practical training prior to the award of their teaching licence.

c) Pedagogical Approach

Indicator 8: Similarity of Pedagogical Principles Underpinning Training

Score assigned: 1

In the past decade, there has been an emphasis on students' personal development and capacity building. To adapt to these changes, training programme curricula ensures trainees learn different teaching styles and are able to apply these in response to group and individual learning needs as applicable although it is not evident that this is reflected within the licensing examination.

Indicator 9: Classroom Control

Score assigned: 0

Training programmes do not normally comprise specific content on behavioural management techniques, although a review of student transcripts revealed that a few universities/colleges do offer it as an optional module. Opportunities to develop classroom control techniques are provided within the practical placement for Bachelor of Education students but those who qualify directly via the licensing examination route will not undertake this practice.

Class sizes in China and the UK are similar with a primary school pupil:teacher ratio of 18:1 in both countries and 16:1 in China and 14:1 in the UK at secondary school level⁵¹.

d) Expected Skills

Indicator 10: Communication and Relationship Skills

Score assigned: 0

Graduate teachers are expected to be able to communicate with students, parents and other stakeholders effectively, regarding student progress and performance and offer constructive recommendations for development. Specific coverage of communication skills is not addressed by all ITT routes and there is no compulsory practice for the licensing route to ensure assessment of these skills. As such, there is insufficient basis to confirm, on a national level, that communication skills correspond to those expected of new teachers in England.

Indicator 11: Level and Application of English Language

Score assigned: 1

Mandarin is the official language in China and the medium of instruction at all levels of education. English is often, but not always, the foreign language examined in the National University Entrance Examination so there are no national requirements relating to English for admission to the Bachelor of Education, nor are such requirements in place for those wishing to sit the licensing examination.

English is a compulsory subject for all undergraduate students, irrespective of their chosen degree, however this is usually studied as a minor unit in the first two years of the programme.

⁵¹ Based on 2008 data from the UNESCO Institute for Statistics.

e) Quality Assurance and Monitoring Processes

The quality assurance and monitoring processes in China are deemed to be satisfactory. Responsibility for accreditation lies with the Ministry of Education, which organises routine inspection and evaluation exercises. Meanwhile, local education authorities are responsible for issuing teacher licences and ensuring that individuals meet the prescribed requirements.

Colombia

Summary of Scores

The following table summarises the scoring awarded to Colombia on the basis of its comparability to the English ITT system:

Table 12: Summary scoring table for Colombia

Indicator	Score (Minimum Threshold For Equivalence: 2)
Similarity and Suitability of the ITT Programmes	
Modes of Learning and Assessment	2
Training Programme Content	2
Subject and Curriculum Preparation	3
Requirements and Core Components of any Practical Placements	
Time Spent in Schools or Appropriate Settings	0
Age Ranges Addressed by Training	0
Range of Settings	1
Level and Type of Teaching Practice	2
Pedagogical Approach	
Similarity of Pedagogical Principles Underpinning Training	2
Classroom Control	2
Expected Skills	
Communication and Relationship Skills	2
Level and Application of English Language	0
Quality Assurance and Monitoring	Satisfactory
Number of Thresholds Passed (max 11):	7
Average Score (standard deviation 0.61):	1.45
Total Score (max 52):	16

Country Profile

School System

The Colombian compulsory school system is five years of state-funded primary education (ages six to 10) and four years of basic or lower secondary education (ages 11 to 14). Students may choose then to enter academic upper secondary school or specialised vocational schools. On completion of these two years, students gain either the Academic Baccalaureate (*Bachiller Académico*) or the Technical Baccalaureate (*Bachiller Técnico*).

Educational Oversight

Overarching responsibility for all levels of education lies with the Ministry of National Education and its subsidiary agencies. ITT is provided within post-secondary institutions and universities.

In order to teach within a public institution in Colombia, it is necessary to be placed in the 'teacher's ranking', known as *escalafón docente*. This is divided into levels based on performance, experience and CPD and informs salaries.

Minimum Requirements to Teach

Training for primary school teachers has, since 1994, been conducted within higher non-university education institutions specialising in teacher training. Here, students study a six-year programme at secondary level or two years at post-secondary level to qualify as a pre-school or primary school teacher. This route falls below British Bachelor degree standard and is not considered within the analysis.

To teach at secondary school level a minimum of an undergraduate degree (*Licenciado*) in education is required however holders of this degree are in fact able to teach at any level in Colombia. Admission is based on the Academic Baccalaureate (comparable to GCSE grades A* – C standard), the state higher education entry examination and sometimes a test of 'pedagogical potential' set by the individual institutions. Subject-specific admission requirements, where in place, are set at institutional rather than national level.

It is also possible to teach with an undergraduate degree plus one year of teacher training. These programmes are provided by universities, technological schools and university institutions with the Universidad Pedagógica Nacional and the Universidad Pedagógica y Tecnológica de Colombia. There are nearly 600 of these programmes in operation currently.

Approach to SEN

Rather than being integral to general ITT programmes, SEN training typically involves a separate qualification such as the undergraduate degree in education specialising in special education (*Licenciado en Educación con Énfasis en la Educación Especial*) that includes specialised pedagogy together with option modules addressing different educational needs.

Professional Conduct

A professional code of conduct for teachers is in place with no notable areas of conflict with Part Two of the *Teachers' Standards* in England, although it should be noted that corporal punishment is not expressly prohibited in schools within the 1994 Education Act or other identified legislation.

Summary of Analysis

Higher education institutions in Colombia are wholly autonomous and without prescriptive national standards, variation in ITT programme content and structure has presented some challenges for the analysis and scoring of the Colombian ITT system. The minimum national guidelines in place ensured that the system met the minimum thresholds for the similarity and suitability of ITT programmes but overall the Colombian system met seven of the 11 indicators. It did not meet the requirements for English and specific aspects of the practical placement due to institutional variation. With a maximum indicator score of 3 and an average score of 1.45, it is clear that important differences exist across various aspects of ITT when considered in the context of English ITT provision.

Analysis

Routes for Analysis:

- Undergraduate degree in education (for secondary school teachers); and
- Postgraduate training programme (for secondary school teachers).

a) Similarity and Suitability of the ITT Programmes

Indicator 1: Modes of Learning and Assessment

Score assigned: 2

ITT programmes comprise theoretical and practical studies although greater emphasis is typically placed on the former both within the programme and its assessment. Completion of a practical placement is mandatory within ITT programmes and performance on placement is evaluated through assessed observations.

Indicator 2: Training Programme Content

Score assigned: 2

All ITT programmes must contain general pedagogical training, subject-specific pedagogical training, scientific and research training and training related to social obligations, ethics and moral values associated with the teaching profession.

Programmes should include units related to basics of pedagogy and teaching, history of education and pedagogy, general psychology, teaching strategies, curriculum studies, evaluation and assessment, educational psychology and educational policy.

Qualification analysis revealed that while some courses provide only minimum coverage of the professional studies found within English ITT programmes, some courses are more in-depth and, if considered in isolation, would achieve a higher score for this indicator.

Indicator 3: Subject and Curriculum Preparation

Score assigned: 3

The title of the qualification awarded typically indicates the subject specialisation such as mathematics. Subject-specific admission requirements are determined at faculty rather than national level but subject methodology is included in all programmes.

For example, the Universidad Pedagógica Nacional's degree in Mathematics for Teaching aims for the construction of theoretical and practical knowledge related to mathematics, the cognition of learners and the specific methodologies of teaching mathematics and the mathematics curriculum. The programme also provides personal and group experiences to develop the ability to describe, analyse and solve problems concerning the professional practice of a mathematics educator⁵².

⁵² Universidad Pedagógica Nacional (2011).

b) Requirements and Core Components of any Practical Placements

Indicator 4: Time Spent in Schools or Appropriate Settings

Score assigned: 0

Practical training is a compulsory element of all ITT programmes but can vary in length depending on the programme. Some programmes include practice in every year of the programme for the second year onwards while others include it only in the final two years. The proportion of time within these years is determined by the individual institution and it could not be confirmed that all placements total 50 days/10 weeks or more.

Indicator 5: Age Ranges Addressed by Training

Score assigned: 0

Theoretically, an undergraduate degree in education entitles the holder to teach at any level of education and, as such, can be generic in nature although many of the programs are designed specifically to train upper secondary school teachers (ages 15 to 17) which does not correspond to two consecutive age ranges in England.

Indicator 6: Range of Settings

Score assigned: 1

Although practice is a compulsory component of ITT programmes, there is no standard requirement to practise in multiple settings.

Indicator 7: Level and Type of Teaching Practice

Score assigned: 2

Trainees are required to deliver full lessons while on placement although the proportion of time divided between lesson delivery, planning and observation can vary between programmes.

c) Pedagogical Approach

Indicator 8: Similarity of Pedagogical Principles Underpinning Training

Score assigned: 2

A diverse range of teaching styles have been observed within classrooms in Colombia. These are often teacher-centred, with a focus on memorisation over development of independent thinking skills.

Teaching strategies found within ITT curricula are relatively student-centred though, and teachers qualifying through current ITT programmes have sufficient knowledge of flexible teaching strategies. The extent to which this is practised on placement however, is unclear.

Indicator 9: Classroom Control

Score assigned: 2

Classroom control is not explicitly covered within all programmes. For example, the degree in psychology and pedagogy (*Licenciatura Psicología y Pedagogía*) offered at the Universidad Pedagógica Nacional has a module dedicated to behavioural problems amongst students. However the same institution's degree in mathematics [teaching] (*Licenciatura de Matemáticas*) does not provide a specific module to address behaviour and classroom control.

Compulsory practical placement(s) offer trainee teachers with the opportunity to observe strategies used by in-service teachers and to implement their own techniques during full lesson delivery.

Class sizes in Colombia are typically larger at secondary level than in the UK with a pupil:teacher ratio of 26:1 in Colombia and 14:1 in the UK⁵³.

d) Expected Skills

Indicator 10: Communication and Relationship Skills

Score assigned: 2

Oral and written communication studies form an integral part of ITT programme curricula within the early semesters although the depth and breadth of content can vary. The compulsory practical placement, during which trainees are required to deliver some full lessons, offers some opportunities to develop these skills although specific assessment criteria in this regard is not available for review.

Indicator 11: Level and Application of English Language

Score assigned: 0

Spanish is the official language and medium of instruction at all levels in Colombia. English is not widely spoken and specific English language proficiency requirements are not in place for ITT admission.

e) Quality Assurance and Monitoring Processes

The current system of higher education accreditation in Colombia was established in accordance with Law 30 of 1992 with the creation of the National Council for Accreditation. The primary objective of the system is to assure the quality of tertiary education offered by institutions in Colombia, pronouncing a shift in focus from controlling institutions to supporting institutional autonomy.

In 1994 a system of accreditation was introduced, requiring all institutions offering teacher education programmes, both at post-secondary and higher education level to register their programmes and ensure their programme curricula was in accordance with minimum national guidelines set centrally. This system was replaced in 2003 by the Higher Education Programmes' Register and can be considered satisfactory.

⁵³ Based on 2008 data from the UNESCO Institute for Statistics.

Costa Rica

Summary of Scores

The following table summarises the scoring awarded to Costa Rica on the basis of its comparability to the English ITT system:

Table 13: Summary scoring table for Costa Rica

Indicator	Score (Minimum Threshold For Equivalence: 2)
Similarity and Suitability of the ITT Programmes	
Modes of Learning and Assessment	2
Training Programme Content	1
Subject and Curriculum Preparation	2
Requirements and Core Components of any Practical Placements	
Time Spent in Schools or Appropriate Settings	1
Age Ranges Addressed by Training	2
Range of Settings	1
Level and Type of Teaching Practice	1
Pedagogical Approach	
Similarity of Pedagogical Principles Underpinning Training	1
Classroom Control	1
Expected Skills	
Communication and Relationship Skills	1
Level and Application of English Language	0
Quality Assurance and Monitoring	Satisfactory
Number of Thresholds Passed (max 11):	3
Average Score (standard deviation 0.61):	1.18
Total Score (max 52):	13

Country Profile

School System

State-funded, compulsory education in Costa Rica is nine years in duration comprising six years of primary education (ages seven to 12) and three years of lower secondary education (ages 13 to 15) leading to the award of the Certificate of Completion of General Basic Education Studies (*Certificado Conclusión de Estudios de Educación General Básica*). Students may then opt to undertake general academic, technical or art-oriented upper secondary education. The academic stream lasts for two years and leads to the Certificate of Secondary Education (*Título de Bachiller en la Enseñanza Media*).

Educational Oversight

The formal education system of Costa Rica is controlled by the Higher Education Council which is chaired by the Ministry of Public Education.

The Ministry of Public Education classifies teachers in the following way:

- qualified teachers (*profesores titulados*) – teachers holding a recognised qualification/professional title in education;
- authorised teachers (*profesores autorizados*) – teachers who hold non-teaching qualifications; and
- aspiring teachers (*profesores aspirantes*) – unqualified teachers employed to address shortages.

Minimum Requirements to Teach

ITT in Costa Rica takes place at higher education level and can be provided by both public and private institutions.

A short-cycle higher education diploma in teaching (*profesorado*) is the minimum qualification route available for those wishing to teach at primary education level. This falls below British Bachelor degree standard and, as such, has been omitted from the analysis.

Those who undertake a four year university degree (*bachillerato universitario*) or a five to seven year undergraduate degree (*licenciado*), both of which meet the Bachelor degree requirement in England, are permitted to teach at secondary level.

Admission is based on the Certificate of Secondary Education. This is considered comparable to GCSE (grades A* - C) standard where grades of 65% or above have been obtained. Students who enter higher education in Costa Rica have to complete an entrance exam although this, along with any subject-specific admission requirements, is set at institutional level.

Approach to SEN

Equal opportunities for SEN students are assured by *Law No 7600 (1996)* and inclusive education is overseen centrally. Special education training courses are largely offered by private universities although the University of Costa Rica does offer a specialised Bachelor degree in Education Sciences in Special Education and students are able to specialise in areas such as learning difficulties and communication disorders.

Professional Conduct

The duties of teachers in public schools are defined by law which, though not as concise as Part Two of the *Teachers' Standards* in England, displays no notable areas of conflict, though the aims of secondary education include the development of pupils in accordance with Christian principles and values. Corporal punishment is prohibited in schools under Costa Rica's Family Code.

Summary of Analysis

Although ITT programme information was available, specific information on the practical placement requirements was not and this presented challenges when comparing the placement model against that found in England. The scores presented reflect the limited information available.

The Costa Rican ITT system achieved a score of 1 out of 5 for most of the indicators and a maximum indicator score of 2, often due to variation or limitations in data sourced. The system met three of the 11 minimum thresholds.

Analysis

Routes for Analysis:

- Undergraduate degree (*Bachillerato* or *Licenciado*) in teaching (for secondary school teachers).

a) Similarity and Suitability of the ITT Programmes

Indicator 1: Modes of Learning and Assessment

Score assigned: 2

The theory:practice ratio of ITT programmes can vary from institution to institution but is often weighted in favour of theoretical study with the pedagogical modules, where studied, largely related to education theory although programmes do contain a compulsory practical placement. As discussed below within Indicator 2 however, the proportion of time assigned to pedagogical study is relatively minor within all courses examined.

Indicator 2: Training Programme Content

Score assigned: 1

A review of a range of programmes examined found that coverage of pedagogy and professional studies varied considerably from course to course even within the same institution. Some degrees had at most two or three modules relating to general pedagogy which, given the small amount of time dedicated to their study, are unlikely to be in sufficient depth to cover the core professional skills found in English ITT programmes. For example, the four year degree in teaching English (*Bachillerato en la Enseñanza del Ingles*) builds on subject knowledge, covering communication, linguistics and literature with very little observable content relating to pedagogy while the longer degree (*Licenciado*) covers general pedagogy and didactics, curricula design, ethics and theories of learning.

Across all programmes examined, the teacher training elements of degrees were not sufficient in terms of breadth or depth of content to cover the minimum training content found in English ITT programmes.

Indicator 3: Subject and Curriculum Preparation

Score assigned: 2

Training programmes to teach at secondary level are entirely differentiated by subject. This might include science, music, mathematics, English, psychology and philosophy although subject-specific entry requirements, where in place, are set at programme level.

Subject methodology is taught in some ITT programmes. For example, the Bachelor in Teaching French at Secondary Level awarded by the University of Costa Rica dedicates the majority of its units to developing the trainee teacher's French ability, fundamental points of didactics and then a series of units which address specific methodologies for teaching French. Other programmes provide less coverage of subject-specific teaching strategies.

b) Requirements and Core Components of any Practical Placements

Indicator 4: Time Spent In Schools or Appropriate Settings

Score assigned: 1

According to the 2010 World Data on Education report, the time spent in schools can vary from four months to one year⁵⁴ though the programmes examined indicate that, at best, it is closer to the former. Some individual programmes may require longer placements but this score is based on the minimum placement duration indicated: 16 weeks.

Indicator 5: Age Ranges Addressed by Training

Score assigned: 2

The education system is divided into general education comprising primary education (ages seven to 12) and lower secondary (ages 13 to 15), plus two years of upper secondary (ages 16 to 17) although students may also undertake three years of technical secondary education post-lower secondary (ages 16 to 18). Programmes for secondary school teachers cover lower and upper secondary age ranges and do have some training specific to these ages ranges such as 'learning and development of adolescents' found within courses at the University of Costa Rica and the age ranges addressed by training broadly correspond to age ranges in England.

Indicator 6: Range of Settings

Score assigned: 1

Although teaching practice is a compulsory component of ITT in Costa Rica, there is no national or observed requirement to undertake practice in more than one setting.

Indicator 7: Level and Type of Teaching Practice

Score assigned: 1

The level and type of teaching practice varies between courses although curricula observed showed no clear requirements relating to lesson delivery and assessment. As such, it is not possible to ascertain that delivery of full lessons is required by all trainee teachers on placement.

c) Pedagogical Approach

Indicator 8: Similarity of Pedagogical Principles Underpinning Training

Score assigned: 1

It is one of the key aims of secondary education in Costa Rica to develop reflective thinking within students and this aim is reflected to some extent within ITT programmes. From a review of training programme content, however, there is insufficient basis to suggest that trainee teachers develop specific strategies to encourage independent and higher order thinking skills.

⁵⁴ UNESCO (2010f).

Indicator 9: Classroom Control

Score assigned: 1

Classroom control is not explicitly defined within ITT curricula and it is likely that as some programmes contain few modules relevant to teacher training, any coverage would be brief, as part of a more general module on pedagogy. There is a compulsory practical placement which may offer some opportunities to develop these skills. There is no evidence of a requirement for all trainee teachers to deliver full lessons whilst on placement. Consequently, it cannot be confirmed whether, on a national level, teachers possess the skills expected on completion of ITT in England.

d) Expected skills

Indicator 10: Communication and Relationship Skills

Score assigned: 1

Courses cover broad pedagogical knowledge but this is typically a minor component of the course. Any communication and strategies for feedback, if included, are not studied in sufficient depth to compare with standards expected of new teachers in England. While a compulsory practical placement is integral to ITT the extent to which trainee teachers are expected to deliver full lessons, as outlined above, could not be ascertained. There is therefore insufficient basis to compare communication and relationship skills on a national level with those expected in England.

Indicator 11: Level and Application of English Language

Score assigned: 0

Spanish is the official language in Costa Rica and the medium of instruction. English is also spoken although it is not compulsory at upper secondary level and no formal language requirements for ITT admission were observed.

e) Quality Assurance And Monitoring Processes

Quality assurance in Costa Rica may be considered satisfactory. Public universities are under the control of the National Council of Rectors and are autonomous. The private universities are under the control of the National Council of Private University Higher Education.

Within the Ministry of Public Education, there is a department of professional teacher training which coordinates and oversees pre- and in-service training of teachers.

The Ministry of Public Education also maintains records of all educators in Costa Rica, including details of any training, relevant recognition or disciplinary measures taken against the teacher.

Croatia

Summary of Scores

The following table summarises the scoring awarded to Croatia on the basis of its proximity to the English ITT system:

Table 14: Summary scoring table for Croatia

Indicator	Score (Minimum Threshold For Equivalence: 2)
Similarity and Suitability of the ITT Programmes	
Modes of Learning and Assessment	2
Training Programme Content	4
Subject and Curriculum Preparation	2
Requirements and Core Components of any Practical Placements	
Time Spent in Schools or Appropriate Settings	5
Age Ranges Addressed by Training	2
Range of Settings	1
Level and Type of Teaching Practice	2
Pedagogical Approach	
Similarity of Pedagogical Principles Underpinning Training	2
Classroom Control	1
Expected Skills	
Communication and Relationship Skills	2
Level and Application of English Language	0
Quality Assurance and Monitoring	Satisfactory
Number of Thresholds Passed (max 11):	8
Average Score (standard deviation 0.61):	2.09
Total Score (max 52):	23

Country Profile

School System

School education is state-funded. Compulsory basic/primary education covers eight years from age seven to age 14 when students undertake an internal school leaving examination. Secondary education normally lasts for four years and leads to the Certificate of Maturity (*Svjedodžba o Maturi*).

Educational Oversight

The present school system is regulated by laws enacted in 1992. Higher education is regulated by the Higher Education Law of 17 July 1996. Higher education institutions are autonomous in terms of setting their own admission requirements, but still conform to education legislation. Teacher training is provided by recognised universities.

Minimum Requirements to Teach

Teacher training routes are differentiated according to the level at which the individual intends to teach. Whether intending to teach at general primary level (grades one to four) or teach a single subject (grades one to eight) at primary or secondary level, a Master's degree level qualification (*Magistar*) is required.

Teaching is a regulated profession in Croatia. In case of shortages in qualified ITT staff, those who have completed a Bachelor degree (*Baccalaureus/Baccalaurea*) level programme containing 60 ECTS⁵⁵ credits related to pedagogy, psychology and didactics are permitted to teach although they do not hold the same qualified status.

Admission to the Master's degree is based upon successful completion of Bachelor-level studies in a relevant subject. Admission to the preceding Bachelor degree is based on an individual's performance in an entrance examination set at institutional level and the aforementioned Certificate of Maturity. The latter is considered comparable to the overall GCE Advanced level standard and individual subjects passed are considered to meet at least GCSE (grades A* - C) standard. Subject-specific admission requirements are set at institutional rather than national level.

Approach to SEN

There are special curricula for children with developmental difficulties. Throughout the early stages of education, the student is included in mainstream classes and proceeds through the grades with their own individual education plans. Any student with special educational needs is entitled to additional support both in and out of the class. SEN training does not form part of general ITT but instead takes place within the Faculty of Education and Rehabilitation Sciences within recognised universities and SEN instructors are subject specialists.

Professional Conduct

Although there appears to be no set professional standards for teachers similar to a codified list of expected standards for teachers as defined within Part Two of the *Teachers' Standards* in England, no notable areas of conflict were determined within a cultural or professional context and corporal punishment is unlawful in schools.

⁵⁵ European Credit Transfer and Accumulation System (ECTS) credits are being increasingly used across EU member and candidate states to facilitate transparency and mobility in higher education around Europe. One ECTS credit broadly corresponds to 25 – 30 hours of work.

Summary of Analysis

Croatia is due to accede to membership of the European Union in 2013 and it is worth noting that the pre-service teacher training system continues to evolve as other areas of higher education have done in line with the Bologna process⁵⁶. Nevertheless, the scoring is intended to reflect the system of ITT as it exists at the time of writing. The system demonstrates a number of similarities to the English ITT system, passing eight of the 11 minimum thresholds and obtaining a maximum indicator score of 5 and an average score of 2.09. The main differences relate to the level and application of English language, the range of settings and classroom control.

⁵⁶ The purpose of the Bologna Process (or Bologna Accords) is the creation of the European Higher Education Area by making academic degree standards and quality assurance standards more comparable and compatible throughout Europe, in particular under the Lisbon Recognition Convention.

Analysis

Routes for Analysis:

- Master's degree in education (for basic and secondary education teachers as noted in the specialisation).

a) Similarity and Suitability of the ITT Programmes

Indicator 1: Modes of Learning and Assessment

Score assigned: 2

The exact ratio of theory to practice within a Master's degree in education is not available and may vary from programme to programme although all trainee teachers are nevertheless required to undertake a compulsory practical placement and be assessed through observed teaching practice, coursework and written examinations.

Indicator 2: Training Programme Content

Score assigned: 4

Teacher training is relatively comprehensive in its coverage of core professional skills such as lesson planning and knowledge and application of different teaching strategies though behaviour management is covered predominantly through elective modules which are not necessarily taken by all students (see Indicator 9).

According to the teacher education handbook for the undergraduate and graduate programme at the Rijeka University Faculty of Teacher Education, upon completion of the course trainee teachers are expected to:

- discuss, plan and organize the essential elements in creating a quality educational process;
- develop their sensitivity to detect and adequately meet the children's cognitive and socio- emotional needs;
- build capacity for theoretical and methodological foundation of educational practice and specific creative solutions in practice;
- propose, develop and implement strategies of teaching and learning;
- demonstrate knowledge transfer and interference from the didactic to the different situation of the educational process; and
- create examples of research in didactics and development of professional relationships in the work of teachers.

Indicator 3: Subject and Curriculum Preparation

Score assigned: 2

To teach general early primary education, a programme covering a broad range of primary subjects, is studied. Alternatively trainee teachers can prepare as a subject teacher which typically involves an undergraduate university programme in their chosen subject followed by a postgraduate programme in pedagogy. As such, teachers can be considered suitably prepared as generalists for primary education or subject-specialists although subject methodology is not an integral part of ITT on the whole.

b) Requirements and Core Components of any Practical Placements

Indicator 4: Time Spent in Schools or Appropriate Settings

Score assigned: 5

Although trainee teachers must undertake a practical placement within their programme, the exact duration may differ from institution to institution. Graduate teachers, however, must undertake one year of supervised practice in a school in order to become a certified teacher⁵⁷.

Indicator 5: Age Ranges Addressed by Training

Score assigned: 2

Teachers are trained to teach either at basic (ages seven to 14) or secondary level (ages 15 to 18). Basic level teachers can qualify as general teachers (for ages seven to 10) or as single subject specialists (for ages seven to 14). Each route corresponds broadly with two consecutive age ranges in England.

Indicator 6: Range of Settings

Score assigned: 1

Although teaching practice is part of the overall assessment for the course, and required post-graduation in order to become a certified teacher, there is no indication that the trainee teachers are required to undertake teaching practice in more than one school and setting.

Indicator 7: Level and Type of Teaching Practice

Score assigned: 2

It should be acknowledged, that the majority of practice comes during the one year induction that must be completed after the individual's Master's degree in order to become a certified teacher. Although there is no clear stipulation of time proportioned to the various tasks trainee teachers undertake during the course of their placement, the mentored placement requires delivery of full lessons which must be assessed as satisfactory in order for teacher certification to be awarded.

c) Pedagogical Approach

Indicator 8: Similarity of Pedagogical Principles Underpinning Training

Score assigned: 2

Teacher training courses provide new teachers who can:

- distinguish the contemporary strategies of teaching and learning in their educational work with children;
- analyse the strategies of educational activities and cooperative learning; and
- describe and distinguish the different learning styles of children and to explain their existence and appreciation of the educational process.

⁵⁷ UNESCO (2011k).

The programmes ensure new teachers have a flexible approach but although education is becoming increasingly student-centred, there is no direct evidence that ITT programmes prepare teachers to develop such a range of higher order thinking skills within their students as is expected in England.

Indicator 9: Classroom Control

Score assigned: 1

Trainee teachers learn how to manage their classes to some extent through theory and practice. They can also elect to study a particular module on behavioural disorders or emotional intelligence. These modules are designed to increase their knowledge of how to manage students with potentially disruptive learning behaviours or specific learning needs/requirements. However, since in-depth study of behavioural difficulties and strategies to manage them are elective study choices, there is no firm evidence that teachers will have extensive experience or developed strategies, beyond what is prescribed for the minimum threshold, to adequately manage students with challenging behaviour.

d) Expected skills

Indicator 10: Communication and Relationship Skills

Score assigned: 2

Specific coverage of communication skills development is not evident within ITT programme curricula however trainee teachers must deliver full lessons whilst on placement and induction and be assessed as satisfactory in all skills to pass.

Indicator 11: Level and Application of English Language

Score assigned: 0

English is not widely spoken in Croatia. There is no requirement to study and pass English in order to gain admission to an ITT programme and neither is it typically used as a language of instruction in schools or higher education institutions.

e) Quality Assurance And Monitoring Processes

The processes in place for quality assurance and monitoring of ITT in Croatia can be considered satisfactory. Quality assurance of ITT programmes as higher education programmes is undertaken by the National Council for Higher Education while the Education and Teacher Training Agency (ETTA) is the institution responsible for the implementation of educational policies of the Croatian Ministry of Science, Education and Sports.

ETTA performs the following functions:

- education and training of teachers, school counsellors and principals, from pre-school to high-school level;
- certification of trainee teachers;
- teacher assessment for the purposes of their promotion into higher ranks;
- supervision of the teaching process;
- participation in the implementation of national programmes;
- participation in the development and implementation of the national curriculum;
- assessment of educational programmes from pre-school to high-school level, including adult education;
- assessment of general education programmes as part of institutional certification; and
- monitoring of the implementation of the Croatian National Educational Standard (CNES).

In turn the Council for Pedagogical Standard and the Teacher Council for the implementation of the CNES also ensure not only that the educational standards passed by the Ministry of Science, Education and Sports are implemented accordingly but that there is feedback from all relevant stakeholders to the government.

Cuba

Summary of Scores

The following table summarises the scoring awarded to Cuba on the basis of its proximity to the English ITT system:

Table 15: Summary scoring table for Cuba

Indicator	Score (Minimum Threshold For Equivalence: 2)
Similarity and Suitability of the ITT Programmes	
Modes of Learning and Assessment	3
Training Programme Content	2
Subject and Curriculum Preparation	2
Requirements and Core Components of any Practical Placements	
Time Spent in Schools or Appropriate Settings	5
Age Ranges Addressed by Training	1
Range of Settings	1
Level and Type of Teaching Practice	3
Pedagogical Approach	
Similarity of Pedagogical Principles Underpinning Training	2
Classroom Control	2
Expected Skills	
Communication and Relationship Skills	2
Level and Application of English Language	0
Quality Assurance and Monitoring	Satisfactory
Number of Thresholds Passed (max 11):	8
Average Score (standard deviation 0.61):	2.09
Total Score (max 52):	23

Country Profile

School System

State-funded education is compulsory in Cuba between the ages of six and 14. Primary education covers six years of education from the ages of six to 11 while secondary education is split into lower/basic secondary (for students aged 12 to 14) and upper secondary (for students aged 15 to 18). On successful completion of upper secondary school, students are awarded the Upper Secondary School Certificate (*Título de Bachiller*).

Educational Oversight

Overarching responsibility for education is shared between the Ministry of Education and the Ministry of Higher Education. All institutions, including the 16 universities offering teaching degrees at the time of writing, are subject to external monitoring from government ministries.

Minimum Requirements to Teach

Since 1990, teaching at all levels in Cuba has been a graduate profession. ITT is conducted at higher education level, primarily through higher institutes of teacher training (*Institutos Superiores Pedagógicos*) and programmes are typically five years in duration leading to an undergraduate degree in education (*Licenciado en Educación*). There are a number of recognised degrees available in different subject specialisations.

Admission to these courses is based on students' performance in a competitive entrance examination, an interview and the Upper Secondary School Certificate. This meets the required GCSE (grades A* - C) standard for subjects passed with grades of 70% though specific subject requirements are not in place for ITT admission on a national level

Approach to SEN

SEN students are catered for both in separate schools which are specialised according to specific needs of the students or through supplementary classes in mainstream schools. SEN training does not as a rule form part of general ITT but instead is available through specialised ITT programmes leading to the Bachelor of Special Education (*Licenciado en Educación Especial*).

Professional Conduct

Regulations state that those working in educational settings should not ill-treat pupils. Specific references to the use of corporal punishment are not made, nor were relevant documents identified for comparison against Part Two of the *Teachers' Standards* in England.

Summary of Analysis

The Cuban ITT system met eight of the 11 minimum thresholds. With a maximum indicator score of 5 and an average indicator score of 2.09, it can be summarised that with the exception of differing requirements in relation to age ranges addressed by training, the range of settings and the level and application of English language, similarities to the English system exist across many aspects of Cuban ITT.

Analysis

Routes for Analysis:

- Undergraduate degree in education (for primary and secondary school teachers as noted in the specialisation).

a) Similarity and Suitability of the ITT Programmes

Indicator 1: Modes of Learning and Assessment

Score assigned: 3

Practical training accounts for broadly 50% of the ITT programme providing a balance between practice and theory. The methods of assessment include examinations and a written project to assess students' pedagogical knowledge while their ability to apply what they have learned in a practical, real-life setting is tested through observed practice assessments.

Indicator 2: Training Programme Content

Score assigned: 2

Courses are five years in duration. The first year is largely introductory in nature, providing foundation studies in psychology, sociology and pedagogy which are then further developed in the second year of study. They also visit a school to observe existing teachers delivering lessons. Subsequent years focus on subject specialisation, teaching strategies, lesson planning and practice, providing at least minimum coverage of the core professional content of English ITT degrees.

Indicator 3: Subject and Curriculum Preparation

Score assigned: 2

Individuals train to teach at a particular level with the extent of subject specialisation a reflection of that. Primary and lower secondary teachers take 'generalist' courses while those looking to teach at upper secondary level choose between science streams or humanities as a specialisation to ensure that new teachers are able to deliver either a specialist subject or a range of subjects. Technical specialisations are also available for those who wish to teach vocational secondary education. Subject-specific requirements, where in place, are set by the individual provider.

b) Requirements and Core Components of any Practical Placements

Indicator 4: Time Spent in Schools or Appropriate Settings

Score assigned: 5

Trainee teachers spend one day per week within schools for the first two years of the ITT programme. Two block placements, each one month in duration, are held in the third and fourth years. The fifth year is spent almost entirely on placement except for attendance once a week to their institution.

Indicator 5: Age Ranges Addressed by Training

Score assigned: 1

Teachers at primary school level teach between the ages of six and 11. A separate programme is now in place to train to teach at the lower secondary education level, covering ages 12 to 14. Those training as upper secondary school teachers (also referred to as pre-university education) train to teach ages 15 to 18, not quite corresponding to two consecutive age ranges in England.

Indicator 6: Range of Settings

Score assigned: 1

Though teaching practice is a compulsory component of ITT in Cuba, there is no national requirement for placements to take place in more than one school or learning environment.

Indicator 7: Level and Type of Teaching Practice

Score assigned: 3

The initial periods of practice involve analytical observation of in-service teachers. During the final period of practice, held in the fifth year of the programme, trainee teachers are expected to undertake the full responsibilities of a qualified teacher, delivering full lessons and monitoring student progress for the duration of the placement: over a third of the total practice time.

c) Pedagogical Approach

Indicator 8: Similarity of Pedagogical Principles Underpinning Training

Score assigned: 2

Teachers study and are expected to utilise student-centred teaching strategies to promote independent thinking in the classroom. Specific strategies to develop higher order thinking skills, as found in English programmes, may not be covered by all ITT programmes in Cuba.

Indicator 9: Classroom Control

Score assigned: 2

Elements of classroom management feature in some ITT curricula but it is not clear if it is explicitly covered by all. The extended practical placements present opportunities to develop and assess trainee teachers' knowledge of behaviour management strategies.

Class sizes in Cuba are smaller than in the UK, with a pupil:teacher ratio of 10:1 at both primary and secondary level while figures for the UK are recorded as 18:1 and 14:1 respectively⁵⁸.

⁵⁸ Based on 2008 data from the UNESCO Institute for Statistics.

d) Expected Skills

Indicator 10: Communication and Relationship Skills

Score assigned: 2

Specific coverage of communication skills and development of strategies for feedback are not explicit within ITT curricula. The lengthy compulsory practical component of ITT presents opportunities to develop these as trainees have to deliver full, assessed lessons in order to pass.

Indicator 11: Level and Application of English Language

Score assigned: 0

Spanish is the official language in Cuba. English is not an official or widely spoken language and specific English language requirements are not in place for admission to ITT programmes at a national level.

e) Quality Assurance and Monitoring Processes

All institutions offering teaching degrees are under the administration and supervision of the Ministry of Education to ensure continuing compliance with minimum standards and quality although variations in ITT structure and content are observable. In 2005 there were 31 approved specialisations for the undergraduate degree in education⁵⁹. All programmes are subject to individual accreditation under the umbrella of the National Accreditation Committee.

⁵⁹ *Licenciado en Educación Laboral, Licenciado en Educación Musical, Licenciado en Educación Plástica, Licenciado en Educación Especialidad Química, Licenciado en Educación Especialidad Geografía, Licenciado en Educación Especialidad Matemática-Computación, Licenciado en Educación Especialidad Español-Literatura, Licenciado en Educación Especialidad Física-Electrónica, Licenciado en Educación Especialidad Marxismo-Leninismo-Historia, Licenciado en Educación Especialidad Lengua Inglesa, Licenciado en Educación Especialidad Lengua Rusa, Licenciado en Educación Especialidad Biología, Licenciado en Educación Especial, Licenciado en Educación Especialidad Educación Economía, Licenciado en Educación Especialidad Educación Construcción, Licenciado en Educación Primaria, Licenciado en Educación Pre-escolar, Licenciado en Educación Especialidad Mecánica, Licenciado en Educación Especialidad Agropecuaria, Licenciado en Educación Especialidad Eléctrica, Licenciado en Educación Especialidad Informática, Licenciado en Educación Profesor General Integral de Secundaria Básica, Licenciado en Educación Especialidad Psicología-Pedagogía, Licenciado en Educación Especialidad Lenguas Extranjeras, Licenciado en Educación Profesor Integral en Ciencias Exactas, Licenciado en Educación Profesor Integral en Ciencias Naturales, Licenciado en Educación Profesor Integral en Humanidades, Licenciado en Educación Especialidad Mecanización and the Licenciado en Educación Especialidad Instructor de Arte.*

Georgia

Summary of Scores

The following table summarises the scoring awarded to Georgia on the basis of its proximity to the English ITT system:

Table 16: Summary scoring table for Georgia

Indicator	Score (Minimum Threshold For Equivalence: 2)
Similarity and Suitability of the ITT Programmes	
Modes of Learning and Assessment	2
Training Programme Content	1
Subject and Curriculum Preparation	2
Requirements and Core Components of any Practical Placements	
Time Spent in Schools or Appropriate Settings	1
Age Ranges Addressed by Training	2
Range of Settings	1
Level and Type of Teaching Practice	0
Pedagogical Approach	
Similarity of Pedagogical Principles Underpinning Training	0
Classroom Control	1
Expected Skills	
Communication and Relationship Skills	1
Level and Application of English Language	0
Quality Assurance and Monitoring	Satisfactory
Number of Thresholds Passed (max 11):	3
Average Score (standard deviation 0.61):	1.00
Total Score (max 52):	11

Country Profile

School System

The state-funded school education in Georgia comprises the following stages:

- primary education – six years (ages six to 11);
- basic secondary education – three years (ages 12 to 14); and
- upper secondary education – three years (ages 15 to 17).

The six-year secondary education system was introduced in the 2007-2008 academic year with immediate effect and replaced the previous system where students completed school in 11 years.

Upon completion of 12 years of schooling, students undertake the Secondary School Leaving Certificate (სრული ზოგადი განათლების ატესტატი).

Educational Oversight

Education at all levels is overseen by the Ministry of Education and Science. The Law on Education approved by the Parliament of Georgia in 1997 outlines the main principles of the state education policy. The Laws on Higher and General Education adopted in 2004 and 2005 respectively provide further regulations concerning the main stages of the education system.

Minimum Requirements to Teach

To qualify as a primary school teacher, students complete teacher-training courses offered through vocational post-secondary colleges. Although as part of reforms to the education system it is now possible to undertake a degree in primary education, the minimum qualification requirement for primary school teachers at present falls below British Bachelor degree standard and, as such, is not included within the analysis.

Secondary level teachers are trained at undergraduate level through a Bachelor (ბაკალავრის დიპლომი) degree in education. The programme is typically four years in duration and considered comparable to British Bachelor degree standard. Since 2005, admission has been based on the results of the Unified National University Entry Examinations while previously admissions tests were set by individual institutions. The home language, Georgian, is compulsory for those wishing to enter higher education. The examinations are open to holders of the Secondary School Leaving Certificate that is considered comparable to GCSE (grades A*-C) standard for subjects passed. Specific subject requirements for ITT admission are not determined at a national level.

Approach to SEN

The inclusion of children with disabilities is a priority of the current reform being undertaken by the Ministry of Education and Science with the aim of further including students with learning difficulties in mainstream education.

The Ministry also undertook a pilot exercise into supporting inclusive education in Tbilisi. Although this programme was completed at the start of the 2009/2010 academic year, it is understood that its lessons are yet to be incorporated into ITT in Georgia.

Professional Conduct

The National Centre for Teacher Professional Development has developed a *Code of Ethics for Georgia's Teaching Staff* and there are no areas of contention with Part Two of the *Teachers' Standards* in England. Corporal punishment is unlawful in schools under article 19 of the *Law on General Education*.

Summary of Analysis

Higher education institutions in Georgia have a considerable degree of autonomy allowing some variation in ITT programme content, structure and requirements. Detailed information on practical placement requirements was not found which had some implications for scoring relating to these indicators.

Overall the Georgian ITT system met three of the 11 minimum thresholds achieving a maximum indicator score of 2 and an average score of 1, highlighting that significant differences exist across many aspects of Georgian and English ITT.

Analysis

Routes for Analysis:

- Undergraduate degree in education (for secondary school teachers).

a) Similarity and Suitability of the ITT Programmes

Indicator 1: Modes of Learning and Assessment

Score assigned: 2

ITT programmes include a compulsory practical placement and theoretical study. Programmes are typically more theoretical in nature, designed to provide in-depth knowledge of theory in their chosen subject specialisation and to introduce students to independent research skills to prepare them for postgraduate study. Students are assessed through written and oral examinations as well as the Teacher Certification Examination following completion of their degree.

Indicator 2: Training Programme Content

Score assigned: 1

The academic programme includes a number of general subjects such as history, political science, philosophy and physical education. Psychology and pedagogical theory are also studied. Graduates of teacher training programmes are also expected to be aware of strategies for teaching although programme information available is not sufficiently detailed to determine whether the content provides minimum coverage of the core professional subjects found in English ITT programmes.

Indicator 3: Subject and Curriculum Preparation

Score assigned: 2

Trainee teachers are streamed according to their chosen specialisation to ensure they are suitably prepared in a particular subject though it is unclear to what extent programmes include subject methodology. Any subject-specific admission requirements, where in place, are set at institutional/faculty level.

b) Requirements and Core Components of any Practical Placements

Indicator 4: Time Spent in Schools or Appropriate Settings

Score assigned: 1

Depending on their chosen subject specialisation, trainee teachers spend anywhere between 12 and 24 weeks on a teaching placement⁶⁰ meaning that not all ITT programmes meet the minimum duration requirement for practice in England, which is 18 weeks.

⁶⁰ UNESCO (2011).

Indicator 5: Age Ranges Addressed by Training

Score assigned: 2

ITT programme curricula are age range specific. As such, trainee teachers are trained to perform across their chosen level be it at primary school (ages six to 11) or secondary school (ages 12 to 17 comprising lower secondary for students aged 12 to 14 and upper secondary for ages 15 to 17). The secondary school structure broadly corresponds to two consecutive age ranges as required in England.

Indicator 6: Range of Settings

Score assigned: 1

Although teaching practice is a compulsory component of ITT in Georgia, there is no indication that, as a national standard, trainee teachers have to practise in more than one school.

Indicator 7: Level and Type of Teaching Practice

Score assigned: 0

As stated above, in order to pass their course, trainee teachers must undertake a placement lasting three to six months although specific details on the requirements of this placement were unavailable for review.

While an induction period is required in Georgia, it is undertaken following the state qualifying examination so it cannot be considered when scoring for this indicator.

c) Pedagogical Approach

Indicator 8: Similarity of Pedagogical Principles Underpinning Training

Score assigned: 0

Over the last decade the Ministry of Education has endeavoured to introduce a number of legislative provisions, notably the *Law on Education* in 2005 to bring Georgian education more in line with European standards. Curriculum amendments and teaching standards (both general and subject specific) were introduced to encourage more interactive learning and practical application of knowledge. These changes have introduced the concept of student-centred learning within schools but there is no evidence that this has impacted on ITT to date.

Indicator 9: Classroom Control

Score assigned: 1

Classroom management has been highlighted as a priority alongside the implementation of the new school curricula however at present this has only affected in-service professional development training rather than ITT curricula.

Whilst there is a compulsory practical placement, the extent to which trainee teachers must deliver full lessons (providing opportunities to develop classroom control techniques in a real-life setting) is unclear on a national level.

Secondary school class sizes in Georgia are markedly smaller with a pupil:teacher ratio of 8:1 compared with 14:1 in the UK⁶¹.

⁶¹ Based on 2008 data from the UNESCO Institute for Statistics.

d) Expected Skills

Indicator 10: Communication and Relationship Skills

Score assigned: 1

There is no specific curriculum content or learning outcomes related to communication and relationship skills within the ITT course outlines reviewed. Practice in a real-life setting is integral to ITT but there is insufficient evidence, on a national level, that communication skills developed correspond to those expected of new teachers in England.

Indicator 11: Level and Application of English Language

Score assigned: 0

Georgian is the sole official language and, due to the history of the territory, Russian is another commonly spoken language. English is not widely used and no English language requirements are in place for ITT admission.

e) Quality Assurance and Monitoring Processes

Responsibility for the quality assurance of teaching qualifications lies with the National Centre for Educational Quality Enhancement. The Law on General Education requires graduates intending to teach to pass a Teacher Certification Examination to ensure that their standards meet the nationally set teachers' professional standards and, as such, the quality assurance practices are considered satisfactory.

The National Centre for Teacher Professional Development is also engaged in a project to regulate access to teaching and to support newly qualified teachers' professional development.

Hong Kong

Summary of Scores

The following table summarises the scoring awarded to Hong Kong on the basis of its proximity to the English ITT system:

Table 17: Summary scoring table for Hong Kong

Indicator	Score (Minimum Threshold For Equivalence: 2)
Similarity and Suitability of the ITT Programmes	
Modes of Learning and Assessment	4
Training Programme Content	4
Subject and Curriculum Preparation	3
Requirements and Core Components of any Practical Placements	
Time Spent in Schools or Appropriate Settings	1
Age Ranges Addressed by Training	2
Range of Settings	1
Level and Type of Teaching Practice	3
Pedagogical Approach	
Similarity of Pedagogical Principles Underpinning Training	3
Classroom Control	4
Expected Skills	
Communication and Relationship Skills	3
Level and Application of English Language	4
Quality Assurance and Monitoring	Satisfactory
Number of Thresholds Passed (max 11):	9
Average Score (standard deviation 0.61):	2.91
Total Score (max 52):	32

Country Profile

School System

School education in Hong Kong is state-funded. Primary school education in Hong Kong begins at age six and lasts for six years. Secondary education has been undergoing substantial transition over recent years with the implementation of a new academic structure initiated in 2009. Previously students undertook five years of lower secondary education leading to the Hong Kong Certificate of Education Examination (HKCEE), followed by the Hong Kong Advanced Level Examinations (HKALE), awarded after two years of upper secondary school education.

The HKCEE was phased out in 2010 in schools⁶² and the final sitting of the HKALE is due to be held in 2012 for school students and 2013 for private candidates. The school system now comprises six years of general secondary education with students now graduating aged 17 with the Hong Kong Diploma of Secondary Education (HKDSE).

Educational Oversight

Hong Kong exists as a Special Administrative Region of the People's Republic of China, with its own distinct education system and ITT requirements. The Education Bureau is responsible for developing policies and legislation relating to education at all levels and overseeing the effective implementation of these.

Minimum Requirements to Teach

Anyone wishing to teach at primary or secondary level in Hong Kong must register as a teacher under the Education Ordinance. Individuals may apply as "registered" or "permitted" teachers.

To become a registered teacher, individuals must possess one of the following:

- an approved degree plus a teacher's diploma or certificate;
- a degree in education from an approved institution⁶³;
- a degree plus three years of approved experience;
- a teacher's certificate issued by the Hong Kong government;
- a Hong Kong Government Normal School Certificate plus five years' approved experience;
- a Hong Kong Evening Institute's Teacher's Certificate plus five years approved experience;
- a certificate of status as "Qualified Teacher" issued by the Hong Kong Education Department to a teacher who has completed an approved course of training, passed a written and practical test and approved teaching experience;
- any other training deemed equivalent; or
- HKCEE with English or Chinese plus 10 years' experience.

⁶² Private candidates could sit the HKCEE until 2011.

⁶³ Hong Kong Institute of Education, the University of Hong Kong, the Hong Kong Polytechnic University, The Chinese University of Hong Kong, The Hong Kong Baptist University, The City University of Hong Kong, The Hong Kong Academy for Performing Arts, The Hong Kong University of Science and Technology, The Open University of Hong Kong and any Post-Secondary College registered under the Post-Secondary Colleges Ordinance.

Some of the above routes, though acceptable for teacher registration, are not currently offered: all individuals enrolling or undertaking ITT presently are expected to undertake or hold a degree level qualification. Furthermore, the status of 'permitted teacher' is awarded to those without formal teaching qualifications and, as such, has been omitted from further analysis.

The routes examined within the analysis are the Bachelor degree in Education and the Postgraduate Diploma in Education (PGDE) routes as these meet the Bachelor degree requirement expected in England.

The PGDE requires a Bachelor degree for admission. Admission to the Bachelor degree in Education is open to holders of the HKCEE or the HKDSE. Although the latter is higher in terms of overall level, subjects passed in both may be considered to meet the prescribed GCSE requirements in England with the following grades:

- HKCEE where grades of A – E or 3 – 5* have been obtained; or
- HKDSE with subjects at levels 1 and 2. Levels 3 – 5 are considered comparable to GCE Advanced level standards.

Specific admission requirements for undergraduate ITT programmes are set at institutional level however as a minimum, all programmes require passes in Chinese and English language at HKCEE or HKDSE for entry although some request these at level 3 in the HKDSE which is above GCSE (grades A* - C) standard.

Approach to SEN

SEN teaching typically occurs within mainstream schools unless students are classified as having severe SEN in which case students are educated in special schools. Some modules found in general ITT programmes provide an introduction to SEN but in-depth study of SEN is mainly offered through elective courses in ITT. Most SEN training is offered as part of continuing professional development for in-service teachers. The Education Bureau aims for at least 10% of teachers in schools to have received basic SEN training while at least three teachers per school should have undertaken advanced courses in SEN⁶⁴.

Professional Conduct

Professional conduct expected of teachers is defined within the *Code for the Education Profession of Hong Kong*. This covers teachers' commitment to the profession, students, colleagues, employers, parents/guardians and the community. It covers the key themes of Part Two of the *Teachers' Standards* in England with no clear conflicts. The use of corporal punishment in schools is expressly prohibited in Hong Kong.

Professional conduct is also monitored during ITT. For example, the Bachelor of Education offered by the University of Hong Kong requires schools to assess trainee teachers in terms of professional conduct with assessment for teaching practice taking feedback on conduct into consideration.

⁶⁴ Education Bureau (2011).

Summary of Analysis

In order to score the comparability of the ITT system in Hong Kong, particular reference was made to the *Code for the Education Profession of Hong Kong*, as well as a sample of degree and double degree programmes in education from recognised higher education institutions in Hong Kong. Institutions are autonomous and have the authority to design their own programmes and curriculum meaning that some variation exists between courses. The scores below however reflect the minimum standards observed within the programme analysis.

The ITT system of Hong Kong demonstrated considerable similarities with the English system, passing nine of the 11 minimum thresholds. It also achieved an average score of 2.91 and a maximum indicator score of 4, scoring particularly well in indicators relevant to the 'Similarity and Suitability of ITT Programmes', 'Pedagogical Approach' and 'Expected Skills' categories, missing the minimum thresholds for Indicator 4, 'Time Spent in Schools or Appropriate Settings' and Indicator 6, 'Range of Settings' only due to programme and institutional variation.

Analysis

Routes for Analysis:

- Bachelor degree in education (for primary or secondary school teachers as noted in the specialisation); and
- Postgraduate Diploma in education (for primary or secondary school teachers as noted in the specialisation).

a) Similarity and Suitability of the ITT Programmes

Indicator 1: Modes of Learning and Assessment

Score assigned: 4

An analysis of several undergraduate degree programmes showed balance between pedagogical subject theory and application together with compulsory practical placements which serve to ensure students are able to apply the core professional knowledge acquired through lectures and seminars.

Assessment includes observed practice while written examinations, coursework and other assessments test trainee teachers' pedagogical knowledge.

Indicator 2: Training Programme Content

Score assigned: 4

Undergraduate training programmes comprise general subject, specialist subjects, education studies and pedagogical studies. For undergraduate ITT programmes such as the Bachelor of Education offered by the University of Hong Kong, approximately half of the programme content is devoted to the development of pedagogical knowledge and skills. A third of the programme credits are assigned to the student's chosen subject specialisation. Trainee teachers also study language enhancement courses, general core modules such as Society and Culture and elective units.

Programmes showed good coverage of the core professional studies found in English ITT programmes such as psychology of teaching and learning, catering for diverse learning needs, teaching strategies in theory and application, detailed lesson planning and evaluation, behavioural management, assessment techniques and progress monitoring.

Indicator 3: Subject and Curriculum Preparation

Score assigned: 3

Those training to teach at primary school level can choose a general studies option or a specialised subject option, such as mathematics or English language.

Depending on the course there may be specific subject requirements for admission. For example, the Bachelor of Education (Primary) with a major in Mathematics requires specific grades in the HKDSE for admission to the programme. Courses involve specific subject methodology as well as general educational studies.

Those undertaking a PGDE should have completed a degree with substantial coverage of their chosen subject for specialisation.

b) Requirements and Core Components of any Practical Placements

Indicator 4: Time Spent in Schools or Appropriate Settings

Score assigned: 1

All teacher training qualifications in Hong Kong must include a practical component but the structure and duration of the placement varies according to the institution. Typically the first year or first two years of a degree course include observation of experienced teachers in a range of settings although the duration of this is not prescribed nationally. Block teaching practice generally occurs in either the final year or the final two years, equating to 14 to 16 weeks. Some programmes comprise 16 to 20 weeks in duration. Other courses, such as the Bachelor of Education with Honours in English Language Teaching offered by the Open University of Hong Kong, require students to complete a five day school attachment in the first year of study and six weeks of practice in the third and fourth years in local schools. Consequently some individual students may have undertaken placements totalling 18 weeks or more but the country's ITT system as a whole does not meet the minimum duration specified for ITT programmes in England.

Indicator 5: Age Ranges Addressed by Training

Score assigned: 2

ITT programmes are for the most part differentiated according to the age range the individual wishes to teach: primary (ages six to 11) or secondary (ages 12 to 17). Both of these levels broadly correspond to two consecutive age ranges.

The education system of Hong Kong has traditionally borne close resemblance with the English school structure, with national exams held after 11 and 13 years, comparable to GCSE (grades A* - C) standard and the GCE Advanced Level standard respectively. The system has undergone a major transition recently though with the shortening of secondary education so that, since 2009, students graduate at age 17. As outlined in the country profile, the two secondary school qualifications have also been replaced with a single examination, the HKDSE. Nevertheless, ITT programmes still prepare trainees to teach a specific age range that corresponds to at least two consecutive age ranges in England.

Indicator 6: Range of Settings

Score assigned: 1

Although teaching practice is a compulsory component of ITT, national guidelines for the range of settings are not in place. Though the practical component of ITT programmes is divided into several placements over the course of the programme, it is possible for trainee teachers to undertake these in the same setting.

Indicator 7: Level and Type of Teaching Practice

Score assigned: 3

The exact requirements placed on trainee teachers on placement are determined at institutional level and can vary. Viewing a broad sample of undergraduate and postgraduate programmes, it is evident that approximately 40 to 50% of teaching practice is spent delivering full lessons. For example, the Bachelor of Arts in Education with English specialisation offered by Hong Kong Institute of Education assigns a total of 16 weeks to in-school experience. This includes two weeks of observation, six weeks as an 'interactive observer' and eight weeks as a 'classroom teacher', fulfilling the responsibilities expected of a new teacher.

Students are typically observed and receive feedback on performance both in terms of lesson planning, behaviour management, knowledge of subject matter and communication skills. Such observation and feedback is largely designed for developmental purposes only and forms part of formal assessment for many, but not all, ITT programmes.

Assessment can be conducted largely through coursework, with some assessed observation, whereas some courses examined are assessed wholly through observation of trainee teachers' performance in areas such as effective planning, application of suitable teacher strategies to motivate and meet diverse learning needs, classroom management and subject knowledge.

c) Pedagogical Approach

Indicator 8: Similarity of Pedagogical Principles Underpinning Training

Score assigned: 3

Current ITT curricula include a variety of learning methods in response to the *Learning to Learn*⁶⁵ report and, according to the Education Bureau, continue to link well with curricula and structural changes in Hong Kong. The key aim of curricula changes was to move away from knowledge transmission and memorisation and towards a more student-centred approach.

The former secondary examinations were relatively close in nature to GCSEs and A levels undertaken in Britain, requiring students to demonstrate a similar range of higher order thinking skills expected of students at this level in England. The HKDSE, though different in structure to the previous qualifications, displays similarities in terms of the qualification aims and expectations placed on students.

The secondary education curriculum also now includes a liberal studies course which does not have a fixed syllabus but instead includes broad topic areas only. The intention is that students take responsibility for their own learning and develop critical thinking skills.

Indicator 9: Classroom Control

Score assigned: 4

ITT curricula provide specific and fairly in-depth coverage of classroom control and behavioural management techniques. Furthermore, all ITT programmes contain practice in a real-life setting during which, as detailed under Indicator 7, trainee teachers are required to undertake full teaching responsibilities for a considerable proportion of their placement.

The UNESCO Institute for Statistics currently only detail class sizes at primary and lower secondary level so it is not possible to get a full picture of how class sizes compare. The pupil:teacher ratio at primary level in Hong Kong is recorded at 16:1 while the ratio in the UK is 18:1⁶⁶.

⁶⁵ Education Bureau (2002).

⁶⁶ Based on 2009 data from the UNESCO Institute for Statistics.

d) Expected Skills

Indicator 10: Communication and Relationship Skills

Score assigned: 3

Strong communication skills to communicate with colleagues, parents and students are expected learning outcomes of ITT programmes as a result of specific theoretical study of communication techniques. The trainee teacher's ability to apply these techniques is tested through the practical placement where trainees are expected to both observe in-service teachers and deliver full lessons (although the latter accounts for less than 60% of the placement).

Indicator 11: Level and Application of English Language

Score assigned: 4

Both Cantonese and English are official languages in Hong Kong, although the former is more widely used. There are two different syllabi for English language within the HKCEE: syllabus A teaches English as a second language whilst syllabus B teaches English as a first language. Either syllabus is acceptable for general ITT admission.

e) Quality Assurance and Monitoring Processes

Although teacher education institutions are autonomous and are able to develop their own programmes in ITE, the quality assurance processes in place are considered satisfactory. The Education Bureau confirms that the institutions have a good knowledge of school curriculum and central education initiatives and ensure these correspond with their programmes. Furthermore, trainee teachers must apply for 'registered teacher status' from the Education Bureau ensuring regulation of the profession.

Iran

Summary of Scores

The following table summarises the scoring awarded to Iran on the basis of its proximity to the English ITT system:

Table 18: Summary scoring table for Iran

Indicator	Score (Minimum Threshold For Equivalence: 2)
Similarity and Suitability of the ITT Programmes	
Modes of Learning and Assessment	2
Training Programme Content	1
Subject and Curriculum Preparation	2
Requirements and Core Components of any Practical Placements	
Time Spent in Schools or Appropriate Settings	0
Age Ranges Addressed by Training	2
Range of Settings	1
Level and Type of Teaching Practice	0
Pedagogical Approach	
Similarity of Pedagogical Principles Underpinning Training	0
Classroom Control	1
Expected Skills	
Communication and Relationship Skills	1
Level and Application of English Language	0
Quality Assurance and Monitoring	Satisfactory
Number of Thresholds Passed (max 11):	3
Average Score (standard deviation 0.61):	0.91
Total Score (max 52):	10

Country Profile

School System

State-funded education in Iran is compulsory between the ages of six and 14 although students must pass the primary school leaving examination at age 11 to continue. The school system comprises primary education (ages six to 10) and lower secondary, known as the guidance cycle (ages 11 to 14). On completion of lower secondary school, students undertake the Certificate of General Education and if successful may proceed to upper secondary education.

Upper secondary education is four years in duration. This includes three years of secondary education leading to the High School Diploma/Certificate of Completion of Secondary Education (مطس و تتم مرود تال ي صحت ناي اپ هم ان ي هاوگ), and one year of dedicated pre-university education leading to the Pre-University Certificate (ش ي پ ي هاگش ناد).

Educational Oversight

Government ministries oversee education at all levels, including teacher-training programmes provided by teacher training colleges and public or private universities or higher education colleges.

Minimum Requirements to Teach

Teacher training colleges offer two-year Associate degree (ي ن ادراك) courses in primary and lower secondary (guidance) level teaching however these routes fall below British Bachelor degree standard. To train as an upper secondary school teacher (ages 14 to 18), teachers must have completed a four year undergraduate degree (ي س ان ش راک) at an education faculty of a university or at the Teacher Training University which has branches in several cities.

Admission to undergraduate degrees is based on performance in the Iranian High School Diploma, the Pre-University Certificate and a competitive university entrance examination. Although there are no national subject requirements for ITT admission, in order to sit the university entrance examination students must have passed all subjects within the Pre-University Certificate which includes the home language, Persian.

Approach to SEN

The Iranian education system makes provision for children with special educational needs, both within mainstream schools and within separate special needs schools. The Special Education Organisation, attached to the Ministry of Education, has overseen the provision of special education since 1992. The aim of this body is to integrate SEN children into mainstream classes, and where that is not possible into separate classes within mainstream schools. Many Iranian teachers have experience of teaching mixed ability classes and children with special educational needs; however, it must be noted that there is no evidence that SEN is included within teacher training or that there are specific standalone qualifications in the field.

Professional Conduct

There is no codified professional conduct or code of ethics for teachers in Iran to assess against Part Two of the *Teachers' Standards* in England. Classroom culture in Iran may pose more problems of assimilation for Iranian teachers into English as teachers do not have experience of teaching within a mixed gender education.

According to the *Global Initiative to End All Corporal Punishment of Children* although corporal punishment is reportedly prohibited in schools, details of relevant legislation, if in place, are not available.

Summary of Analysis

The Iranian ITT system met three of the 11 indicators, achieving an average score of 0.91 and a maximum indicator score of 2 illustrating that notable differences exist across most aspects of ITT in comparison to the English system. Although practice is compulsory to enter the teaching profession, there was limited information on practical placement requirements meaning that it was not possible to determine whether minimum thresholds were met for a number of indicators.

Analysis

Routes for Analysis:

- Undergraduate degree in education (for upper secondary school teachers).

a) Similarity and suitability of the ITT programmes

Indicator 1: Modes of Learning and Assessment

Score assigned: 2

ITT degree programmes offered through faculties of education within Iranian universities are typically focused on in-depth theoretical study of pedagogy to train educational specialists rather than preparing teachers for the classroom. In order to be employed as a teacher, trainees must complete practical teaching experience.

Indicator 2: Training Programme Content

Score assigned: 1

The four year undergraduate degrees in education include teacher training as the main element of the overall programme. Trainee teachers must pass units in pedagogy and teaching techniques including knowledge of a variety of teaching strategies and lesson planning however course information available is not sufficiently in depth to confirm minimum coverage of the core professional studies found in English ITT programmes.

Indicator 3: Subject and Curriculum Preparation

Score assigned: 2

Students must specialise in one of the approved secondary education curriculum areas which include but are not limited to:

- Persian language and literature;
- mathematics;
- natural sciences;
- religious teaching;
- history;
- geography;
- Arabic language;
- social sciences;
- arts;
- technical and vocational education;
- foreign language (English/French); and
- The Holy Qur'an.

Students are required to sit a particular stream in the Pre-University Certificate relevant to their chosen subject specialisation. As outlined above, teaching strategies are included within ITT curricula but specific subject methodology is not an integral part of all programmes.

b) Requirements and Core Components Of Any Practical Placements

Indicator 4: Time Spent in Schools or Appropriate Settings

Score assigned: 0

Though practice is a compulsory component of ITT, a consistent minimum duration of practice could not be determined from the source material available to enable comparison against practical placement duration in English ITT programmes.

Indicator 5: Age Ranges Addressed by Training

Score assigned: 2

Teacher training is streamed so that trainee teachers are prepared to teach across the age ranges at a particular level. Only upper secondary level teachers require a Bachelor degree level qualification but this range does correspond broadly to two consecutive age ranges in the English system.

Indicator 6: Range of Settings

Score assigned: 1

As outlined above, there is limited information on practical placement requirements and although practice is a compulsory component of ITT programmes, it is not possible to ascertain whether trainees must practise in more than one setting.

Indicator 7: Level and Type of Teaching Practice

Score assigned: 0

Clear and consistent requirements for practice cannot be determined from the available source material and comparison against the requirements of English ITT placements is not therefore possible.

c) Pedagogical Approach

Indicator 8: Similarity of Pedagogical Principles Underpinning Training

Score assigned: 0

Traditionally, teaching strategies employed in Iranian schools have been wholly teacher-centred, relying on lecture-style delivery and knowledge transmission with little student interaction⁶⁷. Reports suggest that greater interaction has been encouraged and more student-centred teaching methods have been introduced in more recent years which have brought the principles more in line with those in England. There is insufficient evidence, however, that these methods are suitably integrated across ITT curricula and practice to correspond to the minimum threshold in England.

⁶⁷ Kafipour, R., Yazdi, M., Soori, A. and Shokrpour, N. (2011).

Indicator 9: Classroom Control

Score assigned: 1

Curricula materials were not sufficiently detailed to determine whether and to what extent classroom control and behaviour management techniques are included within ITT curricula as a whole. While a practical placement is integral to ITT programmes, it is unclear how much time, if any, is spent delivering full lessons that provide opportunities to develop classroom management techniques.

d) Expected Skills

Indicator 10: Communication and Relationship Skills

Score assigned: 1

Although course materials do not provide much detail, from the information available it was observed that the development of communication skills does not form an explicit part of ITT curricula. Whilst a practical placement is a compulsory component of ITT, there is insufficient evidence on a national level that Iranian ITT programmes develop communication skills comparable to those required of new teachers in England.

Indicator 11: Level and Application of English Language

Score assigned: 0

Persian is the official language of Iran with Azeri, Assyrian, Neo-Aramaic, Armenian, Kurdish, Lori, Balochi, Gilaki, Mazandarani, Arabic and Turkmen also spoken languages around the territory of Iran. A foreign language such as English or French is studied at secondary level but no specific English language requirements are set for ITT admission.

e) Quality Assurance and Monitoring Processes

Expansion of higher education provision in Iran led to the creation of the Office of Supervision and Quality Assurance (OSQA) in 1995. The body ensures that higher education institutions have primary responsibility for quality and that they promote quality assurance in higher education.

Responsibility for quality assuring teacher education lies with the Ministry of Education and is considered satisfactory. The Supreme Council of the Cultural Revolution also partakes in quality assurance, although its remit lies more with quality assuring higher education programmes

Israel

Summary of Scores

The following table summarises the scoring awarded to Israel on the basis of its proximity to the English ITT system:

Table 19: Summary scoring table for Israel

Indicator	Score (Minimum Threshold For Equivalence: 2)
Similarity and Suitability of the ITT Programmes	
Modes of Learning and Assessment	3
Training Programme Content	2
Subject and Curriculum Preparation	2
Requirements and Core Components of any Practical Placements	
Time Spent in Schools or Appropriate Settings	5
Age Ranges Addressed by Training	2
Range of Settings	1
Level and Type of Teaching Practice	4
Pedagogical Approach	
Similarity of Pedagogical Principles Underpinning Training	3
Classroom Control	3
Expected Skills	
Communication and Relationship Skills	1
Level and Application of English Language	2
Quality Assurance and Monitoring	Satisfactory
Number of Thresholds Passed (max 11):	9
Average Score (standard deviation 0.61):	2.55
Total Score (max 52):	28

Country Profile

School System

State-funded education in Israel is compulsory until age 15 and comprises the following stages:

- six years of primary education for students aged six to 11;
- three years of lower secondary education for students aged 12 to 14; and
- three years of upper secondary education for students aged 15 to 17.

On completion of lower secondary education students sit internal assessments while the first externally moderated qualification, the Matriculation Certificate (תורגב תדועת), is awarded on completion of upper secondary education.

Educational Oversight

The Ministry of Education is responsible for overseeing and setting standards for the majority of education provision in Israel, including ITT. ITT programmes are provided by universities and non-university higher education institutions.

Minimum Requirements to Teach

Until recently, teacher training in Israel was conducted at sub-degree level: teachers preparing for kindergarten or primary education had to complete a two-year programme while those wishing to teach at secondary level had to complete a three-year programme. The Ministry of Education has now introduced a requirement that all ITT be conducted at degree level or higher. This involves a Bachelor degree (ראות וושאר) in Primary Education for primary school teachers while to teach at secondary level, a Bachelor degree in Secondary Education or a non-teaching Bachelor degree followed by a postgraduate qualification in teaching is required.

The Ministry of Education has also set out standards for teachers and assessment for trainee teachers who must complete a one year professional placement prior to being licensed as a teacher in Israel.

Approach to SEN

General ITT in Israel does not necessarily address SEN and associated teaching strategies although trainee teachers may undertake electives in this area. Instead, schools often have a specialist, with whom teachers work to ensure the needs of all pupils are met. In most cases, individual learning plans are established for each student to ensure that they are included as much as possible into mainstream education.

Professional Conduct

There is a code of ethics which has been established by the Teachers' Association in Israel, though it appears to be used primarily as a guide for teacher conduct and does not form part of a regulatory framework for teaching practice. There are no notable areas of conflict with Part Two of the *Teachers' Standards* in England.

Summary of Analysis

The Israeli ITT system met nine of the 11 minimum thresholds with only the thresholds prescribed for the range of settings and communication and relationship skills missed. Having achieved a maximum indicator score of 5 and an average score of 2.55, it is evident that Israel's ITT system has many similarities to England's.

Analysis

Routes for Analysis:

- Bachelor degree in education (for primary or secondary school teachers as noted in the specialisation); and
- Postgraduate qualification in education (for secondary school teachers).

a) Similarity and Suitability of the ITT Programmes

Indicator 1: Modes of Learning and Assessment

Score assigned: 3

Academic programmes combine theoretical studies in the particular area of instruction, education, pedagogy and didactics with a practical placement in the educational system. Trainee teachers' pedagogical skills are tested during the compulsory practical placement which also provides a context for their ability to create and apply lesson plans prior to becoming licensed.

Training programmes provide both theory and practice including real-life classroom experience. Assessment includes observed practice, although it is not clear whether students are assessed according to unified assessment criteria and the breadth of assessment does not compare to that used in the English system.

Indicator 2: Training Programme Content

Score assigned: 2

General subjects are included but specific pedagogical training, broadly speaking, accounts for at least 50% of the programme content. The training programme content includes a variety of teaching strategies including behavioural management and lesson planning for varying contexts and abilities, ensuring at least minimum coverage of the core professional studies found in English ITT programmes.

Indicator 3: Subject and Curriculum Preparation

Score assigned: 2

Those who wish to teach at the primary level are tutored in subjects relevant to the curriculum at that level while those training to teach at secondary level are prepared to teach a specialist subject.

Subject specific admission requirements, where in place, are set at institutional level.

The inclusion of subject methodology within ITT curricula was not confirmed although it is anticipated that the compulsory one year placement taken following their degree will provide trainees with some opportunities to develop skills in delivering their specialist subject.

b) Requirements and Core Components of any Practical Placements

Indicator 4: Time Spent in Schools or Appropriate Settings

Score assigned: 5

Although trainee teachers must complete and pass a practice placement during the course of their Bachelor degree studies, the duration can vary. Nevertheless, to obtain a Certificate of Education (Permanent Teaching Licence), a year of formal teaching is required after completion of the Bachelor degree/postgraduate course.

Indicator 5: Age Ranges Addressed by Training

Score assigned: 2

Initial teacher training is focused on producing teachers who are able to teach across either primary (ages six to 11) or secondary (12 to 17). The school system has some similarities in terms of age ranges that are comparable with the English age ranges.

Indicator 6: Range of Settings

Score assigned: 1

The practice undertaken is initially at one institution as part of the university course. After graduation, trainee teachers are then mentored in their school during the first year of their professional experience and are assessed throughout. It is possible to complete the professional training in the same school as that undertaken as part of the university course though in the absence of a national requirement in relation to this.

Indicator 7: Level and Type of Teaching Practice

Score assigned: 4

The award of the Certificate of Education is conditional on practical teaching experience. During this experience, trainees are observed by a mentor-teacher within the school and are required to undertake written assessments which are set centrally by the Ministry of Education and standardised across the country. Trainees also attend workshops at the ITT institution. At least 60% of the trainees' placements are dedicated to teaching full lessons and they are expected to assume responsibility for planning lessons and monitoring learners.

c) Pedagogical Approach

Indicator 8: Similarity of Pedagogical Principles Underpinning Training

Score assigned: 3

Israel has long moved away from teacher-centred rote learning towards student-centred independent learning with teacher-led goal setting of observable outcomes. Trainee teachers are required to develop these skills primarily through their one-year professional placement, although they are also expected to have to demonstrate a grasp of these concepts in order to graduate from their initial course. Upon receiving their licence, teachers are expected to have acquired an ability to deliver student-centred learning, encouraging independent thought and higher order thinking skills in the students they teach⁶⁸.

⁶⁸ Levin-Rozalis, M. and Lapidot, O. (2010).

Indicator 9: Classroom Control

Score assigned: 3

ITT curricula contains elements of classroom control and management and trainee teachers must implement classroom control methods during their practical placement when they deliver full lessons and are assessed. Specific assessment criteria were unavailable for analysis.

Teachers in Israel are, on the whole, likely to have smaller classes than those in England. The pupil:teacher ratio is 13:1 at primary level and 10:1 at secondary level in Israel, while in the UK ratios are recorded as 18:1 and 14:1 respectively⁶⁹.

d) Expected Skills

Indicator 10: Communication and Relationship Skills

Score assigned: 1

Communication skills and strategies for feedback are covered through elective studies and do not necessarily form part of the core ITT for all students. Although extended teaching practice is an integral part of ITT, assessment criteria for the evaluation of competencies demonstrated in teaching practice were not available. There is insufficient evidence on a national level that Israeli ITT programmes develop communication skills comparable to those expected of new teachers in England.

Indicator 11: Level and Application of English Language

Score assigned: 2

The official languages of Israel are Hebrew and Arabic. English is widely spoken and a number of legislative provisions remain from historic British influence in the region. Students enrolled onto teaching programmes are expected to speak English and hold a GCSE equivalent level qualification in English as a second language.

e) Quality assurance and monitoring processes

Quality assurance processes in Israel are considered satisfactory. In June 2003 the Council for Higher Education (CHE) established a quality assessment system in higher education. The Council assesses study-programmes and institutions.

Furthermore, teacher training institutions must report their compliance with the new Guidelines for Teacher Training to the Council of Higher Education.

To oversee this area, the State of Israel's Ministry of Education also has a Deputy Director General and Director of Administration for Teacher Training and In-Service Training and Instruction along with a Director of Teaching Personnel, Coordination and Control.

⁶⁹ Based on 2008 data from the UNESCO Institute for Statistics.

Japan

Summary of Scores

The following table summarises the scoring awarded to Japan on the basis of its proximity to the English ITT system:

Table 20: Summary scoring table for Japan

Indicator	Score (Minimum Threshold For Equivalence: 2)
Similarity and Suitability of the ITT Programmes	
Modes of Learning and Assessment	2
Training Programme Content	3
Subject and Curriculum Preparation	3
Requirements and Core Components of any Practical Placements	
Time Spent in Schools or Appropriate Settings	0
Age Ranges Addressed by Training	1
Range of Settings	1
Level and Type of Teaching Practice	2
Pedagogical Approach	
Similarity of Pedagogical Principles Underpinning Training	2
Classroom Control	3
Expected Skills	
Communication and Relationship Skills	3
Level and Application of English Language	0
Quality Assurance and Monitoring	Satisfactory
Number of Thresholds Passed (max 11):	7
Average Score (standard deviation 0.61):	1.82
Total Score (max 52):	20

Country Profile

School System

Education in Japan is compulsory and free of charge between the ages of six and 15 which is divided into elementary school (ages six to 12) and lower secondary education (ages 12 to 15). Upper secondary education lasts for three years and is available for students aged 15 to 18. Upon successful completion of the required credits, students receive the Upper Secondary School Leaving Certificate (卒業証明書).

Educational Oversight

Overarching responsibility for all levels of education, including teacher education policy, lies with the Ministry of Education, Culture, Sports, Science and Technology (MEXT) though Japan is divided into prefectures, each with its own Board of Education responsible for teacher evaluation and employment.

Teacher training in Japan is provided by universities, either through a faculty of education or an affiliated teaching college that are subject to central accreditation.

Minimum Requirements to Teach

There are a number of routes into teaching, each leading to a different type of teaching certificate/licence. General Teaching Certificates are only available to those who have completed a qualification with the requisite number of credits in pedagogical subjects. Special Teaching Certificates are open to those who do not have any formal teaching qualifications but have significant subject expertise in their field.

Since Special Teaching Certificates do not require a Bachelor degree or specific pedagogical training and result in a different professional status, they have been excluded from further analysis: only ITT routes leading to the award of a General Teaching Certificate are included in the analysis for Japan.

The General Teaching Certificates are further divided into different categories indicating the basic qualification requirements attached:

- Advanced certificates are available to those holding a Master's degree;
- Type I certificates are available to those holding a Bachelor's degree; and
- Type II certificates are available to those holding a Junior College/Associate's degree.

Holders of a Type II certificate are not permitted to teach at upper secondary level. In view of the minimum qualification requirements for QTS in England, a Type I General Teaching Certificate based on a Bachelor degree (学士) is the minimum standard considered for the purposes of this study.

Admission to studies is based on the upper secondary school leaving certificate which is comparable to the GCE Advanced Subsidiary level, individual subjects passed may be considered at least comparable to GCSE (grades A* - C) standard. Most students also take the National Centre Test for University Admission and, in addition, individual universities' entrance examinations. Specific admission requirements for ITT are set at institutional rather than national level.

Approach to SEN

SEN training is not integrated within general ITT programmes. Separate programmes are available either as a specialist ITT programme or as a specialisation following completion of a general ITT programme. General guidelines for teaching students with special needs are provided by MEXT to inform programme design within universities.

Professional Conduct

Guidelines for conduct are defined within various education documents published by MEXT, which are broader than Part Two of the *Teachers' Standards* in England but display no clear areas of conflict. The *Education Law* of 1947 prohibits the use of corporal punishment in schools although other relevant codes and regulations are more ambiguous. A study as part of the *Global Initiative to End All Corporal Punishment of Children* suggests that the prohibition is not fully enforced across the country.

Summary of Analysis

Japan has both an induction period and a selection test for teacher employment that may develop and assess similar competencies as expected of new teachers in England. However, these fall outside of ITT as they follow the award of a prefectural teaching certificate (qualified teacher status). National guidelines are in place for ITT in Japan but they are not fully prescriptive as in the English system, enabling variation both in the depth of ITT studies provided by different institutions but crucially in the duration and requirements for the practical placement.

The scores assigned reflect the minimum standards observed, achieving the minimum thresholds for seven of the 11 indicators, a maximum indicator score of 3 and an average score of 1.82. This illustrates that, whilst similarities exist between England and Japan's ITT programmes and the pedagogical approach, some important differences remain across many aspects of the ITT systems.

Analysis

Routes for Analysis:

- Bachelor degree leading to a General Type I Teaching Certificate (for primary, lower secondary or upper secondary school teachers as noted in the specialisation).

a) Similarity and Suitability of the ITT Programmes

Indicator 1: Modes of Learning and Assessment

Score assigned: 2

All courses involve theoretical and practical elements however the theory:practice ratio varies between courses, with many focusing heavily on academic study, research into teaching methods and preparation for practice and others focusing on practical skills development.

Prospective teachers must sit an employment examination administered at prefectural level. The examination may include an assessment of individuals' knowledge of education methods and applicable laws and regulations as well as pedagogical aptitude through written tests, interviews and/or demonstration lessons. This exam does however take place after the award of qualified status.

Indicator 2: Training Programme Content

Score assigned: 3

The minimum number of credits relating to teaching, pedagogy and related pedagogical subjects is prescribed by MEXT. Within a Bachelor degree, a minimum of 59 credits of the 124 required in total for the award of a Bachelor degree should be relevant to teacher training.

Beyond this, responsibility for all aspects of programme design for ITT lies with the individual institution. The programmes examined provide good coverage of the core professional studies found in England's ITT programmes such as teaching strategies, lesson planning and behavioural management. The breadth of the minimum national guidelines does allow for some variation in the level of coverage across all core professional skills.

Indicator 3: Subject and Curriculum Preparation

Score assigned: 3

Primary school teachers are expected to be able to teach across all subjects within the primary school curriculum. Secondary school teachers should have a subject specialisation (mathematics education, science education or music education etc.). During their programme, secondary school teachers study specific subject teaching methodologies, albeit not always in substantial depth. As such, teachers should be suitably prepared to teach a specialist subject or a range of subjects at the required level.

Subject-specific entry requirements are usually in place, whether as part of the subjects studied in the upper secondary school leaving certificate or assessed within the university's own entrance examination.

b) Requirements and Core Components of any Practical Placements

Indicator 4: Time Spent in Schools or Appropriate Settings

Score assigned: 0

While all trainee teachers must undertake a practical placement during the course of their ITT studies, minimum requirements for practical placement duration are not in place at a national level. A minimum of three to four weeks is however advised by the Japan Association of Universities of Education (JAUE).

Considerable range in placement length may be observed within an analysis of pre-service degree programmes. For example, Okayama University's training programme for elementary and junior high school teachers involved placements in school throughout the degree: four days in the first year, two days in the second year, four weeks in the third year and one week in the fourth year. The total time spent in schools therefore is little over six weeks.

Indicator 5: Age Ranges Addressed by Training

Score assigned: 1

ITT programmes are specific to the level at which trainee teachers intend to teach: elementary (ages six to 12), junior high (ages 12 to 15) or senior high level (ages 15 to 18). The level at which they are permitted to teach is noted on the teaching licence.

Junior and senior high school training programmes only correspond to one age range in England however.

Indicator 6: Range of Settings

Score assigned: 1

The practical placements are generally held in a number of settings. Unlike the minimum requirement in England that requires trainee teachers to have delivered lessons in two different settings, actual teaching practice in Japan's ITT system may only be conducted in one setting, with the other settings used only for observation.

Indicator 7: Level and Type of Teaching Practice

Score Assigned: 2

The *Core Subjects for Teacher Education* designed by the JAUE stipulate that practice should have three components: educational experience, development of practical study and teaching practice. The first largely involves observation with schools and other educational settings. The second involves some teaching within schools which is generally within certain subjects as well as participating in student activities. The last component is dedicated wholly to teaching delivery within schools with a recommended duration of three to four weeks. Within this component, pre- and post-practice reflection on progress is expected. Dependent on the practical placement duration required by the individual institution though, the proportion of time allocated to delivery of full lessons will vary.

General guidelines to assess achievement within teaching practice were outlined by the Central Education Council (CEC) in 2006. A proforma template for lesson planning and pupil evaluation while on placement is prescribed by MEXT.

c) Pedagogical Approach

Indicator 8: Similarity of Pedagogical Principles Underpinning Training

Score assigned: 2

School curricula reforms in 1996 aimed to encourage more student-centred teaching. However, whilst creative and flexible techniques may be taught, the CEC guidelines for placement assessment provides the following question to guide the assessment of trainee teachers in relation to teaching strategies:

“Can the individual creatively use teaching methods which aim to firmly fix basic academic skills such as teaching students basic knowledge and skills by repeating him/herself over again, presenting information on the blackboard or as materials in a comprehensive way, etc?”.

This points to the use of knowledge transmission strategies rather than approaches which serve to develop higher order thinking skills amongst students. Therefore while appropriate teaching strategies to promote independent thinking may be developed within teacher education programmes, the use of more teacher-centred strategies are still accepted on the practical placement.

Indicator 9: Classroom Control

Score assigned: 3

Classroom control techniques are addressed to varying extents within ITT programme curricula. ‘Management ability’ is cited within the CEC guidelines as one of the four key strengths intended to be developed through the practical placement and trainee teachers on placement are measured on their ability to manage classroom behaviour.

Trainee teachers should also know how to prepare a classroom management plan which takes into account both the characteristics of the individual pupils and the group dynamic.

Class sizes in Japan are similar to the UK’s with a pupil:teacher ratio of 18:1 at primary level and 14:1 at secondary level⁷⁰.

d) Expected Skills

Indicator 10: Communication and Relationship Skills

Score assigned: 3

Communication skills are developed within the ITT programmes and there are some opportunities to develop these further within the practical placement.

The aforementioned guidelines on assessing objectives achieved during teaching practice specifically address trainee teachers’ communication abilities suggesting that mentor teachers/practice supervisors try to ascertain whether trainee teachers are able to talk to children appropriately, listen to pupils’ problems, build good relationships with parents and address issues through cooperation/partnership.

⁷⁰ Based on 2008 data from the UNESCO Institute for Statistics.

Self-reflection is an integral part of ITT programme and teachers should be suitably capable of giving and receiving feedback both verbally and through the student report card which is passed regularly to parents.

Indicator 11: Level and Application of English Language

Score assigned: 0

The official language and medium of instruction at all levels is Japanese. English language requirements are not ordinarily set for admission to training programmes.

e) Quality Assurance and Monitoring Processes

Quality assurance processes in Japan are considered satisfactory.

Education at all levels is overseen by MEXT and there are designated bodies for monitoring and accreditation of higher education institutions. General requirements for ITT programmes are prescribed in the *Act of Teachers' Certificates* and the *Order of Regulations of the Act of Teachers' Certificates*. Teacher training institutions must ensure their qualifications incorporate all of the guidelines and are also expected to continuously improve upon these.

In order to obtain a teaching certificate (licence), an individual must hold a graduation certificate from an accredited teacher training institution. Lists of recognised institutions can be found on the MEXT website (Japanese only) which is updated annually.

Jordan

Summary of Scores

The following table summarises the scoring awarded to Jordan on the basis of its proximity to the English ITT system:

Table 21: Summary scoring table for Jordan

Indicator	Score (Minimum Threshold For Equivalence: 2)
Similarity and Suitability of the ITT Programmes	
Modes of Learning and Assessment	2
Training Programme Content	2
Subject and Curriculum Preparation	2
Requirements and Core Components of any Practical Placements	
Time Spent in Schools or Appropriate Settings	0
Age Ranges Addressed by Training	1
Range of Settings	1
Level and Type of Teaching Practice	2
Pedagogical Approach	
Similarity of Pedagogical Principles Underpinning Training	2
Classroom Control	2
Expected Skills	
Communication and Relationship Skills	1
Level and Application of English Language	2
Quality Assurance and Monitoring	Satisfactory
Number of Thresholds Passed (max 11):	7
Average Score (standard deviation 0.61):	1.55
Total Score (max 52):	17

Country Profile

School System

Compulsory education in Jordan comprises six years of primary education and four years of lower secondary/‘preparatory’ education. On completion of compulsory schooling, students can undertake two further years of secondary education leading to the General Secondary Education Certificate (تماعل ا فيوناشلا قس اردلا قدامش). School education, excluding pre-primary level, is state-funded.

Educational Oversight

Government ministries are responsible for education at all levels with the Ministry of Higher Education and Scientific Research overseeing teacher training provision and regulation.

Minimum Requirements to Teach

It is a legal requirement that all teachers must hold at least a Bachelor (سوي رول الكبل ا) degree (*Education Act No. 3 (1994)*). (Upper) secondary education teachers are also required to complete a one year postgraduate diploma (ايل عل ا تاس اردلا مول بد).

Admission to degrees is based on success in the General Secondary Education Certificate, which is considered comparable to GCSE (grades A*-C) though specific subject requirements for ITT admission are not stipulated.

Approach to SEN

The Jordanian education system has provided services for students with special educational needs from the 1960s; however, the introduction of inclusive education into regular classrooms is fairly recent. Special education subjects have only been offered within general teacher education courses at higher education institutions over the last few years in Jordanian universities.

Professional Conduct

A codified standard for teachers was not identified for comparison against Part Two of the *Teachers’ Standards* in England; however, corporal punishment is prohibited in schools under the *School Discipline Regulation, Instruction No. 4 on School Discipline (1981)*, issued in accordance with *Law No. 16 (1964)*.

Summary of Analysis

The Jordanian ITT system met seven of the 11 minimum thresholds, with differences most notable in the requirements of the practical placement. With an average score of 1.55 and a maximum indicator score of 2, it can be summarised that although similarities exist between the Jordanian and English systems, these are only to the extent that the minimum thresholds are met and important differences therefore remain.

Analysis

Routes for Analysis:

- Bachelor degree in Education (primary and preparatory/lower secondary education teachers as noted in the specialisation); and
- Postgraduate Higher Diploma ((upper) secondary school teachers).

a) Similarity and Suitability of the ITT Programmes

Indicator 1: Modes of Learning and Assessment

Score assigned: 2

Although ITT programmes contain a compulsory practical placement, training is often theoretical in nature. For example, less than 5% of the overall training in programmes offered at Mutah University is assigned to the practical placement⁷¹.

Assessment is conducted both through examination, coursework and practice ensuring both knowledge and application of pedagogy is adequately tested.

Indicator 2: Training Programme Content

Score assigned: 2

ITT programmes provide minimum coverage of the core professional skills in English training with the main goals for teacher education including development of:

- classroom teaching skills in all areas;
- knowledge of educational literature and research related to the development of instructional skills;
- analytical evaluative ability when engaged in content selection, lesson planning and evaluation; and
- the ability to successfully manage classroom behaviour in order to achieve higher efficiency of performance.

Indicator 3: Subject and Curriculum Preparation

Score assigned: 2

Depending on the chosen specialisation of the trainee teacher, they either learn to teach a range of subjects at primary level or specialise in a subject that they will then be expected to be able to teach across the range of ages at secondary level.

⁷¹ Based on assignment of six credit hours of the 130 credit hours of study required for degree programmes. Please note that the credit hours quoted reflect those awarded by the university and should not be compared to credit hours awarded in England.

The range of modules covered in a primary school teacher degree is exemplified by the degree from the Hashemite University which covers:

- Islamic education for the elementary level teacher;
- Arabic language for the elementary level teacher;
- mathematics education for the elementary level teacher;
- social studies for the elementary level teacher;
- science for the elementary level teacher;
- fundamental of curricula;
- computer usage in education;
- musical education;
- art;
- research and statistical methods; and
- practicum.

b) Requirements and Core Components of any Practical Placements

Indicator 4: Time Spent in Schools or Appropriate Settings

Score assigned: 0

The required placement during the undergraduate course to qualify is less than 18 weeks although this can vary. For example, the Hashemite University course contains two practical units with an award of six credits for each. 12 credits amounts to approximately 300 hours or 12 weeks of practice⁷², while the practice undertaken as part of Mutah University's programmes are typically shorter at six credits/six weeks' total practice.

Indicator 5: Age Ranges Addressed by Training

Score assigned: 1

Teacher education is streamed to focus on primary, secondary or upper secondary level teaching however the age ranges for upper secondary level (17 to 18) do not fully correspond to two consecutive age ranges in England.

Indicator 6: Range of Settings

Score assigned: 1

Although practice is a compulsory component of ITT in Jordan, there is no national regulation in relation to the number and range of settings for practice and placements are typically completed in one setting only.

Indicator 7: Level and type of teaching practice

Score assigned: 2

The practical placement provides trainees with extensive opportunities to observe existing teachers in real-life classroom context. Trainee teachers also deliver lessons in their own chosen specialist subject. They are expected to provide lesson plans and deliver some full lessons, receiving feedback from mentor teachers, though greater emphasis is placed on the analytical observation of others.

⁷² UNESCO (2011o).

c) Pedagogical approach

Indicator 8: Similarity of pedagogical principles underpinning training

Score assigned: 2

Trainee teachers do not rely on rote learning to impart knowledge to their students but must instead develop methods to encourage student-centred learning. These methods are tested on placement when they are reviewed by mentor teachers, their course director and other involved parties.

Indicator 9: Classroom control

Score assigned: 2

One of the principal aims of teacher education is the development of classroom management in order to achieve higher efficiency of performance. Elements of classroom control can be found within ITT curricula though opportunities to practise this are likely to be limited given the focus on analytical observation during the placements.

Class sizes in Jordan are larger than in the UK with a pupil:teacher ratio of 20:1 at primary level and 19:1 at secondary level compared with 17:1 and 15:1 respectively in the UK⁷³.

d) Expected skills

Indicator 10: Communication and relationship skills

Score assigned: 1

ITT curricula cover classroom interaction, providing some coverage of communication between the teacher and their pupils. Although delivery of some full lessons is integral to practical placements, the proportion is limited and specific assessment of these skills was not observed within available programme materials. As such, there is insufficient information to confirm, on a national level, that the particular communication skills expected of new teachers in England are developed within the Jordanian ITT system.

Indicator 11: Level and application of English language

Score assigned: 2

Arabic is the official first language in Jordan however English is widely spoken and is a compulsory subject at second language level during secondary education. In order to achieve the General Secondary Education Certificate, a pre-requisite for admission to all undergraduate degrees, including those in education, English must be passed. The certificate is considered comparable to GCSE (grades A* - C) standard where a minimum of 50% (pass mark) has been achieved.

⁷³ Based on 2003 data from the UNESCO Institute for Statistics.

e) Quality assurance and monitoring processes

Quality assurance processes in Jordan are considered satisfactory. The Jordanian Ministry of Education assumes overall responsibility for the administration of public and private educational institutions, but the regulation of universities awarding degrees is undertaken specifically by the Board of Higher Education. This arrangement is in line with the *Higher Education Law* (2009), which approves the fields of study and programmes at all levels and stipulates that universities discharge their duties accordingly. The Jordanian Accreditation Council supervises university performance.

Kazakhstan

Summary of Scores

The following table summarises the scoring awarded to Kazakhstan on the basis of its proximity to the English ITT system:

Table 22: Summary scoring table for Kazakhstan

Indicator	Score (Minimum Threshold For Equivalence: 2)
Similarity and Suitability of the ITT Programmes	
Modes of Learning and Assessment	0
Training Programme Content	1
Subject and Curriculum Preparation	1
Requirements and Core Components of any Practical Placements	
Time Spent in Schools or Appropriate Settings	0
Age Ranges Addressed by Training	0
Range of Settings	0
Level and Type of Teaching Practice	0
Pedagogical Approach	
Similarity of Pedagogical Principles Underpinning Training	0
Classroom Control	0
Expected Skills	
Communication and Relationship Skills	0
Level and Application of English Language	0
Quality Assurance and Monitoring	Unsatisfactory
Number of Thresholds Passed (max 11):	Not Applicable
Average Score (standard deviation 0.61):	Not Applicable
Total Score (max 52):	Not Applicable

Country Profile

School System

State-funded education in Kazakhstan is compulsory between the ages of seven and 16. This comprises four years of primary education and five years of basic (lower) secondary education. On completion of compulsory basic education, students take examinations and are awarded the Certificate of Basic Secondary Education (Негізгі мектепті бітіргендігі туралы күәлік).

Academic or vocational options are available at upper secondary level. Depending on the school, students complete two or three years of upper secondary education leading to the Certificate of Completed Secondary Education (Орта білім туралы аттестат).

Educational Oversight

The Ministry of Education and Science is responsible for policy and regulating the education system and teacher training provided by universities and pedagogical colleges.

The Ministry has established the National Academy of Education to undertake continual pedagogical research and to assess the educational process to ensure that standards in education continue to meet their expectations.

Minimum Requirements to Teach

A three year course within a pedagogical college is the minimum requirement to teach at primary level in Kazakhstan though this falls below British Bachelor degree standard and, as such, are omitted from the analysis.

A five year course leading to a Specialist Diploma (Мамаң дипломы) or a four year Bachelor degree (Бакалавр дипломы) provided within a pedagogical higher education institute or university is required to teach at secondary level. These qualifications meet the British Bachelor degree standard requirement.

Admission to programmes is based on the Certificate of Completed Secondary Education and the Unified National Testing Examination. The first is considered comparable to GCSE (grades A* - C) where grades of three and above have been obtained. The Unified National Testing Examination tests all students in the home language (Kazakh or Russian), the history of Kazakhstan and mathematics. An additional optional subject should also be undertaken although specific subject requirements for general ITT admission are not in place on a national level.

Approach to SEN

Although Kazakhstan has policies in place, “there is still much progress to be made in the field of quality inclusive education for children with special needs due to disability or disadvantage”⁷⁴. Although there are a number of institutions involved in fostering inclusive education, specific content for SEN training is not yet integrated within general ITT.

⁷⁴ Open Society Institute (2009).

Professional Conduct

No professional standards have been set for teachers to compare against Part Two of the *Teachers' Standards* in England however corporal punishment is considered unlawful in schools under the *Child's Rights Law* and the *Education Law N. 389-I 1999*, amended in 2004.

Summary of Analysis

The development of university degrees with specialist focus on pedagogical principles, as recent as 2009, indicates that Kazakhstan teacher training is taking steps towards improvement; however, at present, the courses do not display many aspects comparable to the system of ITT in England. Clear information on the regulation or accreditation of ITT was not available meaning that quality assurance processes cannot be confirmed as satisfactory at present.

Analysis

Routes for Analysis:

- Specialist Diploma (for secondary school teachers); and
- Bachelor degree (for secondary school teachers).

a) Similarity and Suitability of the ITT Programmes

Indicator 1: Modes of Learning and Assessment

Score assigned: 0

Course descriptions were not readily available for analysis although it is understood that trainee teachers are assessed by written examination and are largely taught through lectures. Trainee teachers still receive little training with regard to teaching methodologies and have little first-hand experience of teaching classes through the course of their studies.

Indicator 2: Training Programme Content

Score assigned: 1

Certain pedagogical institutes have begun to provide pedagogically focused degrees. In 2009, the State certified provision of Bachelor degrees in:

- preschool education and upbringing;
- pedagogics of elementary education; and
- pedagogy and developmental psychology.

As outlined above, information on ITT programme curricula was not sufficiently detailed to determine whether the programmes achieve minimum coverage of the core professional skills found in English ITT programmes, such as varied teaching strategies and lesson planning.

The Ministry of Education and Science has stated though that its teacher training is of low quality and is largely unstructured. Teachers with Bachelor degrees are teaching classes with minimal instruction in pedagogical practice and are appointed largely on their subject knowledge rather than suitability for teaching. The first students taught according to the new standards will graduate in five years' time. From this academic year, they may be trained in accordance with renewed state education standards.

Indicator 3: Subject and Curriculum Preparation

Score assigned: 1

Programmes provide a subject specialisation although the depth to which this is studied can vary. This variation, together with the lack of specific teacher training content included within ITT programmes, means that the current system does not prepare new teachers to teach their specialist subject(s) to the same level expected in England.

b) Requirements and Core Components of any Practical Placements

Indicator 4: Time Spent in Schools or Appropriate Settings

Score assigned: 0

There is no centrally set minimum requirement to undertake practice in schools although, depending on the ITT programmes, some trainees may undertake placements. Where taken, “trainee teachers still received little training on teaching methodologies and had little opportunity for practical experience in the classroom. Often this experience is limited to a four to six week period during their final year of school”⁷⁵.

Indicator 5: Age Ranges Addressed by Training

Score assigned: 0

The qualifications under analysis prepare trainees to teach at secondary level. Pupils begin secondary education aged 11 and continue to study for five years although there was insufficient programme information to determine whether the awards simply qualify holders to teach at that level or specifically train individuals to teach at that level.

Indicator 6: Range of Settings

Score assigned: 0

As there is no centrally set requirement to undertake a practical teaching placement, it follows that there is no national requirement to teach in more than one school prior to obtaining qualified teaching status.

Indicator 7: Level and Type of Teaching Practice

Score assigned: 0

There is no centrally set requirement to undertake a teaching placement, although some institutions may provide this to their students. However, learning outcomes for those institutions arranging teacher training placements were not available so it is not possible to compare the expectations of teaching practice with those in England.

c) Pedagogical Approach

Indicator 8: Similarity of Pedagogical Principles Underpinning Training

Score assigned: 0

School education reforms have aimed to move basic education away from the heavy workload and quantitative assessment of the Soviet era towards a more student-centred approach with an emphasis on choice and variation. This is supported by the provision of new textbooks that have been prepared in most subjects and the introduction of new teaching methods to in-service teachers. Pre-service trainee teachers still receive little tuition on student-centred teaching methodologies and while the *State Action Plan* aims to develop this, this is not scheduled for completion until 2020.

⁷⁵ UNESCO (2011p)

Indicator 9: Classroom Control

Score assigned: 0

There was no evidence of classroom control in the curriculum and trainee teachers have little opportunity to practise teaching prior to deployment in their profession given the absence of a compulsory practical placement. Where a placement is undertaken, the extent to which trainee teachers teach full lessons or observing existing teachers is unclear.

Class sizes at secondary level are smaller in Kazakhstan where the pupil:teacher ratio is 10:1 compared to the ratio for the UK, 14:1⁷⁶.

d) Expected Skills

Indicator 10: Communication and Relationship Skills

Score assigned: 0

As stated above, teacher training is under development in Kazakhstan. Presently though traditional methods of rote-learning and memorisation are still in use. No reference to communication skills development were found within ITT curricula and the absence of a compulsory placement means that there is insufficient basis to confirm development of those communication skills expected of new teachers in England.

Indicator 11: Level and Application of English Language

Score assigned: 0

English is not an official or widely spoken language in Kazakhstan and no English language requirements are in place for ITT admission.

e) Quality Assurance and Monitoring Processes

The Independent Kazakhstan Quality Assurance Agency in Education (IQAAE) was established in 2008. The activity of the agency is based on the principles of social partnership with the higher education institutions, Ministry of Education and Science, the Association of Higher Education Institutions of the Republic of Kazakhstan, employer associations and consumers of the educational service.

The IQAAE is an independent quality assurance agency in Kazakhstan. The IQAAE:

- conducts accreditation of higher education institutions in Kazakhstan;
- provides rankings of higher education institutions of Kazakhstan; and
- provides workshops and consultations to higher education institutions of Kazakhstan on various themes related to quality assurance and improvement of the higher education system in Kazakhstan.

Although the Ministry of Education and Science is responsible for teacher training policy though, no specific responsibility regarding quality assurance of ITT was found.

⁷⁶ Based on 2008 data from the UNESCO Institute for Statistics.

Kosovo

Summary of Scores

The following table summarises the scoring awarded to Kosovo on the basis of its proximity to the English ITT system:

Table 23: Summary scoring table for Kosovo

Indicator	Score (Minimum Threshold For Equivalence: 2)
Similarity and Suitability of the ITT Programmes	
Modes of Learning and Assessment	0
Training Programme Content	0
Subject and Curriculum Preparation	2
Requirements and Core Components of any Practical Placements	
Time Spent in Schools or Appropriate Settings	0
Age Ranges Addressed by Training	1
Range of Settings	0
Level and Type of Teaching Practice	0
Pedagogical Approach	
Similarity of Pedagogical Principles Underpinning Training	0
Classroom Control	0
Expected Skills	
Communication and Relationship Skills	0
Level and Application of English Language	0
Quality Assurance and Monitoring	Unsatisfactory
Number of Thresholds Passed (max 11):	Not Applicable
Average Score (standard deviation 0.61):	Not Applicable
Total Score (max 52):	Not Applicable

Country Profile

School System

Since the 2000/1 academic year, state-funded school education in Kosovo has consisted of five years of primary school (beginning aged six), four years of lower secondary education and three years of upper secondary education. On completion of upper secondary schooling students are awarded the High School Diploma (*Diploma o Završenoj Srednjoj Skol*).

Educational Oversight

The Ministry of Education, Science and Technology oversees education at all levels in Kosovo, including teacher education although as outlined below, specific regulation and accreditation of ITT is not in place currently.

Minimum Requirements to Teach

As of the 2002/3 academic year, the minimum requirement to teach in Kosovo has been to complete the four-year undergraduate degree programme (*Bachelor*), offered by the Faculty of Education within the University of Pristina with technical assistance provided by the Kosovo Educator Development Program (KEDP) and the Canadian International Development Agency (CIDA).

The degree is considered comparable to British Bachelor degree standard. Admission is based on performance by institution-administered entrance examinations. To sit these examinations, students should hold the High School Diploma although specific entry requirements are set at institutional level. The High School Diploma is considered comparable to the overall GCE Advanced level standard although individual subjects passed may be considered to meet the requirements for GCSE (grades A* - C) standard.

Approach to SEN

SEN training does not currently form an integral part of general ITT. The Ministry of Education, Science and Technology, as part of its *Kosovo Education Strategic Plan 2011 – 2016*, intends to “develop and support an inclusive system of education enabling equitable access to quality education”⁷⁷. Although there are legal duties defining special education and detailing its provision, the findings of a European initiative, found that “inclusive education in the case of Kosovo is often linked to access and little or no attention is given to participation, performance and advancement in practice”⁷⁸.

Professional Conduct

No professional code of conduct was found allowing for a comparison against Part Two of the *Teachers’ Standards* in England. Furthermore, an up-to-date report on corporal punishment in schools was not available. However, a UNICEF report from 2005 stated that according to observations by NGOs in Kosovo, corporal punishment still takes place in schools. Although it is thought to be decreasing compared to previous years, many parents, teachers and carers, specialists working in the sphere of children’s welfare and even children themselves still believe it is “for the children’s own good” or sometimes “necessary”⁷⁹.

⁷⁷ Ministry of Education, Science and Technology (2011).

⁷⁸ European Commission (2011).

⁷⁹ UNICEF (2005).

Summary of Analysis

The Kosovar ITT system displayed significant differences to the specifications of the English ITT system. The lack of clear regulation or accreditation of ITT means that quality assurance processes are not considered satisfactory at present.

Analysis

Routes for Analysis:

- Undergraduate degree in education (for primary, lower secondary or upper secondary as noted in the specialisation).

a) Similarity and Suitability of the ITT Programmes

Indicator 1: Modes of Learning and Assessment

Score assigned: 0

Although trainee teachers require a degree to teach, pre-service training for trainee teachers is still highly subject oriented and does not contain a compulsory practical component. Tuition is provided through lectures and seminars with students tested by examination and written work.

Indicator 2: Training Programme Content

Score assigned: 0

Detailed course curricula are not yet obtainable from the University of Prishtina so a thorough examination of modules covered by trainee teachers in the various programmes was not possible. There is some coverage of pedagogy, teaching strategies and lesson planning but it is unclear whether these are covered in depth to ensure minimum coverage of knowledge and skill in this area when compared to English ITT programmes. Training courses include general teaching methodology but still focus more greatly on subject knowledge as opposed to pedagogical principles and practical experience.

Indicator 3: Subject and Curriculum Preparation

Score assigned: 2

Although universities take into account results from the secondary school certificate, each institution set their own entrance requirements as well as admission examinations. According to the Faculty of Education, University of Prishtina, possible subject combinations include Albanian language and literature, English language and literature, physics and chemistry, biology and chemistry, history and civic education, geography and civic education, mathematics, technology and informatics. Once the trainee teacher has chosen a particular specialisation, they have to decide which one is going to be their primary specialisation by selecting elective courses.

Although these programmes are available, it is not clear whether they contain specific subject-methodology classes to establish a close link between applied teaching methodology and the national curriculum and the aims and objectives of the education system.

b) Requirements and Core Components of any Practical Placements

Indicator 4: Time Spent in Schools or Appropriate Settings

Score assigned: 0

There is no nationally set requirement for time spent gaining practice in schools and an independent report states that pre-service training for secondary-teachers lacks pedagogical and practical components⁸⁰.

Indicator 5: Age Ranges Addressed By Training

Score assigned: 1

Teacher training is level specific, oriented towards primary or secondary level. There is a different cycle style to Kosovar education, namely 5+4+3 as opposed to the straight primary/secondary split in England. Upper secondary school accounts for the final three years of study for ages 15 to 17 approximately which does not correspond to two consecutive age ranges in England.

Indicator 6: Range of Settings

Score assigned: 0

There is no set requirement for practical experience nor a requirement in relation to a minimum number of settings for practice.

Indicator 7: Level and Type of Teaching Practice

Score assigned: 0

As stated above, pre-service teacher training in Kosovo lacks opportunities for practical experience. In the absence of a compulsory placement, it is not possible to assess the responsibilities placed upon trainee teachers during practice.

c) Pedagogical Approach

Indicator 8: Similarity of Pedagogical Principles Underpinning Training

Score assigned: 0

As trainee teachers are focused on developing their subject knowledge specialisation rather than teaching methodology and style, it follows that learning is teacher-led as opposed to student-centred. Pre-service training for secondary-teachers lacks important pedagogical and practical components found in English ITT programmes such as student-centred teaching strategies.

Indicator 9: Classroom Control

Score assigned: 0

Classroom control is not explicitly covered within ITT programmes and the absence of compulsory practice within ITT means that trainee teachers have minimal exposure to classroom environment and, as such, do not have opportunities to develop the skills required of English teachers to maintain discipline and behaviour in the classroom.

The UNESCO Institute for Statistics does not have figures for pupil:teacher ratios to offer a comparison with those for the UK.

⁸⁰ UNICEF (2004).

d) Expected Skills

Indicator 10: Communication and Relationship Skills

Score assigned: 0

There is no evidence of curricula and assessment relating specifically to communication skills development in ITT. Given the lack of pre-service teaching placements, it is difficult to identify opportunities within ITT to develop communication skills comparable to those expected of new teachers in England.

Indicator 11: Level and Application of English Language

Score assigned: 0

English is not an official first or second language in Kosovo and there is no requirement to hold English language skills in order to gain admission to an ITT programme.

e) Quality Assurance and Monitoring Processes

The Ministry of Education, Science and Technology and the Teacher Training Review Board are working together to improve the teacher training programmes in Kosovo; however, the Ministry itself has indicated that there is a lack of regulations on accreditation of programmes and the institutions that offer teacher training programmes.

The Ministry also commented that, "in spite of accomplishments and unreserved efforts of local and international institutions, expert groups found numerous difficulties and problems in the field of pre-service and in-service teacher training in Kosovo"⁸¹.

These problems included the non-implementation of teacher licensing. Current quality assurance processes for ITT are not therefore considered satisfactory.

⁸¹ Ministry of Education, Science and Technology (2007).

Kyrgyzstan

Summary of Scores

The following table summarises the scoring awarded to Kyrgyzstan on the basis of its proximity to the English ITT system.

Table 24: Summary scoring table for Kyrgyzstan

Indicator	Score (Minimum Threshold For Equivalence: 2)
Similarity and Suitability of the ITT Programmes	
Modes of Learning and Assessment	0
Training Programme Content	1
Subject and Curriculum Preparation	1
Requirements and Core Components of any Practical Placements	
Time Spent in Schools or Appropriate Settings	0
Age Ranges Addressed by Training	1
Range of Settings	0
Level and Type of Teaching Practice	0
Pedagogical Approach	
Similarity of Pedagogical Principles Underpinning Training	0
Classroom Control	0
Expected Skills	
Communication and Relationship Skills	0
Level and Application of English Language	0
Quality Assurance and Monitoring	Unsatisfactory
Number of Thresholds Passed (max 11):	Not Applicable
Average Score (standard deviation 0.61):	Not Applicable
Total Score (max 52):	Not Applicable

Country Profile

School System

School is state-funded in Kyrgyzstan. Compulsory education comprises four years of primary education, beginning aged six or seven, and five years of lower secondary education. Students may then enter upper secondary education for a further two years before undertaking examinations for the Certificate of Completed Secondary Education (Жалпы орто билим туралуу аттестат/Аттестат о среднем (полном) образовании).

Educational Oversight

The Ministry of Education and Science oversees educational policy and regulation. The Ministry also oversees teacher training regulation. The state's two largest pedagogical universities (Kyrgyz State Pedagogical University (KSPU) and Osh State University) form a network with the Ministry.

Minimum Requirements to Teach

In order to qualify as a primary or basic school teacher, students must complete a Junior Specialist Diploma (Диплом о присвоении квалификации) programme in teaching at a professional school. These courses are one-and-a-half years or four years in duration depending on whether the student has completed lower or upper secondary education and fall below British Bachelor degree standard.

In order to qualify as a secondary school teacher students are required to complete a Bachelor degree (Бакалавр диплому/Диплом бакалавра) or a Specialist Diploma (Адистик диплом/Диплом специалиста) in teacher training. Courses last for a minimum of four years.

Entry to university is based on the Certificate of Completed Secondary Education and the student's results from their National Scholarship Test (a replacement for institutional entrance examinations). The Certificate of Completed Secondary Education is considered comparable to GCSE (grades A* - C) standard for subjects passed with three or above, although specific admission requirements for ITT programmes are determined by the admitting institution.

Approach to SEN

Modules covering SEN methodologies or support mechanisms are not constituent parts of general ITT. Where inclusive teaching of children is being implemented, it is made possible largely due to the efforts of international organisations and international programmes.

Professional Conduct

No code of ethics or of professional standards was identified for comparison with Part Two of the *Teachers' Standards in England*.

Regarding corporal punishment, the *Global Initiative to End All Corporal Punishment of Children* states that, "Corporal punishment is prohibited in schools under article 35(4) of the *Children's Code*. Other relevant legal provisions are article 14 of the *Law on Teachers' Status* (2001), which prohibits the use of violence and states that the teacher should use only non-violent methods, and article 17 of the *Law on Protections and Advocacy of the Rights of Minors* (1999). In pre-school, primary and secondary education institutions and in out-of-school (extracurricular) institutions the discipline and order must be kept by measures of educational character, based on mutual respect and justice that exclude humiliation and insult"⁸².

Summary of Analysis

Quality assurance was not considered satisfactory meaning that reliable comparison against English ITT standards is not possible. Nevertheless, the scoring reflects the minimum standards observed revealing for some indicators, clear differences in provision from the English system. In some cases, the absence of detailed information contributed to the low indicator score.

⁸² Global Initiative to End All Corporal Punishment of Children (2012k).

Analysis

Routes for Analysis:

- Bachelor degree (for secondary school teachers); and
- Specialist Diploma (for secondary school teachers).

a) Similarity and Suitability of the ITT Programmes

Indicator 1: Modes of Learning and Assessment

Score assigned: 0

Subject knowledge and level of education are more often considered to be more important than pedagogical knowledge or practice. Instruction is through lecture and seminars. The Specialist Diploma and Bachelor degree level programmes place greater emphasis upon theoretical pedagogy and subject specific knowledge as opposed to applied teaching technique and practice. There does not appear to be a national requirement for a practical placement and although institutions may provide placements, its inclusion as a constituent of the training programme varies from institution to institution.

Indicator 2: Training Programme Content

Score assigned: 1

The two main pedagogical universities: KSPU and Osh State University were not able to provide course overviews meaning that an examination of the exact learning outcomes for these courses was not possible.

Nevertheless, although a degree level qualification is required to teach at secondary level, the emphasis is on subject knowledge rather than pedagogical expertise. Furthermore, while studying the Specialist Diplomas and Bachelor programmes, emphasis is placed upon subject knowledge and theory rather than practice. The teaching strategies taught are likely to be limited to rote learning and other teacher-centred methods.

State educational standards have been developed by Training-Methodological Associations (TMA) without involving professional groups and there is no external procedure for assessing the competence of graduating teacher students⁸³. There is insufficient information to confirm minimum coverage of core professional subjects observed within English ITT programmes.

Indicator 3: Subject and Curriculum Preparation

Score assigned: 1

No subject specific requirements were found to be in place on a national level in order for admission to particular courses of initial teacher training. Although no course curricula were provided, given the lack of teaching practice and the adherence to rote-learning, courses are not likely to include specific subject-methodology classes.

⁸³ International Reading Association (2008).

b) Requirements and Core Components of any Practical Placements

Indicator 4: Time Spent in Schools or Appropriate Settings

Score assigned: 0

Although some degrees may involve practice, there is no compulsory requirement to undertake a formal teaching placement as part of the degree required to qualify as a teacher at secondary level.

Indicator 5: Age Ranges Addressed by Training

Score assigned: 1

Training programmes do relate to specific school age ranges but the age ranges addressed by upper secondary school (ages 15 to 16) do not correspond to two consecutive age ranges in the English context.

Indicator 6: Range of Settings

Score assigned: 0

There is no centrally set requirement for trainee teachers to complete a period of work experience prior to commencing employment as a teacher.

Indicator 7: Level and Type of Teaching Practice

Score assigned: 0

Teaching practice may not be nationally provided as part of higher education teacher training programmes. Any practice that is included within training programmes may only involve observation rather than full delivery of lessons.

c) Pedagogical Approach

Indicator 8: Similarity of Pedagogical Principles Underpinning Training

Score assigned: 0

A report on human resource development in Kyrgyzstan's education system stated that a certain amount of education is related to rote learning⁸⁴. The syllabi that teachers are expected to teach are strongly geared towards conveying theoretical knowledge which may not encourage the development of individual thought and higher thinking skills.

Indicator 9: Classroom Control

Score assigned: 0

Basic strategies in classroom control may be covered as part of broader pedagogical studies. As stated above, at the secondary level, the emphasis for recruiting suitable teachers is placed on their specific subject knowledge rather than their knowledge of pedagogical practice. Given the lack of mandatory practical experience prior to employment, teachers may not have acquired the skills expected of new teachers in England to successfully manage a class and the behaviour of pupils.

The pupil:teacher ratio for secondary education is estimated at 13:1 in Kyrgyzstan and 14:1 in the UK⁸⁵.

⁸⁴ McLean, G., Karimov, M. and Asankanov, A. (2002)

⁸⁵ Based on 2008 data from the UNESCO Institute for Statistics.

d) Expected Skills

Indicator 10: Communication and Relationship Skills

Score assigned: 0

Specific coverage of communication skills development within ITT curricula was not ascertained and the lack of a compulsory placement means that there is insufficient basis to confirm that ITT programmes in Kyrgyzstan develop a comparable range of communication skills as expected upon completion of English ITT programmes.

Indicator 11: Level and Application of English Language

Score assigned: 0

Kyrgyz is the primary language of instruction in schools yet due to the country's history Russian is also an official language. English is increasingly present in schools but is not a set requirement for entry into ITT programmes.

e) Quality Assurance and Monitoring Processes

The requirements for a teacher in Kyrgyzstan are regulated by law within *About the Status of Teachers*.

Furthermore, at the present time a group of experts at the Ministry of Education and Science are developing the new set of documents associated with the preparation and certification of teachers, the concept of teacher education, the structure of teacher education (Bachelor/Master's degree) and approaches to develop the qualifications.

At present a European-funded TEMPUS project is outlining legislation, frameworks, criteria and methodology for internal and external quality assurance. Once complete, it is intended that a centre for Quality Assurance and Accreditation will be established. At present though, quality assurance mechanisms specifically relating to teacher education are not deemed satisfactory.

Mauritania

Summary of Scores

The following table summarises the scoring awarded to Mauritania on the basis of its proximity to the English ITT system:

Table 25: Summary scoring table for Mauritania

Indicator	Score (Minimum Threshold For Equivalence: 2)
Similarity and Suitability of the ITT Programmes	
Modes of Learning and Assessment	0
Training Programme Content	1
Subject and Curriculum Preparation	2
Requirements and Core Components of any Practical Placements	
Time Spent in Schools or Appropriate Settings	0
Age Ranges Addressed by Training	1
Range of Settings	0
Level and Type of Teaching Practice	0
Pedagogical Approach	
Similarity of Pedagogical Principles Underpinning Training	0
Classroom Control	0
Expected Skills	
Communication and Relationship Skills	0
Level and Application of English Language	0
Quality Assurance and Monitoring	Unsatisfactory
Number of Thresholds Passed (max 11):	Not Applicable
Average Score (standard deviation 0.61):	Not Applicable
Total Score (max 52):	Not Applicable

Country Profile

School System

Schooling is state-funded and is split into primary and secondary phases. Primary education covers six years, usually from age six to 11 and leads to the Certificate of Primary School Studies (*Certificat d'Etudes Primaires*). Secondary education comprises lower and upper secondary education for students aged 12 to 14 and 15 to 17 respectively. Upon successful completion of upper secondary, students are awarded an Upper Secondary School Certificate (*Baccalauréat/Diplôme de Bachelier de l'Enseignement du Second Degré*).

Educational Oversight

The Ministry of Secondary and Higher Education is responsible for the provision of education in Mauritania which includes overseeing initial teacher training. The Ministry has also created the National Pedagogical Institute to evaluate and disseminate didactic texts, ensure continual professional development of teachers and educators and undertake pedagogical research.

Minimum Requirements to Teach

Minimum qualification requirements for the teaching profession in Mauritania are set centrally and differ according to the level to be taught. Training for primary school teachers takes place in the two post-secondary training institutions (*Ecoles Normales des Instituteurs*) in Nouakchott and Aioun. The training programme is three years in duration for those who have completed the nine years of compulsory schooling, or one year for holders of the Upper Secondary School Certificate (taken after twelve years) and, as such, falls markedly below British Bachelor degree standard.

There is a non-university higher education institution (*Ecole Normale Supérieure* (ENS)) that provides training for secondary school teachers. The Certificate of Capacity for Lower Secondary Teacher Duties (*Certificat d'Aptitude aux Fonctions de Professeur du Premier Cycle* (CAPPC)) also falls below British Bachelor degree standard. The Certificate of Capacity for the Secondary School Teacher (*Certificat d'Aptitude au Professeur de l'Enseignement Secondaire* (CAPES)), preparing individuals to teach at upper secondary level, does however meet the Bachelor degree requirement and, as such, is analysed further below. Admission to the programme is through a competitive entrance examination and a further examination after the qualification is required to access the profession.

In order to sit the entrance examination, the Upper Secondary School Certificate is required. Subjects passed with a grade of 10 or above may be considered to meet GCSE (grades A* - C) standard although national subject specific entry requirements for ITT are not in place.

Approach to SEN

The Ministry of Social, Children and Family Affairs assists in the organisation of specialised education for deaf-mute and blind children however specific strategies in force for SEN are not clearly identifiable either at policy level or within ITT.

Professional Conduct

The existence of a mandatory code of conduct could not be determined for comparison against Part Two of the *Teachers' Standards* in England. It should also be noted that the expected conduct of teachers may differ between secular and Koranic schools.

Corporal punishment in schools is not explicitly prohibited in legislation but the Ministry of Secondary and Higher Education has stated that it should not be used⁸⁶ which was supported by a 2009 initiative by UNICEF and a consortium of Imam networks that sought to discourage the use of corporal punishment in Koranic schools, where 76% of teachers have admitted to using corporal punishment in the classroom.

Summary of Analysis

Limited programme content information was available on Mauritania, presenting challenges for the analysis. As such, this analysis is based on the national education sector report published by the Ministry of Education and existing literature from the World Bank and UNESCO in lieu of detailed information on current course structure and content with the scores awarded reflecting where insufficient information was available. Information on specific quality assurance procedures for ITT was also unavailable for examination.

⁸⁶ Decision No. 701 MEN/PR of 4 November 1968, article 17 as cited by Global Initiative to End All Corporal Punishment of Children (2012l).

Analysis

Routes for Analysis:

- Certificate of Capacity for the Secondary School Teacher (for upper secondary school teachers).

a) Similarity and Suitability of the ITT Programmes

Indicator 1: Modes of Learning and Assessment

Score assigned: 0

Training combines theoretical and practical study although it is unclear whether the latter is through the form of a compulsory practical placement for all trainees prior to graduating or whether practice could in some cases be simulated only. Information on assessment methods was not available.

Indicator 2: Training Programme Content

Score assigned: 1

The improvement of ITT programmes was highlighted as a priority in the country's national action plan with the Ministry of Education noting that the quality of teaching in secondary schools is unsatisfactory. Although it is necessary to complete a specialised teaching qualification, traditionally training programmes have included only a few broad modules specific to teaching relating to psychology, planning and educational law. The programmes offered are under review to allow for better integration of pedagogy and teaching strategies in depth however such reforms have yet to be finalised. The limited information available on programme content is insufficient to determine whether current ITT programmes in Mauritania provide the minimum breadth and depth of coverage of the core professional subjects found in English ITT programmes.

Indicator 3: Subject and Curriculum Preparation

Score assigned: 2

Secondary level programmes for teaching specialise in a particular subject such as mathematics-physics, Islamic studies, English, history-geography or natural sciences, although no national subject-specific admission requirements were evident.

b) Requirements and Core Components of any Practical Placements

Indicator 4: Time Spent in Schools or Appropriate Settings

Score assigned: 0

The inclusion of a compulsory practical placement was not confirmed and, as such, comparison against the requirements of the practical placement in England cannot be undertaken.

Indicator 5: Age Ranges Addressed by Training

Score assigned: 1

Only training for upper secondary school teachers met the requirements for inclusion within this study. This trains individuals to teach ages 15 to 17, falling short of the two consecutive age range requirement in England.

Indicator 6: Range of Settings

Score assigned: 0

As outlined above, no national requirement could be determined regarding compulsory practice in a single or multiple setting(s).

Indicator 7: Level and Type of Teaching Practice

Score assigned: 0

Some practice may be undertaken although a compulsory requirement for this was not identified and specific guidelines on teaching practice requirements (either simulated or in real-life) to inform this analysis were not found.

c) Pedagogical Approach

Indicator 8: Similarity of Pedagogical Principles Underpinning Training

Score assigned: 0

The traditional education model in Mauritania is teacher-centred with an emphasis on rote learning and memorisation. While teaching methods may be covered to some extent within ITT curricula, these are not necessarily be student-centred and the strategies covered are not considered comparable to those used in England.

Indicator 9: Classroom Control

Score assigned: 0

ITT curricula do not explicitly cover classroom control techniques and in the absence of a confirmed, compulsory practical placement, trainees may not have the opportunity to develop these techniques through practice.

Class sizes in Mauritania are typically higher than in England at upper secondary level with a pupil:teacher ratio at upper secondary school level of 27:1 in Mauritania compared with 13:1 recorded in the UK⁸⁷.

d) Expected Skills

Indicator 10: Communication and relationship Skills

Score assigned: 0

There is insufficient evidence that communication skills development and strategies for feedback are, as a consistent standard, incorporated within ITT curricula. Such skills may be developed through a practical placement, where undertaken, but as this is not compulsory there is no basis to confirm attainment of the core communication skills expected of new teachers in England.

Indicator 11: Level and Application of English Language

Score assigned: 0

Arabic is the official language in Mauritania although a number of other languages such as French are also spoken. English is not widely spoken and no English language requirements are in place for admission to teacher training programmes in Mauritania.

⁸⁷ Based on 2007 data from the UNESCO Institute for Statistics.

e) Quality Assurance and Monitoring Processes

Quality assurance of higher education programmes is conducted by the Ministry of Secondary and Higher Education. The ENS was specifically created to prepare teachers and is the only awarding institution for secondary school teacher education programmes in Mauritania. This means that there is likely to be less variation between programmes than observed in some other countries. Nevertheless, specific quality assurance and monitoring processes relevant to ITT are not apparent.

Mongolia

Summary of Scores

The following table summarises the scoring awarded to Mongolia on the basis of its proximity to the English ITT system:

Table 26: Summary scoring table for Mongolia

Indicator	Score (Minimum Threshold For Equivalence: 2)
Similarity and Suitability of the ITT Programmes	
Modes of Learning and Assessment	2
Training Programme Content	1
Subject and Curriculum Preparation	2
Requirements and Core Components of any Practical Placements	
Time Spent in Schools or Appropriate Settings	5
Age Ranges Addressed by Training	2
Range of Settings	1
Level and Type of Teaching Practice	2
Pedagogical Approach	
Similarity of Pedagogical Principles Underpinning Training	0
Classroom Control	1
Expected Skills	
Communication and Relationship Skills	1
Level and Application of English Language	0
Quality Assurance and Monitoring	Unsatisfactory
Number of Thresholds Passed (max 11):	Not Applicable
Average Score (standard deviation 0.61):	Not Applicable
Total Score (max 52):	Not Applicable

Country Profile

School System

The state-funded school system in Mongolia has undergone and continues to undergo substantial reforms in line with the Ministry of Education, Culture and Science's (MECS) *Master Plan to Develop Education in Mongolia 2006 – 2015*.

Since 2008, the school system has been twelve years in duration, comprising six years of primary education, three years of lower secondary education and three years of upper secondary education.

Upon completion of upper secondary education, students undertake the Certificate of Completed Secondary Education (Бүрэн дунд боловсролын унэмлэх).

Educational Oversight

Responsibility for all levels of education, including pre-service teacher training, lies with the MECS. ITT is conducted within the higher education sector under the supervision and regulation of MECS' Higher Education Department.

The need to both renew the concept of the teaching profession and develop the education standards that underpin it was highlighted within the *Master Plan to Develop Education in Mongolia 2006 – 2015*. New standards for undergraduate degrees in teacher education and professional standards have been prepared separately by the Mongolia State University of Education (MSUE) and the Third Education Development Project and submitted to MECS for approval. Some key ITT content has been piloted in a number of higher education institutions.

Minimum Requirements to Teach

In order to become a qualified teacher in Mongolia, individuals must have graduated from a teacher training institution or university and completed one year of probationary training. This requirement has been in place since 2003.

Graduates from a teacher training college are permitted to teach at primary school level while a Bachelor degree (Бакалавр) in Education is required to teach at secondary level. Some institutions also offer a conversion course to degree holders in other subjects, the duration of which varies from 45 days for a full-time intensive course to two years for a distance learning programme. Only routes into secondary school teaching were examined within the analysis since the programmes offered by teacher training colleges fall below British Bachelor degree standard.

Admission to Mongolian higher education institutions is based on the results of a centralised entrance examination that is offered in 10 different subject areas. Examination scores required for admission to ITT programmes are typically lower than those for other professions: MSUE required 350 – 450 points out of a possible 800 while journalism / economics courses required 600+.

To sit the examination, students should hold the Certificate of Completed Secondary Education awarded from 2005, which is comparable to GCSE (grades A* - C) standard for subjects passed with 60% or above. The home language (Mongolian), mathematics and science subjects are all compulsory subjects within the Certificate but are not necessarily mandatory for ITT admission. The school certificate completed before 2005, under the former 10 year education system, is considered comparable to GCSE (grades D - G) standard and, as such, does not meet the GCSE requirements in England.

Approach to SEN

The *National Programme on Equal Education for Disabled Children* adopted by MECS and the Ministry of Health aims to improve SEN students' access to mainstream schools, however, the impact of this in practice is less clear. There are a few schools in Ulaanbaatar providing education for students with visual and hearing impairments however schools catering for other needs are few and far between and while some training courses have been provided to in-service teachers, course curriculum for ITT for mainstream secondary schools does not typically address inclusive education.

Professional Conduct

As per the Education Law passed in 2006, the use of corporal punishment is prohibited in schools. Though MECS has acknowledged the need to implement a clear code of conduct for teachers, the status of such a code and its implementation has not been confirmed. Comparison with Part Two of the *Teachers' Standards* in England cannot therefore be offered.

Summary of Analysis

The Mongolian ITT system is in a period of transition as a result of an ongoing Asian Development Bank project to develop standardised ITT programmes for upper secondary school teachers. As such, it is difficult to get a consistent picture of the content and standards of current ITT provision, particularly given that detailed ITT programme overviews were not widely available for analysis. Quality assurance of ITT was not considered fully satisfactory at this time, preventing comparison of the system overall to the English ITT system.

Analysis

Routes for Analysis:

- Bachelor degree in education (for secondary school teachers); and
- Postgraduate conversion course (for secondary school teachers).

a) Similarity and Suitability of the ITT Programmes

Indicator 1: Modes of Learning and Assessment

Score assigned: 2

Pre-service teacher training degrees provides both theory and practice with lectures, simulated practice and a compulsory practical placement, although the programmes are largely focussed on the theoretical component. Information on the conversion course theory:practice ratio was unavailable though and the duration can vary considerably, as little as 45 days in total, meaning that there is no consistent ratio across all programmes.

Assessment within the degrees and through the state examination in pedagogy, psychology and teaching methodology, is largely conducted through summative written and oral assessment designed to test knowledge of pedagogical theory rather than an individual's teaching skills. In order to obtain a teaching licence though, probationary teachers should be observed delivering two lessons and receive a satisfactory assessment.

Indicator 2: Training Programme Content

Score assigned: 1

The Higher Education Sector Study referenced in the 2008 Asian Development Bank's Education Reform Project highlighted great variation in composition of ITT programmes. Approximately half of the Chemistry and Natural Sciences Teacher programme offered by MSUE focussed on professional specialisation and only 15% on general studies, unrelated to pedagogy or the student's chosen subject. In contrast, nearly a third of the English teacher programme at Orkhon University is assigned to the study of general subjects, a third to professional specialisation and a third to professional foundation studies.

Pilot ITT courses include:

- introduction to the teaching profession;
- psychology (child development, age-specific needs and psychology of teaching/learning processes);
- pedagogy;
- subject methodology;
- teaching practicum; and
- state examination through individual trainee teacher portfolio review.

According to the Asian Development Bank report of 2008, there is some debate however about how well these common core course standards have been implemented and since the implementation of the proposed new standards still needs to be conducted country-wide, these standards cannot be considered within the scoring for this indicator.

In the absence of Bachelor degree and conversion course programme overviews, outside of the pilot programme provision, coverage of the core professional subjects found in English ITT programmes cannot be determined.

Indicator 3: Subject and Curriculum Preparation

Score assigned: 2

Teaching degrees usually contain a subject specialisation which is indicated within the degree title although the extent to which subject-specific methodology is covered can vary at present. Any subject-specific requirements, where in place, are set by the individual faculty/institution.

Conversion courses assume subject knowledge based on the individual's preceding Bachelor degree.

b) Requirements and Core Components of any Practical Placements

Indicator 4: Time Spent in Schools or Appropriate Settings

Score assigned: 5

Within a teaching degree programme, students are expected to undertake two placements: the first is six to eight weeks in duration while the second is four to six weeks and so, as a maximum, students complete 14 weeks of practice within their degree. A postgraduate training programme can be as little as 45 days in duration. However, since one year of probationary practice post-degree is a pre-requisite for qualifying as a registered teacher, the overall duration of practice in ITT exceeds the practical placement requirements in England.

Indicator 5: Age Ranges Addressed by Training

Score assigned: 2

It is important to note here that the school education system in Mongolia has undergone considerable reform in the last decade with the 10-year structure replaced by an 11-year structure in 2005 and replaced again by a 12-year structure in 2008.

Training programmes for secondary school teachers are offered by universities and should currently prepare teachers to teach across lower and upper secondary levels (both ages 12 to 14, and 15 to 17) which broadly corresponds to two consecutive age ranges in England.

Indicator 6: Range of Settings

Score assigned: 1

There is no national requirement to practise in more than one setting in Mongolia, although in practice it is likely that many students practise in two settings, including their practical placement within their degree and the probationary year teaching prior to qualifying as a fully licenced teacher.

Indicator 7: Level and Type of Teaching Practice

Score assigned: 2

Teaching practice is an integral part of ITT in Mongolia. Within MSUE programmes, the first placement is intended to help familiarise trainee teachers with being in schools. Trainee teachers observe other teachers and prepare lesson plans and materials. During the second placement, trainee teachers are more independent, developing and analysing lessons. The compulsory induction year also comprises an assessed observation of two of the probationary teacher's lessons.

Various projects and Asian Development Bank reports have highlighted variation in the requirements placed on trainee teachers. Some are given largely administrative/preparatory work on their university placement while others are seen as replacement teachers, charged with delivering all lessons and other associated duties, with less focus on observing in-service teachers. Although the induction period is compulsory for licensure, there are no guidelines or supervision, beyond the observation of two classes, to measure the responsibilities and performance of trainees.

c) Pedagogical Approach

Indicator 8: Similarity of Pedagogical Principles Underpinning Training

Score assigned: 0

Particular emphasis is placed on theory and knowledge accumulation through rote learning. The revised school curriculum introduced in recent years was intended to develop greater skills and competencies in students, however, concerns have been raised over the volume of content and the long-standing test culture: teacher salaries and contracts are performance-based, taking into consideration pupil performance in various examinations.

Methodology and resources to support the teaching of the new curriculum approach are also yet to be fully developed and implemented. Furthermore, the concept of differentiated delivery for varying abilities is a relatively new concept in Mongolia. The previous curricula made no discernible attempt to account for differing abilities as expected of new teachers in the English ITT system.

Indicator 9: Classroom Control

Score assigned: 1

Classroom control is not explicitly defined across ITT curricula. Both the practical placement and probationary period in schools should enable students to develop strategies for behavioural management although as explained in Indicator 7, the requirements of trainee teachers on placement can vary significantly.

Class sizes in Mongolia are potentially larger at secondary level with a pupil:teacher ratio of 20:1 compared with 15:1 in the UK⁸⁸.

⁸⁸ Based on 2006 data from the UNESCO Institute for Statistics.

d) Expected Skills

Indicator 10: Communication and Relationship Skills

Score assigned: 1

There is a lack of well-defined ITT content and assessment criteria, outside of pilot programme provision, to determine the inclusion and depth of coverage of communication techniques. A practical placement is integral to the ITT system however, as noted, there is variation in the duration of practice and expectations placed on trainee teachers on placement. This presents difficulties when assessing communication and relationship skills on a national level.

Indicator 11: Level and Application of English Language

Score assigned: 0

Most schools use Mongolian as the medium of instruction, although in the Bayan-Ulgii region it is more common for schools to use Kazakh. Secondary school students may study either English or Russian however specific English language requirements are not in place as a national standard for ITT admission.

e) Quality Assurance and Monitoring Processes

Responsibility for accreditation of higher education institutions lies with MECS though the Mongolian National Council for Higher Education Accreditation provides accreditation at institutional and program level. Programme accreditation does not currently extend to all programmes offered through recognised universities and specific accreditation guidelines for pre-service teacher training programmes are not yet in force.

Teacher licensing requirements have been in place since 2003 with the criteria for the award of a licence as follows:

- a) to deliver two open lessons at the end of the school year and receive a satisfactory recommendation
- b) to follow ethical norms and demonstrate a good role model as a teacher;
- c) to receive a recommendation from the school board that has evaluated the teachers' work several times during the school year,"⁸⁹.

The Asian Development Bank report did comment however that the mechanism is not in fact fully applied.

As with many countries examined within this study, responsibility for developing and delivering ITT programmes lies with the individual universities and teacher training colleges but the 2008 Asia Development Bank study revealed great variation in the competencies and knowledge of newly qualified teachers with a lack of coherent national teacher assessment, and quality assurance of ITT at this time is not considered satisfactory.

⁸⁹ Read, T (2008).

Montenegro

Summary of Scores

The following table summarises the scoring awarded to Montenegro on the basis of its proximity to the English ITT system:

Table 27: Summary scoring table for Montenegro

Indicator	Score (Minimum Threshold For Equivalence: 2)
Similarity and Suitability of the ITT Programmes	
Modes of Learning and Assessment	2
Training Programme Content	1
Subject and Curriculum Preparation	2
Requirements and Core Components of any Practical Placements	
Time Spent in Schools or Appropriate Settings	5
Age Ranges Addressed by Training	1
Range of Settings	1
Level and Type of Teaching Practice	2
Pedagogical Approach	
Similarity of Pedagogical Principles Underpinning Training	0
Classroom Control	2
Expected Skills	
Communication and Relationship Skills	1
Level and Application of English Language	0
Quality Assurance and Monitoring	Satisfactory
Number of Thresholds Passed (max 11):	5
Average Score (standard deviation 0.61):	1.55
Total Score (max 52):	17

Country Profile

School System

School education is state-funded in Montenegro. Compulsory education is intended for pupils aged seven to 15 and consists of two levels: primary and lower secondary. Students may then choose to enter upper secondary academic or technical/vocational school. Upper secondary academic education lasts for four years from the ages of 15 to 18. On completion of upper secondary education, students are awarded the Secondary School Leaving Certificate (*Maturski ispit/Diploma o završenoj srednjoj školi*).

Educational Oversight

The Ministry of Education and Sports is responsible for overseeing all levels of education, including teacher education. According to the Montenegrin *General Law on Education*, “teachers have the professional freedom in the organisation of teaching, the application of teaching methods and in the selection of the forms of work with pupils, as well as in the selection of tasks they give to their students, all within the framework of the established educational curriculum”⁹⁰.

Minimum Requirements to Teach

To qualify as an upper primary or secondary school teacher, individuals must gain an undergraduate academic or professional degree (*Diploma o završenim osnovnim akademskim studijama/Diploma primenjenih osnovnih studija*). They then undertake a mentorship which involves theory and practice in real classroom environments. The mentorship takes up to one year and on completion trainee teachers must pass the State Teacher Examination to obtain the status of qualified teacher.

Lower primary school teachers can train in non-university institutions at a level below British Bachelor degree standard.

Approach to SEN

As part of a project of inclusive education which began in Montenegro in the 2003/04 academic year, children with special needs entered regular pre-school for the first time. The *Law on Education of Children with Special Needs*, cementing their right to equal opportunities, came into force in 2004. However, the Ministry of Education and Sports admits, that in order to provide support to schools, parents and health care institutions in the education of children with disabilities, they have to “adjust school areas in order to enable access for children to school facilities, [provide] necessary training for teachers, [provide] appropriate materials and conditions to meet the needs of children”⁹¹. Specific coverage of SEN training in general ITT was not evident.

Professional Conduct

There is no discernible professional code governing the conduct of teachers in the classroom, comparable to Part Two of the *Teachers’ Standards* in England. It is acknowledged though that corporal punishment is prohibited in schools.

⁹⁰ Ministry of Education and Science (2001).

⁹¹ Ministry of Education and Sports (n.d.).

Summary of Analysis

The Montenegrin ITT system met five of the 11 minimum thresholds and therefore displays some similarities to the English ITT system. The inclusion of the mentored training placement ensured that the minimum thresholds for time spent in schools but differences in training programme content and pedagogical principles prevented overall comparability.

Analysis

Routes for Analysis:

- Academic/professional degree plus mentorship (for upper primary and secondary school teachers).

a) Similarity and Suitability of the ITT Programmes

Indicator 1: Modes of Learning and Assessment

Score assigned: 2

There is no requirement for a teacher to have studied pedagogical principles or didactics prior to starting the one year mentorship. The mentorship intends to provide a foundation in professional knowledge and application to prepare trainees for the State Teacher Examination. This does include a theoretical as well as a practical element although assessment methods for the State Teacher Examination, however, are not as broad as those employed in the English teacher training system.

Indicator 2: Training Programme Content

Score assigned: 1

As outlined above there is no requirement to study pedagogy prior to entering the mentorship. The mentorship is intended to provide coverage of pedagogical theory and skills to prepare trainees for the State Teacher Examination but clearly variation in content and structure may exist. The examination tests knowledge of professional theory and skills including teaching strategies and planning. However, it is not clear whether there is sufficient development of trainees' ability to adapt programmes to meet the needs of students of varying abilities nor whether the examination tests, in sufficient depth, the minimum core skills expected of new teachers in England.

Indicator 3: Subject and Curriculum Preparation

Score assigned: 2

The State Teacher Examination requirements stipulate that in order to become a teacher, individuals must hold a degree in the subject of their specialisation and have completed the one year mentorship that includes close observation and completion of theoretical and practical examinations. Trainee teachers must therefore develop some familiarity with the national curriculum and the education system, sufficient to ensure that teachers are adequately prepared to teach their specialist subject.

b) Requirements and Core Components of any Practical Placements

Indicator 4: Time Spent in Schools or Appropriate Settings

Score assigned: 5

There is no requirement for a trainee teacher to undertake a practical placement as part of university-based teaching programmes; however, as stated in the previous section, to qualify as a teacher, after graduation individuals must complete a one year placement under mentorship learning to teach before undertaking the State Teacher Examination for entry to the teaching profession.

Indicator 5: Age Ranges Addressed by Training

Score assigned: 1

Teachers are trained to teach a specific age range, although the age ranges for upper secondary (ages 15 to 18) do not correspond to two consecutive age ranges in England.

Indicator 6: Range of Settings

Score assigned: 1

Although there is no requirement to undertake practical placements prior to undertaking a mentorship as a trainee teacher, practice and observation in at least one classroom setting is required in order to pass the practical element of the State Teacher Examination to become a qualified teacher.

Indicator 7: Level and Type of Teaching Practice

Score assigned: 2

As part of the overall training, trainee teachers are expected to demonstrate their ability to teach in a real classroom setting and are assessed by an experienced supervisor, although this practical assessment comprises a relatively small proportion of the overall state examination. It is also apparent that a lot of time within the one year mentorship, is devoted to observation as opposed to actual teaching.

Furthermore, the quality of students' practical experience may vary considerably from school to school owing to a lack of uniformity in the application of training standards.

c) Pedagogical Approach

Indicator 8: Similarity of Pedagogical Principles Underpinning Training

Score assigned: 0

The curricula of education-oriented degree programmes and requirements of the State Teacher Examination do not appear to include the ability to engage students' independent thinking or higher order thinking skills. Current teaching still emphasises rote learning and teacher-centred methodologies. The Montenegrin ITT system does not therefore meet the threshold in terms of similarity of pedagogical approach.

Indicator 9: Classroom Control

Score assigned: 2

Specific classroom control is not a compulsory subject within ITT programmes although coverage of practical behavioural management techniques with ITT curricula and the extent to which trainees are prepared to deal with problematic children may vary depending upon the individual programmes. Trainee teachers have some opportunities to learn classroom control through their one year trainee placement, during which they need to deliver full, assessed lessons, prior to undertaking the State Teacher Examination.

The UNESCO Institute for Statistics does not hold data on pupil:teacher ratios at primary and secondary for Montenegro to enable comparison of class sizes to those in the UK.

d) Expected Skills

Indicator 10: Communication and Relationship Skills

Score assigned: 1

ITT curricula do not include specific coverage of communication and relationship skills. The mentorship, during which trainees are required to deliver some full lessons, provides some opportunities to develop these skills. However, it is important to note that specific communicative techniques covered by national training standards in England are not expressly stated as assessment criteria for the examination. Furthermore, evaluation and self-evaluation strategies are not covered. The minimum threshold level is therefore not met for this indicator.

Indicator 11: Level and Application of English Language

Score assigned: 0

English is not an official or widely spoken language in Montenegro and there are no English language requirements set for admission to an ITT programme.

e) Quality Assurance and Monitoring Processes

With regard to quality assurance, all higher education bodies must conduct self-evaluations encompassing curricula, teaching equipment, teaching methods, percentage of students passing the final graduation exams, percentage of graduates and other required indicators.

The body responsible for conducting an external evaluation of higher education providers as part of the accreditation process is the Montenegro Council for Higher Education (MCHE). The MCHE is responsible for issuing certificates of accreditation, based on the report of the Evaluation Commission (specially formed by the MCHE for evaluation and accreditation of institutions and study programmes).

The power to issue or revoke operating licences to higher education institutions belongs to the Ministry of Education and Sports.

The State Teacher Examination is also administered at a national level ensuring that all aspiring teachers are assessed in the same way prior to achieving qualified status.

Morocco

Summary of Scores

The following table summarises the scoring awarded to Morocco on the basis of its proximity to the English ITT system:

Table 28: Summary scoring table for Morocco

Indicator	Score (Minimum Threshold For Equivalence: 2)
Similarity and Suitability of the ITT Programmes	
Modes of Learning and Assessment	1
Training Programme Content	1
Subject and Curriculum Preparation	2
Requirements and Core Components of any Practical Placements	
Time Spent in Schools or Appropriate Settings	0
Age Ranges Addressed by Training	1
Range of Settings	0
Level and Type of Teaching Practice	0
Pedagogical Approach	
Similarity of Pedagogical Principles Underpinning Training	0
Classroom Control	0
Expected Skills	
Communication and Relationship Skills	0
Level and Application of English Language	0
Quality Assurance and Monitoring	Unsatisfactory
Number of Thresholds Passed (max 11):	Not Applicable
Average Score (standard deviation 0.61):	Not Applicable
Total Score (max 52):	Not Applicable

Country Profile

School System

State-funded education in Morocco is compulsory from age six. The school structure is divided into six years of primary school (starting aged six) and three years of lower secondary education. Students may then enter upper secondary education for a further three years. On successful completion of these 12 years of schooling, students are awarded the Upper Secondary School Certificate (*Diplôme du Baccalauréat*).

Educational Oversight

Responsibility for policy and regulation of education lies with government bodies, in particular the Ministry of National Education. At present the government is attempting to revitalise stalled reforms to the education system. It is aiming to renovate: the suitability of education for the economy, pedagogical organisation, the quality of education and training, human resources, governance and partnership and funding within the education system. The original reforms were due for completion during the last decade, however, they are now scheduled for completion by the end of 2012.

Minimum Requirements to Teach

Pre-primary and primary school teachers undertake a two-year programme offered by post-secondary teacher training institutes requiring the Upper Secondary School Certificate for entry. To teach at junior secondary level, holders of the Upper Secondary School Certificate take a two-year course at regional pedagogical institutions, however, the qualifications awarded on completion are not comparable in level to a Bachelor degree in the English context.

To teach at senior secondary level, holders of an undergraduate degree (*Licence*) or the junior secondary teaching diploma plus an entrance examination, take a one or two year course at higher education, non-university institutions specialising in teacher training (*Ecoles Normales Supérieures*). This leads to the Diploma of Secondary Cycle Teacher (*Diplôme de Professeur de Deuxième Cycle*) which is considered comparable to British Bachelor (Ordinary) degree standard. Entry to the preceding qualifications was based on the Upper Secondary School Certificate, comparable to GCSE (grades A* - C) standard for subjects passed. Specific subject admission requirements for ITT are not in place on a national level.

Approach to SEN

Morocco is developing its provision of inclusive education. The *UN Convention on the Rights of Persons with Disabilities* has been ratified by Morocco and since 2007, various Ministerial departments, NGOs and other stakeholders have collaborated towards the creation of a new law in accordance with the requirements of the UN Convention.

Despite the creation of a framework, the implementation of support for SEN and inclusive education is in a nascent stage. UNESCO undertook a capacity development workshop on inclusive education and curricula in Rabat in April 2010. The session identified means through which the government could develop an inclusive curriculum that would address the needs of all learners. However, at present, SEN and inclusive education remain as notions at policy development level rather than fully implemented practice in the classroom or ITT.

Professional Conduct

No standards regarding professional conduct are set to enable comparison against Part Two of the *Teachers' Standards* in England. Corporal punishment is not expressly prohibited by law however Ministerial directives in 2000 do forbid its use in schools.

Summary of Analysis

The analysis of the Moroccan ITT system was hindered by the limited information available both on ITT programmes and applicable quality assurance mechanisms. This resulted both in the award of the minimum score for particular indicators and in there being insufficient evidence to confirm satisfactory quality assurance of ITT.

Analysis

Routes for Analysis:

- Diploma of Second Cycle Teacher (for upper secondary school teachers).

a) Similarity and Suitability of the ITT Programmes

Indicator 1: Modes of Learning and Assessment

Score assigned: 1

Teacher training programmes are predominantly theoretical in nature and although some may include a practical placement, this is not a compulsory element of all programmes and the programmes do not always provide a comparable balance between professional knowledge and application. Assessment is primarily conducted by written examination, differing substantially from the English model.

Indicator 2: Training Programme Content

Score assigned: 1

Given the lack of unified, prescriptive national standards underpinning teacher training programmes, training programme content can vary depending upon the institution.

Detailed information on programme curricula was unavailable: the overviews obtained for courses do not provide sufficient detail to determine minimum coverage of the core professional skills found in English ITT programmes. The evidence that is available points to a lack of practical skills coverage but indicates that programmes do provide some theoretical training on lesson planning and an introduction to teaching strategies.

Indicator 3: Subject and Curriculum Preparation

Score assigned: 2

The Diploma of Second Cycle Teacher contains a subject specialisation to provide trainees with a specialist subject to deliver at upper secondary level. Subject-specific admission requirements are not enforced and there is insufficiently detailed information on ITT curricula to determine whether subject methodology is an integral part of training.

b) Requirements and Core Components of any Practical Placements

Indicator 4: Time Spent in Schools or Appropriate Settings

Score assigned: 0

There is no centrally administered requirement that trainee teachers must undertake a placement as part of their studies.

Indicator 5: Age Ranges Addressed by Training

Score assigned: 1

The Diploma of Second Cycle Teacher trains a teacher to teach at upper secondary level. Upper secondary level includes grades 10 to 12. This only corresponds to one age range in the English context.

Indicator 6: Range of Settings

Score assigned: 0

There is no centrally administered requirement that trainee teachers must undertake a placement as part of their studies.

Indicator 7: Level and Type of Teaching Practice

Score assigned: 0

There is no centrally administered requirement that trainee teachers must undertake a placement as part of their studies.

c) Pedagogical Approach

Indicator 8: Similarity of Pedagogical Principles Underpinning Training

Score assigned: 0

Evidence suggests that the primary methods of teaching emphasise rote learning and memorisation with little student interaction and pupil-centred techniques. The state acknowledges the need to undertake reforms to encourage more teacher-centred teaching styles and techniques but there is little evidence that this has been achieved and implemented in ITT on a national level. The wider reforms to the educational system are behind schedule and the urgency programme, introduced to compensate, will not be complete until later this year.

Indicator 9: Classroom Control

Score assigned: 0

The inclusion of classroom control theory within ITT programmes could not be determined due to limited information available on programme curricula. As teaching practice is not a compulsory component of existing teacher training, trainee teachers may not be able to develop comparable classroom management techniques as part of a practical training programme.

Class sizes are marginally higher in Morocco with a secondary level pupil:teacher ratio of 19:1 compared with the ratio for the UK, 16:1⁹².

d) Expected Skills

Indicator 10: Communication and Relationship Skills

Score assigned: 0

Specific coverage of communication and relationship skills development could not be ascertained and practice in a real-life setting is not compulsory for all programmes. The prevalence of teacher-centred techniques such as dictation and repetition suggests that any communication skills developed would be different to those expected of new teachers in England.

⁹² Based on 2004 data from the UNESCO Institute for Statistics.

Indicator 11: Level and Application of English Language

Score assigned: 0

Arabic and French are the dominant languages in Morocco. English is not widely spoken nor required for admission to ITT programmes.

e) Quality Assurance and Monitoring Processes

Quality assurance is conducted nationally by ministerial agencies. Despite the existence of this institution, there is a lack of clarity regarding teacher training and there have been a number of failed reforms to the education system. It is unclear at the present time how initial teacher training is regulated and quality assured.

Niger

Summary of Scores

The following table summarises the scoring awarded to Niger on the basis of its proximity to the English ITT system:

Table 29: Summary scoring table for Niger

Indicator	Score (Minimum Threshold For Equivalence: 2)
Similarity and Suitability of the ITT Programmes	
Modes of Learning and Assessment	0
Training Programme Content	0
Subject and Curriculum Preparation	2
Requirements and Core Components of any Practical Placements	
Time Spent in Schools or Appropriate Settings	0
Age Ranges Addressed by Training	1
Range of Settings	0
Level and Type of Teaching Practice	0
Pedagogical Approach	
Similarity of Pedagogical Principles Underpinning Training	0
Classroom Control	0
Expected Skills	
Communication and Relationship Skills	0
Level and Application of English Language	0
Quality Assurance and Monitoring	Unsatisfactory
Number of Thresholds Passed (max 11):	Not Applicable
Average Score (standard deviation 0.61):	Not Applicable
Total Score (max 52):	Not Applicable

Country Profile

School System

Schooling is state-funded. Compulsory, basic education comprises primary and lower secondary education. Primary education, leading to the Certificate of Primary Studies (*Certificat d'Études Primaires*), lasts six years from the ages of seven to 12. Lower secondary education (for ages 13 to 16) leads to the Lower Secondary School Certificate (*Brevet d'Études du Premier Cycle* (BEPC)) after four years of study. Students can then study for a further three years (ages 17 to 19), during which they specialise in a particular subject stream, leading to the award of the Upper Secondary School Certificate (*Baccalauréat*).

Educational Oversight

Education in Niger is relatively centralised, with responsibility for the various levels and types of education lying with different departments of the Ministry of National Education, the Ministry of Basic Education and Literacy and the Ministry of Secondary Education, Higher Education and Scientific Research.

Minimum Requirements to Teach

Teaching at primary/basic level in Niger is not a graduate profession: training is open to holders of the Lower Secondary School Certificate, awarded upon completion of lower secondary education, and is a minimum of two years in duration. As such, routes in teaching at basic education level fall below British Bachelor degree and is not subject to further analysis.

However, to teach in an upper secondary institution for students aged 17 to 19, students must undertake a teacher training course leading to the Diploma/Certificate of Professional Capacity for Secondary Teaching (*Diplôme/Certificat d'Aptitude Professionnelle à l'Enseignement Secondaire*). The programme is provided by the *Ecole Normale Supérieure* (ENS), one of the schools of the Abdou Moumouni University.

Admission is based on the individual's degree (*Maîtrise*), which is considered comparable to British Bachelor (Ordinary) degree standard, and a competitive entrance examination administered by the Ministry of Secondary Education, Higher Education and Scientific Research. Specific subject admission requirements at a level comparable to GCSE are not in place although an individual would have needed the Upper Secondary School Certificate for admission to their preceding undergraduate degree. The Upper Secondary School Certificate is considered comparable to GCSE (grades A* - C) standard where subjects have been passed with a grade of 10 or more have been obtained.

Approach to SEN

Special schools for deaf and blind students exist but measures to address other needs are limited. SEN teacher training is typically separate to general ITT but the breadth and depth of study is not clearly defined.

Professional Conduct

A code of conduct for teachers was not identified and there was insufficient information available on professional conduct to compare against Part Two of the *Teachers' Standards* in England.

Explicit prohibition of corporal punishment in Nigerien schools is not in force though and concerns have been raised by the *Global Initiative to End All Corporal Punishment of Children* regarding violence towards children in Niger's Koranic schools.

Summary of Analysis

Only limited information was available on the Nigerien ITT system, presenting challenges for the analysis. Programme overviews to analyse training programme content and learning outcomes could not be sourced and the analysis is, as such, largely based on literature and official reports from the Niger's government ministries. For many indicators, there was insufficient evidence to confirm that, on a national level, ITT graduates would meet the minimum thresholds prescribed for the English ITT system. Furthermore, specific quality assurance mechanisms in place for ITT were not identified.

Analysis

Routes for Analysis:

- Diploma/Certificate of Professional Capacity for Secondary Teaching (for upper secondary school teachers).

a) Similarity and Suitability of the ITT Programmes

Indicator 1: Modes of Learning and Assessment

Score assigned: 0

ITT programmes for upper secondary school teachers are intended to provide both theoretical and practical training, rather than being wholly practical. Beyond this though, it is unclear whether practice in a real-life setting would be compulsory for all trainees to qualify. There appears to be a lack of genuine practice in schools due to low availability of suitable schools and a heavy focus on knowledge transmission over development and application.

Indicator 2: Training Programme Content

Score assigned: 0

As mentioned, detailed programme overviews were not available to determine the level of coverage of the core professional skills found in English ITT programmes such as teaching strategies and lesson planning.

The predominance of teacher-centred strategies used in schools indicates though that any strategies taught would not correspond with those expected of teachers in England.

Indicator 3: Subject and Curriculum Preparation

Score assigned: 2

The ENS has nine subject-specific departments:

- French;
- English;
- mathematics;
- history;
- geography;
- physics;
- chemistry;
- life and earth sciences; and
- psychology-pedagogy.

As such, some subject specialisation is expected for upper secondary school teachers though this largely comes from their preceding degree.

The entrance examination for the programme includes a four-hour written test designed to test candidate's subject knowledge. Detailed teacher guides for each subject area are devised at state level, requiring little preparation or knowledge of suitable subject-specific methodology on the part of qualified teachers suggesting that ITT courses do not need to dedicate programme time to subject and curriculum preparation.

b) Requirements and Core Components of any Practical Placements

Indicator 4: Time Spent in Schools or Appropriate Settings

Score assigned: 0

The existence of a compulsory placement in a real-life setting was not ascertained however the predominance of theory over practice and the duration of the course (maximum one academic year) indicates that any practice undertaken would not compare with the minimum threshold in England.

Indicator 5: Age Ranges Addressed by Training

Score assigned: 1

ITT programmes are age-range specific with separate qualifications required to teach at the different school stages. The Diploma/Certificate of Professional Capacity for Secondary Teaching trains individuals to teach ages 17 to 19 which corresponds to one age range in the context of the English education system.

Indicator 6: Range of Settings

Score assigned: 0

As stated above, it is not clear whether all trainee teachers undertake a compulsory practical placement in a real-life setting.

Indicator 7: Level and Type of Teaching Practice

Score assigned: 0

As outlined above, the inclusion of a compulsory practical placement in ITT programmes has not been confirmed and no guidelines for practice have been identified.

c) Pedagogical Approach

Indicator 8: Similarity of Pedagogical Principles Underpinning Training

Score assigned: 0

Teacher-centred delivery dominates in Nigerien schools with methods such as recitation, copying from the blackboard or other materials and rote memorisation common. As such, ITT programmes are unlikely to address a comparable variety of student-centred teaching strategies.

Indicator 9: Classroom Control

Score assigned: 0

No reference to strategies for classroom control and behavioural management is made within the information available and since the existence of a compulsory practical placement was not confirmed, opportunities to develop these techniques through in-school experience may not arise prior to qualifying.

The pupil:teacher ratio in Niger at upper secondary level is a little higher than in the UK, at 16:1 compared with 14:1⁹³.

⁹³ Based on 2008 data from the UNESCO Institute for Statistics.

d) Expected Skills

Indicator 10: Communication and Relationship Skills

Score assigned: 0

There is insufficient basis to confirm that communication skills expected of new teachers in England would be developed by Nigerien ITT programmes.

It is unclear whether trainee teachers must undertake a compulsory placement prior to qualifying and the predominance of whole-class recitation and rote learning within classrooms indicates that strategies for communicating and providing student feedback will be undeveloped within the course of ITT programmes.

Indicator 11: Level and Application of English Language

Score assigned: 0

The official language of Niger is French although Hausa and Djerma are also spoken and Koranic schools use Arabic. English is not widely spoken and no English language requirements are in place for admission to ITT.

e) Quality Assurance and Monitoring Processes

There is educational oversight of the ENS within the University of Abdou Moumouni and external oversight by the MESSRS although information on specific quality assurance processes for ITT is unclear.

Nigeria

Summary of Scores

The following table summarises the scoring awarded to Nigeria on the basis of its proximity to the English ITT system:

Table 30: Summary scoring table for Nigeria

Indicator	Score (Minimum Threshold For Equivalence: 2)
Similarity and Suitability of the ITT Programmes	
Modes of Learning and Assessment	2
Training Programme Content	3
Subject and Curriculum Preparation	3
Requirements and Core Components of any Practical Placements	
Time Spent in Schools or Appropriate Settings	5
Age Ranges Addressed by Training	0
Range of Settings	1
Level and Type of Teaching Practice	2
Pedagogical Approach	
Similarity of Pedagogical Principles Underpinning Training	3
Classroom Control	3
Expected Skills	
Communication and Relationship Skills	2
Level and Application of English Language	4
Quality Assurance and Monitoring	Unsatisfactory
Number of Thresholds Passed (max 11):	Not Applicable
Average Score (standard deviation 0.61):	Not Applicable
Total Score (max 52):	Not Applicable

Country Profile

School System

The Nigerian state-funded school system comprises primary, lower/junior secondary and upper/senior secondary education. Primary (ages six to 11) and junior secondary (ages 12 to 14) education levels are collectively referred to as 'basic education', with a Junior School Certificate/Certificate of Basic Secondary Education awarded upon completion⁹⁴. Senior secondary education is three years in duration, leading to the Senior School Certificate, but is not compulsory.

Educational Oversight

Education is overseen by the Federal Ministry of Education, although each state also has its own department of education. Teaching at all levels is regulated by the Teachers' Registration Council of Nigeria (TRCN), operational since 2000 with mandatory registration introduced in 2007.

Involving key educational and professional stakeholders within Nigeria and with reference to national minimum academic benchmarks and existing teachers' standards in the UK, Canada, Australia and the USA, the TRCN has developed the *Professional Standards for Nigerian Teachers*. There are a total of 84 professional standards which, like the UK, define the knowledge, skills, attributes and values for all teachers, irrespective of their career stage or entry route, with a minimum score across the standards required for registration.

Minimum Requirements to Teach

The Nigeria Certificate of Education (NCE) has been the official national minimum standard to obtain a Category D licence to teach at Basic Education level (ages six to 15) since 1998. When evaluated against the English national education system however, this qualification is considered comparable to BTEC National Diploma standard, thereby falling below the threshold for inclusion in the analysis.

A Category C licence, enabling the holder to teach at senior secondary level, is open to graduates only. For the purposes of this study, the analysis therefore focuses on the Bachelor of Education, the Postgraduate Diploma in Education and the Professional Diploma in Education – the qualifications required for the award of a Category C licence – as the minimum requirements to teach at senior secondary level.

Admission to Bachelor degrees is based on the Unified Tertiary Matriculation Examination and the Senior School Certificate, awarded by the West African Examinations Council (WAEC) or the National Examinations Council (NECO)⁹⁵. The Senior School is considered comparable to GCSE (grades A* - C) standards for subjects passed with *credit* grades of 1 – 6, A1 – C6, or A – C. Specific subject admission requirements are not in place on a national level although a *credit* pass of English is usually required for admission into Bachelor degrees, irrespective of the subject to be studied.

⁹⁴ Students also obtain a Primary School Leaving Certificate on completion of primary school.

⁹⁵ Those who studied up to 1989 would have undertaken the WAEC General Certificate of Education Ordinary Level.

Approach to SEN

Included within the TRCN's professional standards are the expectations placed on teachers in relation to SEN, with the education of SEN learners within mainstream schools an integral part of the graduate teacher's role.

Professional Conduct

Nigeria ratified the *Convention on the Rights of the Child* in April 1991. The TRCN first published *The Teachers' Code of Conduct* in 2004, with basic revisions made in 2005. The Code covers the legal requirements of teachers in Nigeria, relationships with colleagues, learners, parents/guardians, employers and society and the role and responsibilities of the teacher. The content, though not as concise as Part Two of the *Teachers' Standards* in England, demonstrates solid areas of convergence.

One area to highlight however is the use of corporal punishment. Several sources have been used for reference with conflicting information provided.

Penal code for Northern Nigeria permits the use of corporal punishment in schools providing it does not amount to "grievous hurt". The ambiguity surrounding this provision has been the focus of criticism from international stakeholders. *The Teachers' Code of Conduct*, 2005 edition, states that "teachers should not under any circumstance administer any corporal punishment except otherwise permitted by the school authority", implying a certain decentralisation to the local education authorities.

The Federal Government's *Country Report on Violence Against Children* stipulates however that corporal punishment is a punishable offence. Furthermore, the more recent *Professional Standards for Nigerian Teachers* states that "Teachers do NOT under any circumstance administer corporal punishment on learners." Although then both the aforementioned penal code and teachers' code of conduct are still in operation, the requirement in the professional standards should supersede these.

Summary of Analysis

It should be noted that the Nigerian ITT system has undergone substantial reform over recent years. The analysis reflects the current ITT system but it should be acknowledged that the majority of existing teachers have been trained under the former system for which the standards were less well defined.

National minimum standards for Bachelor degrees in Education were established by the National Universities Commission (NUC) and submitted to the TRCN for consultation. The TRCN has also developed national benchmark statements for the postgraduate and professional diplomas in education. All programmes should cover the minimum professional knowledge, skills and attributes required for teacher registration and, as such, the various routes into teaching at senior secondary level do not need to be further differentiated for the purpose of scoring.

Based on the professional standards and central documentation observed, the Nigerian ITT system demonstrates considerable similarities with the English ITT system. In view of the recent implementation and depending on the course undertaken, the scores suggested would, at best, only apply to those graduating in 2012 onwards though. It should also be noted that the NUC has not conducted an accreditation review exercise since the implementation of the new standards and, as such, quality assurance cannot be confirmed.

Analysis

Routes for Analysis:

- Bachelor of Education for the Category C Licence (for upper secondary school teachers);
- Postgraduate Diploma in Education for the Category C Licence (for upper secondary school teachers); and
- Professional Diploma in Education for the Category C Licence (for upper secondary school teachers).

a) Similarity and Suitability of the ITT Programmes

Indicator 1: Modes of Learning and Assessment

Score assigned: 2

In order to register with the TRCN, the teacher training programme must include both theoretical and practical elements. Using for example, the University of Ilorin's course overviews for Bachelor of Education degrees the core modules constitute a total of 1035 learning hours over four years. Of this, 135 hours are allocated for simulated practice while 360 hours are assigned to practical placements in schools, leading to a near balance between theory (540 hours) and practice (495 hours).

In the new Postgraduate Diploma in Education, assessment is based on continuous assessment and examinations, assessment of supervised teaching and a 25,000 word research project.

Indicator 2: Training Programme Content

Score assigned: 3

Although there are common standards for ITT programmes, specific modules and credits are still set by the institution. Taking again the University of Ilorin as an example, it is clear that in addition to the subject specialisation, there are 49 core credits which must be taken by all students. These could be categorised into education studies (eight credits) including history of education and philosophy of education, professional studies (28 credits), research (seven credits) and practice (six credits).

General courses are not a common feature of ITT programmes. Subject specialisation occurs in all degrees for upper secondary education although the proportion of time allocated to this was not available at a national level and may vary between different Bachelor degree programmes.

Lesson planning is an integral part of teacher training, documented both in the *Professional Standards for Nigerian Teachers* and observable within all curriculum overviews examined. Trainees must be able to demonstrate good planning skills in planning delivery of specific topics or curriculum areas for different ages and abilities. Inclusive education is also integral to the curriculum with teachers trained to identify and plan for low and high attainers. Adherence to the curriculum prescribed for the level at which they are teaching is compulsory and teachers are required to link the intended lesson outcomes to their written lesson plans.

Effective use of informal assessment techniques and monitoring strategies form a key part of the professional standards for teachers qualified at all levels.

Indicator 3: Subject and Curriculum Preparation

Score assigned: 3

Subject-specific requirements, where in place, are set by the individual universities. Subject specialisation is achieved through specialist subject classes for Bachelor degree programmes and subject methodology classes although the latter do not form a substantial part of the course. For postgraduate courses, subject knowledge is assumed from the trainee teacher's preceding degree but subject methodology classes, designed to prepare students to teach their chosen subjects, are taken.

The area of specialisation is typically indicated in the qualification title, For example, BA (Education) English or BSc (Education) Geography, or is clearly stated in the qualification transcripts. It is not indicated on the TRCN Certificate of Registration though.

b) Requirements and Core Components of any Practical Placements

Indicator 4: Time Spent in Schools or Appropriate Settings

Score assigned: 5

The length of time spent in schools as part of the ITT programmes varies according to the level and type of qualification. Although teaching practice within ITT is mandatory, currently it can be as little as six weeks in duration.

Teaching practice within Bachelor degrees is usually expressed in hours, with two to three placements of 90 to 180 hours each. The new TRCN-developed Post-Graduate Diploma in Education specifies a minimum of 12 weeks of supervised teaching practice.

Upon graduating, teachers are required to complete a one year induction programme in order to be awarded a professional teacher's licence and, as such, this period can be considered part of the ITT process.

Indicator 5: Age Ranges Addressed by Training

Score assigned: 0

Although those qualified to teach up to senior secondary level may teach across all ages (6 to 17), the practical placement usually covers a specific range such as post-primary. Some elements of the programme are linked to the age ranges the individual is seeking to teach (subject methodology), while others are more generic.

Indicator 6: Range of Settings

Score assigned: 1

Teachers are expected to undertake three separate practical placements within the course of their ITT programme, each with different aims and requirements. Despite this, neither the *Professional Standards for Nigerian Teachers* nor the national benchmarks for education programmes specify a minimum number of settings for teacher practice. Specific guidelines on the induction period and the expectations placed on trainees within this time are unclear.

Indicator 7: Level and Type of Teaching Practice

Score assigned: 2

As stated above, trainee teachers undertake three placements during the course of their ITT programme. During the first, they are expected to observe in-service teachers while the second and third require teachers to deliver classes in general and specialist areas across the age ranges and abilities specified for their training.

Trainees are expected to deliver a large number of lessons and a review of course outlines showed that in some training programmes, up to 75% of the practical placement is dedicated to teaching lessons based on trainees' own lesson plans. In others however the placement requirements are less prescriptive, specifying only that teachers must develop and deliver lessons without a discernible number of hours or ratio.

c) Pedagogical Approach

Indicator 8: Similarity of Pedagogical Principles Underpinning Training

Score assigned: 3

The Nigerian education system shares some pedagogical principles with England, favouring the development of students' critical thinking skills over rote learning. Training programme curricula ensure trainees learn different teaching styles and are able to apply these in response to group and individual learning needs as applicable. Although structured learning and active engagement techniques feature implicitly within the professional standards, there is potentially scope for teachers to meet the requirements for registration without having been assessed in their ability to apply these techniques.

Indicator 9: Classroom Control

Score assigned: 3

All training programmes comprise modules on classroom control however the depth and breadth of the modules can vary. Trainee teachers also have some opportunities to develop skills in this area through the compulsory placement.

Classes at upper secondary level are larger in Nigeria with a pupil:teacher ratio of 19:1 in 2008 and 14:1 in the UK⁹⁶.

⁹⁶ Based on 2008 data from the UNESCO Institute for Statistics.

d) Expected Skills

Indicator 10: Communication and Relationship Skills

Score assigned: 2

Reporting both to students, parents, guardians or other stakeholders is one of the sub-themes of the *Professional Standards* document. Graduate teachers, having completed assessed placements, are expected to be able to provide feedback on student progress and performance and offer constructive recommendations for development though the programmes examined did not include communication skills development.

The teacher's ability to maintain a positive and productive learning environment through effective communication, leadership and classroom management skills is an integral part of the professional standards for registration however the requirements prescribed for graduate teachers are less well defined than in England.

Indicator 11: Level and Application of English Language

Score assigned: 4

English is the official language in Nigeria but not the sole language. There are three main Nigerian languages (Hausa, Yoruba and Igbo) as well as over 500 local indigenous languages.

English is however required for admission to Bachelor degrees and fluency, both spoken and written, required for acceptance to a TRCN recognised teacher training programme. Some variations in English to Standard English may apply though.

e) Quality Assurance and Monitoring Processes

Nigeria has both an educational oversight body, the NUC, and a professional regulatory body, the TRCN.

The TRCN's *Professional Standards for Nigerian Teachers Checklist* can be used by training assessors, training providers as well as employers both to determine trainees' suitability for registration. Minimum performance scores, as defined by the TRCN, are required not only to qualify for registration but also to continue with full registration: teaching licences, valid from January to December, must be renewed every year.

The NUC is responsible not only for institutional-level accreditation but also for ensuring the establishment of Benchmark Minimum Academic Standards (BMAS) for undergraduate and postgraduate programmes in Nigeria. These programmes are subject to periodic reviews, approximately every five years. Programmes may have full, interim or denied accreditation status however training programmes which have been denied accreditation are not accepted for registration with the TRCN and therefore adherence to minimum standards is ensured for those who successfully obtain professional teacher registration. It should be noted though that the last NUC review was conducted in 2009. As such, there has been no external validation to date that all institutions' programmes have satisfactorily revised their curricula to incorporate the new standards in order to achieve 'full' accreditation.

Given the extent of curricula revision necessary in some institutions, it would be prudent to await the next NUC accreditation exercise to ensure that no programmes denied accreditation were able to register graduates with the TRCN in the interim period. At the time of writing therefore, quality assurance practices for ITT are not considered satisfactory.

Oman

Summary of Scores

The following table summarises the scoring awarded to Oman on the basis of its proximity to the English ITT system:

Table 31: Summary scoring table for Oman

Indicator	Score (Minimum Threshold For Equivalence: 2)
Similarity and Suitability of the ITT Programmes	
Modes of Learning and Assessment	2
Training Programme Content	2
Subject and Curriculum Preparation	3
Requirements and Core Components of any Practical Placements	
Time Spent in Schools or Appropriate Settings	0
Age Ranges Addressed by Training	2
Range of Settings	1
Level and Type of Teaching Practice	2
Pedagogical Approach	
Similarity of Pedagogical Principles Underpinning Training	2
Classroom Control	2
Expected Skills	
Communication and Relationship Skills	1
Level and Application of English Language	0
Quality Assurance and Monitoring	Satisfactory
Number of Thresholds Passed (max 11):	7
Average Score (standard deviation 0.61):	1.55
Total Score (max 52):	17

Country Profile

School System

School education in Oman is state-funded. Basic education currently comprises 10 years divided into two stages, the first beginning aged six and lasting for four years, while the second stage is six years in duration.

Completion of (upper) secondary education, comprising grades 11 and 12 leads to the Secondary School Leaving Certificate (قماعلا ءيوناثللا ءءامش).

Educational Oversight

Education is overseen by the Ministry of Education, the Ministry of Higher Education and government agencies, including the Oman Accreditation Council (OAC) which is responsible for external quality assurance of institutions and programmes.

Minimum Requirements to Teach

In order to become a teacher at any level in Oman, one must hold a minimum of a Bachelor degree (سوي رول الكبال), comparable to British Bachelor degree standard, which can be obtained from the College of Education at Sultan Qaboos University, the Colleges of Applied Sciences and Rustaq College of Education.

Admission to degrees is based on performance in the Secondary School Leaving Certificate, considered comparable to GCSE (grades A* - C) standard when passed with 80% or more. Specific admission requirements are determined at institutional level though.

Approach to SEN

The Ministry of Education of Oman has broadened its definition of inclusive education to cater for the diverse needs of all learners stating that “Student-centred teaching and learning methodologies and a range of assessment techniques have been introduced with the aim of catering for the diverse needs of all students”⁹⁷. Specific content coverage of SEN training in general ITT provision is unclear though.

Professional Conduct

There is no similar code of personal and professional conduct to Part Two of the *Teachers’ Standards* in England.

Corporal punishment is prohibited in schools under the Organisational Statutes of the General Education Schools, which also state that students cannot be insulted or treated harshly. The government sets out (in Ministerial Decree No.91/99) permitted punishments for teachers to use in order to discipline pupils.

Summary of Analysis

The Omani ITT system met seven of the 11 minimum thresholds displaying therefore some similarities with English ITT programmes although with a maximum indicator score of 3 obtained for subject and curriculum preparation, the average score of 1.55 per indicator illustrates that important differences remain.

⁹⁷ Ministry of Education [Oman] (2008).

Analysis

Routes for Analysis:

- Bachelor degree (for primary or secondary school teachers).

a) Similarity and Suitability of the ITT Programmes

Indicator 1: Modes of Learning and Assessment

Score assigned: 2

The Bachelor degree programmes in education and teaching available in Oman are primarily theoretical but have been developed to be relevant to practical teaching requirements. There is a practical school-based component although this does not take place until the final semester and does not provide students with the same degree of practice as expected under the English system. Assessment involves some observed practice, although assessment methods and rigour may differ from the English system quite considerably.

Indicator 2: Training Programme Content

Score assigned: 2

Given the broad coverage of professional studies comparable to those covered in the English system, the threshold level is met. The extent of coverage of behaviour management and lesson planning according to ability within all programmes is unclear though.

Indicator 3: Subject and Curriculum Preparation

Score assigned: 3

Teacher training is streamed according to the subject and level at which the student intends to teach. This ensures that teachers are suitably qualified to teach either a range of subjects appropriate for early ages or a specific subject across the older age ranges in compulsory education. There are compulsory units regardless of subject specialisation which address:

- introduction to school administration;
- educational system and its administration in Oman; and
- educational curriculum (for the individual's chosen subject specialisation).

Coverage of these subjects ensures that trainee teachers are adequately prepared to provide lessons which reflect the country's curriculum content and are aware of the administration of education in Oman. Teacher training is therefore linked quite closely to the education system and national curriculum in Oman.

b) Requirements and Core Components of any Practical Placements

Indicator 4: Time Spent in Schools or Appropriate Settings

Score assigned: 0

The trainee teacher practice only takes place in the final semester and does not match the 18 weeks undertaken in England.

Indicator 5: Age Ranges Addressed by Training

Score assigned: 2

ITT programmes are intended to cover the upper stages of basic education (lower secondary) and upper secondary corresponding with at least two consecutive age ranges in England.

Indicator 6: Range of Settings

Score assigned: 1

All courses contain a practical requirement, although the minimum requirement stipulates that this may take place in one setting.

Indicator 7: Level and Type of Teaching Practice

Score assigned: 2

The practical requirement is a fundamental part of the trainee teacher's initial training in order to give trainee teachers the necessary skills to teach (lesson planning and actual delivery) and to contribute to wider school activities. It is not clear whether the practical element involves monitoring of student progress and performance, however.

c) Pedagogical Approach

Indicator 8: Similarity of Pedagogical Principles Underpinning Training

Score assigned: 2

Student-centred learning has become much more integrated in Omani education over recent years. As such, teacher training has to ensure that the learning process engages the student to a greater extent than the former model of rote learning. Along with whole class teaching, teachers are now expected to use a variety of other teaching and learning methods, such as individual, pair, small group and out of school work. The minimum threshold level has therefore been met, however, it is not clear whether specific techniques aimed at developing higher order thinking skills and active engagement skills are covered in the Omani training curricula.

Indicator 9: Classroom Control

Score assigned: 2

Elements of classroom control are taught and it is made clear to trainee teachers to:

- set rules for lateness;
- check homework regularly;
- show respect to students in order to maintain their respect;
- set progress tests; and
- keep attendance records.

Behaviour management is covered to some extent within the child psychology and counselling modules although the coverage is more theoretical than that specified by the English *Teachers' Standards*.

The Colleges of Applied Science also set out exam instructions which trainee teachers are advised to practise.

Class sizes in Oman are slightly higher with a pupil:teacher ratio of 21:1 at primary level and 17:1 at secondary level compared with 17:1 and 15:1 respectively in the UK for the same year⁹⁸.

d) Expected Skills

Indicator 10: Communication and Relationship Skills

Score assigned: 1

Although opportunities for giving feedback are available during trainee teachers' practical placement, a trainee teacher's ability to communicate effectively is not integral to programme curricula nor singled out as an assessment criterion of ITT.

Indicator 11: Level and Application of English Language

Score assigned: 0

English is not an official first or second language and although students are able to study English language throughout their schooling it is not stipulated as a prerequisite for admission to an ITT programme.

e) Quality Assurance and Monitoring Processes

Overall responsibility for pre-service teacher training lies with the Ministry of Higher Education and is considered satisfactory.

Established in 2001, the OAC is the body responsible for the external quality assurance and quality enhancement of higher education institutions and programmes in the Sultanate of Oman.

The OAC carries out both institutional and programme accreditation. The institutional accreditation is a two-stage process: quality audit and standards assessment. Programme accreditation includes processes for both the accreditation of programmes developed in Oman and the recognition of programmes developed outside Oman. The OAC is also involved with programme standards development, supports the Oman Quality Network and has provided training for the higher education sector.

⁹⁸ Based on 2003 data from the UNESCO Institute for Statistics.

Palestinian National Authority

Summary of Scores

The following table summarises the scoring awarded to the Palestinian National Authority (PNA) on the basis of its proximity to the English ITT system:

Table 32: Summary scoring table for Palestinian National Authority

Indicator	Score (Minimum Threshold For Equivalence: 2)
Similarity and Suitability of the ITT Programmes	
Modes of Learning and Assessment	1
Training Programme Content	2
Subject and Curriculum Preparation	2
Requirements and Core Components of any Practical Placements	
Time Spent in Schools or Appropriate Settings	0
Age Ranges Addressed by Training	1
Range of Settings	1
Level and Type of Teaching Practice	1
Pedagogical Approach	
Similarity of Pedagogical Principles Underpinning Training	0
Classroom Control	1
Expected Skills	
Communication and Relationship Skills	0
Level and Application of English Language	0
Quality Assurance and Monitoring	Unsatisfactory
Number of Thresholds Passed (max 11):	Not Applicable
Average Score (standard deviation 0.61):	Not Applicable
Total Score (max 52):	Not Applicable

Country Profile

School System

Basic education (often referred to as 'preparatory education') covers a 10-year period from the age of six. It is divided into a 'preparatory stage' (grades one to four) and an 'empowerment stage' (grades five to 10).

Upper secondary education (grades 11 to 12) is normally referred to as secondary education and is split into academic education and vocational education, the latter known as vocational technical education and training (VTET). At the end of grade 12, candidates following in the academic secondary education sit the General Secondary Education Examination (تَمَاعِلَا تَيُونَاثِلَا تَدَاهِش). The situation regarding state-funding is unclear.

Educational Oversight

Education is overseen by the Ministry of Education and Higher Education which has implemented a strategic plan to develop two distinct streams of specialist education qualification oriented to the levels in Palestinian education namely:

- basic stage school-teacher; and
- secondary stage school-teacher.

Minimum Requirements to Teach

Following the Ministry's strategy, universities with faculties of education began to offer Bachelor degrees (سَوِيْرُولِ الْفَبَلَا) matching the basic and secondary stage streams. These allow trainee teachers to specialise in primary or secondary education teaching: Islamic education, sociology, Arabic language, English language, science, mathematics or technology. The introduction of these degrees is only recent however.

Approach to SEN

Inclusive education is addressed in teaching standards and to some extent within ITT courses. As Karlsson states, "Provided further steps are taken, in particular capacity building of and support to the teachers in order to improve the learning conditions, I consider the sustainability of Inclusive Education as reasonably well ensured. Inclusive Education is firmly established at the district Education Directorates (maybe more steadfastly there than at the central level of MOE) and is acknowledged as important for the materialisation of Education for All"⁹⁹.

Professional Conduct

There is no codified standard of professional conduct to compare against Part Two of the *Teachers' Standards* in England. "Schools in Gaza and the West Bank (excluding East Jerusalem) are run by the Palestinian authorities (PA), United Nations Relief and Works Agency (UNRWA) or private bodies. Ministerial directives advise against the use of corporal punishment in government (PA) schools, but there is no explicit prohibition in law"¹⁰⁰.

Summary of Analysis

Though the ITT system presented similarities to the English system in terms of the similarity of training programmes, quality assurance in the PNA is not considered satisfactory at this time and, as such, an accurate picture of ITT cannot be presented in the absence of robust quality assurance procedures.

⁹⁹ Karlsson, P. (2004).

¹⁰⁰ Global Initiative to End All Corporal Punishment of Children (2010d)

Analysis

Routes for Analysis:

- Bachelor degree (Basic Stage) (for basic education teachers); and
- Bachelor degree (Secondary Stage) for secondary education teachers).

a) Similarity and Suitability of the ITT Programmes

Indicator 1: Modes of Learning and Assessment

Score assigned: 1

Teacher training programmes currently do not include compulsory teaching practical training at schools although there may be a simulated practice component. As such, the programmes do not provide a balance between practice and theory to ensure sufficient coverage of professional knowledge and application.

Indicator 2: Training Programme Content

Score assigned: 2

Though predominantly theoretical, ITT programmes do address the minimum core knowledge required to develop as a teacher within the English system. Each course covers the basic principles of education, classroom management and lesson planning found in English ITT programmes.

It should be noted though that there is an absence of practical training in most training schemes and so any demonstrable knowledge of teaching strategies, behaviour management and lesson planning may not have been covered in an applied classroom-based setting.

Indicator 3: Subject and Curriculum Preparation

Score assigned: 2

Trainee teachers are educated according to the level at which they wish to work professionally. As such, they have tuition to prepare them for either specific subject delivery or a wider delivery across age ranges depending on the stream they choose to follow. Current degrees in education generally prepare students to teach in basic education or secondary schools in a particular specialisation including Islamic education, sociology, Arabic language, English language, science, mathematics or technology.

It is unclear, however, whether there is compulsory and comprehensive coverage of the Palestinian education system and national curriculum.

b) Requirements and Core Components of any Practical Placements

Indicator 4: Time Spent in Schools or Appropriate Settings

Score assigned: 0

There is no centrally set requirement that practical application of theory is required as part of ITT and a practical component is missing from some training courses.

Indicator 5: Age Ranges Addressed by Training

Score assigned: 1

The age range is specified insofar as trainee teachers choose a particular stream to study, i.e. basic education teacher or specialist subject secondary teacher. Secondary education lasts two years and thus does not correspond to two consecutive age ranges in England.

Indicator 6: Range of Settings

Score assigned: 1

A compulsory practical placement requirement is missing from a number of teacher training courses and is not a national or consistent requirement of the ITT system.

Indicator 7: Level and Type of Teaching Practice

Score assigned: 1

Given the lack of uniformity in practical provision, it is not possible to consider a placement as a constituent part of initial teacher training.

c) Pedagogical Approach

Indicator 8: Similarity of Pedagogical Principles Underpinning Training

Score assigned: 0

There is evidence to suggest that there has been a move towards encouraging the delivery of student-centred learning in teacher training and in Palestinian schools however it is not felt that this approach is yet suitably ingrained in ITT. Strategies to develop independent thinking and higher order thinking skills are not explicitly stated in teacher training curricula either.

Indicator 9: Classroom Control

Score assigned: 1

Although classroom control is often covered within teacher training programmes, it should be noted that opportunities for professional practice are few. As such, any theoretical knowledge of behavioural management techniques and classroom control, although valuable, may not have been tested by practical application.

Class sizes in the PNA are larger with a pupil:teacher ratio of 29:1 at primary level and 24:1 at secondary level compared to the ratios for the UK 18:1 and 14:1 respectively¹⁰¹.

¹⁰¹ Based on 2008 data from the UNESCO Institute for Statistics.

d) Expected Skills

Indicator 10: Communication and Relationship Skills

Score assigned: 0

This particular component is not addressed in the curricula for teacher training and given the lack of practical placements, trainee teachers may not have sufficient time to develop their skills before facing a class. Even for those programmes that include practical placements, there is little evidence that trainee teachers are assessed according to their ability to communicate and build relationships with students and colleagues.

Indicator 11: Level and Application of English Language

Score assigned: 0

English is not an official language and there is no requirement to have English language skills in order to qualify for admission to an ITT programme.

e) Quality Assurance and Monitoring Processes

The quality assurance of ITT in the PNA has been highlighted as an area for development according to UNESCO: “Proper accreditation and quality assurance of teacher training programmes, teacher certification and improved mechanisms for teacher selection, recruitment and induction should also become priorities”¹⁰². As such, current processes for ITT quality assurance are not deemed satisfactory.

¹⁰² UNESCO (2011t).

Peru

Summary of Scores

The following table summarises the scoring awarded to Peru on the basis of its comparability to the English ITT system:

Table 33: Summary scoring table for Peru

Indicator	Score (Minimum Threshold For Equivalence: 2)
Similarity and Suitability of the ITT Programmes	
Modes of Learning and Assessment	2
Training Programme Content	2
Subject and Curriculum Preparation	2
Requirements and Core Components of any Practical Placements	
Time Spent in Schools or Appropriate Settings	2
Age Ranges Addressed by Training	2
Range of Settings	1
Level and Type of Teaching Practice	2
Pedagogical Approach	
Similarity of Pedagogical Principles Underpinning Training	1
Classroom Control	2
Expected Skills	
Communication and Relationship Skills	3
Level and Application of English Language	0
Quality Assurance and Monitoring	Satisfactory
Number of Thresholds Passed (max 11):	8
Average Score (standard deviation 0.61):	1.73
Total Score (max 52):	19

Country Profile

School System

Schooling is state-funded in Peru. Compulsory education lasts six years for students aged six to 11. Secondary education lasts for five years (ages 12 to 16) and leads to the Certificate of Completed Secondary Education (*Certificado de Educación Secundaria Común Completa*).

Educational Oversight

The Ministry of Education has overarching responsibility for education in Peru although distinctions are made between universities and non-university higher education institutions, both of which may provide ITT. Non university institutions such including the higher pedagogical institutes (*Institutos Superiores Pedagógicos* - ISPs) that provide ITT programmes are supervised by various national and regional agencies as well as the Ministry of Education. Universities are autonomous.

Minimum Requirements to Teach

Improving the quality of ITT in Peru was highlighted as a priority by the Peruvian Ministry of Education and in 2007 it was determined, by law (Article 38, law no. 29,062 of 2007), that all ITT should take place at higher education level.

Responsibility for ITT provision lies partly with the aforementioned higher pedagogical institutes. Programmes lead to qualified teacher status (*Título de Profesor*) upon course completion. It is also possible to train within the faculty of education at university, leading to the Professional Title of Bachelor of Education (*Título Profesional de Licenciatura en Educación*). Since 2009, trainee teachers must achieve a minimum score of 14 in examinations in ICT, communication skills and mathematics in order to be awarded the professional title of teacher¹⁰³.

The programmes awarded by both the higher pedagogical institutes and universities meet the British Bachelor degree requirement for this study. These are subject to further analysis below.

Entry to higher education is primarily based upon the Certificate of Completed Secondary Education, however, students are commonly expected to sit entrance examinations. The Certificate is considered comparable to GCSE (grades A* - C) standard where subjects are passed with grade 11 or above. Any subject-specific admission requirements are set at institutional rather than national level.

Approach to SEN

The Ministry of Education, under the General Law of Education, has introduced the concept of inclusive education in Peru. However, SEN is still mostly delivered outside of mainstream education and many teachers have not been trained in special education methodologies unless they have specifically elected to follow a course in special education delivery.

¹⁰³ Australian Education International – National Office of Overseas Skills Recognition (AEI-NOOSR) (n.d.).

Professional Conduct

Ministerial decrees are in place to secure the rights of children in Peruvian schools though a standalone code of conduct was not identified to compare against Part Two of the *Teachers' Standards* in England. Corporal punishment, though not addressed formally by law, is prohibited in accordance with the *Supreme Decree No. 007-2001-Ed* (2001).

Summary of Analysis

When considering the similarity and suitability of the ITT programmes, it is important to note that a national curriculum for ITT programmes offered by the higher pedagogical institutes is in place but universities are autonomous and free to design their ITT curriculum without reference to centralised standards. As such, the analysis took into consideration the central standards for higher pedagogical institutes as well as a broad sample of university programmes with the scores awarded a reflection of the minimum standards observed. The review revealed that the Peruvian system shares a number of similarities with the English ITT system, achieving the minimum threshold for eight of the 11 indicators and an average indicator score of 1.73.

Analysis

Routes for Analysis:

- Undergraduate degree in education from a higher pedagogical institute (for primary or secondary school teachers as noted in the specialisation); and
- Undergraduate degree in education (for primary or secondary school teachers as noted in the specialisation).

a) Similarity and Suitability of the ITT Programmes

Indicator 1: Modes of Learning and Assessment

Score assigned: 2

Within ITT offered by higher pedagogical institutes, 13% of the training programme is assigned to actual practice in a real-life setting and the remainder of the course involves theoretical study and applied and simulated practice classes. Universities, which do not need to align their programmes with the same regulations, vary considerably more from institution to institution, largely placing greater emphasis on theory, however, all programmes examined comprise theory and practice with at least one practical placement.

Indicator 2: Training Programme Content

Score assigned: 2

The training programmes offered by the higher pedagogical institutes comprise 4,800 hours of training with the following structure:

- 25.5% on general training;
- 25.5% on basic professional training;
- 36% on specialised professional training; and
- 13% on professional practice.

Professional training includes: education theory, educational psychology, psychology of human development, learning difficulties, learner evaluation and assessment. As outlined above, the higher pedagogical institutes' courses place the emphasis of their programmes on professional training accounting for 74.5% of the course and providing basic coverage of the core professional skills and knowledge expected of an English ITT programme.

The coverage of professional studies, as found in English ITT programmes, by Peruvian universities does, however, vary considerably. Some of the degree programmes focus heavily on pedagogy and on developing a range of strategies for teaching and assessment while in others the training modules are few and relatively generic in nature.

Indicator 3: Subject and Curriculum Preparation

Score assigned: 2

Trainee teachers either train for a particular specialisation or to teach a range of subjects depending on the level they are intending to teach. Subject-specific admission requirements, where in place, are set by the individual institution rather than at a national level.

The curriculum for primary teacher ITT is typically generalist in nature, reflecting the range of subjects that teachers are expected to teach. For example, many of the university programmes examined cover subject teaching in art, language, mathematics, humanities and social sciences.

ITT programmes for secondary school teachers are available in a number of specialities¹⁰⁴ although specific subject methodology is not included in all courses.

b) Requirements and Core Components of any Practical Placements

Indicator 4: Time Spent in Schools or Appropriate Settings

Score assigned: 2

As outlined above, 13% of a 4,800 hour programme provided by an ISP is dedicated to professional practice which equates to 624 hours (approximately 25 weeks). The duration of practical placements in universities varies. Many universities offer three short practical placements totalling 18 weeks, while others have integrated weekly practice within their course such as:

- four hours per week in the third year of studies;
- six hours weekly in the fourth year; and
- eight hours weekly in the fifth year.

Indicator 5: Age Ranges Addressed by Training

Score assigned: 2

Training programmes, including teaching strategies taught, are differentiated by age range with the qualification title reflecting the level at which the individual is qualified to teach, whether primary level (for ages six to 11) or secondary level (for ages 12 to 16).

These broadly correspond to two consecutive age ranges in England.

Indicator 6: Range of Settings

Score assigned: 1

Although teaching practice is a compulsory component of ITT, a requirement to practise in multiple settings is not defined at a national level.

¹⁰⁴ Specialist subjects include: art education, communication, language and literature (English, French or another language), mathematics, natural sciences (biology and chemistry or physics and chemistry), physical education, social sciences and technical education.

Indicator 7: Level and Type of Teaching Practice

Score assigned: 2

The requirements of the practical placement are not uniform across the ITT sector. Some university programmes examined had three periods of practice: the first focussed wholly on observation, the second on lesson planning and delivery of simulated classes and some actual classes and the third comprising an intensive two-month practice placement in which trainee teachers are responsible for lesson planning, delivery and evaluation. Those with integrated practice normally deliver full lessons for one day a week in their final year.

c) Pedagogical Approach

Indicator 8: Similarity of Pedagogical Principles Underpinning Training

Score assigned: 1

Multi-grade teaching is a major feature of the Peruvian school system which can present challenges to student-centred learning. Heavy focus is placed on knowledge acquisition, particularly at primary school where it has been observed that students learn largely through dictation. Some coverage of different teaching strategies is provided by certain ITT programmes, however the practical placement do not necessarily develop these further and teacher-centred learning is more prevalent.

Indicator 9: Classroom Control

Score assigned: 2

Classroom control is not an explicit feature of all ITT programmes but strategies may be developed within the practical placements, where teachers are required to deliver some full lessons. Previous studies have, however, highlighted the challenges in classroom control posed by multi-grade teaching.

Class sizes at primary level are similar to the UK's, with a pupil:teacher ratio of 21:1 in Peru and 19:1 in the UK. At secondary level the pupil:teacher ratios in Peru and the UK are 16:1 and 14:1 respectively¹⁰⁵.

d) Expected Skills

Indicator 10: Communication and Relationship Skills

Score assigned: 3

Communication skills development forms an integral part of the programmes offered by both higher pedagogical institutes and the universities, both within theoretical studies and the compulsory placement. Trainee teachers are taught to observe and provide evaluations of performance. Furthermore, the ability to communicate effectively is prescribed as an observable learning outcome for all degrees reviewed as well as within the higher pedagogical programme specifications.

Indicator 11: Level and Application of English Language

Score assigned: 0

Spanish and Quechua are the official languages of Peru although a large number of other languages are also used. There are no specific English language requirements for admission to ITT programmes though.

¹⁰⁵ Based on 2008 data from the UNESCO Institute for Statistics.

e) Quality Assurance and Monitoring Processes

Teacher education is overseen by the Ministry of Education. Professional registration is not in place as qualified status is integral to the ITT programmes with professional rights awarded automatically upon successful completion of a recognised programme.

Higher pedagogical institutes must adhere to central standards for ITT although they may adapt programmes to some extent in order to cater for local needs. Universities are accredited at institutional level and, as autonomous institutions, can provide their own ITT programmes. This inevitably leads to some variation in the content of the courses but the quality assurance system may be deemed satisfactory.

Puerto Rico

Summary of Scores

The following table summarises the scoring awarded to Puerto Rico on the basis of its proximity to the English ITT system:

Table 34: Summary scoring table for Puerto Rico

Indicator	Score (Minimum Threshold For Equivalence: 2)
Similarity and Suitability of the ITT Programmes	
Modes of Learning and Assessment	2
Training Programme Content	2
Subject and Curriculum Preparation	2
Requirements and Core Components of any Practical Placements	
Time Spent in Schools or Appropriate Settings	0
Age Ranges Addressed by Training	1
Range of Settings	1
Level and Type of Teaching Practice	2
Pedagogical Approach	
Similarity of Pedagogical Principles Underpinning Training	3
Classroom Control	2
Expected Skills	
Communication and Relationship Skills	2
Level and Application of English Language	2
Quality Assurance and Monitoring	Satisfactory
Number of Thresholds Passed (max 11):	8
Average Score (standard deviation 0.61):	1.73
Total Score (max 52):	19

Country Profile

School System

Primary education is compulsory between the ages of six and 12. Intermediate education (for students aged 12 to 15) is also compulsory and leads to the Diploma of Intermediate School (*Diploma de Escuela Intermedia*). Secondary education (for students aged 15 to 18) is not compulsory but is available in academic or vocational streams and leads to the Upper Secondary School Diploma (*Diploma de Escuela Superior*). Schooling is state-funded.

Educational Oversight

The education system is centralised and state-controlled with the Council of Higher Education responsible for overseeing higher education. Responsibility for teacher education policy and monitoring lies with the Department of Education.

Minimum Requirements to Teach

There are three types of teaching certificate available in Puerto Rico: provisional, regular and life certificates. The first, a provisional certificate, allows the holder to teach in schools for one year from the date of issue. This is awarded to individuals who do not meet the requirements for a full teaching certificate, such as a teaching degree.

Teacher education in Puerto Rico is conducted at higher education level, leading to a Bachelor degree (*Grado de Bachillerato*) which is comparable to British Bachelor degree standard. On completion of this programme, a regular teaching certificate is usually issued. This is valid for six years and renewed subject to completion of short courses of continuing professional development. Experienced teachers may later obtain a life certificate.

Admission to higher education is based on students' performance in Upper Secondary School Diploma, comparable to GCSE (grades A* - C) standard, and an entrance examination. The entrance examinations for faculties offering ITT programmes include examinations in English, mathematics and Spanish.

Approach to SEN

Inclusive education does feature to an extent within general ITT, however, specific SEN training is conducted through separate programmes leading to the title of Special Education Teacher (*Maestro de Educación Especial*). Various specialisations are also available such as visual impairment, hearing impairment or autism.

Professional Conduct

The rights and responsibilities of teachers in Puerto Rico are outlined within the Department of Education's *Regulations for Teaching Personnel* (1984) while the expected competencies of teachers are defined within the *Professional Standards for Teachers of Puerto Rico* document prepared by the Department of Education. These documents display no areas of clear conflict with Part Two of the *Teachers' Standards* in England.

Summary of Analysis

Puerto Rico is an unincorporated territory of the USA: residents of Puerto Rico are considered citizens of the USA. Puerto Rico has its own education system, albeit one heavily influenced by the American model both in structure and initiatives undertaken, such as the *No Child Left Behind Act*.

This analysis makes reference to degree course overviews from different programmes within the University of Puerto Rico and the aforementioned professional standards for teachers which are divided into eleven categories, which may be broadly translated as follows:

- subject knowledge;
- pedagogical knowledge;
- teaching/instruction strategies;
- learning environments;
- diversity and special needs;
- assessment and evaluation;
- integration of technology;
- language and communication;
- family and communication;
- information management; and
- professional development.

The system met eight of the 11 minimum thresholds and achieved a maximum indicator score of 3 and an average score of 1.73 illustrating that while a number of similarities exist between the Puerto Rican and English ITT systems, key differences still exist, particularly in relation to the requirements of the practical placement.

Analysis

Routes for Analysis:

- Bachelor degree in education (for primary or secondary school teachers as noted in the specialisation).

a) Similarity and Suitability of the ITT Programmes

Indicator 1: Modes of Learning and Assessment

Score assigned: 2

Teaching practice is a compulsory element of all ITT programmes in Puerto Rico although there is a strong focus on theory. Practice accounts for four to seven percent of undergraduate ITT programmes¹⁰⁶. Although the rest of the course focuses on theoretical study, this may not all be related to teacher training as the minimum requirement for content related to education is 12 credits, around nine percent.

Indicator 2: Training Programme Content

Score assigned: 2

Programmes include pedagogy, teaching strategies, student assessment and lesson planning as well as modules relating to the trainee's chosen subject specialisation. Although some courses provide good coverage of core professional knowledge and skills such as varied teaching strategies and lesson planning, others place greater emphasis on developing subject knowledge with minimal credits related to pedagogy. For example, programmes may include units on basic history of education, educational psychology, curriculum, teaching strategies and level-specific lesson planning. These may represent less than a tenth of the overall programme, however, providing only minimum coverage of the core professional subjects found in English ITT programmes

Indicator 3: Subject and Curriculum Preparation

Score assigned: 2

Subject knowledge is stipulated as a required competency for teachers. All trainee teachers specialise in a particular subject area. The University of Puerto Rico's programmes in primary education (irrespective of their chosen specialisation) comprise modules in teaching music, reading and English as a second language at primary level. Programmes specialising in secondary education combine subject modules with a few theoretical and practical units in pedagogy but without specific subject methodology.

b) Requirements and Core Components of any Practical Placements

Indicator 4: Time Spent in Schools or Appropriate Settings

Score assigned: 0

Teaching practice must amount to at least 200 hours (approximately eight weeks in total), although some courses have longer placements. The minimum time spent in schools or appropriate settings is less than that required in the English ITT system.

¹⁰⁶ Based on six to nine credits of a total 129 required for the award of the *Bachillerato*.

Indicator 5: Age Ranges Addressed by Training

Score assigned: 1

ITT is streamed according to age-range, with both theory and practice specific to the age range the individual intends to teach (pre-school/elementary/secondary) which is evident from the qualification title awarded. Although training is age-range specific, the age ranges do not correspond to those in England.

Indicator 6: Range of Settings

Score assigned: 1

Although a practical placement is a compulsory component of ITT programmes, there is no requirement for teaching practice to be undertaken in more than one setting.

Indicator 7: Level and Type of Teaching Practice

Score assigned: 2

Trainee teachers on placement must deliver full lessons and assume full teaching responsibilities for a proportion of the placement. This proportion, along with the general requirements of the placement can vary from course to course but the minimum threshold is met by all ITT programmes.

c) Pedagogical Approach

Indicator 8: Similarity of Pedagogical Principles Underpinning Training

Score assigned: 3

The ability of the teacher to promote independent, critical and creative thinking among their students is highlighted within the professional standards for teachers defined by the Department of Education. Within their programmes, trainee teachers study level-specific curriculum and teaching strategies that ensure they learn flexible approaches to develop the thinking skills expected of students at the primary/secondary school level.

Indicator 9: Classroom Control

Score assigned: 2

Strategies for behaviour management are not explicitly covered within ITT curricula though the practical placement should facilitate development of these skills since trainee teachers are required to deliver full lessons, some of which are assessed. These skills are also expected of licenced teachers, as outlined in the *Professional Standards for Teachers* document.

Primary school classes in Puerto Rico are smaller, with a pupil:teacher ratio of 12:1 compared with 18:1 in the UK. At secondary level the pupil:teacher ratio is 11:1 in Puerto Rico and 14:1 in the UK¹⁰⁷.

¹⁰⁷ Based on 2009 data from primary level and 2010 data (Puerto Rico) and 2008 data (UK) for secondary level ratios from the UNESCO Institute for Statistics. Data from the same year was unavailable for secondary level.

d) Expected Skills

Indicator 10: Communication and Relationship Skills

Score assigned: 2

ITT programmes do not typically address communication skills development although some elements of basic language and communication may be found within a number of individual programmes. Some opportunities to develop such skills are offered by the practical placement where individuals are assessed during delivery of some full lessons.

Indicator 11: Level and Application of English Language

Score assigned: 2

The medium of instruction in Puerto Rico is Spanish. English, as a second language, is a compulsory subject at all levels and is examined within the university entrance examination for admission to undergraduate degrees.

e) Quality Assurance and Monitoring Processes

Quality assurance processes are considered satisfactory. The Council of Higher Education's Division of Licensing and Accreditation is responsible for assessing the quality of higher education and accrediting institutions in Puerto Rico.

Programmes are offered by both public and private universities in Puerto Rico. The Council of Higher Education authorises approved institutions for a period of up to five years and then renew their licence for a period of up to 10 years subject to satisfactory performance. The Council of Higher Education publishes a list of accredited institutions and the levels of programmes they are authorised to offer.

A number of institutions receive dual accreditation from the Council of Higher Education and one of the six regional accrediting boards in the United States, whilst others may only receive accreditation from one of these bodies.

Qatar

Summary of Scores

The following table summarises the scoring awarded to Qatar on the basis of its proximity to the English ITT system:

Table 35: Summary scoring table for Qatar

Indicator	Score (Minimum Threshold For Equivalence: 2)
Similarity and Suitability of the ITT Programmes	
Modes of Learning and Assessment	3
Training Programme Content	3
Subject and Curriculum Preparation	2
Requirements and Core Components of any Practical Placements	
Time Spent in Schools or Appropriate Settings	1
Age Ranges Addressed by Training	2
Range of Settings	1
Level and Type of Teaching Practice	3
Pedagogical Approach	
Similarity of Pedagogical Principles Underpinning Training	3
Classroom Control	2
Expected Skills	
Communication and Relationship Skills	2
Level and Application of English Language	1
Quality Assurance and Monitoring	Satisfactory
Number of Thresholds Passed (max 11):	8
Average Score (standard deviation 0.61):	2.09
Total Score (max 52):	23

Country Profile

School System

Schooling is state-funded in Qatar. Primary education is six years in length from the age of six and is compulsory. Lower secondary education (often translated as 'preparatory') is three years in duration from age 12. Upper secondary education is three years in length for students. Upon completion, students are awarded the General Secondary Certificate (تماعل اةيون ائلا اءاءش).

Educational Oversight

The College of Education at Qatar University runs all teacher training courses. The Qatar Office for Registration, Licensing and Accreditation of Teachers and School Leaders (QORLA) is responsible for registering teachers and reviewing and issuing licences.

Minimum Requirements to Teach

The minimum qualification to teach is a Bachelor degree (سوي رول الكبل) in education. Admission to the Bachelor degree is based on results in the General Secondary Certificate, considered comparable to GCSE (grades A* - C) standard where 50% has been obtained. Specific subject admission requirements are not in place however.

A three year post-secondary teaching diploma was available until 1994 at teacher training institutes. Holders of this diploma are required to upgrade and it is planned that all teachers will be university graduates by 2012.

Women are only entitled to take general teaching courses whilst males can specialise in individual subjects: some ITT courses are open only to female/male students.

Approach to SEN

Inclusive education is not covered within general ITT programmes but there is a Special Education Diploma available through the College of Education. The Supreme Education Council does not have a published strategy for students with special educational needs and the *National Professional Standards for Teachers and School Leaders* set by the Supreme Education Council Education Institute do not refer to either special education or inclusive education.

Professional Conduct

National Professional Standards for Teachers and School Leaders set out the standards of performance and conduct that teachers and educational professionals must meet in the educational institutions in Qatar. For example:

- structure innovative and flexible learning experiences for individuals and groups of students;
- use teaching strategies and resources to engage students in effective learning;
- create safe, supportive, and challenging learning environments; and
- construct learning experiences that connect with the world beyond school.

According to Ministerial Decree in 2001, corporal punishment is prohibited in schools but not expressly prohibited in law.

Summary of Analysis

The Qatari ITT system met eight of the 11 minimum thresholds with a maximum indicator score of 3 and an average score of 2.09. The system displayed some similarities to England then in all aspects of ITT except for Indicator 4, 'Time Spent in Schools or Appropriate Settings', Indicator 6, 'Range of Settings' and Indicator 11, 'Level and Application of English Language'.

Analysis

Routes for Analysis:

- Bachelor degree in primary education (for primary school teachers); and
- Bachelor degree in a specialist subject with education (for secondary school teachers).

a) Similarity and Suitability of the ITT Programmes

Indicator 1: Modes of Learning and Assessment

Score assigned: 3

ITT programmes comprise both theory and practice with a compulsory placement in a real life setting which is assessed through observed teaching, the student's portfolio and notebook. The notebook contains examples of lesson plans, mentor feedback and the student's journal which much demonstrate improvement in ability and skill as the course progresses. Course assignments are routinely set with the assignment values combining to provide the student with a final mark on completion.

Indicator 2: Training Programme Content

Score assigned: 3

Coverage includes knowledge and application of different teaching strategies, behaviour management and lesson planning for varying contexts and for pupils of different abilities. According to the specification for ITT programmes, students are expected to;

- incorporate a variety of teaching strategies to provide for individual learning styles and to better develop inquiry and problem-solving skills;
- know and understand the major principles and concepts of the material to ensure high levels of teaching competence;
- become competent in creating and using instructional materials and techniques that are consistent with the developmental level of the students;
- provide lesson activities that require cooperation and teamwork; and
- maintain a firm, but friendly relationship with each student.

It is not clear whether student monitoring and assessment are covered within the curriculum.

Indicator 3: Subject and Curriculum Preparation

Score assigned: 2

Trainee teachers either choose a Bachelor in Primary Education or choose a Bachelor in Education and a specific subject e.g. science, mathematics, Arabic or English. The specialisations link with the streams in secondary education or ensure that trainee teachers are prepared to teach across the subject ranges at primary level. The programmes do link to the Qatari education system and students are expected to be familiar with the national curriculum for their subject and level though specific subject methodology is not explicitly included.

b) Requirements and Core Components of any Practical Placements

Indicator 4: Time Spent in Schools or Appropriate Settings

Score assigned: 1

The classroom experience works out at about 300 hours which the College of Education indicates is likely to be completed over a 10 week placement.

Indicator 5: Age Ranges Addressed by Training

Score assigned: 2

The Bachelor programmes train teachers to teach across their area, whether primary or secondary. Primary covers ages six to 11 and secondary ages 12 to 17/18. There is some degree of similarity to the English system in terms of age ranges, although there are also important differences in the divisions of the school years.

Indicator 6: Range of Settings

Score assigned: 1

Although practice is a compulsory component of ITT, there is no national requirement to practise in more than one setting

Indicator 7: Level and Type of Teaching Practice

Score assigned: 3

The first couple of weeks of the teaching placement are spent observing and assisting, developing a rapport with class students and more importantly, the teacher mentor. Demonstration of ability is key to picking up responsibility in class sooner rather than later. From week three, trainee teachers begin teaching lessons in part and then assume full responsibility for the class.

c) Pedagogical Approach

Indicator 8: Similarity of Pedagogical Principles Underpinning Training

Score assigned: 3

A key learning outcome states that trainee teachers are expected to incorporate a variety of teaching strategies to provide for individual learning styles and to better develop inquiry and problem-solving skills and to encourage creativity by accepting students' ideas.

These requirements fulfil the skills covered in the descriptor which specifies that teachers should have a flexible approach with the ability to encourage development of higher order thinking skills.

Indicator 9: Classroom Control

Score assigned: 2

There is no specific reference to dealing with disruptive pupils and/or the setting of expectations for pupil behaviour. However, trainee teachers must undertake a placement as part of their tuition and they are expected to deliver full lessons. They are expected to maintain classroom behaviour standards whilst having opportunities to practice their teacher-pupil rapport and ensure the inclusion of all pupils in the lesson.

Class sizes in Qatar are generally smaller with pupil:teacher ratios of 13:1 at primary level and 10:1 compared to 18:1 and 14:1 in the UK¹⁰⁸.

d) Expected Skills

Indicator 10: Communication and Relationship Skills

Score assigned: 2

Although strategies for giving feedback are not given in great detail within ITT curricula, a trainee teacher's ability to develop student relations is a key assessment criterion of the practical placement. As per the initial teacher training assessment criteria, trainee teachers should:

- create and maintain a positive learning environment by demonstrating respect for each and every student;
- be aware of the students' social and emotional needs; and
- be a respectful listener.

Indicator 11: Level and Application of English Language

Score assigned: 1

English is not an official first or second language although certain Bachelor of Education programmes are taught in English. English is a mandatory subject throughout compulsory schooling but specific admission requirements for ITT were not identified.

e) Quality Assurance and Monitoring Processes

Quality assurance of courses is satisfactory. The QORLA was established in 2008 to issue licenses to teachers according to the *National Professional Standards for Teachers and School Leaders*.

The University of Qatar has also developed an Office of Quality Management which has the responsibility to develop, implement and maintain the Quality Assurance and Quality Control Systems, however, the main focus of the Office of Quality Management is the quality control of research results. There are no reports regarding the quality of the delivery of teacher training programmes.

¹⁰⁸ Based on 2008 data from the UNESCO Institute for Statistics.

Republic of Korea

Summary of Scores

The following table summarises the scoring awarded to the Republic of Korea on the basis of its proximity to the English ITT system:

Table 36: Summary scoring table for the Republic of Korea

Indicator	Score (Minimum Threshold for Equivalence: 2)
Similarity and Suitability of the ITT Programmes	
Modes of Learning and Assessment	2
Training Programme Content	2
Subject and Curriculum Preparation	3
Requirements and Core Components of any Practical Placements	
Time Spent in Schools or Appropriate Settings	0
Age Ranges Addressed by Training	2
Range of Settings	1
Level and Type of Teaching Practice	2
Pedagogical Approach	
Similarity of Pedagogical Principles Underpinning Training	2
Classroom Control	2
Expected Skills	
Communication and Relationship Skills	0
Level and Application of English Language	0
Quality Assurance and Monitoring	Unsatisfactory
Number of Thresholds Passed (max 11):	Not Applicable
Average Score (standard deviation 0.61):	Not Applicable
Total Score (max 52):	Not Applicable

Country Profile

School System

Compulsory education in the Republic of Korea lasts for nine years, encompassing six years of elementary school (beginning aged six) and three years of lower secondary school. Upper secondary (high school) lasts for three years. There are several different types of upper secondary school including general high schools and specialised high schools which are for students with particular aptitude in subjects such as science or foreign languages. Upon completion, students are awarded the High School Diploma (고등학교 졸업장 / 고등학교 과정 수료증). Schooling is state-funded.

Educational Oversight

Overarching responsibility for all levels of education in the Republic of Korea lies with the Ministry of Education, Science and Technology (MEST). This includes accreditation and monitoring of higher education institutions, although the Korean Council for University Education (KCUE) conducts institutional and programme accreditation.

ITT programme curricula are designed at institutional level though resulting in some variation in programme content from institution to institution.

Minimum Requirements to Teach

Teaching at primary and secondary school level in the Republic of Korea requires a Bachelor degree (학사). Degrees training students to teach at elementary school level are offered by universities of education.

Training for secondary school teachers may involve either a specific degree in education from a university's education department or college, or completion of prescribed credits in a teacher certification programme alongside a Bachelor degree in a non-teaching field through another faculty.

Completion of pre-service training through either route leads to qualified teacher status as a '2nd level teacher' upon graduation and teachers are recognised as civil servants. Successful completion of the Teacher Employment Examination is then required in order to gain permanent employment as a teacher. The examination is set centrally, ensuring that all teachers are assessed against the same standard. Teachers who have not undertaken this examination can be employed as temporary or contract teachers.

Admission to degrees, including ITT programmes, is based on the High School Diploma (considered comparable to GCSE (grades A* - C standard)) and the College Scholastic Aptitude Test (CSAT) administered by the Korea Institute of Curriculum and Evaluation. The CSAT includes subjects such as Korean language, mathematics, foreign language (typically English) and social studies. Students may opt to undertake examinations in all or some of the subjects and universities base admission on both the results in the High School Diploma and the overall CSAT scores.

Approach to SEN

Students with acute special educational needs are taught in dedicated schools which typically cover pre-school to senior secondary years. Other special educational needs are addressed in mainstream schools.

SEN training is conducted separately to ITT either through a separate qualification to teach in a dedicated SEN school or through a specialised course for qualified teachers. Some universities do however provide SEN modules as part of their degrees such as the “Teaching Special children in Inclusive Classrooms” module offered by Gwangju National University of Education or the “Special Education” module offered by Yonsei University teaching programmes.

Professional Conduct

A specific, standalone code of conduct was not identified: general provisions and regulations are defined within the *Public Education Officials Act* (2008) but these do not address the same areas as Part Two of the *Teachers’ Standards* in England.

The situation relating to corporal punishment is somewhat ambiguous. Although the *Framework Act on Education* (2008) requires that “fundamental human rights of learners including students shall be respected and protected in the process of school education or social education”, the Elementary and Secondary Education Act permits head teachers to discipline students in ways “deemed necessary for education”.

Further revisions of legislation have been made to ensure that punishment should not cause physical pain to students, however, the *Global Initiative to End All Corporal Punishment of Children* point to distinctions made between direct (contact) and indirect (non-contact) corporal punishment.

Summary of Analysis

A number of ITT programmes specialising in either primary or secondary school were examined, revealing variation in ITT programme structure and content. A report by the OECD highlighted that not all trainee teachers completed the compulsory practical placement. Although official procedures for quality assurance could be considered satisfactory, the ability to bypass certain core elements of ITT suggests that monitoring processes are not fully rigorous.

Analysis

Routes for Analysis:

- Bachelor degree in education (for primary or secondary school teachers as noted in the specialisation); and
- Teacher certification programme taken alongside a Bachelor degree.

a) Similarity and Suitability of the ITT Programmes

Indicator 1: Modes of Learning and Assessment

Score assigned: 2

While practical elements are included, the content of training programmes is predominantly theoretical, with most pedagogical content taught via lectures and assessed via examinations. Practical placements are compulsory within training courses, however, instances where students have completed their courses without having undertaken their placement have been reported by the OECD (see Indicator 4 “Time Spent in Schools or Appropriate Settings” and “Quality Assurance and Monitoring Processes”).

The Teacher Employment Examination (TEE), though compulsory for permanent employment as a teacher, does not form part of the ITT system. The exam is divided into two stages with the first predominantly multiple choice questions and the second involving a written test, an interview and, since 2007, an assessment of teaching ability (though this aspect of the test is relatively short). Completion of the TEE provides an additional assessment but since this is taken after qualifying, it cannot be factored within the scoring.

Indicator 2: Training Programme Content

Score assigned: 2

At primary level, modules related to pedagogy account for approximately 70% of the Bachelor degree. To teach at secondary level, students may either undertake a degree in education or sit a minimum of 20 credits in pedagogy-related subjects within a 140 to 150 credit degree in another subject area (approximately 13% of the programme). Programmes offered in the universities of education are relatively standardised while more variation exists between programmes offered by general universities' colleges of education. Although all programmes include core professional pedagogy subjects, the extent to which professional studies required for teachers in England are covered by Korean ITT programmes varies.

Indicator 3: Subject and Curriculum Preparation

Score assigned: 3

Subject-specific admission requirements, where in place, are set at institutional level. Trainee teachers training to teach at primary school level study general pedagogy courses and subject-specific pedagogy which covers the core subjects¹⁰⁹ taught in primary school. Further training is provided for teaching arts and physical education and trainee teachers also take advanced courses in teaching one of the core national curriculum subjects. ITT for secondary schools include subject specialisations and a teacher's subject specialisation(s) is noted on their teaching certificate.

¹⁰⁹ Korean Language, arts, ethics, foreign language (typically English), mathematics, music, physical education, practical skills, science and social studies.

b) Requirements and Core Components of any Practical Placements

Indicator 4: Time Spent in Schools or Appropriate Settings

Score assigned: 0

The practical placement for primary school trainees is approximately nine weeks in duration while the placement for secondary school trainee teachers is usually four weeks.

Indicator 5: Age Ranges Addressed by Training

Score assigned: 2

Teachers train to teach in elementary or secondary schools with different programmes offered in different types of institution. The primary age range covers six years while those training for secondary train to teach at both junior and senior high level. Both levels correspond broadly to two or more consecutive age ranges in England.

Indicator 6: Range of Settings

Score assigned: 1

There is no national requirement to teach in more than one setting. Although the requirements relating to the range and number of settings may vary between institutions, for most ITT programmes practice takes place in one setting only.

Indicator 7: Level and Type of Teaching Practice

Score assigned: 2

The practical placement generally includes teaching, guided teaching, observation and associated administration and management duties however the division of time among these tasks can vary between institutions. For example, some universities devote specific time to classroom teaching and separately to other practical work in schools, whilst other universities combine the requirements for these so that the exact proportion of time spent teaching full lessons can vary. On average, around four of the eight to nine weeks placement is spent on teaching classes (45%).

c) Pedagogical Approach

Indicator 8: Similarity of Pedagogical Principles Underpinning Training

Score assigned: 2

The Seventh Curriculum was introduced in 2007 with the intention of making learning more student-centred and to move away from the previous teaching-to-the-test culture.

The Korean education system has traditionally placed great emphasis on exam performance which has impacted on the style of teaching employed with knowledge transmission and acquisition through rote learning particularly prevalent in schools.

The extent to which pedagogy within ITT has changed in line with aims of the Seventh Curriculum is variable since standards are defined by training institutions but the programmes examined do have modules to address new teaching strategies, i.e. to develop independent thinking and self-regulated learning. As such, the current ITT system facilitates the preparation of teachers who are able to use flexible approaches but it is acknowledged that, in reality and on placement, such techniques may not be practised extensively whilst the culture of teaching-to-the-test is still ingrained within schooling¹¹⁰.

Indicator 9: Classroom Control

Score assigned: 2

Classroom management modules are present within core ITT programme curricula although the breadth and depth of strategies addressed may vary. Opportunities to apply these skills may be provided by the practical placement although, as discussed above, it has been reported that these are not always enforced. As such, trainee teachers have knowledge of classroom control and behavioural management but may have had few opportunities to apply this knowledge prior to graduation.

Class sizes are generally larger in the Republic of Korea than in the UK with a pupil:teacher ratio of 22:1 at primary level compared with 18:1 in the UK. At secondary level the ratios are 18:1 and 14:1 respectively¹¹¹.

d) Expected Skills

Indicator 10: Communication and Relationship Skills

Score assigned: 0

Communication with parents is an acknowledged and integral part of the teacher's working day although evidence of coverage of communication skills and methods for delivering feedback were not evident in all ITT curricula examined. Opportunities to develop these skills are provided by the practical placement but, as mentioned earlier, some reports suggest that not everyone completes a practical placement.

Indicator 11: Level and Application of English Language

Score assigned: 0

The official language and medium of instruction is Korean. Although English is widely taught at school level, no compulsory English language requirements are in place at national level for ITT programme admission and while some ITT programmes contain modules on English language¹¹², these are not integral to all ITT programmes.

¹¹⁰ Kim, E. and Han, Y. (2002).

¹¹¹ Based on 2009 data for primary education and 2008 data for secondary education from the UNESCO Institute for Statistics.

¹¹² Hanyang University offers a course entitled "professional Academic English" to develop oral and written English communication skills while Gwangju National University of Education has a compulsory course in Practical English for first year students.

e) Quality Assurance and Monitoring Processes

The KCUE conducts institutional and programme accreditation at higher education level. The MEST is responsible for teacher policy development and implementation, however, the Korean Education Development Institute (KEDI) manages the accreditation system of both initial and in-service teacher training institutions.

Institutions offering higher education programmes such as Bachelor degrees must be accredited. Standards for degrees in education or education-related modules are determined by the individual awarding bodies resulting in some variation in ITT content.

Institutions providing teaching training programmes are evaluated by the KEDI every five years and graded on a five point scale ranging from 'excellent' to 'unsatisfactory'. This is mainly used to inform Ministerial funding policy, with the highly performing institutions receiving greater support. Since 2010, those institutions assessed as 'unsatisfactory' risk closure.

It has previously been observed though that in certain institutions, pressures relating to the volume of content within ITT programmes had meant that practical placements were not always enforced, with staff reluctant "to give up time for teaching practice"¹¹³. Since it therefore seems possible to bypass compulsory requirements for ITT, quality assurance processes relating to ITT cannot be considered fully satisfactory.

¹¹³ Coolahan, J et al (2004).

Russian Federation

Summary of Scores

The following table summarises the scoring awarded to the Russian Federation on the basis of its proximity to the English ITT system:

Table 37: Summary scoring table for the Russian Federation

Indicator	Score (Minimum Threshold for Equivalence: 2)
Similarity and Suitability of the ITT Programmes	
Modes of Learning and Assessment	2
Training Programme Content	2
Subject and Curriculum Preparation	3
Requirements and Core Components of any Practical Placements	
Time Spent in Schools or Appropriate Settings	0
Age Ranges Addressed by Training	1
Range of Settings	1
Level and Type of Teaching Practice	2
Pedagogical Approach	
Similarity of Pedagogical Principles Underpinning Training	2
Classroom Control	2
Expected Skills	
Communication and Relationship Skills	1
Level and Application of English Language	0
Quality Assurance and Monitoring	Satisfactory
Number of Thresholds Passed (max 11):	6
Average Score (standard deviation 0.61):	1.45
Total Score (max 52):	16

Country Profile

School System

Schooling in Russia is state-funded. Primary general education is four years in duration, starting at the age of six. Basic general education is five years in duration. Together these phases constitute compulsory education. This may also be referred to as 'Incomplete' secondary education.

On completion of the nine-year compulsory education period, pupils can continue their studies at secondary general education schools. This period of study covers grades 10 to 11 and is not compulsory. Until 2009, the Certificate of Complete Secondary Education (Аттестат о среднем (полном) общем образовании) was awarded as the sole school leaving certificate whereas students are now awarded both this and the Certificate of Unified State Examination (Свидетельство о результатах ЕГЭ (единого государственного экзамена)).

Educational Oversight

The Ministry of Education and Science oversees scientific institutions, education and school accreditation in the Russian Federation.

Minimum Requirements to Teach

Teachers for primary and basic education are trained mainly at Technikum (institutes for vocational education) and receive a Diploma of Secondary Specialised Education (Диплом о среднем специальном образовании). Although higher level courses are available, the minimum routes into teaching at this level fall below British Bachelor degree standard in the context of the English system and have been excluded from further analysis.

Teachers for upper secondary level are trained at universities or university-level teacher training institutions on a four to five-year course leading to the Bachelor degree (Диплом Бакалавра) or the Specialist Diploma (Диплом Специалиста). Both programmes meet the Bachelor degree requirement for this study.

Admission is based on the Certificate of Complete Secondary Education and in recent years, the Unified State Examination. Although no national subject-specific requirements were observed for ITT, both Russian and mathematics are compulsory subjects within the examination and the school certificate.

Approach to SEN

There is no legislation in Russia regulating the full inclusion of disabled children at mainstream schools and SEN teaching strategies are not generally included within ITT curricula.

Professional Conduct

The Ministry of Education and Science has set new standards regarding subject matter and course structure for teacher training institutions, however, it is not clear that they have defined standards of conduct for professional teachers providing no basis for comparison against Part Two of the *Teachers' Standards* in England. Corporal punishment is unlawful in schools.

Summary of Analysis

The ITT system of the Russian Federation displayed some similarities to the English ITT system, meeting six of the 11 minimum thresholds. Key differences remain in relation to time spent in schools, the range of settings, classroom control and the level and application of English language.

Analysis

Routes for Analysis:

- Specialist Diploma (for upper secondary school teachers); and
- Bachelor degree (for upper secondary school teachers).

a) Similarity and Suitability of the ITT Programmes

Indicator 1: Modes of Learning and Assessment

Score assigned: 2

Initial teacher training in the Russian Federation provides exposure to theory, practice and the new standards produced by the Ministry of Education and Science. The new university programmes include a compulsory practical placement as well as a secure theoretical foundation, meeting the minimum threshold descriptor. However, the practical element is generally considerably shorter than the English equivalent¹¹⁴ and courses remain more theoretical in nature than those found within the English teacher training system.

Indicator 2: Training Programme Content

Score assigned: 2

ITT programmes include teaching strategies, classroom management and the planning of lessons both theoretically and through application via a placement. This provides at least minimum coverage of the core professional skills found in English ITT programmes. However, there is insufficient evidence to suggest that all programmes encourage flexibility and the ability to adapt lessons to those of varying abilities.

Indicator 3: Subject and Curriculum Preparation

Score assigned: 3

As an entry requirement for ITT programmes, students must hold subjects relevant to the chosen subject specialisation. Trainee teachers are streamed according to the level they wish to teach. Training programmes require specific subjects so that teachers are adequately prepared to teach in schools and the programmes are aligned closely to the Russian education system's requirements. It is important to note, however, that the depth of knowledge and understanding developed of the national curriculum and its assessment may vary from institution to institution.

¹¹⁴ UNESCO (2011w).

b) Requirements and Core Components of any Practical Placements

Indicator 4: Time Spent in Schools or Appropriate Settings

Score assigned: 0

Practical placements typically last less than 10 weeks.

Indicator 5: Age Ranges Addressed by Training

Score assigned: 1

Teachers train to teach primary/basic or upper secondary education. Upper secondary education is only two years in duration and the age range of students does not correspond to some of the age ranges in England.

Indicator 6: Range of Settings

Score assigned: 1

Although practice is a compulsory component of ITT in the Russian Federation, there is no requirement to practise in more than one setting.

Indicator 7: Level and Type of Teaching Practice

Score assigned: 2

As stated above, trainee teachers' teaching practice usually takes place in only one school. It requires trainee teachers to plan and deliver lessons and be assessed by a supervisor. It is not clear, from the information available, how much of the practical placement is devoted to teaching pupils as opposed to observation but the experiences are peer reviewed as part of the course and trainee teachers must apply theory and then analyse areas of competence and areas for improvement.

c) Pedagogical Approach

Indicator 8: Similarity of Pedagogical Principles Underpinning Training

Score assigned: 2

A teacher-led style of tuition is still prevalent amongst staff working in teacher training institutions and education departments of universities. Nevertheless, rote learning is now no longer solely relied upon and student-centred interactive learning is taught as the key method for ensuring the development of students through the Russian education system. National teacher training programmes now include some degree of focus on developing independent thinking in pupils¹¹⁵. However, coverage of facilitative techniques and the development of higher order thinking and problem solving skills is not evident at all institutions and levels.

Indicator 9: Classroom Control

Score assigned: 2

Classroom control is not a featured part of the ITT programme curricula. The practical placements, though generally shorter than those in England, do require trainees to deliver some full lessons though, providing opportunities to develop classroom control techniques.

¹¹⁵ UNESCO (2011w).

The secondary school pupil:teacher ratio was 9:1 in the Russian Federation compared with a ratio of 14:1 in the UK¹¹⁶.

d) Expected Skills

Indicator 10: Communication and Relationship Skills

Score assigned: 1

Although teacher training institutions have greater independence to set their curriculum, they still reflect the central precept that teaching should no longer be based on rote learning and mono-directional communication. It is a central requirement that teachers must be able to communicate with their students to ensure that they are developing and reaching the expected standards although there is no direct evidence that communicative skills form part of clearly established assessment criteria.

Indicator 11: Level and Application of English Language

Score assigned: 0

Russian is the principal language. Although English is increasingly available, it is not widely spoken and is not set as an admission criterion for admission to ITT programmes. Furthermore, it is not used as a language of instruction in schools or at higher education institutions.

e) Quality Assurance and Monitoring Processes

Institutions which educate must be licensed by the Ministry of Education and Science and then attested. As part of attestation, an institution's performance is checked usually through the checking of graduate results over several years.

The Accreditation Board of the Russian Ministry of Education and Science accredits institutions and passes them on a five year basis after which they must be accredited again. Standards must be maintained throughout this five year period as the Accreditation Board is able to suspend accreditation status of institutions.

¹¹⁶ Based on 2008 data from the UNESCO Institute for Statistics.

Singapore

Summary of Scores

The following table summarises the scoring awarded to Singapore on the basis of its proximity to the English ITT system:

Table 38: Summary scoring table for Singapore

Indicator	Score (Minimum Threshold for Equivalence: 2)
Similarity and Suitability of the ITT Programmes	
Modes of Learning and Assessment	4
Training Programme Content	4
Subject and Curriculum Preparation	4
Requirements and Core Components of any Practical Placements	
Time Spent in Schools or Appropriate Settings	1
Age Ranges Addressed by Training	1
Range of Settings	1
Level and Type of Teaching Practice	5
Pedagogical Approach	
Similarity of Pedagogical Principles Underpinning Training	4
Classroom Control	4
Expected Skills	
Communication and Relationship Skills	3
Level and Application of English Language	4
Quality Assurance and Monitoring	Satisfactory
Number of Thresholds Passed (max 11):	8
Average Score (standard deviation 0.61):	3.18
Total Score (max 52):	35

Country Profile

School System

The Singaporean school education system is state-funded and has six years of primary education beginning aged six and four to five years of secondary education depending on the student's stream. Compulsory education was implemented in 2003 and applies to children aged six and over, up to age 15. Education for students aged 17 to 19, when students have the option to undertake A levels or undertake polytechnic studies, is considered to form part of post-secondary education.

Educational Oversight

Teacher training is provided by the National Institute of Education (NIE) and overseen by the Ministry of Education, which oversees all levels of education.

Minimum Requirements to Teach

A two year sub-degree Diploma in Education is the minimum qualification level to teach at primary school level in Singapore while a four year BA/BSc (Education), Bachelor of Education or Postgraduate Diploma in Education (PGDE) is required to teach at secondary level.

There are also specific training schemes to teach specific subjects such as art and music or home economics, however, these do not meet the Bachelor degree requirement and consequently have not been included in the analysis.

Therefore Bachelor degrees in education and the PGDE (comparable to British Bachelor degree standard and British Postgraduate Diploma standard respectively) have been examined.

Passes in the A level examinations are required for admission to undergraduate ITT programmes. Admission to a PGDE is based on the individual's preceding Bachelor degree. To meet the GCSE requirements in England, students should hold O levels passed with grades of one to six (A1 - C6). A pass in English at O level is required by the Ministry of Education for ITT admission. Students should also have passed mathematics.

Approach to SEN

SEN is not an integral part of the general ITT system of Singapore but rather one addressed through distinct qualifications for those who have already qualified as a teacher or through the NIE's Diplomas in Special Education. These are specialised qualifications intended either for Allied Educators who work with teachers in mainstream schools to support students with needs such as autism, Attention Deficit Hyperactivity Disorder (ADHD) and dyslexia, or to train special education school teachers.

Professional Conduct

The Teacher's Pledge¹¹⁷ outlines expected attitudes and behaviour of teachers in Singapore towards pupils, parents and colleagues, comparing closely with the key themes of Part Two of the *Teachers' Standards* in England particularly in relation to the development and treatment of students, recognising individual needs and demonstrating professionalism and observing appropriate boundaries.

¹¹⁷ Ministry of Education [Singapore] (2007).

An important difference between expected professional conduct in Singapore and England is that the use of corporal punishment is permitted within schools in Singapore. Guidelines are in place for the parameters of its use. Regulation 88 of the *Schools Regulation Act 1957* specified that corporal punishment should not be administered to girls but boys may be subject to some forms of physical punishment, conducted where possible by the principal or an authorised person.

The Ministry of Education confirms that schools may use corporal punishment where stronger disciplinary measures are required¹¹⁸.

Summary of Analysis

The NIE is the only awarding body for ITT programmes in Singapore meaning that problems presented for analysis by institutional variation in other countries do not affect Singapore. Some variation is observed between undergraduate and postgraduate routes but the core standards apply to all routes and the NIE works closely with the Ministry of Education facilitating a consistent link between teacher education policy and provision.

Strong similarities were evident between the Singaporean and English ITT systems with Singapore passing eight of the 11 minimum thresholds and achieving the highest average score of all countries examined (3.18) and a maximum indicator score of 5 out of 5 for Indicator 7, 'Level and Type of Teaching Practice'.

The system scored particularly well in terms of the suitability of training programme content, pedagogical approach, the level and type of teaching practice and the level and application of English. The minimum thresholds defined for 'Time Spent in Schools or Appropriate Settings', 'Age Ranges Addressed by Training' and the 'Range of Settings', were not met though.

The analysis only considered programmes which met the Bachelor degree requirement in place for teachers in England. The minimum route into teaching in Singapore, a Diploma in Education, falls below this level.

¹¹⁸ Wong Siew Hoong, (2010).

Analysis

Routes for Analysis:

- Bachelor degree in Education (for secondary school teachers); and
- Postgraduate Diploma in Education (for secondary school teachers).

a) Similarity and Suitability of the ITT Programmes

Indicator 1: Modes of Learning and Assessment

Score assigned: 4

Both the Bachelor degree in Education and the PGDE are taught through a variety of methods and assessed through various modes including practical tests, assignments, project work and examinations.

ITT programmes are modular with the duration of module courses expressed in terms of 'Academic Units' (AU).

The BA and BSc (Education) degrees are four years in duration. The number of required AU varies according to the specialisation however on average 125 to 130 AU are needed for the award of an undergraduate degree in Education, with a certain proportion of these AUs assigned to the practical placement. For example, in the BA (Ed) (General) (Secondary) programme, the placement accounts for 21 AUs. The rest are largely assigned to theoretical/classroom-based study. For the PGDE the number of required AUs can again vary depending on the specialisation but range from 38 to 66 AU. 10 AU are assigned to the placement.

Indicator 2: Training Programme Content

Score assigned: 4

Both the Bachelor degree and Postgraduate Diploma programmes have strong coverage in all core professional topics found in English degrees. Particular strength can be observed within the coverage of lesson planning for specific contexts which is covered both within the theoretical aspects of the course and within the practical components.

General subjects (those not related to pedagogy or the chosen subject specialisation) are not typically included within the PGDE but undergraduate students select one general subject, accounting for three AUs.

Subject specialisation units are not included within a PGDE but form approximately 50% of an undergraduate ITT degree (see Indicator 3, 'Subject and Curriculum Preparation').

The total amount of time devoted to professional studies is the same in both the undergraduate and postgraduate training programmes (28 AUs). Education studies, including modules such as 'The Social Context of Teaching and Learning' account for two AUs in a PGDE and seven in an undergraduate ITT programme. Professional studies covered include educational psychology, teaching and managing learners, developing communication skills for teaching, ICT for meaningful learning as well as teaching methodology for the subjects and age ranges the individual is training to teach.

Indicator 3: Subject and Curriculum Preparation

Score assigned: 4

Subject-specific requirements for the BA/BSc (Education) may also be in place depending on the trainee teacher's chosen specialisation while for those wishing to undertake a PGDE to teach at secondary level, a university degree in two subjects is generally preferred. The Ministry of Education outlines the various possible teaching subjects based on the type of degree the individual has undertaken so that those who had undertaken a degree in Civil Engineering could teach mathematics, physics or design and technology.

The NIE also administers pre-selection tests to assess PGDE applicants' subject competency. Pre-selection tests are offered in English language, geography, history, biology, chemistry and Chinese language.

Students then undertake courses in teaching methodology which is specific to the national curriculum for the level and subject at which they intend to teach. Not all subject options available feature in English National Curriculum subjects, such as Tamil or Malay language teaching for example.

b) Requirements and Core Components of any practical placements

Indicator 4: Time Spent in schools or appropriate settings

Score assigned: 1

All ITT programmes contain a compulsory practical placement however the duration varies according to the type of programme. Teaching practice within the undergraduate programmes amounts to a total of 22 weeks, while the PGDE involves only 10 weeks of teaching practice.

Indicator 5: Age Ranges Addressed by Training

Score assigned: 1

Students of the Bachelor degree train to teach at primary or secondary level with teaching methodology specific to the level at which the individual is training to teach. There are different streams available for the PGDE as well. These include primary, secondary, junior college and physical education.

While training is age range-specific, there are separate streams for secondary school and junior college teaching meaning the age ranges addressed by training do not fully correspond to two consecutive age ranges as required in England.

Indicator 6: Range of Settings

Score assigned: 1

The NIE has developed a close working relationship with schools. The practical placements involved in the Bachelor degree take place in two different schools although trainee teachers only teach in one setting. The School Experience and Teaching Assistantship is conducted in one school while the Teaching Practice 1 and 2 take place in another.

The practical placement in the PGDE is conducted in one block with trainee teachers placed in one school by the Ministry of Education.

Indicator 7: Level and Type of Teaching Practice

Score assigned: 5

For both the Bachelor degree and PGDE routes, more than 60% of the total practice is spent delivering full lessons.

Teaching practice within the BA/BSc in Education is spread over the course of the degree and is divided into four categories:

- school experience (two weeks) to observe lessons in both primary and secondary schools;
- teaching assistantship (five weeks) to observe lessons by their 'cooperating' / mentor teacher. They also provide assistance in lesson planning and classroom control as well as conduct some guided teaching in the third, fourth and fifth week;
- teaching practice 1 (five weeks) where trainee teachers first teach independently with responsibility for lesson planning and classroom control; and
- teaching practice 2 (10 weeks) focusses predominantly on independent teaching practice but also reviews other aspects of the teacher's role such as managing classroom assistants.

Students have a total of 12 lessons observed by the Cooperating Teacher (CT) and three to four by the NIE supervisor.

Teaching practice in the PGDE occurs in a single 10 week block placement in the second semester during which they assume full classroom teaching and management responsibilities for the duration of the placement although they also have some opportunities to observe in-service teachers delivering lessons. The trainee has eight lessons observed by the CT and two lesson observations by an NIE supervisor. These are graded on distinction/credit/pass/fail basis.

c) Pedagogical Approach

Indicator 8: Similarity of Pedagogical Principles Underpinning Training

Score assigned: 4

In 2004, the concept of "Teach Less, Learn More", part of the *Thinking Schools, Learning Nation Initiative*¹¹⁹, was introduced. The intention was that there should be "less dependence on rote learning, repetitive tests and instruction, and more on engaged learning, discovery through experiences, differentiated teaching...and effective teaching approaches and strategies"¹²⁰.

¹¹⁹ Thinking Schools, Learning Nation is the Ministry of Education's vision statement, adopted in 1997. The concept is based on reducing the "quantity" (volume of school curricula) in favour of "quality" (more in-depth study) and replace rote learning with classroom interaction. This has impacted not only on school curricula but also on teacher training with more flexible and student-centred strategies evident in ITT curricula.

¹²⁰ Ho Peng, as cited within OECD (2011).

The ability for school pupils to think independently is actively promoted by the Ministry of Education as a key desired outcome of education at both primary and secondary level. Strategies for developing independent thinking and higher order thinking skills are addressed both within the ITT programme content and the teaching practicum.

Indicator 9: Classroom Control

Score assigned: 4

Classroom control is included within ITT programme curricula, providing strategies for dealing with disruptive learners and general classroom management. Competency in teaching students with differing needs as well as in managing learning and behaviour in primary or secondary school classrooms is developed through theory classes, activities and simulated practice as well as being an integral consideration in the assessed observations of trainee teachers on placement.

The pupil:teacher ratios are 19:1 at primary level and 16:1 at lower secondary level in Singapore which compare closely to those given for the UK (18:1 and 15:1 respectively)¹²¹.

d) Expected skills

Indicator 10: Communication and Relationship Skills

Score assigned: 3

Communication skills form an integral part of ITT programme curricula under the “Communication Skills for Teachers” module, a practical course aiming to develop trainee teachers’ oral and written communication skills to ensure effective communication with pupils, colleagues and parents. Students are also assessed on their ability to communicate effectively both within this unit and the teaching practicum.

Indicator 11: Level and Application of English Language

Score assigned: 4

English is one of four official languages in Singapore¹²². An O level pass in English is required for admission to ITT. Students also need to take an Entrance Proficiency Test in English unless they have scored at least a grade B3 in the GCE O level or comparable.

e) Quality Assurance and Monitoring Processes

The quality assurance system of Singapore can be considered suitably robust in its monitoring of ITT qualifications both as higher education qualifications and as teacher training awards. The Ministry of Education oversees all educational policy in Singapore and works closely with the NIE, the only institution responsible for educating teachers in Singapore, to ensure the key national policies in ITT are integrated into the NIE teacher training programmes. Those graduating from the NIE are automatically qualified teachers and do not need to seek teaching certification.

¹²¹ Based on 2008 data from the UNESCO Institute for Statistics.

¹²² Mandarin, English, Malay and Tamil.

South Africa

Summary of Scores

The following table summarises the scoring awarded to South Africa on the basis of its proximity to the English ITT system:

Table 39: Summary scoring table for South Africa

Indicator	Score (Minimum Threshold for Equivalence: 2)
Similarity and Suitability of the ITT Programmes	
Modes of Learning and Assessment	3
Training Programme Content	4
Subject and Curriculum Preparation	4
Requirements and Core Components of any Practical Placements	
Time Spent in Schools or Appropriate Settings	0
Age Ranges Addressed by Training	1
Range of Settings	2
Level and Type of Teaching Practice	4
Pedagogical Approach	
Similarity of Pedagogical Principles Underpinning Training	2
Classroom Control	4
Expected Skills	
Communication and Relationship Skills	2
Level and Application of English Language	1
Quality Assurance and Monitoring	Satisfactory
Number of Thresholds Passed (max 11):	8
Average Score (standard deviation 0.61):	2.45
Total Score (max 52):	27

Country Profile

School System

Education in South Africa is compulsory between the ages of seven and 15. The system is divided into four key phases:

- 'Foundation Phase' (four years including the Reception year from age six);
- 'Intermediate Phase' (three years);
- 'Senior Phase' (three years); and
- 'Further Education and Training (FET) Phase' (three years).

School education is funded by the government but supplemented through fees although some full or partial fee exemptions may be granted to individuals based on means testing.

Educational Oversight

There are a number of government bodies in South Africa that are responsible for overseeing various aspects of education provision, such as the Council on Higher Education (CHE) and its Higher Education Quality Committee (HEQC) and the South African Qualifications Authority (SAQA). The bodies and their remits are outlined in the Quality Assurance Processes section below.

The teaching profession is regulated by the South African Council for Educators (SACE). The *SACE Act no.31 of 2000* enforced mandatory registration of those looking to teach in public schools, recognised independent schools, further education and training institutes, and Waldorf and Montessori schools.

Minimum Requirements to Teach

There are many routes into teaching with qualifications typically expressed in terms of their Relative Education Qualification Value (REQV). In order to register with the SACE, an educator must hold a three year post-matriculation (Year 12) teaching certificate, REQV 13. As this falls below British Bachelor degree standard, therefore only ITT qualifications placed at REQV 14 have been examined.

Qualifications at REQV14 include the Bachelor of Education at undergraduate level or, for those who have completed a Bachelor degree in another subject, the Postgraduate Certificate in Education. The Higher Diploma in Education, also an REQV14 programme, can either be taken as a four year integrated course or one year following a Bachelor degree. Both the Higher Diploma and the Postgraduate Certificate are still widely offered but are in the process of being phased out to be replaced with the Advanced Diploma in Teaching.

Admission to undergraduate studies is based on the National Senior Certificate (NSC) which replaced the Senior Certificate in 2008. Subject specific requirements for ITT are set by the institution rather than centrally. Admission to postgraduate ITT courses are based on the preceding Bachelor degree and no specific subjects at Senior Certificate/National Senior Certificate level are required.

To meet the prescribed GCSE requirements, individuals should hold one of the following for English, Afrikaans or other first language to meet the Home Language requirement and mathematics or mathematical literacy:

- NSC with a minimum grade of 3; or
- Senior Certificate with a grade C achieved at Standard Grade (SG) or grade E at Higher Grade (HG).

Science subjects are elective and so may not be studied by all students at this level.

Approach to SEN

The Department of Education's *White Paper 6* stipulates that SEN learners should, as far as possible, be supported within mainstream schools although special schools do exist. The OECD report on *National Policies of Education: South Africa*, found that learners often attended special schools unnecessarily due to the absence of sufficient support within mainstream education.

The Department has been working on a national strategy for screening, identifying, assessing and supporting learners to ensure learners' needs are properly recognised and addressed although there are a number of existing qualifications which cover these competencies already. Development of further specialist qualifications for those working with students with special needs are currently in development with implementation envisaged for 2014. Inclusive education approaches have been piloted over the last few years, however, these currently involve training and assistance for in-service teachers rather than adoption of new approaches within ITT.

Professional Conduct

South Africa ratified the *Convention on the Rights of the Child* in July 1995.

The *Employment of Educators Act* regulates the professional, moral and ethical responsibilities of educators and the *SACE Legal Affairs and Ethics* document sets out the code of professional ethics for teachers in South Africa which covers all themes with Part Two of the *Teachers' Standards* in England with no notable areas of conflict.

The *South African Schools Act* (1996) prohibits the use of corporal punishment in schools.

Summary of Analysis

A particular challenge in assessing South Africa is that minimum standards for initial teacher training are not as prescriptive as those in the UK, allowing greater variation in standards and requirements. For example, central regulations stipulate that teaching practice should be a compulsory part of Initial Professional Education and Teachers (IPET) programmes but the requirements of the practical placement, and the expectations placed on the teacher upon completion, are not specified.

Furthermore, an analysis of different teacher training programmes reveals notable differences both in the course content, structure and outcomes. These issues were among a number identified within the *Integrated Strategic Planning Framework for Teacher Education and Development in South Africa 2011 – 2025* and ones which the new policy, *Minimum Requirements for Teacher Education Qualifications*, seeks to address by providing a framework for accredited institutions to use in the design of initial and continuing teacher education programmes. The policy outlines the standards that should be met by all teacher training programmes, *Basic Competences of a Beginner Teacher*, irrespective of the programme level or target phase.

Further development was also envisaged in the *SACE Strategic Plan* which set aside 2011 and 2012 for the establishment, review and approval of professional practice standards with implementation of IPET standards scheduled for late 2012 – 2014.

Nevertheless, it is important to ensure the scoring provides an accurate depiction of all ITT in South Africa, as it stands today.

To do this, a selection of the B.Ed., Higher Diploma and PGCE programmes registered with SAQA were examined. This found that some courses provided close coverage of the professional studies found in English ITT programmes, a large practical component and clear learning outcomes, in line with the new requirements for initial training. Others did not and students may enrol in the old programmes until 2014. Additionally, the publication of the new policy in July 2011 means that the revised standards have yet to be integrated within the core ITT system.

Some programmes, when considered in isolation, compare closely to standards of ITT in England. Nevertheless, the scoring reflects the minimum standards observed. Overall the South African ITT system met eight of the 11 minimum thresholds and achieved a maximum indicator score of 4 in four of the indicators.

Analysis

Routes for Analysis:

- Bachelor of Education (for foundation, intermediate, senior and FET phase teachers as noted in the specialisation);
- Postgraduate Certificate in Education (for foundation, intermediate, senior and FET phase teachers as noted in the specialisation); and
- Higher Diploma in Education (for foundation, intermediate, senior and FET phase teachers as noted in the specialisation).

a) Similarity and Suitability of the ITT Programmes

Indicator 1: Modes of Learning and Assessment

Score assigned: 3

As per the *Resolution of Council Meeting 27 July 2006*, all ITT programmes in South Africa must include a practical element¹²³ but the theory:practice ratio can vary from course to course. A number of the programmes examined strike a balance between theory and practice with clear outcomes defined for the practical placement. This does not however apply across the board with some courses favouring theoretical study.

The credit allocations for Bachelor degrees as defined within the *Policy on the Minimum Requirements for Teacher Education Qualifications* stipulate that, for future degrees, 96 credits of a minimum 480 should be dedicated to practical learning with a further 12 assigned to situational learning¹²⁴.

Trainee teachers are assessed through a variety of ways including written examinations to test their pedagogical knowledge and observed assessments whilst on placement.

Indicator 2: Training Programme Content

Score assigned: 4

An analysis of selected ITT programmes demonstrated that the courses should develop appropriate professional knowledge and competencies. Upon completion of an ITT programme, teachers should be able to select appropriate teaching strategies according to the subject, phase or learner needs to ensure student engagement. The ability to understand and monitor learner progress and needs and to adapt material accordingly is integrated within the ITT programmes' outcomes. Behaviour management, questioning and group learning strategies are also included.

Indicator 3: Subject and Curriculum Preparation

Score assigned: 4

Subject specialisation requirements vary according to the phase for which an individual is trained. For example, grade R of the Foundation Phase is introductory, designed to prepare learners for formal, compulsory schooling. Teachers of grades one to three, also within the Foundation Phase, should be able to teach literacy, numeracy and life skills.

¹²³ South African Council for Educators (2006).

¹²⁴ Department of Higher Education and Training [South Africa] (2011).

Intermediate Phase teachers should be able to teach four subjects from the following:

- life skills;
- social sciences;
- science and technology;
- mathematics; and
- languages (first language teaching and first additional English language teaching).

Subject specialisation requirements are increasingly more complex for Senior and FET Phase teachers.

The Department of Education publishes phase-specific teacher training manuals for each subject. Within the Bachelor of Education and Higher Diploma courses, trainees are expected to learn the specific pedagogical techniques for their chosen subjects. Subject-specific admissions requirements may be set by the institution.

The PGCE programmes, however, assume subject knowledge has been obtained through the preceding Bachelor degree and so no additional subject methodology is taught. Suitable subjects at Bachelor level are stipulated for PGCE admission. These vary according to the applicant's intended phase specialisation.

b) Requirements and Core Components of any Practical Placements

Indicator 4: Time Spent in Schools or Appropriate Settings

Score assigned: 0

Although the Bachelor degree should comprise 120 credits of practice within a 480 credit degree, there are no specific requirements in force for time spent in schools for initial training through other qualification routes and the programmes examined demonstrated variation either side of the minimum threshold.

For example, within the PGCE offered by the University of Kwazulu Natal, students complete a total of 10 or 11 weeks in school while the University's four year Bachelor degree programme comprises two to five weeks in schools in each year of study. As such, a four-year course involves a minimum of eight and a maximum of 20 weeks' practice.

The duration of the practical placement is another area identified for development within the *Policy on the Minimum Requirements for Teacher Education Qualifications* with a placement of 16 to 24 weeks stipulated for a four year Bachelor degree and six to eight weeks of practice for the planned Advanced Diploma in Teaching.

Indicator 5: Age Ranges Addressed by Training

Score assigned: 1

Teachers usually prepare for a specific phase of the school system however not all of these phases would cover two consecutive age ranges in the English system.

Indicator 6: Range of Settings

Score assigned: 2

All programmes approved by the HEQC were examined. This found that trainee teachers are placed in at least two different settings for practice.

For example, the *Teaching Practice Handbook* from the University of Cape Town stipulates that all students must attend a school from two separate lists which have been differentiated by learner background to ensure trainee teachers experience sufficient diversity in their training.

Indicator 7: Level and Type of Teaching Practice

Score assigned: 4

ITT programmes require trainee teachers to deliver full lessons and to be observed and assessed on their delivery, with at least two thirds of the placement should be dedicated to full lesson provision. Observation of other teachers is also included in training programmes.

c) Pedagogical Approach

Indicator 8: Similarity of Pedagogical Principles Underpinning Training

Score assigned: 2

Although some have described rote learning as an integral part of the former Apartheid education system, an analysis of school education curricula in subjects such as history and languages revealed that learners, particularly at the NSC level, are expected to be able to analyse, evaluate and reason. This ensures that all teachers can adopt a flexible approach and employ a variety of approaches to teaching. While varied approaches to teaching in order to develop learner's higher order thinking skills are a feature of some programmes though, they are not an explicitly defined part of the wider ITT context in South Africa.

Indicator 9: Classroom Control

Score assigned: 4

National guidelines on classroom control are limited although the programmes examined list it as an essential competence with a range of strategies covered for discipline, managing disruptive learners and classroom control to foster creative and critical thinking.

The compulsory practical placement, which includes delivery of full lessons, provides opportunities to apply the theory taught within the ITT programmes.

Class sizes are substantially larger in South Africa than in the UK with a pupil:teacher ratio of 31:1 at primary level and 28:1 at secondary level compared with 18:1 and 14:1 respectively in the UK¹²⁵.

¹²⁵Based on 2009 data for primary level and 2008 data for secondary level from the UNESCO Institute for Statistics.

d) Expected Skills

Indicator 10: Communication and Relationship Skills

Score assigned: 2

Feedback techniques and communication skills are not explicitly referenced within course overviews although communication skills are tested within the practical placement. The *SACE Code of Professional Ethics* states that teachers must “maintain good communication between teachers and learners; among teachers themselves; and between teachers and parents,” and “provide information to parents on their children’s progress on a regular basis.” Self-development is expected both of trainee and qualified teachers, as defined in ITT programme curriculum and the *SACE Code of Professional Ethics*.

Indicator 11: Level and Application of English Language

Score assigned: 1

While English *is* an official language in South Africa, it is one of 11 official languages¹²⁶. It is expected that all new teachers should be proficient in the use of at least one official language for teaching and learning and have a conversational level proficiency in one other but this would not necessarily be English¹²⁷.

English language is not compulsory for admission to all ITT programmes. Some institutions may require a particular grade in English for admission, such as the University of the Witwatersrand which stipulates a grade of 5 in English for admission to its Bachelor of Education programme. For some institutions, language requirements exist but may not be specific to English. For example, Nelson Mandela Metropolitan University requires a grade of 3 in English, Afrikaans or isiXhosa. There are institutions however which do not specify a level of English at all.

The medium of instruction for teacher education courses can be English or Afrikaans or a combination of the two. For example, the Bachelor of Education (Foundation) offered by the University of Stellenbosch has most first year modules available in English or Afrikaans with courses such as Curriculum Studies or Educational Psychology and those taken in the second, third and fourth years available in Afrikaans only.

Given the diversity of languages and language requirements in South Africa, consideration of language use and application needs to be done on an individual basis either through confirmation that the individual's degree has been wholly taught and assessed in English with English endorsed as the Language of Learning and Teaching (LoLT) on their certificate, or through a recognised English language test.

¹²⁶ South Africa has 11 official languages with school students expected to be familiar with at least two: Afrikaans, English, isiNdebele, isiXhosa, isiZulu, Sepedi, Sesotho, SiSwati, Setswana, Tshivenda and Xitsonga.

¹²⁷ Qualification certificates usually indicate the Language of Learning and Teaching (LoLT) endorsement and communicative competence. A survey conducted by staff at University of South Africa (UNISA) (Nel,N. and Müller.H, 2010) found that the most common languages for learning and teaching were English (48%), Zulu (21%) and Sepedi (15%).

e) Quality Assurance and Monitoring Processes

Quality assurance procedures in South Africa can be considered suitably robust. South Africa has both educational oversight bodies (CHE and SAQA) and professional/sectoral regulatory bodies (SACE and the Education, Training and Development Practices Sector Education and Training Authority (ETDP SETA)). SACE is responsible for teacher registration and the monitoring and quality assurance of teacher training programmes while the ETDP SETA accredits providers and programmes in the field of education and training.

SAQA's role is to accredit qualifications in terms of their academic standing, while HEQC accreditation is specific to the suitability of these awards to teach. The HEQC does not currently review all programmes though. The 2010 *Report of the National Review of Academic and Professional Programmes in Education* reviewed 15 Bachelor of Education programmes, fewer than the number listed by SAQA. The two accreditation procedures also appear independent of each other. By way of an example, the PGCE offered by Hebron Theological College was not accredited by HEQC but retains qualification accreditation through SAQA. It is recommended that in order to ensure the suitability of qualifications for teaching, only those holding a registration certificate from SACE be accepted.

The HEQC review exercise that examined Bachelor of Education programmes placed a number on conditional accreditation, finding that many programmes sought to produce phase- or subject-specific teachers but with little emphasis on developing more general skills to enable graduates to adapt into other age ranges or areas of the school.

Turkey

Summary of Scores

The following table summarises the scoring awarded to Turkey on the basis of its proximity to the English ITT system:

Table 40: Summary scoring table for Turkey

Indicator	Score (Minimum Threshold for Equivalence: 2)
Similarity and Suitability of the ITT Programmes	
Modes of Learning and Assessment	3
Training Programme Content	3
Subject and Curriculum Preparation	3
Requirements and Core Components of any Practical Placements	
Time Spent in Schools or Appropriate Settings	0
Age Ranges Addressed by Training	1
Range of Settings	1
Level and Type of Teaching Practice	2
Pedagogical Approach	
Similarity of Pedagogical Principles Underpinning Training	2
Classroom Control	3
Expected Skills	
Communication and Relationship Skills	3
Level and Application of English Language	0
Quality Assurance and Monitoring	Satisfactory
Number of Thresholds Passed (max 11):	7
Average Score (standard deviation 0.61):	1.91
Total Score (max 52):	21

Country Profile

School System

Compulsory, state-funded education in Turkey begins at age six and lasts for eight years when students are awarded a Basic Education Diploma (*İlköğretim Diploması*). Students may continue to upper secondary school to study for the upper secondary school leaving certificate, State High School Diploma (*Devlet Lise Diploması*) or the private high school diploma (*Lise Bitirme Diploması*).

Educational Oversight

Responsibility for teacher training and higher education in Turkey lies with the Council of Higher Education, while the Ministry of National Education is responsible for teacher appointment.

Minimum Requirements to Teach

Undergraduate ITT programmes for primary school teachers in Turkey are four years in duration and lead to a Bachelor degree (*Lisans Diploması*) offered by accredited universities. Postgraduate programmes for those wishing to teach at secondary school level lead to the Master's degree (*Yüksek Lisans Diploması*).

The *Standards and Accreditation for Teachers* outlines the teacher competencies expected on completion of an ITT programme and the *Generic Teacher Competencies* provide a holistic framework of competencies designed for use in preparing both pre-service and in-service training and evaluation. In addition to the teaching qualification, teachers must hold a certificate in Information Technology or be able to demonstrate IT literacy.

Entry to higher education is based on results in the State University Entrance Examination that tests Turkish language, reasoning, social sciences, mathematics and natural sciences. The examination is open to holders of the upper secondary school leaving certificate which, with individual subjects passed at 45%, is considered comparable to GCSE (grades A* - C) standard. Further admission requirements, specific to ITT, are determined by individual institutions rather than at a national level.

Approach to SEN

Special educational needs are typically categorised by type: visual, hearing, orthopaedic, mental, language and speaking, adaptation problems, long-term illnesses and gifted students. As far as possible these needs are addressed within mainstream schools although dedicated schools do exist.

Although many ITT degrees include a compulsory unit on special education, SEN training is usually conducted outside of general ITT programmes, with universities offering separate, specialised programmes focussing on learning difficulties or a particular physical impairment.

Professional Conduct

Competencies relating to personal and professional values, or specifically valuing, understanding and respecting students are defined within the *Generic Teacher Competencies*. These are more detailed than Part Two of the *Teacher's Standards* in England but do not display any areas of notable conflict.

Expected professional conduct is largely covered within the standards and accreditation document. The attitude towards corporal punishment in Turkey has been difficult to discern as while there is legislation providing for punitive measures against teachers using physical violence against children, the *Global Initiative to End All Corporal Punishment of Children* highlights the disconnect between legislation and practice, revealing also the findings of a report commissioned by the Ministry of Education which found corporal punishment to have an “educational value”.

Summary of Analysis

The analysis considered both the *Standards and Accreditation for Teachers*, the *Generic Teacher Competencies* and overviews for a selection of ITT programmes offered by the Universities of Anadolu, Aban Izzet Baysal, Caucasus and Hacettepe.

The Turkish ITT system demonstrated some similarities to the English ITT system in terms of training programme content and subject and curriculum, scoring a maximum indicator score of 3 and an average indicator score of 1.91. Overall the system met the minimum thresholds for seven of the 11 indicators, due largely to differences in the requirements of the practical placement.

Analysis

Routes for Analysis

- Undergraduate degree in education (for basic school teachers); and
- Master's degree in education (for secondary school teachers).

a) Similarity and Suitability of the ITT Programmes

Indicator 1: Modes of Learning and Assessment

Score assigned: 3

Courses are mainly taught through lectures and seminars with the theory:practice ratio varying between courses with greater time usually devoted to theoretical study. Simulated and real-life practice is included and accounts for approximately a quarter of the ITT programme. A variety of assessment modes are used including written assignments, projects, teaching performance evaluation(s) and a final examination to test the individual's pedagogical knowledge and skills.

Indicator 2: Training Programme Content

Score assigned: 3

Degree programmes include a mixture of general subjects, subject specialisation units, education studies and professional studies. General studies can include units such as computing and 'Principles and History of Turkish Revolution' although these are largely undertaken in the first year, which is introductory and broad in nature, developing knowledge of the national education system and the role of teaching in society.

The second and third years focus on subject-specialisation and professional studies. Professional studies include modules on teaching principles and methods, measurement and assessment in education, classroom management, guidance and teaching practice.

Although relevant modules, both within undergraduate and postgraduate routes had clearly defined learning outcomes comprehensively covering expected professional knowledge and skills in that area, considerable time is spent on developing subject expertise. Despite the outlined standards for all teacher education however, some of the programmes' listed learning outcomes are knowledge-based and focus more on teaching in society and the national context rather than specific professional skills.

Indicator 3: Subject and Curriculum Preparation

Score assigned: 3

Specific subject admission requirements, where in place, are set at institutional level although some subjects are also tested by the national entrance examination for higher education.

The teacher competencies require that teachers have knowledge of their specialist subject at a higher level than at which they are teaching. Teaching is linked to school curriculum and those training to teach at primary level undertake modules in mathematics, science, humanities, Turkish and a foreign language although it is also possible to undertake a primary school teaching degree with a subject specialisation such as the Programme in Primary School Mathematics Teaching offered by Anadolu University. ITT programmes include subject methodology but while these are compulsory for some programmes, they are elective in others and, as such, are not undertaken by all trainee teachers.

Those undertaking a graduate ITT programme need to have an undergraduate degree in science, mathematics or a technology-based subject. Secondary school teachers are expected to be specialised in at least one but ideally two subjects.

The *Standards and Accreditation* document details key points of consideration for observing trainee teachers during their practical placement which includes specific checks of the individual trainee teacher's knowledge of subject curriculum and the teaching methods employed to deliver their subject. They are expected to develop lessons plans that incorporate both varying students' needs and the objectives of the Turkish national curriculum at that level.

b) Requirements and Core Components of any Practical Placements

Indicator 4: Time Spent in Schools or Appropriate Settings

Score assigned: 0

Teaching practice is a compulsory component of ITT in Turkey. Trainee teachers on a four-year degree programme spend time in schools each semester, equating to approximately 220 hours/eight - nine weeks based on 25 hours contact hours on placement. This falls below the minimum threshold of 18 weeks.

Indicator 5: Age Ranges Addressed by Training

Score assigned: 1

ITT programmes are specialised for a particular age range, however, this does not always correspond to two consecutive age ranges in England. For example, it is possible to undertake a general programme for primary school teachers, or a programme for primary school teachers with a subject specialisation. The former qualifies the holder to teach across all ages within Turkish primary schools. A degree specialising in primary school mathematics teaching qualifies the holder to teach only the upper years of primary school, corresponding to one age range in the English context.

Indicator 6: Range of Settings

Score assigned: 1

Although in Turkey there are three different placements in an undergraduate ITT programme, there is no specific requirement for these to be in different settings. Graduate ITT programmes usually require placement in one setting only.

Indicator 7: Level and Type of Teaching Practice

Score assigned: 2

The time spent in schools is divided over a number of placements. Undergraduate ITT programmes comprise three placements. The first placement is spent observing existing teachers after which trainees are generally required to prepare reports on teaching methods and strategies for classroom management as well as prepare basic lesson plans. The second involves further observation and assisting teachers with lesson planning and other duties. The third is spent teaching although the duration of time allocated to this is not fixed at a national level. Postgraduate programmes also comprise observation and teaching practice.

The proportion of time spent on actual teaching of full lessons also appears to vary between both undergraduate and postgraduate programmes. One programme observed revealed that trainee teachers typically spend six hours per week for six weeks (36 hours) teaching before completing their ITT programme.

c) Pedagogical Approach

Indicator 8: Similarity of Pedagogical Principles Underpinning Training

Score assigned: 2

Traditionally, education has been teacher-centred, however, the teacher competencies detailed in the *Standards and Accreditation* document specify that teachers should be able to promote independent and creative thinking among students. Furthermore, examined training programmes specifically address the trainee teacher's ability to design and deliver learner-centred lessons.

The revised school curricula introduced in 2005 aims to develop eight core skills: creativity, problem solving, entrepreneurship, research and causality, information and communication skills and critical thinking skills. This necessitated the adoption of new teaching strategies within the existing teaching force as well as within ITT programmes though the depth in which different techniques are addressed does vary.

Indicator 9: Classroom Control

Score assigned: 3

Classroom management is covered in ITT curricula, but is relatively theoretical with few, if any, opportunities to practise different techniques within the course.

Classroom management forms an integral part of the *Standards and Accreditation* and is one of the key skills on which trainee teachers are observed and assessed during their practical placement.

Data on class-sizes is only available at upper secondary level but suggests similar class sizes to the UK, with a pupil:teacher ratio of 15:1 in Turkey compared with 14:1 in the UK¹²⁸.

¹²⁸ Based on 2008 data from the UNESCO Institute for Statistics.

d) Expected Skills

Indicator 10: Communication and Relationship Skills

Score assigned: 3

Effective communication and self-development are explicitly referenced as an expected competency of an ITT programme graduate both within the national level competency standards and also within the key individual learning outcomes of the ITT programmes examined.

Communication with students, taking into account individual and collective learner needs, as well as with colleagues and parents is also an expected competency.

The compulsory placements provide some opportunities for trainee teachers to develop these skills.

Indicator 11: Level and Application of English Language

Score assigned: 0

Turkish is the official language and the medium of instruction for the majority of courses. Admission to all higher education qualifications, including ITT programmes, is based on the state entrance exam but specific English language proficiency is not a prerequisite for entry.

Teachers for the Anatolian High Schools, which provide education in specialist areas and foreign languages, need to give lessons in a foreign language which is usually English, however, this does not apply to all new teachers in Turkey.

e) Quality Assurance and Monitoring Processes

The *Standards and Accreditation in Teacher Education in Turkey* sets out the requirements for ITT programmes while overall quality assurance of all higher education programmes is undertaken by the Council of Higher Education. The mechanisms in place may be considered satisfactory though they largely involve consideration of the academic standards of the programmes rather than their suitability as ITT programmes.

Turkmenistan

Summary of Scores

The following table summarises the scoring awarded to Turkmenistan on the basis of its proximity to the English ITT system:

Table 41: Summary scoring table for Turkmenistan

Indicator	Score (Minimum Threshold for Equivalence: 2)
Similarity and Suitability of the ITT Programmes	
Modes of Learning and Assessment	0
Training Programme Content	1
Subject and Curriculum Preparation	2
Requirements and Core Components of any Practical Placements	
Time Spent in Schools or Appropriate Settings	0
Age Ranges Addressed by Training	2
Range of Settings	0
Level and Type of Teaching Practice	0
Pedagogical Approach	
Similarity of Pedagogical Principles Underpinning Training	0
Classroom Control	0
Expected Skills	
Communication and Relationship Skills	0
Level and Application of English Language	0
Quality Assurance and Monitoring	Unsatisfactory
Number of Thresholds Passed (max 11):	Not Applicable
Average Score (standard deviation 0.61):	Not Applicable
Total Score (max 52):	Not Applicable

Country Profile

School System

In 2007, radical changes took place to the duration and curriculum of secondary school on the basis of two presidential decrees which amended the *Turkmen Education Law* and *Turkmen Higher Education Institutions Act*. Compulsory education was increased in duration from nine to 10 years. Students completing secondary education in the 2006/2007 academic year continued their education in grade 10 in the following academic year (2007/2008). On completion of compulsory education, students are awarded the Certificate of Secondary Education (*Şahadatnama orta blim hakynda*). School education is state-funded.

Educational Oversight

Education in Turkmenistan is overseen by the Ministry of Education and its subsidiary agencies and governed according to the new *Law on Education in Turkmenistan* (2009). ITT is provided by pedagogical colleges (sub-degree level) and higher education institutions.

Minimum Requirements to Teach

In order to qualify as a primary school teacher, students must complete a teaching course at specialised secondary level which falls below British Bachelor degree standard and is not examined within the analysis.

In order to qualify as a secondary or specialised secondary school teacher, students are required to complete a Specialist Diploma (*Ýokary bilim hakynda şahadatnama*) which should be of five to six years in duration. The Specialist Diploma awarded prior to 2001 and since 2008, has been considered comparable to British Bachelor degree standard. The Specialist Diploma obtained between 2001 and 2007 does not meet the Bachelor degree requirement.

Entrants onto the Specialist Diploma programmes must have completed the Certificate of Secondary Education and a competitive entrance examination. The Certificate is considered comparable to GCSE (grades A* - C) standard for subjects passed although specific subject requirements are not set on a national level for ITT admission.

Approach to SEN

Regarding SEN, UNICEF point out that, although there is a reasonably equal split in terms of gender access to education, “children with disabilities and children with special educational needs encounter difficulties in terms of access to schooling”¹²⁹. SEN training is not included in general ITT programmes.

¹²⁹ UNICEF (n.d.)

Professional Conduct

Teachers are obliged to:

- “continually upgrade their professional knowledge and pedagogical skills;
- respect the honour and dignity of pupils and students;
- conduct the teaching process with high professionalism;
- ensure curriculum mastery in accordance with the State requirements;
- create appropriate conditions for the development of pupils individual and creative abilities;
- observe ethical norms; and
- refrain from using their status to pursue political goals or compel persons to actions contradicting the Constitution”¹³⁰.

Regarding corporal punishment the Turkmenistan country brief for the Human Rights Council provided by the *Global Initiative to End All Corporal Punishment of Children* states the following, “Corporal punishment is reportedly unlawful in schools under education legislation and article 24 of the Rights of the Child (Guarantees) Act. The prohibition in the Act is limited to corporal punishment that is considered harmful. Primary education legislation does not prohibit corporal punishment, but it is explicitly prohibited in education regulations (information unconfirmed)”¹³¹.

Summary of Analysis

The absence of a compulsory practical placement across all ITT meant that there was no basis for comparison against the expectations of trainees on placement within the English ITT system. Instead, only the theoretical aspects of training could be considered. The focus on subject specialisation over pedagogical training meant that training programme content could not be considered to meet the minimum threshold in England either.

The quality assurance processes that regulate the ITT system of Turkmenistan are unclear meaning that the overall level of comparability between the two systems cannot be confirmed.

¹³⁰ UNESCO (2011y).

¹³¹ Global Initiative to End All Corporal Punishment of Children (2012r).

Analysis

Routes for Analysis:

- Specialist Diploma (awarded since 2008, for secondary school teachers)

a) Similarity and Suitability of the ITT Programmes

Indicator 1: Modes of Learning and Assessment

Score assigned: 0

Education-related Specialist Diploma programmes are primarily theoretical with no compulsory placement in a real-life setting. Assessment tends to be based upon written examination and coursework as opposed to observed practice in real life classroom environments.

Indicator 2: Training Programme Content

Score assigned: 1

Specialist Diploma programmes are heavily focused on theoretical topics in pedagogy and psychology. There is little coverage of student-centred methodologies and of applied subjects such as behaviour management and lesson planning. General subjects and the option to specialise in a particular subject are offered alongside the pedagogical element.

Indicator 3: Subject and Curriculum Preparation

Score assigned: 2

Specialist Diploma programmes include a subject specialisation to prepare trainees to teach a particular subject or range of subjects though specific admission requirements are set at institutional level and subject methodology was not observed within ITT programmes.

b) Requirements and Core Components of any Practical Placements

Indicator 4: Time Spent in Schools or Appropriate Settings

Score assigned: 0

There is no evidence that trainee teachers must spend any time in schools on placement prior to employment as a teacher.

Indicator 5: Age Ranges Addressed by Training

Score assigned: 2

Trainee teachers must specialise according to primary or secondary level and prepare to teach across those age ranges in Turkmenistan. Secondary education is for students aged 10 to 17, corresponding broadly to two consecutive age ranges in England.

Indicator 6: Range of Settings

Score assigned: 0

There is no evidence that a compulsory practical placement in ITT programmes is required on a national level.

Indicator 7: Level and Type of Teaching Practice

Score assigned: 0

In the absence of a compulsory practical placement, there is no basis for comparison against expectations placed upon trainee teachers on placement in England.

c) Pedagogical Approach

Indicator 8: Similarity of Pedagogical Principles Underpinning Training

Score assigned: 0

Current indicators such as the UNICEF country profile on education in Turkmenistan suggest that the majority of training focuses upon didactic teaching methodologies which promote rote learning and dictation as opposed to student focused methods.

They receive substantially less instruction than English trainee teachers on how to engage students' thinking skills, there is no evidence that trainee teachers are encouraged to adapt their teaching to meet the varying needs of individual students.

Indicator 9: Classroom Control

Score assigned: 0

As outlined above, there is no indication that practical placements are a part of initial teacher training in Turkmenistan. Classroom control theory was not explicitly defined within ITT curricula and without having received practical training, trainee teachers may not have acquired the behavioural management techniques included within the English ITT programme standards upon completion of their course.

Data on pupil:teacher ratios at secondary level in Turkmenistan were unavailable from the UNESCO Institute for Statistics to enable comparison against class sizes in the UK.

d) Expected Skills

Indicator 10: Communication and Relationship Skills

Score assigned: 0

Curricula does not explicitly address communication skills development and there is no compulsory placement in a real-life setting to ensure trainees have the opportunity to develop a register of communication and strategies for providing feedback to students.

Indicator 11: Level and Application of English Language

Score assigned: 0

Turkmen is the official language of Turkmenistan with Russian being a considerably widely spoken second language. English is not widely spoken nor is it a pre-requisite for entry into ITT programmes.

e) Quality Assurance and Monitoring Processes

The Cabinet of Ministers is the body responsible for implementing accreditation procedures in Turkmenistan. If an educational institution meets the requirements established by the Ministry of Education, it acquires a licence to organise educational activities. The right of higher education bodies to issue state qualifications with the seal of the state emblem of Turkmenistan is given from the date of their state accreditation, certified by a certificate of state accreditation. The certificate of state accreditation is issued only to higher education institutions, which organise and deliver their programmes in line with the state educational standards established by the Turkmen Cabinet of Ministers.

Similar to the development programme to modernise initial teacher training there is also a current Tempus EU funded programme for the *Development of Quality Assurance System in Turkmenistan on the base of Bologna Standards*. This programme started on the 15th of October 2010 and is due for completion in October 2012. Its specific objectives include the creation of a separate National Agency for Quality Assurance and to develop standards, formal procedures and associated instructions for the assurance of the education quality in Turkmenistan on the basis of European and national quality assurance standards. It is not clear what quality assurance mechanisms are in place at this stage, particularly for ITT, and it cannot therefore be confirmed that they are satisfactory.

Uzbekistan

Summary of Scores

The following table summarises the scoring awarded to Uzbekistan on the basis of its proximity to the English ITT system:

Table 42: Summary scoring table for Uzbekistan

Indicator	Score (Minimum Threshold for Equivalence: 2)
Similarity and Suitability of the ITT Programmes	
Modes of Learning and Assessment	1
Training Programme Content	1
Subject and Curriculum Preparation	2
Requirements and Core Components of any Practical Placements	
Time Spent in Schools or Appropriate Settings	0
Age Ranges Addressed by Training	0
Range of Settings	0
Level and Type of Teaching Practice	0
Pedagogical Approach	
Similarity of Pedagogical Principles Underpinning Training	0
Classroom Control	0
Expected Skills	
Communication and Relationship Skills	0
Level and Application of English Language	0
Quality Assurance and Monitoring	Unsatisfactory
Number of Thresholds Passed (max 11):	Not Applicable
Average Score (standard deviation 0.61):	Not Applicable
Total Score (max 52):	Not Applicable

Country Profile

School System

Compulsory education in Uzbekistan comprises four years of primary education (ages seven to 10) and five years of general secondary education (ages 11 to 15). On completion, students begin three years of specialised/upper secondary education. Depending on the stream chosen, students are awarded on completion of secondary education a Diploma of Specialised Secondary Education (*O'rta Ma'lumot To'g'risida Shahodatnoma*).

Educational Oversight

Education is overseen by the Ministry of Public Education (for pre-primary, primary, general secondary and informal education) and the Ministry of Higher and Specialised Secondary Education (for specialised secondary, tertiary and technical/vocational education). On a day-to-day level, education is administered by individual provinces and district education boards. The main laws governing education in Uzbekistan are the *Law on Education (1990)* and the *Law on Education (1997)*.

Minimum Requirements to Teach

In order to qualify as a teacher at primary or at secondary level, individuals need to obtain a Bachelor degree (*Bakalavr Diplomi*) and/or a Master's degree (*Magistr Diplomi*) in teaching. All certification is performed by the Government.

The Diploma of Specialised Secondary Education is a prerequisite for entry onto Bachelor degree programmes. The Diploma encompasses a wide range of subjects including maths and science and is considered comparable to GCSE (grades A* - C) standard for subjects passed. No specific subjects were found to be necessary for admission to ITT. Admission to university also requires students to undertake a nationwide university entrance examination.

Approach to SEN

There is limited provision of special educational needs support within schools. In order to address this, the Uzbekistani government is working on draft laws to enshrine the rights of children to inclusive education in law. Although the source was dated 2007, the Ministry of Public Education website does not list any further legislative acts relating to education since 2004. Therefore, there is currently no observable outcome for this stated intention.

The UNESCO report on inclusive education states that there is “an inadequate supply of mainstream schools with qualified teachers and other educational specialists (speech pathologists and therapists, social and medical people, etc.) for working with students with special needs in inclusive classes and groups”¹³².

Professional Conduct

According to the Briefing for the Human Rights Council for Uzbekistan, made in 2008, by the *Global Initiative to End All Corporal Punishment of Children*, corporal punishment is unlawful in schools though it has not been outlawed in wider society. Nonetheless, it is important to note that there is no unified code of conduct for teachers in Uzbekistan for comparison against Part Two of the *Teachers' Standards* in England.

¹³² UNESCO (2007c).

Summary of Analysis

Although teaching is a graduate profession in Uzbekistan, initial teacher training programmes are predominantly theoretical in focus with a lack of emphasis upon practical skills. There is no compulsory practical placement requirement on a national level, with some teachers qualifying with little or no experience in classroom environments. The absence of clear quality assurance processes for ITT means that the overall comparison of the ITT system to England's cannot be confirmed.

Analysis

Routes for Analysis

- Bachelor degree in Education/Teaching (for primary or secondary school teachers as noted in the specialisation); and
- Master's degree in Education/Teaching (for primary or secondary school teachers as noted in the specialisation).

a) Similarity and Suitability of the ITT Programmes

Indicator 1: Modes of Learning and Assessment

Score assigned: 1

Bachelor and Master's degree qualifications in teaching are primarily theoretical and may or may not involve a practical placement in a real-life setting depending on the awarding institution. Programmes offered by pedagogical institutes do offer some form of simulated practice and guidance on applied techniques though.

Indicator 2: Training Programme Content

Score assigned: 1

Information on degree programmes and their associated observable learning outcomes was not obtainable. It is understood that Uzbek education has recently undertaken reforms to specifically "intensify the educational process by introducing the use of new pedagogical methodologies, information technologies and modular systems"¹³³ in order to provide for the "training, retraining and professional development of pedagogical staff"¹³⁴. Without observable learning outcomes, the implementation of these reforms is difficult to evaluate. For example, Tashkent State Pedagogical University indicates that their programmes address pedagogical knowledge as well as a particular subject specialisation but it is unclear whether trainee teachers develop specific subject methodologies.

Indicator 3: Subject and Curriculum Preparation

Score assigned: 2

Bachelor and Master's degrees in education cover a specialist subject area as well as general subjects related to teaching methodology. In order to teach at secondary level, prospective teachers generally need to hold a degree in their subject of specialisation. It is unclear from the limited source material available, however, whether teaching methodologies and planning are linked directly to the Uzbekistani education system and the national curriculum.

b) Requirements and Core Components of any Practical Placements

Indicator 4: Time Spent in Schools or Appropriate Settings

Score assigned: 0

Not all education-related degree programmes include practical training placements.

¹³³ Tempus (n.d.).

¹³⁴ Ibid.

Indicator 5: Age Ranges Addressed By Training

Score assigned: 0

Individuals are required to complete a Bachelor and/or a Master's degree in education in order to teach a specific subject at (complete) secondary level (ages 11 to 18) or a range of subjects at primary level (ages seven to 10), broadly corresponding to two or more consecutive age ranges in England although the training itself is not age-range specific.

Indicator 6: Range of Settings

Score assigned: 0

Although many Bachelor and Master's degree students complete a practical placement, it is not a compulsory component of ITT programmes and the number of settings and duration are not prescribed at a national level.

Indicator 7: Level and Type of Teaching Practice

Score assigned: 0

Since a practical placement in a real-life setting is not compulsory to qualify as a teacher, not all trainee teachers have an opportunity to experience delivering lesson plans, or even observing teaching first hand as part of their training.

c) Pedagogical Approach

Indicator 8: Similarity of Pedagogical Principles Underpinning Training

Score assigned: 0

International organisations, such as UNICEF, are supporting the development of skills amongst in-service teachers whilst the Ministry introduces policies and strategies to move their pre- and in-service teacher training systems away from traditional Soviet-era teacher-centred systems towards contemporary international practice. At present, however, it appears that rote learning is still prevalent and that teaching strategies remain teacher- rather than student-centred.

Indicator 9: Classroom Control

Score assigned: 0

Classroom control or behavioural management were not observed in course summaries or Ministry of Education policy, which, when coupled with the lack of compulsory practical placements means that trainee teachers are unlikely to have developed the extent of behavioural management techniques expected of new teachers in England.

Class sizes are similar in Uzbekistan where the pupil:teacher ratio is approximately 17:1 at primary level and 13:1 at secondary level, compared with the ratios recorded for the UK of 18:1 and 14:1 respectively¹³⁵.

¹³⁵ Based on 2009 data for primary level and 2008 data for secondary level from the UNESCO Institute for Statistics.

d) Expected Skills

Indicator 10: Communication and Relationship Skills

Score assigned: 0

At present, the theoretical nature of teacher training in Uzbekistan and the absence of a compulsory practical placement in a real-life setting does not provide assurance that all trainee teachers have an opportunity to develop the communicative abilities expected of new teachers in England.

Indicator 11: Level and Application of English Language

Score assigned: 0

The official languages in Uzbekistan are Uzbek and Karakalpak. Russian is the widely used language for inter-ethnic communication. English is neither widely spoken nor required for admission to ITT programmes.

e) Quality Assurance and Monitoring Processes

The Ministry of Public Education is responsible for quality assurance in higher education, however, specific processes applied to ITT are unclear and in the absence of clear information, must be deemed unsatisfactory.

Vietnam

Summary of Scores

The following table summarises the scoring awarded to Vietnam on the basis of its comparability to the English ITT system:

Table 43: Summary scoring table for Vietnam

Indicator	Score (Minimum Threshold for Equivalence: 2)
Similarity and Suitability of the ITT Programmes	
Modes of Learning and Assessment	0
Training Programme Content	1
Subject and Curriculum Preparation	2
Requirements and Core Components of any Practical Placements	
Time Spent in Schools or Appropriate Settings	0
Age Ranges Addressed by Training	1
Range of Settings	0
Level and Type of Teaching Practice	0
Pedagogical Approach	
Similarity of Pedagogical Principles Underpinning Training	0
Classroom Control	0
Expected Skills	
Communication and Relationship Skills	0
Level and Application of English Language	0
Quality Assurance and Monitoring	Unsatisfactory
Number of Thresholds Passed (max 11):	Not Applicable
Average Score (standard deviation 0.61):	Not Applicable
Total Score (max 52):	Not Applicable

Country Profile

School System

State-funded education in Vietnam is compulsory between the ages of six and 14, encompassing five years of primary school and four years of lower secondary. Upon completion of compulsory education, students can enter upper secondary school or vocational secondary school or vocational training schools for a further two to four years depending on their chosen field of study. Completion of general upper secondary education leads to the Upper Secondary School Graduation Diploma (*Bằng Tốt Nghiệp Phổ Thông Trung Học*).

Educational Oversight

Overarching responsibility for education, including ITT, in Vietnam lies with the Ministry of Education and Training (MOET) although supervision is conducted at provincial level by regional education departments. The curriculum for undergraduate teacher education programmes is devised centrally by the Centre for Curriculum Development and Methodology of General Education, within the National Institute for Education Science. Higher and teacher education are also overseen by the MOET although specific national guidelines for teacher education were not evident.

Minimum Requirements to Teach

Teacher education in Vietnam has been, and continues to be, the subject of extensive reforms. Currently though, those wishing to teach at primary school level should, as a minimum, hold an upper secondary teaching diploma while lower secondary school teachers should complete an associate degree, both of which fall below Bachelor degree standard in the English education system. As such, both routes have been omitted from further analysis.

Those wishing to teach at upper secondary level must hold a Bachelor degree (*Bằng Tốt Nghiệp Đại Học*). The requirement to hold a further specific teaching certificate, in addition to the qualification level requirements, was introduced in 2010. Individuals can undertake a four-year degree in education, or for holders of a Bachelor degree in another subject, a postgraduate course.

Admission to a Bachelor degree is dependent on candidates' performance in the university entrance examinations. Since 2002, these examinations have been set centrally. There are a number of streams available, dependent on the student's intended area of specialisation, although this is not linked to ITT programmes. The examinations are open to holders of the Upper Secondary School Graduation Diploma, considered comparable to GCSE (grades A* - C) standard where subjects have been passed with grades of five to 10. At this level, mathematics and the home language, Vietnamese, are compulsory.

Approach to SEN

A plan to establish specialised schools for SEN was outlined briefly within the Education Law of 2005 but the status of implementation to date is unclear.

Modules on inclusive education are included within some but not all ITT programmes and may be offered as core or elective units. Where included, modules typically cover definitions and key concepts of inclusive education, creating individual evaluation plans, designing and adapting activities for SEN students and assessing learning outcomes¹³⁶.

¹³⁶ Dinh Thi Nguyet and Le Thu Ha (2010).

Professional Conduct

General conduct, rights and responsibilities for teachers are prescribed within the Education Law adopted in June 2005. Legal provisions in relation to the treatment of students are also in place. These are relatively broad in nature, which is possibly a reflection of the on-going and intended system reforms but provide basic coverage of Part Two of the *Teachers' Standards* in England.

The use of corporal punishment is not expressly prohibited by law and the report by Beazley, H. *et al.*, as cited within the 2009 Report on Vietnam for the *Global Initiative to End All Corporal Punishment of Children*, reported some serious instances of corporal punishment conducted by teachers within the school setting.

Summary of Analysis

Vietnamese degrees often have a dual purpose: to train students in a particular subject area either to teach or to work in another role related to their chosen subject. As such, teacher training typically represents a minor element of an individual's degree that does not cover the core knowledge and skills expected of new teachers in England. Furthermore, unlike undergraduate ITT programmes in Vietnam, there is no state standardisation of postgraduate ITT programmes enabling greater variation in content and standards. The programme outlines examined in the analysis suggest greater focus on theory with no integral practical placement.

The Asian Development Bank's *Upper Secondary and Professional Teacher Development Project* is currently on-going. One of the key intended outcomes of this project is the improvement of pre-service upper and professional upper secondary school teacher training. Much of this work has already been undertaken, however, further developmental work is scheduled for later in 2012 and the current ITT system does not yet fully reflect the reforms undertaken. The analysis presents a review of the ITT system as it currently stands whilst acknowledging that the standards are subject to development in the near future.

Mechanisms to ensure these standards are enforced are not fully in place though and quality assurance of ITT is not considered wholly satisfactory.

Analysis

Routes for Analysis:

- Bachelor degree in Education (for upper secondary school teachers); and
- Postgraduate course in Education (for upper secondary school teachers).

a) Similarity and Suitability of the ITT Programmes

Indicator 1: Modes of Learning and Assessment

Score assigned: 0

Undergraduate ITT programmes provide both theory and practice with a compulsory practical component however, as elaborated in the section on training programme content, the proportion of time devoted to teacher training within a Bachelor degree is around 20%. Within the relevant modules, approximately one third of the time is devoted to application while the rest is theory-based.

Postgraduate ITT programmes can vary in structure and content, however, those examined outlined research into teaching methods as one of the key elements of the programme. A practical placement is not an integral part of the programme and the units included were theoretical in nature.

Trainee teachers are assessed through written examinations and a graduation thesis.

Indicator 2: Training Programme Content

Score assigned: 1

Degrees in education are intended to prepare students to work either in organisations, particularly those relevant to the student's chosen subject specialisation, or as teachers in secondary, vocational and higher education institutions. This 'dual purpose' does have some implications, however, on the programmes' comparability with the English ITT system. The programmes examined were relatively broad in nature comprising a large number of general subjects, including Marxist and Leninist philosophy, political sciences, basic and professional foreign language studies (English, Russian, French or Chinese), IT and physical education.

Considerable focus in undergraduate ITT is also placed on the student's chosen subject specialisation meaning that the proportion of time devoted to education and professional studies and practice is relatively low, at 27 credits (just under 20%) of a 136 to 138 credit degree. The proportion of time spent developing subject knowledge (whether as a basic, foundation or specialist subject) equates to approximately 50% of the programme. A further 22% of the programme is assigned to general subjects and the remainder to the degree thesis.

Professional subjects studied for all degrees include psychology, general education, teaching theory, management of school and education activities, teaching methods and teaching technology, subject-specific methodology, practice and an internship.

Within postgraduate courses, the content can vary more but include some coverage of teaching strategies and lesson planning. Despite this though, the low proportion of time devoted to these elements suggests less than minimum coverage of the professional studies undertaken in English ITT programmes. Furthermore, teaching strategies are, as discussed within Indicator 8, largely teacher-centred meaning that the ITT programme content displays notable differences to programme content in England.

Indicator 3: Subject and Curriculum Preparation

Score assigned: 2

The alignment of teacher training programmes with curriculum in schools is one of the aims of the MOET.

Some subject-specific requirements are in place as the subjects examined within the national university entrance examinations are dependent on the individual's chosen area of specialisation at university. For example, to study foreign languages (with ITT units), students need to take examinations in foreign languages, literature and mathematics. In comparison, to study physics (with ITT units) at university, students must sit examinations in mathematics, physics and chemistry.

Those teaching at upper secondary level focus on one subject. Although the system for ensuring subject-specialisation can vary between institutions currently, all undergraduate trainee teachers undertake subject specialisation courses within their degree programme that includes methodology studies to prepare them to teach that subject at an appropriate level.

Those undertaking postgraduate courses also have a subject specialisation (determined by the subject of their undergraduate degree) that is indicated in the qualification title. Lesson planning theory taught is specific to the subject they are training to teach.

b) Requirements and Core Components of any Practical Placements

Indicator 4: Time Spent in Schools or Appropriate Settings

Score assigned: 0

There is a compulsory practical placement for undergraduate ITT programmes in Vietnam but not for postgraduate programmes. For those training to teach at upper secondary level through a Bachelor degree, the placement is fourteen weeks in duration.

Indicator 5: Age Ranges Addressed by Training

Score assigned: 1

Teacher training is age-specific, with teachers training either for primary, lower secondary or upper secondary level. Professional rights as a teacher at that specific level are awarded on completion of the ITT programme and do not permit teachers to teach at any level other than that for which they have trained¹³⁷. Those training to teach upper secondary teach students aged 15 to 18. This age range does not fully correspond with two consecutive age ranges in England.

¹³⁷ With the exception of upper secondary school teachers who may, with discretion, be employed to teach at vocational or higher education institutions.

Indicator 6: Range of Settings

Score assigned: 0

Although teaching practice is compulsory within undergraduate ITT programmes, it is not in postgraduate programmes. Furthermore, there is no national requirement for undergraduate ITT students to undertake practice in more than one setting enabling variation in the number of settings attended by students during their practical placement(s).

Indicator 7: Level and Type of Teaching Practice

Score assigned: 0

Expected outcomes for practice are not yet defined on a national level for upper secondary school trainee teachers. Within a fourteen week placement as part of a Bachelor degree in Education, four weeks are spent on classroom observation and 10 weeks on practice although it could not be confirmed that the 10 weeks would be spent on delivering full lessons. As outlined above, postgraduate programmes do not, as a national requirement, include a practical placement.

c) Pedagogical Approach

Indicator 8: Similarity of Pedagogical Principles Underpinning Training

Score assigned: 0

The concept of teacher-centred, rote learning has traditionally been ingrained in the Vietnamese education system. Notable efforts have been made to introduce independent and student-centred learning though through new curricula recently introduced at primary and lower secondary level. Such a shift is less apparent at upper secondary level and the impact of any changes is not yet evident in ITT curricula for upper secondary school teachers.

Indicator 9: Classroom Control

Score assigned: 0

Strategies for classroom control and behavioural management are not explicitly covered within ITT programmes. Some opportunities to develop these techniques are likely to be offered by the practical placement within the undergraduate degree but not within postgraduate training programmes.

Upper secondary class sizes in Vietnam are considerably larger than in the UK with a pupil:teacher ratio of 25:1 compared to 14:1 in the UK¹³⁸.

¹³⁸ Based on 2008 data from the UNESCO Institute for Statistics.

d) Expected Skills

Indicator 10: Communication and Relationship Skills

Score assigned: 0

Curricula for the programmes examined did not cover feedback or communication skills and neither national nor consistent assessment criteria were evident. Opportunities to develop such skills may be offered by the practical placement for undergraduate trainees but as mentioned above, the extent to which trainee teachers need to deliver full lessons whilst on placement and whether these skills are assessed is unclear. In the absence also of a compulsory practical placement for postgraduate trainees, it is unclear whether the ITT programmes in Vietnam would develop communication skills comparable to those expected of new teachers in England.

Indicator 11: Level and Application of English Language

Score assigned: 0

Vietnamese is the official language of Vietnam and the medium of instruction within schools although there are also a large number of minority languages. English is increasingly favoured as a second language, however, second language studies in school may also include Russian, Chinese and French. No formal English language requirements have been established for admission to ITT programmes either at a national or institutional level.

e) Quality Assurance and Monitoring Processes

Educational oversight is conducted by central ministries which publish lists of recognised universities in Vietnam. Training programmes for upper secondary school teachers are provided by universities. Quality assurance of ITT programmes, as higher education qualifications, is satisfactory but while undergraduate degree programmes must follow certain standards, the absence of centralised guidelines of minimum standards for postgraduate ITT programmes does detract from the rigour of the quality assurance system.

Although not the focus of this analysis, central regulations for primary and lower secondary school trainee teachers stipulate that a six week placement in ITT programmes should involve delivery of eight full classes by the trainee teacher, although literature suggests that this is not always enforced and delivery of three to four lessons is in fact the norm. This suggests that even with standards in place, mechanisms to ensure these standards are enforced are not fully in place and quality assurance is not wholly satisfactory.

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