
Training Assessment Project – Ukraine Country Report



Contents

Abbreviations & Acronyms	3
Acknowledgements.....	4
Executive Summary.....	5
1 Introduction	11
2 The Teacher Education System in Ukraine	11
3 The TAP Methodology.....	15
3.1 Customizing TAP to Ukraine.....	16
3.2 Landscape Mapping and Selecting the Research Sample	16
4 An Overview of the Participating Institutions.....	18
5 How Are Institutions Performing?	23
5.1 Setting strategic direction.....	25
5.2 Gathering, analysing, and publicizing data for informed decision-making	26
5.3 Developing a demand-driven approach to teacher education.....	28
5.4 Establishing a sustained relationship with authorities and fulfilling quality standards ...	30
5.5 Ensuring institutional financial viability and efficiency.....	32
5.6 Creating a teaching experience conducive to learning.....	33
5.7 Enabling students to pursue education and training opportunities.....	36
5.8 Responding to Covid-19 and other emergencies.....	38
5.9 Defining institutional values and perspectives	40
6 Key Findings from the Focus Groups	42
6.1 Focus groups with student teachers (pre-service teachers).....	42
6.2 Focus groups with teacher educators.....	45
6.3 Focus groups with in-service teachers.....	49
6.4 Focus groups with school principals	53
7 What Can be Done to Improve Teacher Training? Policy Recommendations.....	57
Appendix 1: The TAP Scoring Methodology Explained.....	60
Appendix 2: Full set of scoring results	63
Appendix 3: Research Instruments.....	70
Teacher Education Provider Survey.....	70
Focus Groups Guides (Stakeholder Groups)	114

Abbreviations & Acronyms

ECERS	Early Childhood Environment Rating Scale
ECTS	European Credit Transfer System
EDEBO	Unified State Electronic Database on Education
HEI	Higher Education Institution
IDPs	Internally Displaced Persons
ITTI	In-service Teacher Training Institution
KIIS	Kyiv International Institute of Sociology
MCOVE	Methodical Centre of Vocational Education
MoES	Ministry of Education and Science
NGO	Non-Governmental Organization
PPHEI	Professional Pre-Higher Education Institution
SI	Scientific Institute
TAP	Training Assessment Project
SABER	Systems Approach for Better Education Results
WB	World Bank

Acknowledgements

This report has been prepared by a World Bank team led by James Gresham and including Neil Butcher, Sarah Hoosen, James Swash, Svitlana Batsiukova, Caroline Bucher, Valerie Evans, Mario Vaisman, and Myra Murad Khan. It was undertaken with guidance from Alexandria Valerio and Hanna Alasutari and under the supervision of Harry Patrinos, Advisor and former Education Practice Manager for Europe and Central Asia. The team is grateful to Liana Novikova, Natalia Kharchenko and all the specialists from the Kyiv International Institute of Sociology (KIIS) who led the data collection exercise in the field and who contributed substantively to this report.

We thank Oleksandra Husak and Tetiana Movchan from the Ministry of Education and Science of Ukraine, and Natalia Sofiy from the Ukrainian Institute for Education Development for review and comments on research instruments and support with engaging the institutions to participate in the research.

Executive Summary

The World Bank has been implementing the Training Assessment Project (TAP) under the Systems Approach for Better Education Results (SABER) Initiative of the World Bank's (WB) Education Global Practice to help governments assess the readiness of their training systems and institutions to support human capital development. In the case of Ukraine, the TAP seeks to support effective implementation of education reforms via the evaluation of the teacher education institutions' performance. The research consists of a mapping exercise, a self-administrated online data form, a detailed provider survey administered through in-depth interviews, and focus group discussions with key teacher education stakeholders. The research was conducted between December 2020 and July 2021.

The system of teacher education in Ukraine is quite extensive. In total, 270 organizations that provide teacher educational services were identified, which are relatively evenly distributed throughout the country. The largest concentration of pedagogical educational institutions is observed in the capital Kyiv and the largest cities of Ukraine – Kharkiv, Lviv, Dnipro and Odesa.

Most institutions that train specialists in the field of education are in cities, while 7% of institutions are in villages and city-type settlements. The most common types of institutions are higher educational institutions (HEIs) and professional pre-higher education institutions (PPHEIs). Also, there is an in-service teacher training institution (ITTI) in each oblast. Non-governmental organizations constitute about 10% of institutions. The total number of recipients of pedagogical education is more than 160,000 – this is the number of mainly pre-service students who received teacher education in the 2020–2021 academic year. In general, the regional distribution of the recipients corresponds to that of the general adult population.

The **Institutional Data Form** is an online self-administered questionnaire that providers complete as part of the exercise. The main goal of this instrument is to assess the number and diversity of institutions' programs, students and trainees, teacher educators, and key facilities. Data collection was carried out based on continuous sampling. The sample size is made up of 130 providers. Thus, the findings relate only to these institutions and not to all institutions in the country.

Pre-service teacher education programs (bachelor, master programs, and junior specialist/junior bachelor programs) are offered mainly in HEIs and PPHEIs. A few ITTIs that have the status of academy of continuing education offer several bachelor and master programs. The most prevalent areas of pre-service teacher education programs are pre-school education, primary education, and secondary education.

The majority of pre-service students are enrolled in HEIs since such institutions cover a major part of the teacher education landscape. Many institutions report that they serve students from diverse backgrounds. More than half of the institutions reported that there are learners with disabilities and/or learners with special educational needs among their pre-service students. About 40% of institutions reported there are migrants (forced or voluntary), including internally displaced persons, among the students. About a fifth of the institutions noted that ethnic minorities were represented among the students. The most common barriers leading students to drop out of a pre-service program mentioned by the institutions were financial inability to continue studies and family responsibilities.

About half of in-service programs or courses for teachers are offered by regional ITTIs while a significant number are offered by institutes of postgraduate education within HEIs as well. Non-governmental organizations and Methodical Centres of Vocational Education (MCOVEs) provide in-

service courses as well. About two thirds of in-service programs are short courses (one ECTS¹ credit or less). Long duration programs (five-plus ECTS credits) as well as two ECTS credits programs are also quite popular. Relatively, the most common areas of the in-service programs are professional competence development on teaching techniques and use of ICT and digital technologies in education.

In the most recently completed academic year (mainly 2019–2020 or 2020–2021), NGOs enrolled the largest **number of in-service trainees** (about 260 000), followed by ITTIs (about 215 000 trainees). HEIs enrolled about 60 000 in-service trainees. While the total number for ITTIs accumulates trainees from each regional ITTI (large cities are typically characterized by a larger number of trainees), a significant number of trainees in NGOs come from the nationwide campaign on online education for in-service teachers by EdEra NGO. As for the barriers causing trainees to drop out of an in-service program, the top two reasons were illness and family responsibilities.

In most institutions, more than half of **teacher educators** have 10 or more years of experience working as teachers. Slightly more than half of the institutions have over 50% of teachers with 10 or more years of experience in ‘teaching teachers’.

Most of the **facilities** (classrooms and teaching laboratories) are concentrated in HEIs. Nevertheless, PPHEIs also appear to be reasonably well equipped, as are ITTIs. Most NGOs that provide in-service teacher training work mainly in a remote format, so do not have much by way of physical premises.

Next, the key results from the **Teacher Education Provider Survey** are presented. The Survey is an in-depth interview with management representatives of an institution. The interviews involved 122 providers. The aim of the survey is to evaluate institutional practices around key action areas.

Strategic direction. Institutions’ management structures show better performance compared to governance boards, because management bodies, which are mainly academic boards, involve a wider range of stakeholder groups and have relatively higher frequency of meetings. Governance structures may try to engage such groups as parents or community representatives more whenever possible. Most institutions have strategic plans and there is good evidence that these are regularly updated. The methods of sharing strategic plans are a bit limited, particularly among in-service teacher education providers. Not many key stakeholders are involved in planning development (in particular, representation of minority populations is not very high).

Gathering, analyzing data and data-driven planning. The most common practice in collecting and managing data is real-time data capture into an online or campus-hosted management information system (by all staff or separate administrators). Most institutions have a dedicated person appointed to handle data and processes to ensure quality and accuracy of data. About three quarters of institutions have a disaster recovery policy. Most institutions report submitting data on professional development of educators to the government Educational Management Information System, and for many of them that data is submitted automatically (the submission is slightly better established among pre-service institutions). Disaggregation of data by diversity and inclusion criteria is not a firmly established practice (about a third of institutions do not disaggregate data for any of the criteria). Institutions show good results in the data-driven planning area (frequent internal meetings to discuss institutional performance; institutions use various data to evaluate programs and performance; and they share the targets and the performance against those targets publicly), although there are limited practices to disaggregate data by key metrics in analysis.

Demand-driven approach. Almost all institutions have systematic mechanisms in place to ensure compliance with curriculum standards. Most often, such mechanisms are internal review, internal task

¹ 1 ECTS (European Credit Transfer System) is equal to approximately 25-30 study hours.

teams to ensure compliance, and external audits. About 80% of institutions report having full control over the content and design of curricula for their programs. The most common mechanisms used to determine how skills to be taught are assessment of teacher needs, internal discussions, and employer requirements. About three quarters of institutions follow government policies in this area. There is quite a high level of engagement with employers (educational institutions) in curriculum design at institutional level, and moderate engagement with people with disabilities (in-service institutions seem to have stronger practices in these kinds of engagement). The vast majority of institutions report including generic skills (for example, ICT skills, teamwork, problem-solving, respect for diversity and inclusion) in program design and extra-curricular activities. Most institutions have an annual process for deciding whether to introduce new programs, as well as for reviewing existing programs to decide whether to close some of them. In-service institutions such as ITTIs and NGOs have more autonomy to introduce or close programs, compared to HEIs and especially PPHEIs. Almost all institutions have made changes to their programs or course curricula to reflect education reforms, and about two-thirds of them adjusted all their programs or at least half of them.

Engagement with government and fulfilling quality standards. Almost all institutions comply with licensing/accreditation requirements set by government (an exception is NGOs, because they are not subordinate to the government). Most institutions host external inspections to verify the compliance with the government's licensing/accreditation requirements, and in most cases national-level authorities lead the inspection process. One common practice is the generation of improvement plans, with feedback, based on results of visits. Pre-service institutions appear to have more advanced practices in the field of inspection visits compared to in-service institutions. Engagement with government is a well-established area of activity among institutions. In most institutions, the senior manager is responsible overall for engaging with government and handling government requests. There is evidence of regular engagement with authorities for a wide range of purposes and through various channels of institutional communication. Providers' communication with government officials to help the institutions to understand institutional implications for the national education reforms is very or somewhat effective for most institutions. Most institutions implemented some internal processes to align their operations with each respective reform.

Financial viability. Institutions feel some lack of financial 'freedom': only about 30% of institutions have full authority in main financial activities, while half have some authority. Most often, the final decision-maker regarding strategies to generate income and manage the institution's finances is the director/principal/dean, or the founder of the institution, or the academic board. In-service institutions show relatively better results in the field of collection and management of finances (especially compared to PPHEIs) and in the aspect of financial constraints. Most institutions ensure continued access to financial resources by complying with government regulations and following up on the allocation of government funding, monitoring the payment of tuition and fees from students, and through access to donor funds. As for adequacy of budgets, the situation seems unfavorable: only about 20% to 35% (depending on the budget item) of institutions feel the available budget is sufficient to meet the institution's needs to deliver high quality programs. For most institutions, the main resource to fill the gaps for inadequately budgeted items is a request for additional funding from government, while increasing tuition fees and fundraising are less common. High levels of reported financial auditing practices are observed.

Teaching experience conducive to learning. There is relatively good diversity of student assessment practices, but not very high focus on specific needs of students with disabilities during the assessment. Most institutions report that teacher educators at the institution are evaluated, and in many cases such evaluation is conducted annually. The most common methods of educator evaluation are performance review, evaluation filled out by students/trainees, and peer assessment. Pre-service institutions use a relatively wider set of methods to contribute to evaluations of teacher educators,

and more frequently reward good performance of educators, as well as acting on their poor performance. The majority of institutions have a grievance redress mechanism in place for students/trainees (though ITTIs demonstrate such structured mechanisms less frequently), and the most common practice is an on-campus facility to report grievances in writing. Practices around teacher educator professional development are well-developed. As for professional development focused on diversity and inclusion, three-quarters of institutions report that their staff received this kind of training in the recent academic year, but in 60% of institutions less than a quarter of staff participated in the training.

Pursue opportunities. Almost all PPHEIs and HEIs have access or admissions guidelines to their programs, while about one third of NGOs and less than 10% of ITTIs have an access/admissions policy. In general, institutions' access or admissions guidelines usually take account of educational qualifications. About half of institutions take account of persons with disabilities, and a third consider students/trainees from diverse backgrounds. The use of distance education and online/blended learning was not very common among institutions before the Covid-19 pandemic: about half of institutions offered no programs or very few programs with online and/or distance learning modalities. The use of distance learning is more common in the capital and regional centers compared to other cities and rural areas. Consideration for students with disabilities in distance and online programs is not highly developed. Integration of practical components is on a good level: prior to the pandemic, most institutions had programs and courses that include a practical component, and for a half of providers almost all their programs/courses included a practical component.

Responding to Covid-19 and other emergencies. After the Covid-19 outbreak in Spring 2020, about 90% of providers were able to continue all or almost all their programs that involved face-to-face training courses with either partial or full use of emergency remote teaching measures. Most common emergency remote teaching modalities used to provide training were online learning platforms, live lessons delivered via teleconferencing platforms, and communication via social media. In most cases, school-based practical training has been simulated using online platforms and/or distance learning tools, and certifying examinations/assessments for students were held with modifications (for example, movement to online exams, and application of hygiene and distancing protocols). About three-quarters of providers report that, compared to the situation prior to Covid-19, the institution is now committing additional resources to expand the use of distance learning (which is less typical for PPHEIs). In most institutions, all or nearly all educators currently have the skills needed to teach remotely when required.

Institutional values and perspectives. The vast majority of institutions agree that information on institutional performance should be available to anybody interested, and that collecting information is essential to improve the performance of teacher education providers. Also, most institutions agree that defining performance targets can improve the performance of the providers. External audits of the institution's financial statements are considered a good practice by many providers. Most institutions positively perceive the role of school-based internships, competency standards, as well as the process of engagement with government authorities.

Institution performance. While the TAP survey should not be taken to imply any judgement of the participating institutions, a few observations can be drawn about the scores of teacher training providers. First, the institutions that are performing well in one category tend to perform well in the others and are often in the top 20% of the distribution across Action Areas. Conversely, non-performing institutions in one category are more likely to have low scores in the others. In fact, those in the bottom 10% of the distribution for one Action Area tend to remain there across all of them. The scores of teacher training providers seems to be influenced by the type of training offered and their institutional status. Indeed, those that provide both pre-service and in-service teacher training

perform better across all Actions than those that only offer pre-service or in-service teacher training. At the same time, higher education institutions tend to have higher scores than other types of providers. It is important to note though that these two findings are most likely related: higher education institutions are the only teaching training providers to offer both pre-service and in-service training.

Focus groups with four key stakeholders were conducted to gain a broader understanding of the efficiency and possible constraints of teacher education in Ukraine.

Student teachers (pre-service teachers). For student teachers, the main factor in choosing an educational institution and specialty is personal motivation or their own judgments/beliefs, while financial considerations are the second most important factor. Students of universities often note that too much attention is paid to theory in programs, while college students are more likely to point out that the ratio between learning theory and teaching practice is well balanced. In terms of the institution's participation in employment of student teachers, the two most common options are informal communication between the institution's head and school principals and professional consultations from teacher educators. There is some demand for intervention by a teacher education institution in this process, for example, establishing official relations between educational institutions and employers.

Teacher educators. All teacher educators from the focus group report that they have the opportunity to change the curriculum and they do this quite often, responding to requests of students, stakeholders, as well as educational standards at the legislative level. Most educators use different ways to improve their professional skills: communicating with colleagues, accessing open Internet sources, participating in various trainings and conferences, and taking non-governmental and commercial training courses. Most respondents also point to the importance of lifelong teacher education (because educational process is changing, as well as the demands of students and pupils). Interestingly, students also note the clear need for self-education during teaching. Almost all institutions have some system for assessing the quality of teaching or the work of teacher educators. Among the assessment methods, respondents name questionnaires for students and educators and self-assessment of educators according to established criteria. Educators note that the workload has increased significantly in recent years, which is due to several factors: changes in the requirements and standards of vocational and higher education, and changes in the format and methods of teaching in connection with the pandemic Covid-19. The majority are of the opinion that HEI graduates are ready to work in schools; however, there is a set of barriers to future employment: lack of interest in teaching, poor skills of communicating with children, lack of practical skills, and low wages in education.

In-service teachers. The most common reasons for taking in-service teacher training courses are personal growth, learning new skills, and the desire to change the focus of learning, as well as mandatory requirements for attestation of teachers. When choosing an in-service teacher education provider, teachers pay attention to the proposed programs and topics. The next important factor of choice is financial. Most schools are not able to cover the cost of non-state or commercial courses, which is why teachers are more likely to choose free non-state courses or take refresh training programs in the state institutions with which schools have agreements. Schools use different practices to support teachers in their in-service training, including provision of guidance or information on options, and adaptation of the lessons schedule according to the schedule of the course. Most teachers appreciate the online format of courses for the convenience, flexibility of the schedule, saving money and time, a large selection of training programs, and no need to take time off from work. Most respondents suppose that non-state or commercial courses have greater advantages than state ones. Among the main advantages are the relevance of the topics and areas presented, as well as the

updating of curricula in accordance with modern needs. Teachers see the need to improve state courses, and the main point is to improve the content of training programs accordingly to the needs of the modern teacher and pupil. Additionally, most respondents express a clear need for practical training, to be able to 'test' the knowledge gained during the training and get feedback from teacher-mentors.

School principals. Almost all participants of the respective focus group discussion have experience in hiring newly graduated teachers. According to them, the practice of hiring young teachers is more common in cities than in rural areas due to several factors. Principals mention some reasons that cause the lack of young staff in schools: lack of motivation (financial, personal), prejudice against young teachers by parents, and the presence of a large number of private schools with much higher wages. School principals are quite positive about the performance of newly graduated teachers and point to several positive changes in the lives of pupils or staff. Some of the challenges of having young teachers include lack of appropriate competence (methodological skills and practical experience), weak interaction and communication skills, lack of understanding of professional ethics, and lack of confidence. Thus, one of the options for improvement could be more meticulous supervision of teaching practice by higher education institutions. Respondents claim that there is currently no official relationship with pre-service teacher education providers for hiring their graduates to work in schools, which is a weak side of the process. The best possible types of links between schools and teacher education providers would be collaboration on curriculum development, formal working contracts on employment of graduates, and providing opportunities for student teachers to complete classroom practice at the school. Principals' feedback on the results of in-service teacher training courses is quite mixed: there are some improvements in the work of teachers; however, there is sometimes a formal approach to taking courses, like participating in the training just to get a certificate.

1 Introduction

Teacher education is one of the keys to developing human capital. It can be described as the foundation of the educational system. Teachers and educators work with young generations from pre-school institutions to universities. They have a certain impact on children's and youth values and perceptions of the world. Therefore, teacher training is very important for various spheres of public life: economic, cultural, and social.

On the way to development of the information society and the knowledge society, quality education is one of the main factors of success, and the pedagogical worker is both an object and a driver of positive change. The implementation of large-scale educational reforms is impossible without a constitutive modernization of the entire system of teacher training, which can be implemented only in the context of acquiring a decent social status of a teacher.

The Ministry of Education and Science of Ukraine (MoES) made a special request to focus the TAP Survey on teacher education in Ukraine as part of a broader process of supporting the Education Reforms. A better understanding of the teacher education system can lead to policy actions that might be implemented to assist the reforms.

The World Bank has been implementing the Training Assessment Project (TAP) under the Systems Approach for Better Education Results (SABER) Initiative of the World Bank's Education Global Practice to help governments assess the readiness of their training systems and institutions to support human capital development. In the case of Ukraine, the purpose of TAP is to support effective implementation of the recent and ongoing Education Reforms via the evaluation of the teacher education institutions performance.

2 The Teacher Education System in Ukraine

Orientation of Ukrainian society to European standards, values and best world traditions requires appropriate systemic changes in the field of education. The cornerstone of such changes is to improve the quality of the educational process in secondary education, and thus the quality of teacher training.

Educational reforms in Ukraine are currently being implemented in the following priority areas²:

- affordable and high-quality pre-school education
- New Ukrainian School
- modern vocational education and training
- efficient higher education and development of adult education
- development of science and innovation.

Pre-school education in Ukraine is now totally financed and managed from the local level. Currently, the MoES develops the Concept of Pre-school education, plans to update educational standards and to conduct the study on the quality of pre-school education according to the ECERS-3 (Early Childhood

² More information on educational reforms in Ukraine can be found at the link:

<https://www.kmu.gov.ua/en/reformi/rozvitok-lyudskogo-kapitalu/reforma-osviti>

More about legal framework of the education system: Law on Education <https://zakon.rada.gov.ua/laws/show/2145-19>

Law on General secondary education <https://zakon.rada.gov.ua/laws/show/463-20>

Law on Pre-school education <https://zakon.rada.gov.ua/laws/show/2628-14>

Law on VET education <https://zakon.rada.gov.ua/laws/show/103/98-%D0%B2%D1%80>

Law on Higher Education <https://zakon.rada.gov.ua/laws/show/1556-18>

Law on Professional pre-higher education <https://zakon.rada.gov.ua/laws/show/2745-19>

Environment Rating Scale) as well as to develop the new professional standards for pre-school teachers. Local governments are expanding the network of kindergartens to increase the coverage (which is substantially lower in rural areas).

School education (primary and secondary – grades 1–11/12) has been guided by the New Ukrainian School (NUS) reform since September 2018. It has been implemented year-by-year, starting from Grade 1. This set of reforms introduces: competence-based and individual-oriented learning; a 12-year school cycle; and a specialized three-year upper secondary cycle providing academic and professional track (starting from 2027).

VET education reform is modernizing the educational environment in VET institutions, implementing dual educational programs jointly with employers, aiming to make vocational education more attractive for school graduates.

Higher education reform introduced a results-based funding formula for HEIs (higher educational institution) in 2020, aimed at reducing the number of ineffective HEIs with low education quality, and allocating funds to the best universities. Current legislation amendments also provide HEIs with wider autonomy and introduce KPI-based contracts with newly elected university rectors.

Reforming the teacher training system is inextricably linked to reforming school education, yet it relies on post-secondary education institutions. The New Ukrainian School (NUS) is a key reform of the MoES. The main goal is to create a school in which it will be pleasant to study, and which will give students not only knowledge, but also the ability to apply it in everyday life. The main values of the reform are focus on student, pedagogy of partnership, fair funding and equal access, school autonomy, and creating a modern educational environment. The introduction of the reform envisages three stages, up to and including 2029. The first graduation of the NUS students will be in 2030.

In 2018, the MoES adopted the *Concept for the Development of Pedagogical Education*, which aims to resolve the imbalance between the demands of Ukrainian society for highly qualified teachers, prospects for its development, and the willingness of teachers to accept and implement educational reforms in Ukraine. The main components of the Concept are the development of a modern model of the teaching profession, the modernization of higher and professional pre-higher education in pedagogical specialties and ensuring continuous professional development and training of teachers (to enable each teacher to regularly update knowledge throughout the period of professional activity).

According to the MoES *Concept for the Development of Pedagogical Education*³, challenges in the system of pedagogical training and the system of teachers' work include working conditions, resource base, structure of the system of teacher training and professional development, and outdated management practices. This leads to low social status of teachers and high staff turnover, unattractiveness of the teaching career for certain groups, and lack of promising employees with high intellectual level and strong managerial skills. Some applicants for teacher training have a low level of prior training and are not focused on further activities in the field of education and the acquisition of professional competencies. There is also a lack of coordination between teacher training institutions, local authorities, and employers.

In August 2019 the Resolution⁴ of the Cabinet of Ministers of Ukraine approved the new approach to teachers' professional development by giving teachers a right to choose training service providers. The idea is to create a 'marketplace' of training service providers. The objective of TAP in

³ <https://mon.gov.ua/ua/npa/pro-zatverdzhennya-koncepciyi-rozvitku-pedagogichnoyi-osviti>

⁴ <https://zakon.rada.gov.ua/laws/show/800-2019-%D0%BF#Text>

Ukraine is to help the MoES assess the qualities and characteristics of this marketplace so that they can support and further develop it.

In December 2020 the Teacher's Professional Standard⁵ was developed by the Ministry of Education and Science and approved by the Ministry of Economics. The Teacher's Professional Standard describes general and professional competencies according to four levels which correspond to four levels of teacher qualifications. The Ministry has recommended the use of the Teacher's Professional Standard in higher educational institutions and in-service teacher training institutions in the process of teacher training and professional development.

Pre-service teacher training is provided by pedagogical higher educational institutions and colleges and also by pedagogical faculties of classical universities. The field of study 'Education and Pedagogy' includes seven areas, for which graduates are prepared in educational institutions, including HEIs and colleges. Profession entrance requirements changed on 18 March 2020: Prior to this date, a person having an appropriate pedagogical education and/or professional qualification of a pedagogical employee could enter the profession; following this date, a person having pedagogical education, higher education and/or a professional qualification is eligible. Pedagogical internship (for which implementation is planned in 2021) is a mandatory one-year mentoring program for newly appointed secondary school teachers, provided by an experienced teacher.

Pre-service entry criteria for teachers include citizenship of Ukraine and relevant education (not necessarily pedagogical). Once a teacher is accepted, the school principal issues an Order specifying the teacher's workload, base salary, and allowances. There are also **service exit criteria**. Teachers can leave school to be accepted to the Ukrainian Army (their own choice, as teachers are exempt from the mobilization). Teachers can go on pension after having 25+ years of professional experience.

The **practical component of teacher training** has several elements. Pedagogical practice is an integral component of psychological-pedagogical and methodological training of future teachers. The pedagogical practice connects theoretical training in a higher education institution with the future professional activity in secondary education institutions. The practical component of induction training for school teachers may include (it varies among specialties):

- observation of the work of a teacher in a classroom
- extracurricular work
- trial lessons and classes at school
- execution of individual assignments
- pre-diploma pedagogical practice.

Article 51 of the Law of Ukraine on Higher Education specifies that the practical training of students of higher education institutions is carried out by undergoing practice at enterprises, institutions, and organizations in accordance with the agreements concluded between HEIs and these enterprises and institutions. Each HEI can establish a recommended duration of induction training or practice. It usually issues methodological recommendations on the induction training for future teachers. For example, a future primary school teacher should conduct 16+ trial lessons. Each lesson is conducted by one trainee, while another five trainees take the roles of observants. Induction training may take around 90 hours per academic year (equal to 3 ECTS).

In-service teacher training is mandatory. The Law on Education (2017) introduced academic freedom for pedagogical staff, deregulating the model for teachers' professional development. Teachers can choose institutions where to take courses for professional development. But in practice this model

⁵ <https://nus.org.ua/news/zatverdyly-try-profesijni-standart-vchytelya-dokument/>

was implemented only from 2020. The old (existing) model envisaged that in-service teacher training services are monopolized by 25 ITTIs. The ITTI training courses are mandatory, officially recognized for teacher appraisal procedures (because ITTIs have state accreditation) and paid from state and/or local budgets, therefore they are free for teachers. Some NGOs provide teacher training services, including online courses, but they were not recognized officially for teacher appraisal purposes and were usually paid for by teachers themselves, or offered free of charge since they are supported by donors. The new model – implemented since 2020 – considers the market of teacher training services to be deregulated. In-service teacher training providers could be education institutions or their units, scientific institutions, legal entities, or individuals providing educational services of teacher professional development. The MoES does not accredit ITTI programs, as they have a license for professional development services, nor HEI in-service teacher training programs, as they accredit their programs in the usual way. The approval of certificates of completion of in-service teacher training courses by the teachers' school boards is only necessary in cases of courses from other providers, mainly NGOs.

There are several types of **in-service training for teachers**. Non-mandatory certification of teaching staff is an external assessment of professional competences of a teaching staff, particularly in pedagogy and psychology, practical skills in the application of modern teaching methods, and technologies. The certification of a pedagogical worker takes place on a voluntary basis, solely at the teacher's initiative. Certification is for teachers with at least two years of teaching experience in a school. Certification happens once in three years. Certificate leads to a 20% salary increase.

Every pedagogical worker must also undertake mandatory in-service training⁶. The in-service training procedure is determined by the Order on In-Service Training for Pedagogical Workers⁷. In 2022 the in-service training comprised 90 mandatory hours (three ECTS credits) per academic year. The pedagogical worker has a choice of the type, dimensions (focus) and provider for the in-service training. The in-service training plan is developed by the educational establishment and should be posted on its website before 25 December each year. The main formats for in-service training include institutional (full-time, evening); distance learning, online); and dual (in combination with on-the-job practice, for example, in enterprises). Forms of professional development can be combined. The main types of professional development comprise training that may include participation in seminars, workshops, webinars, master classes and internships.

The system of teacher education and training in Ukraine is quite extensive. In total, 270 organizations were identified through a teacher education landscape mapping exercise (see below) that provide teacher educational services, which are fairly evenly distributed throughout the country. The largest concentration of pedagogical educational institutions is observed in the capital Kyiv (48 institutions) and the largest cities of Ukraine – Kharkiv (20 institutions), Lviv (13 institutions), Dnipro (10 institutions) and Odesa (nine institutions). The overall landscape can be viewed in *Figure 2.1*. Pre-service institutions include colleges and professional pre-higher education institutions; in-service institutions include in-service teacher training institutions, MCOVEs, scientific institutes (SIs), and NGOs; and pre-service and in-service institutions consist of universities and academies. Further details can be accessed at the link for the map online: <https://rb.gy/2b2yvm>.

⁶ In line with: Part 2, Article 54; and Part 6, Article 18 of the Law of Ukraine on Education: <https://zakon.rada.gov.ua/laws/show/2145-19#Text>

⁷ <https://zakon.rada.gov.ua/laws/show/800-2019-%D0%BF#Text>

Figure 2.1. Location of teacher education providers in Ukraine (blue icons – pre-service institutions; yellow icons – in-service institutions; green icons – pre-service and in-service institutions).



Most institutions that train specialists in the field of education are in cities (251 institutions), while 7% of institutions (19) are in villages⁸ and city-type settlements. Regarding form of ownership, institutions were distributed as follows: 137 state, 72 communal, 39 private and 22 non-state-owned properties (NGOs, charitable organizations, individual entrepreneurs). The most represented types of institution are higher educational institutions and professional pre-higher education institutions. Also, there is an in-service teacher training institution in each oblast. The total number of recipients of pedagogical education is more than 160,000 – this is the number of mainly pre-service students who receive teacher education in the 2020–2021 academic year. On average, there are 785 recipients in pedagogical specialties per educational institution. In general, the regional distribution of the recipients corresponds to that of the general adult population.

3 The TAP Methodology

TAP is an evolving, structured research methodology that seeks to assess and compare the readiness of training systems and institutions to prepare workers to find meaningful employment in economies that are moving towards the economic frontier — and then to be able to keep their skills current and relevant in the face of ongoing changes in demand in the labor market. TAP has developed a series of research instruments that are customized to the policy, regulatory, and economic contexts of individual countries and used to assess training institutions and systems in terms of their readiness to meet changing training needs. In the case of Ukraine, these instruments were comprehensively reworked to focus exclusively on pre-service and in-service teacher training, rather than other forms of skills development.

⁸ Interestingly, that at the beginning of the 2017/2018 school year, the share of teachers working in cities was 55%, and the share of teachers working in rural areas was 45%. More details: <https://vseosvita.ua/news/osvita-ukraini-movou-cifr-statisticni-dani-naperedodni-reform-2290.html>

There are three research components to TAP implementation. First, a mapping exercise is conducted to characterize the training landscape in the country and allow segmentation of the sample. Second, a detailed institutional survey is administered through in-depth interviews. The survey is designed around nine key Action Areas that have been identified through research as essential requirements for effective training systems:

- 1) Setting strategic direction
- 2) Gathering, analysing, and publicizing data for informed decision-making
- 3) Developing a demand-driven approach to training
- 4) Establishing a sustained relationship with authorities and fulfilling quality standards
- 5) Ensuring institutional financial viability and efficiency
- 6) Creating a teaching experience conducive to learning
- 7) Enabling students to pursue education and training opportunities
- 8) Responding to Covid-19 and other emergencies
- 9) Defining institutional values and perspectives

The instruments are designed to enable detailed assessment of teacher training provider practices within each Action Area, as well as across them all, and is accompanied by a sophisticated online scoring system that generates actionable feedback for institutions and government stakeholders. Third, focus groups are conducted with key stakeholders in the training system, targeted, in Ukraine, at pedagogical students, teacher educators, teachers and school directors, to augment and validate survey findings with additional qualitative input from training beneficiaries and service providers.

3.1 Customizing TAP to Ukraine

TAP survey instruments were adapted to the country context in the following steps:

- Addition, elimination, adjustment of survey questions: some questions were eliminated (action on preparing students for the world of work in the Provider Survey); some questions were added (section on defining institutional values and perspectives in the Provider Survey); and the other questions were adjusted to the features of Ukrainian teacher education system
- Review for clarity of concepts and intentions: certain concepts, for example, ‘pre-service programs for educators’ and ‘in-service programs for educators’ were checked and clarified in cooperation with the MoES and local WB consultant
- Translation: translation of all survey tools was done by the Kyiv International Institute of Sociology (KIIS) team with review and comments by the MoES, and approval by the WB
- Adjustment to local policy context: for example, inclusion of information on the local educational reforms
- Piloting the instrument: questionnaires and procedures for conducting the survey on the Institutional Data Form and Teacher Education Provider Survey were pre-tested.

3.2 Landscape Mapping and Selecting the Research Sample

Landscape mapping

According to the goal to map the teacher education provision landscape, an adapted and translated World Bank Group Mapping Tool was used to collect data on a range of specific indicators, such as the type of educational institution, form of ownership, location (region and type of settlement), and the number of recipients in pedagogical specialties. Data collection at this stage included: search for information about the teacher education providers in the open data sources; adding to the found information the list of providers received from the MoES (based on the Unified State Electronic Database on Education (EDEBO) database of educational institutions: <https://registry.edbo.gov.ua>); special efforts to find additional NGOs offering in-service teacher training; and contact with

institutions to check their current operating status. As a result, information about 270 applicable and active institutions was gathered⁹.

Selecting the research sample for quantitative stage of the survey

Initially, the research team under the supervision of the MoES and the WB team selected a sample of teacher education providers using the completed Mapping Tool and pre-established stratification criteria (macro-region and type of settlement). However, due to the relatively low response rate in the first stage, data collection was eventually carried out based on continuous sampling (total number of providers were contacted to participate in the research). As a result, the achieved sample size consists of 130 providers that completed the Data Form. Of these institutions, 122 participated in the in-depth interview (the Teacher Education Provider Survey). As shown in Table A below, the distribution of the institutions (by institution type, region, and type of settlement) in the landscape is quite similar to the distribution of the institutions in the achieved sample.

The main obstacle in reaching providers was the restrictions for Covid-19 which resulted in educational institutions working remotely (during a major part of the fieldwork time). This constraint caused limited opportunities to make follow-up calls to contact the providers (many of which only have 'official' landline phone numbers not available during quarantine). In addition, some institutions felt they were unable to gather all the needed data under remote communication conditions within institution. Some institutions found the Data Form too complicated and did not wish to complete it. About 9% of the institutions from the landscape reported that they do not currently provide teacher education services.

Table A. Distribution of institutions in the landscape and in the achieved sample by institution type, macro region and type of settlement

	Landscape, absolute number	Landscape, %	Achieved sample, absolute number	Achieved sample, %
Institution type				
Higher Education Institution	157	58%	77	59%
Professional Pre-Higher Education Institution	50	19%	23	18%
VET Institution	2	1%	0	0%
In-service Teacher Training Institution	24	9%	16	12%
Methodical Centre of Vocational Education	3	1%	1	1%
Scientific Institute	4	1%	2	2%
Non-Governmental Organization	30	11%	11	8%
<i>Total</i>	<i>270</i>	<i>100%</i>	<i>130</i>	<i>100%</i>
Macro region				
East/Donbas	75	28%	36	28%
West	63	23%	35	27%
Centre	58	21%	29	22%
Kyiv	48	18%	19	15%

⁹ There may be additional teacher training institutions, particularly in the private and non-governmental sector, that were not captured in the landscape mapping exercise due to non-active status, no available contact information, etc.

South	26	10%	11	8%
<i>Total</i>	<i>270</i>	<i>100%</i>	<i>130</i>	<i>100%</i>
Type of settlement				
Capital	48	18%	19	15%
Regional center	133	49%	67	52%
Other city (50k+)	50	19%	23	18%
Other city (50k-), Rural	39	14%	21	16%
<i>Total</i>	<i>270</i>	<i>100%</i>	<i>130</i>	<i>100%</i>

Selecting the respondents for focus groups

To get an accurate picture of practices among teacher education providers, the study included obtaining qualitative information to help understand school teachers through focus groups with key stakeholders. The focus groups were conducted with four groups of stakeholders (student teachers, in-service teachers, teacher educators at HEIs, and school principals). There were 44 participants. Participant distribution is shown in Table B. The group of students (trainees) was randomly selected from a list of students from the institutions surveyed. Each focus group included students from different teacher education providers. The group of current teachers was randomly selected from a list of trainees participating in the in-service training programs or courses provided by eligible teacher training institution that were interviewed. Teacher educators were selected from the sample list of institutions used for the quantitative stage of the survey (based on the landscape). Focus groups with school principals included participants from different types of schools in Ukraine (by size, specialization, location, etc.).

Table B. Distribution of focus group participants by stakeholder group, and gender

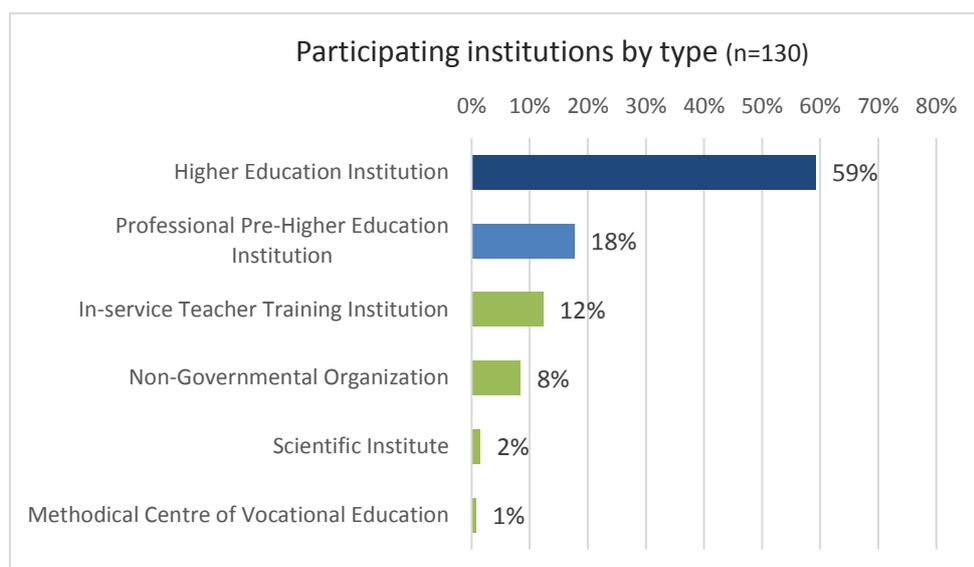
Group/Number	Males	Females	Total
Student teachers	1	9	10
In-service teachers	0	12	12
Teacher educators	1	11	12
School principals	3	7	10

4 An Overview of the Participating Institutions

Data collected through the Institutional Data Form was analyzed to provide a sense of size and shape of the achieved research sample. The key results are presented here.

The largest share – about 60% – of the participating institutions consists of HEIs. PPHEIs make up 18% of the sample, and 12% of the institutions are ITTIs. NGOs make up 8%. The smallest groups, similar to the landscape, are SIs and MCOVEs – 2% and 1% respectively (see *Figure 4.1*)

Figure 4.1. Participating institutions by type

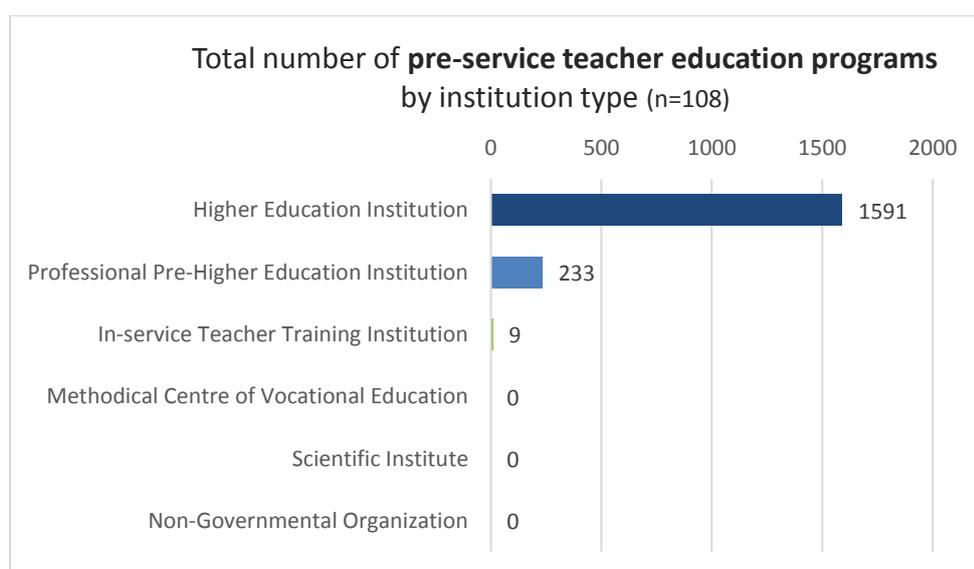


Teacher education programs

The participating institutions reported a total of **1 833 pre-service teacher education programs** of which 830 are bachelor programs, 688 are master programs and 315 are junior specialist/junior bachelor programs. Bachelor and master programs are offered in HEIs, while PPHEIs provide mostly junior specialist/junior bachelor programs. A few ITTIs that have the status of Academy of Continuing Education offer several bachelor and master programs (see *Figure 4.2*).

The prevalent areas in which pre-service teacher education programs are offered are pre-school education (52 institutions indicated they provide such programs), primary education (62 institutions), and secondary education (67 institutions). Educational/pedagogical sciences (45 institutions), and physical education and sports (38 institutions) are less common. Vocational education (17 institutions), special education (26 institutions), and education management (25 institutions) are the least common areas.

Figure 4.2. Total number of pre-service teacher education programs by institution type



The institutions reported a total of **3 345 in-service programs/courses for teachers**. About half of them are provided in ITTIs while a significant part of the programs is offered in HEIs (see *Figure 4.3*). NGOs and MCOVEs provide in-service courses as well.

The largest proportion, about two-thirds of in-service programs, comprises short courses (1 ECTS¹⁰ credit or less). Long duration programs (5+ ECTS credits) as well as 2 ECTS credits programs are also quite popular (*Figure 4.4*). Relatively the most common areas of the in-service programs are professional competences development on teaching techniques (77 institutions indicated they provide such programs) and use of ICT and digital technologies in education (73 institutions). Other areas (like inclusive educational environment, Inclusive learning and support, managerial skills etc.) are popular too except for two spheres aimed exclusively at VET teachers (professional sectoral competences and mastering new production technologies and equipment for VET teachers).

Figure 4.3. Total number of in-service programs/courses for teachers, by institution type

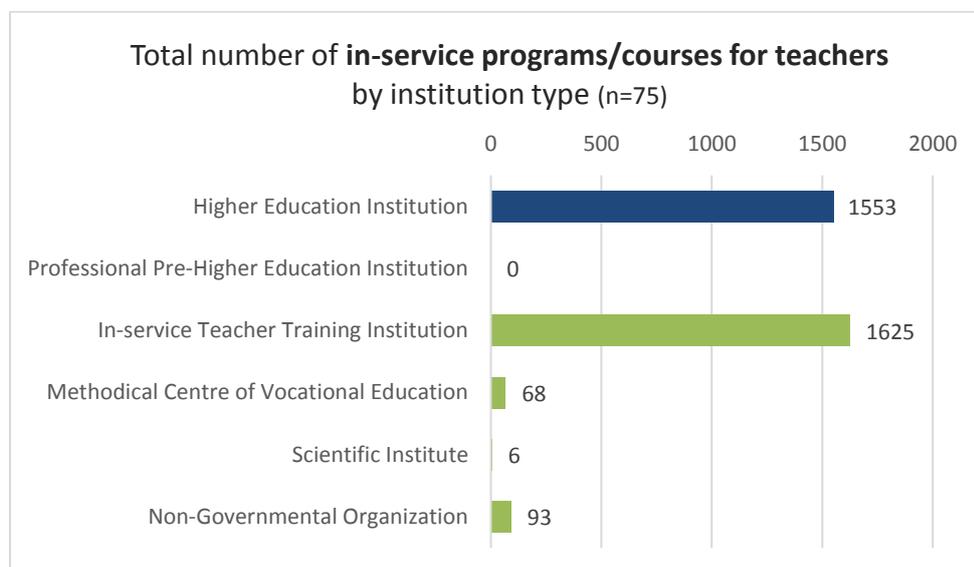
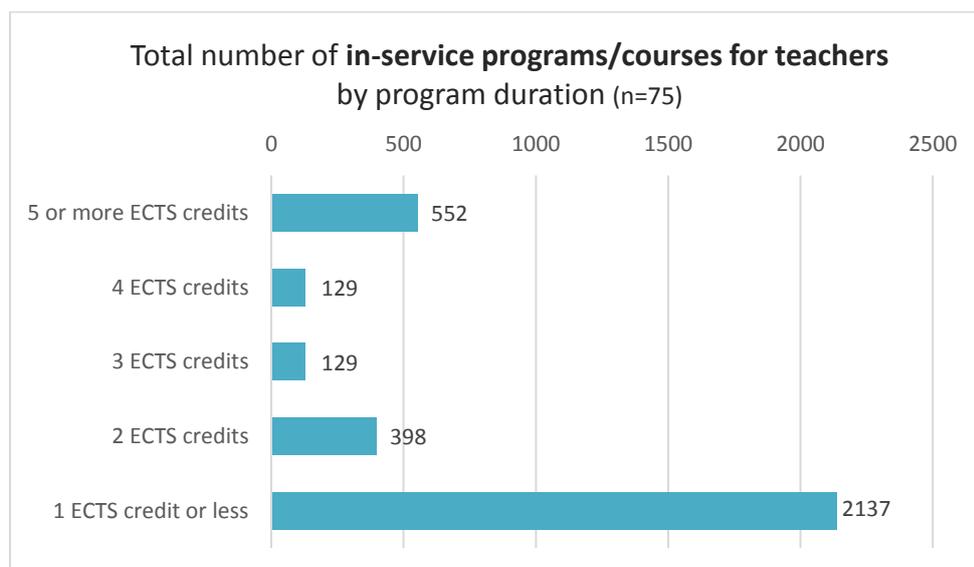


Figure 4.4. Total number of in-service programs/courses for teachers, by program duration



* 1 ECTS credit=30 hours of learning

¹⁰ 1 ECTS (European Credit Transfer System) is equal to approximately 25–30 study hours.

In total, **191 postgraduate teacher education programs** are offered in the participating institutions. Most of them (185 postgraduate programs) are provided in HEI, four programs were indicated in SIs and two programs in an ITTI.

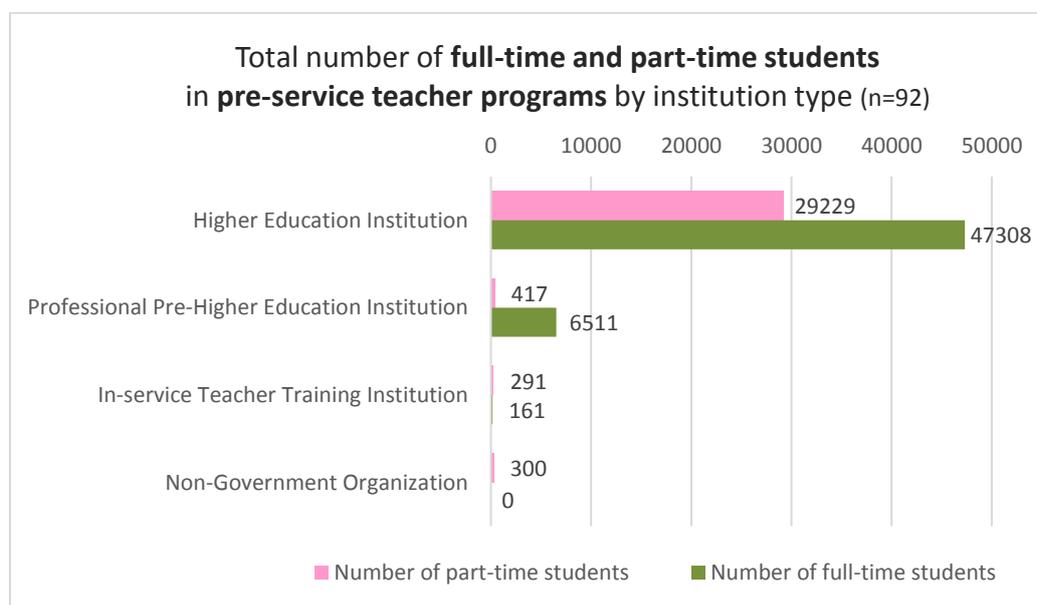
Enrolled students and trainees

There are **84 217 students enrolled in pre-service teacher education programs** at the participating institutions, of whom 53 980 are full-time and 30 237 part-time (see *Figure 4.5*). The largest number of pre-service students is concentrated in HEIs since such institutions cover a major part of the teacher education landscape.

Many institutions report that they serve students from diverse backgrounds. More than half of the institutions reported that there are learners with disabilities or special educational needs (with difficulties in hearing/seeing/mobility/learning) among their pre-service students. About 40% of institutions reported there are migrants (forced or voluntary), including Internally Displaced Persons (IDPs), among the students. About a fifth of the institutions noted ethnic minorities were represented among the students.

When asked about the most common barriers leading students to drop out of a pre-service program, the two most common reasons mentioned by the institutions were financial inability to continue studies (56 institutions mentioned this reason), and having family responsibilities (60 institutions). Institutions also often indicated that students drop out due to non-fulfillment of the curriculum or at their own free will.

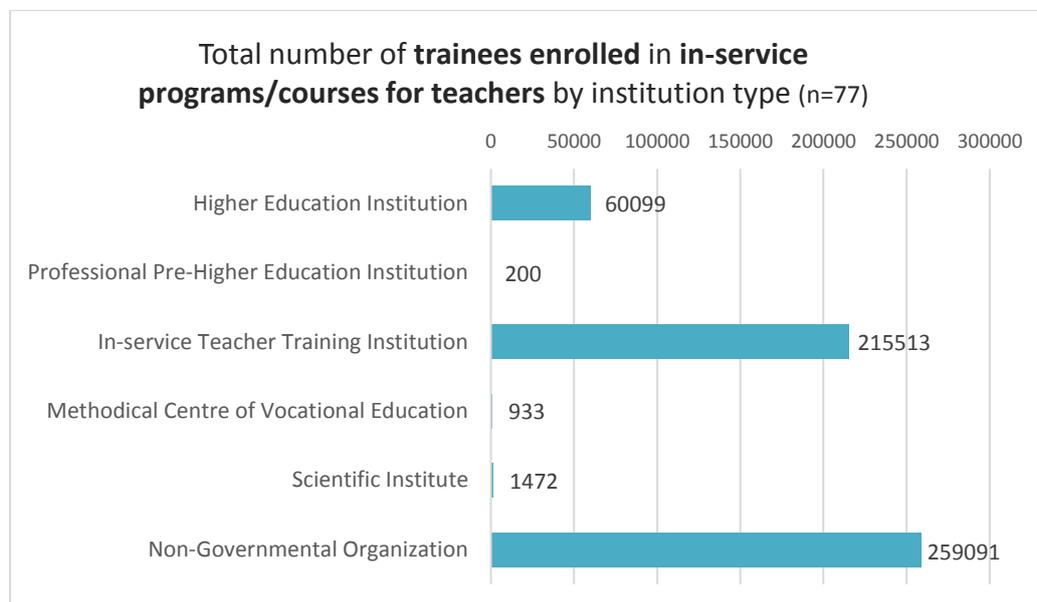
Figure 4.5. Total number of full-time and part-time students in pre-service teacher programs, by institution type



There are **537 308 trainees enrolled in all in-service programs and courses** for teachers amongst participating institutions in the most recently completed academic year – mainly 2019–2020 or 2020–2021 (see *Figure 4.6*). NGOs enrolled the largest number of trainees (about 260 000), followed by ITTIs (about 215 000 trainees). HEIs reported about 60 000 in-service trainees. While the total number for ITTIs accumulates trainees from each regional ITTI (large cities are typically characterized by a larger number of trainees), an impressive number of trainees in NGOs is related to the nationwide campaign for online education for in-service teachers by EdEra NGO (this organization has provided various courses for more than 220 000 teachers).

The two most common reasons for trainees to drop out of an in-service program/course mentioned by the institutions were illness and having family responsibilities.

Figure 4.6. Total number of trainees enrolled in in-service programs/courses for teachers, by institution type

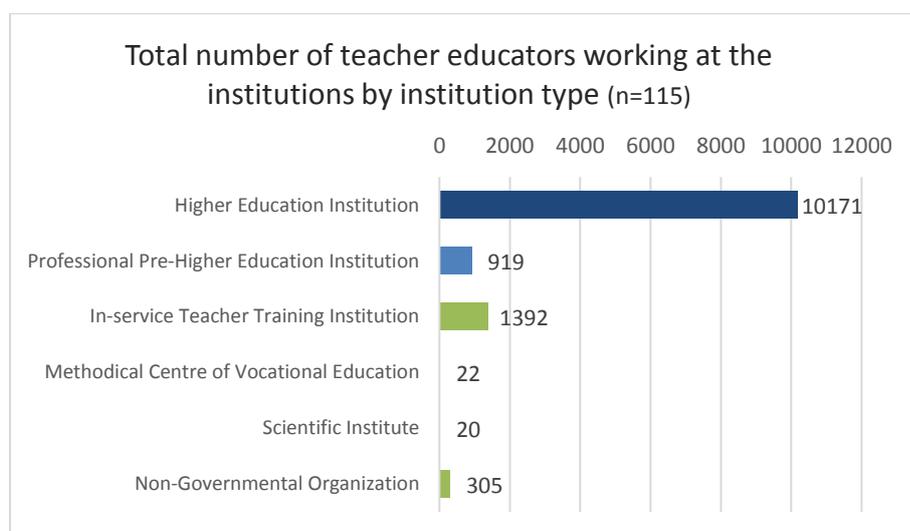


Teacher educators

In total, **12 829 teacher educators were working at the participating pre-service and in-service institutions** in the most recent period. The largest share – about 10 000 teacher trainers – are employees of HEIs (see *Figure 4.7*).

In most institutions, more than half of teacher trainers have 10 or more years of experience working as teachers. Slightly more than half of the institutions have more than 50% of teachers with 10 or more years of experience in ‘teaching teachers’.

Figure 4.7. Total number of teacher educators working at the institutions, by institution type

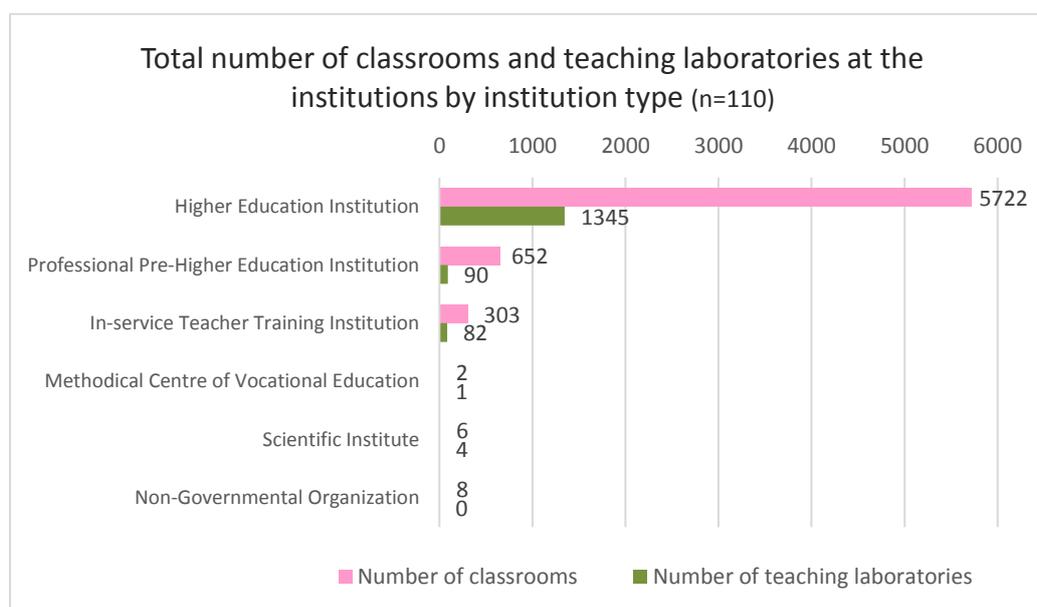


Facilities

In total, the institutions have **6 693 (owned and rented) classrooms** for teacher education and **1 522 teaching laboratories (language, computer rooms, etc.)**. Most of the facilities are concentrated in HEIs (see *Figure 4.8*). Nevertheless, PPHEIs and ITTIs also appear to be reasonably well equipped. Most NGOs that provide in-service teacher training work mainly in a remote format, so do not use much by way of physical premises.

Almost all institutions indicated that they have internet connectivity for both teacher educators and students/trainees. About three quarters of the institutions noted that the total number of computers available for teacher education at the institution was sufficient for all teacher educators and students.

Figure 4.8. Total number of classrooms and teaching laboratories at the institutions, by institution type



5 How Are Institutions Performing?

This section shows the results of the Teacher Education Provider Survey, which comprises 122 interviews with teacher education institutions. The fieldwork of the Survey was conducted during March–May 2021 (adaptation and piloting of the survey instruments was conducted in January–February 2021). The respondents mostly occupy management positions such as rectors, vice-rectors, directors and deputy directors, heads and deputy heads of departments, faculty deans, and so on.

The TAP Teacher Education Provider Survey presents a series of structured questions to teacher education institutions in Ukraine to gauge the extent to which specific institutional practices or conditions are prevalent in those institutions. The survey is divided into primary Action Areas, each corresponding to specific institutional goals. During the interview process, interviewers record the institutional responses to questions and match these with the available answers. These answers are captured in a structured format and entered into a database for analysis. During the analysis stage, every answer is then allocated a weight, which is used to assess the prevalence of that practice within and across the participating institutions (for more details please see *Appendix 1*). The higher the score, the more advanced institution's performance in a particular area. However, low scores should not be equated with under-performance – they may reflect policy preferences, contextual specificities, or constraints that are outside the influence of the institution. Given the large differences in context and

in sample selection, institutional scores are customized specifically to the sample of selected institutions within the country and intended for formative purposes.

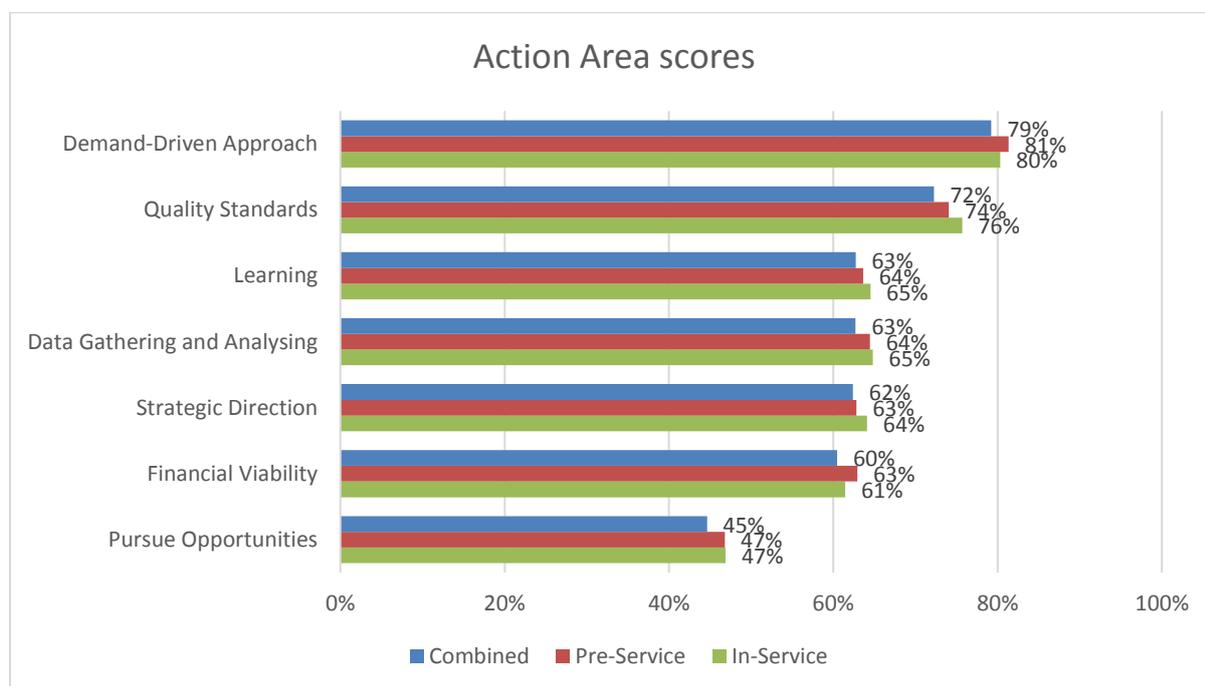
There are two categories of institutions (see *Table C*). Pre-service category of institutions represents pre-service teacher education providers such as PPHEIs (professional colleges) and HEIs (colleges and universities). In-service category of institutions includes in-service teacher training providers like ITTIs, NGOs, MCOVEs, scientific institutes, and universities. The ‘Combined’ category represents the whole sample of 122 institutions.

Table C. Grouping of institutions for Provider Survey and scoring purposes

Pre-Service Institutions (95 in total)	In-service Institutions (86 in total)
21 Professional Pre-Higher Education Institutions 74 Higher Education Institutions (including 59 universities and 15 colleges)	59 Higher Education Institutions (59 universities and academies only) 15 In-service Teacher Training Institutions 1 Methodical Center of Vocational Education 1 Scientific Institute 10 NGOs

All areas seem to be well or very well established, except financial viability and pursue education and training opportunities (actions scores are shown in *Figure 5*). As for the latter, lack of flexibility in program delivery was observed, as well as limited usage of distance education, and online/ blended learning (prior to Covid-19). As for financial viability, the strong issue seems to be the inadequacy of available budgets to meet institutional needs.

Figure 5. Institutions’ scores per Action Area



Based on the survey and the general scores of institutions, a few observations can be made about the scores of teacher training providers, especially when looking at the institutions at the tails of the distribution. On the one hand, the institutions that are performing well in one Action Area tend to perform well in the others. For instance, an institution in the top 20% of the distribution of the Demand-Driven Approach Action Area is more likely to be in the top 20% of the distribution across all the other categories. On the other hand, non-performing institutions in one category are more likely

to have low scores in the others. In fact, those in the bottom 10% of the distribution for one Action Area tend to remain there across all of them. Thus, there is a general pattern of performing institutions as well as for non-performing ones.

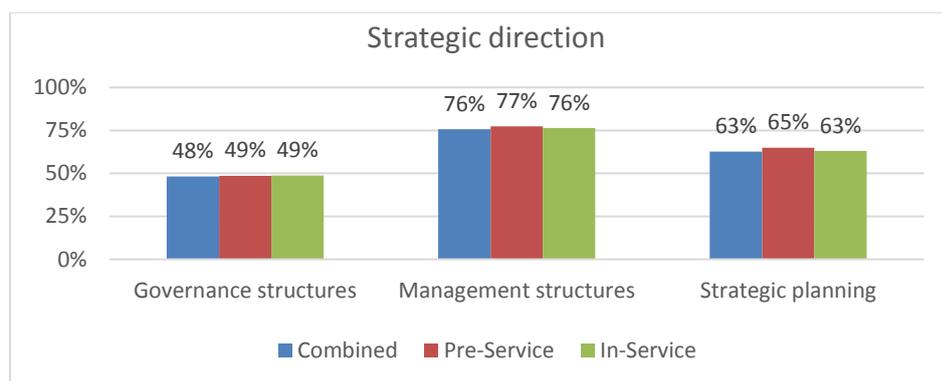
The scores of teacher training providers seems to be influenced by the type of training offered and their institutional status. In particular, those that provide both pre-service and in-service teacher training tend to perform better across all actions than those that only offer pre-service or in-service teacher training. At the same time, higher education institutions tend to have higher scores than other types of providers, especially NGOs. It is important to note though that these two findings are most likely related: higher education institutions are the only teaching training providers to offer both pre-service and in-service training. Importantly, the scores of teacher training providers does not seem to be affected by the type of settlement they operate in. Indeed, whether they are located in Kyiv, a regional capital or in a smaller town does not seem to impact their performance in the different Action Areas of the TAP survey.

5.1 Setting strategic direction

This Action focuses on two key aspects:

- Governance and management structures:
 - Primary governance and management structures
 - Representation of stakeholder groups
 - Frequency of meetings
- Strategic planning:
 - Existence of a strategic plan
 - Timeframe, frequency of updating
 - Who supervises and participates in its implementation
 - How and with whom it is shared

Figure 5.1. Institutions' scores in the field of strategic planning and governing structures



Similar results are observed between pre-service and in-service institutions across all key aspects (see *Figure 5.1*).

Management structures show better performance compared to governance boards, because management bodies, which are mainly academic boards, involve a wider range of stakeholder groups and have relatively higher frequency of meetings. Institutions' governance structures are mostly 'centered'; they represent mainly local/national government or teacher staff. A governance

structure is responsible for a long-term, strategic vision, which is why they do not have to meet so often.

The vast majority of institutions have strategic plans, about half of which regularly update the plans. Approximately 70% of institutions have a strategic planning time frame of five years or more, which is more common among PPHEIs and HEIs.

The ways of sharing strategic plans are somewhat limited (the most popular practice is posting the plan on website), particularly among in-service teacher education providers.

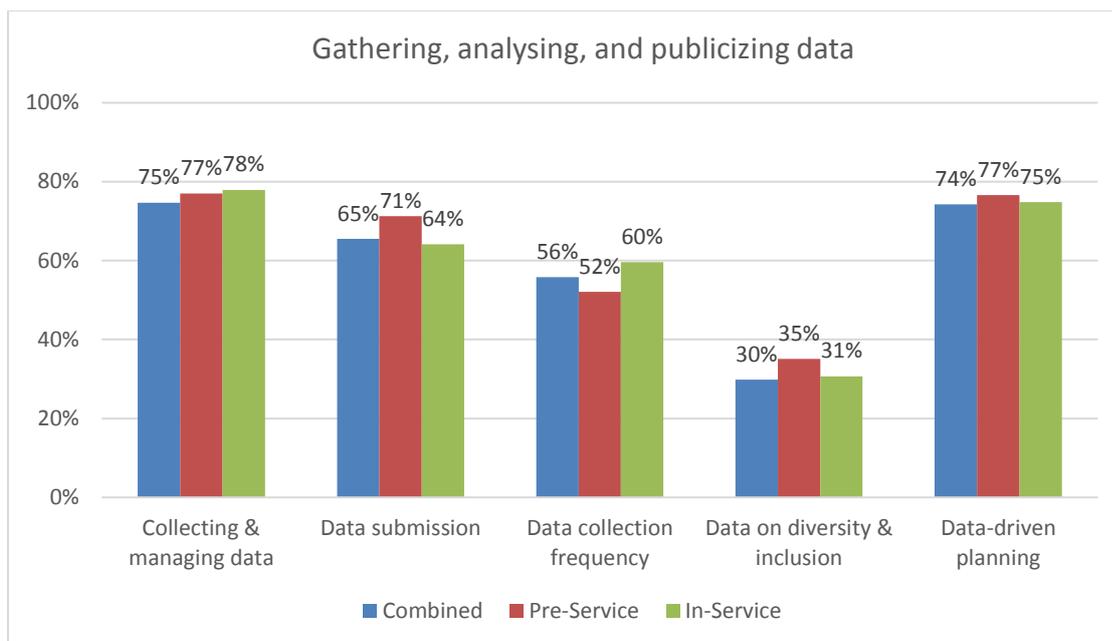
The level of involving key stakeholders and sharing the plans with them is moderate. The main groups involved in strategic plan development are board members and teacher educators of the institution. The practice of involving students/trainees and employers' representatives is much more common among PPHEIs and HEIs. This can be explained particularly by the fact that these institutions teach mainly fixed-term students and train pre-service teachers. Representation of minority populations is not very high – only about half of institutions contact minority populations representatives when developing the strategic plan.

5.2 Gathering, analysing, and publicizing data for informed decision-making

This Action focuses on five key aspects:

- Collecting and managing data:
 - How data is collected and managed and who is responsible
 - Existence of disaster recovery policies and data backup protocols
 - Processes for ensuring quality and accuracy of data
- Data submission to databases
- Data collection frequency
- Data on diversity and inclusion in data collection
- Data-driven planning:
 - Use of data to evaluate institutional performance
 - How data is disaggregated in data analytics
 - Use of data to assess programmes and monitor planning targets
 - How targets are shared
 - Internal meetings to discuss institutional performance.

Figure 5.2. Institutions' scores in the field of gathering, analyzing and publicizing data, and data-driven planning



There are some differences between pre-service and in-service institutions across several aspects (see *Figure 5.2*). In-service institutions collect data relatively more frequently, especially graduation/completion statistics and data on student/trainee satisfaction. In general, institutions gather data on spending, student/trainee performance and satisfaction with higher frequency, and data on enrolment rates, staffing, teacher educator performance and workload is collected with relatively lower frequency (most often – once a year). Pre-service institutions show slightly better results in the practice of disaggregating data according to diversity and inclusion criteria during data collection. Also, pre-service institutions show better results in data submission: compared to in-service institutions, a larger number of them submit data on professional development of educators to an external database (mainly to the government one – EDEBO), and in most cases they do not have to do preparatory work to submit this data.

Institutions may use different ways to collect and manage data, but the most popular practice is real-time data capture into an online or campus-hosted management information system (by all staff or separate administrators). Most institutions have a dedicated person appointed to handle data and report having processes to ensure quality and accuracy of data.

About three-quarters of institutions report they have a disaster recovery policy. Regular data backup is more common among HEIs compared to ITTIs, MCOVEs, SIs, and NGOs.

Most institutions report submitting data on professional development of educators to the government Educational Management Information System (EDEBO). For many, that data is submitted automatically. Total institutions' score on this aspect may seem to be relatively low, that is because 12% of institutions noted they did not submit the data to any external system (simultaneously 87% of institutions submit data to the government EMIS, and only a few institutions submit to a donor database).

Disaggregation of data by diversity and inclusion criteria is not a firmly established practice. About a third of institutions do not disaggregate data for any of the criteria. For the remaining part, the most common criteria are gender, students/trainees with difficulties, and migrants (forced or voluntary).

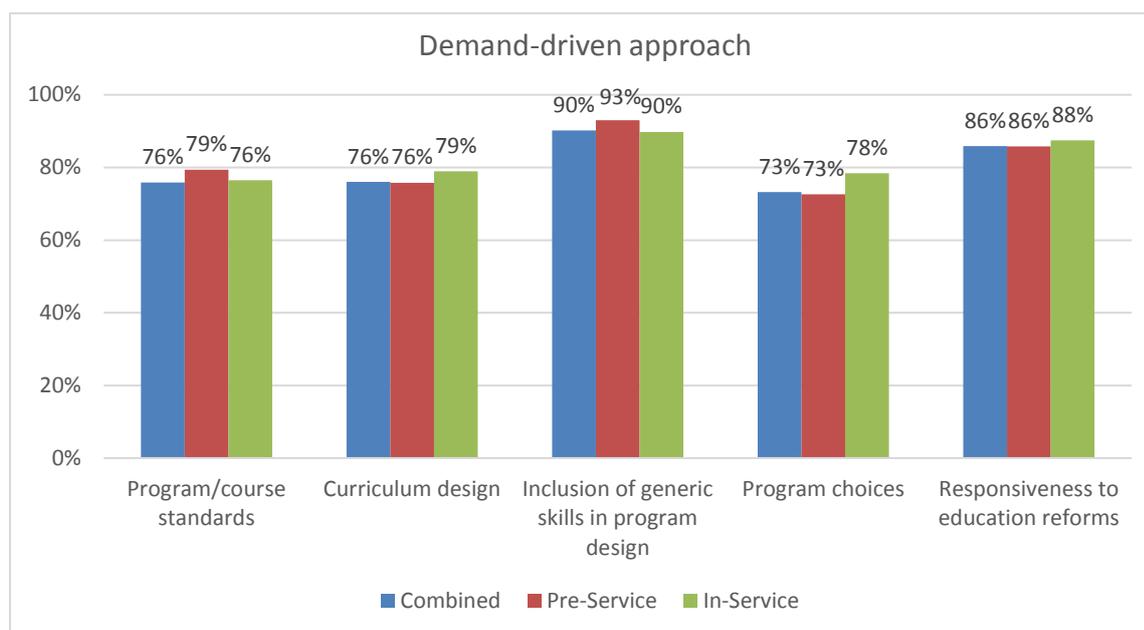
Institutions show good results in the data-driven planning area. There are frequent internal meetings to discuss institutional performance based on data, and institutions use various data to evaluate programs and performance. Also, many institutions share the targets and the performance against those targets publicly. But there are limited practices to disaggregate data by key metrics in analysis.

5.3 Developing a demand-driven approach to teacher education

This Action focuses on five key aspects:

- Program/course standards:
 - Compliance with defined program/course curriculum or education standards
 - Systematic mechanisms to ensure the compliance with program/course curriculum standards
 - Share of programs with nationally recognized certificates awarded upon completion
- Curriculum design issues:
 - Institutional control over curriculum design/content
 - How skills to be taught are determined and who is involved
- Inclusion of generic skills:
 - What generic skills are included in programs and which are taught through extra-curricular activities
- Program choices:
 - Institutional autonomy to introduce and/or close programs
 - Processes and criteria used to decide on introducing and/or closing programs
- Responsiveness to education reforms:
 - Changes to the program/course curricula to take account of education reforms introduced by government

Figure 5.3. Institutions' scores in the field of demand-driven approach to teacher education



Similar results are observed between pre-service and in-service institutions across all key aspects, except program choices (see *Figure 5.3*). **In-service institutions such as ITTIs and NGOs significantly more often have full autonomy to introduce new programs or close existing ones, compared to HEIs, and especially PPHEIs.** Public funds are the main source of funding of newly introduced programs more frequently for pre-service institutions than for in-service ones (because NGOs do not receive any public funds).

For the majority (84%) of institutions, all their programs and courses comply with defined program/course curriculum/education standards, and for 10% of institutions more than half of their programs and courses comply with the curriculum standards. National government sets the program/course curriculum/education standards for almost all institutions. Programs of about a quarter of institutions are guided by international standards or guidelines. **Almost all (97%) institutions have systematic mechanisms in place to ensure compliance with the curriculum standards, and most often such mechanisms are internal review, internal task teams to ensure compliance, and external audits.**

About 80% of institutions have full control over the content and design of curricula for their programs. Mechanisms used to determine how skills to be taught in most institution programs are studies and assessment of teacher needs, internal discussions, and employer requirements. About three-quarters of institutions follow government policies in this area. **About 77% of institutions have a strategy or process for engaging employers (educational institutions) and their leaders in curriculum design, and about a half engage groups representing populations with disabilities and/or diverse learning needs in this process. In-service institutions seem to have stronger practices of engagement with people with disabilities and educational institutions in curriculum design.**

The vast majority of institutions include generic skills (for example, ICT skills, team work, problem-solving, respect for diversity and inclusion) in program design and extra-curricular activities. Interestingly, significantly more pre-service institutions seek to develop foundation skills as part of the content in their programs (because pre-service, young teachers may need more practice in oral and written communication). Also, teacher education providers located in small cities and rural areas more often seek to develop students' foundation skills than providers in regional centres and the capital

(this may be because the general level of training of applicants from small settlements is somewhat lower than that of applicants from large cities).

Almost all institutions have a structured annual process for deciding whether to introduce new programs and courses. The most popular criteria for making such decisions are capacity (staff/facilities/equipment), analytical findings, and government education reforms. About three-quarters of institutions take into account the support from stakeholders. For most providers located in small cities and rural areas, the main source of funding to develop newly introduced programs is public funds. The majority of institutions have an annual process for reviewing existing programs to decide whether to close low-performing or no longer relevant ones. The most used criteria for determining the closure of a program are teacher needs assessment, consultations with stakeholders, and government education reforms.

Almost all institutions have made changes to their program/course curricula to take account of education reforms (in the past two academic years 2018–2019, and 2019–2020), and about two-thirds of them adjusted all their programs or at least half of the programs. The biggest changes are due to the NUS reform and higher education reform. The highest share of institutions that have adjusted all their programs is observed among ITTIs.

5.4 Establishing a sustained relationship with authorities and fulfilling quality standards

This Action focuses on three key aspects:

- Aligning with institutional standards:
 - Compliance with licensing/accreditation requirements set by government
 - External inspections to verify the institution’s compliance, leader, duration and results of the inspections
 - Institutional standards and requirements for NGOs, mechanisms to ensure the compliance with the standards
- Engagement with government:
 - What kinds of engagement and communication the institution has with authorities
 - Purpose/s of engagement with authorities
 - Who within the institutional is responsible for this engagement
- Engagement with national education reforms:
 - Communication with government on institutional implications for the reforms
 - Implementation of internal processes to align institution operations with the reforms
 - Success of institutional adjustments

Figure 5.4. Institutions’ scores in the area of institutional standards and inspections, and engagement with government



Almost all institutions comply with licensing/accreditation requirements set by government (apart from NGOs, which are not subordinate to the government). **About 90% of institutions host external inspections to verify compliance with the government’s licensing/accreditation requirements, and in most cases national-level authorities lead the inspection process.** However, for ITTIs and PPHEIs, the inspection process can be led by local authorities more frequently, because these types of providers are most often communal institutions.

Inspection visits take place more regularly in HEIs: the median number of such visits in the last two academic years (2018–2019 and 2019–2020) for HEIs is three, while for PPHEIs, ITTIs it is one (and 0 for NGOs, because these organizations do not need government accreditation). Interestingly, the median number of visits in the capital and regional centers is two, while for other cities and rural areas it is one, so it appears that, in remote areas inspections take place less often. For almost all institutions the inspection report recommends specific priorities for improvement, and in three-quarters of cases an institution is required to submit an improvement plan following the recommendations and after that it receives feedback on the improvement plan. Pre-service institutions appear to have more advanced practices in the field of inspections visits compared to in-service institutions.

As for NGOs, seven of 10 surveyed NGOs note that they have their own institutional standards against which they voluntarily measure the organization’s performance. The most common mechanisms they have in place to ensure compliance with these standards are internal review and internal task team/committee established to ensure adherence.

Engagement with government is well established among institutions. In most institutions, the top manager (director, rector, vice rector, dean) is responsible overall for engaging with government and handling government communications/requests. At the same time, in about 15% of institutions, this responsibility is assigned depending on the nature of the communication or requests. About 90% of providers participated in events to discuss national education policies and their implications for teacher education in the 2019–2020 academic year. Implementation and improvement of quality assurance processes and ensuring alignment with new policies, legislation, and regulations are the most common purposes of interaction with government officials. Less common, but also frequent, institutional interests when engaging with government are providing consultative input into policies and legislation (very popular among NGOs), receiving professional development support, and discussing approaches for enhancing the inclusiveness of programs and standards. The latter two purposes are significantly less common among PPHEIs. The main channels of institutional communication with government authorities are receiving communication and organized meetings with government officials. Attending meetings called by government officials and hosting visits from them are less common.

Another important area is engagement with national education reforms. It should be noted that the NUS reform and higher education reform are applicable for the majority of surveyed providers, while pre-school education and VET education reform are applicable for about two-thirds of the providers. Providers’ communication with government officials to help the institutions to understand institutional implications for reforms is very or somewhat effective for most (80–90%) institutions.

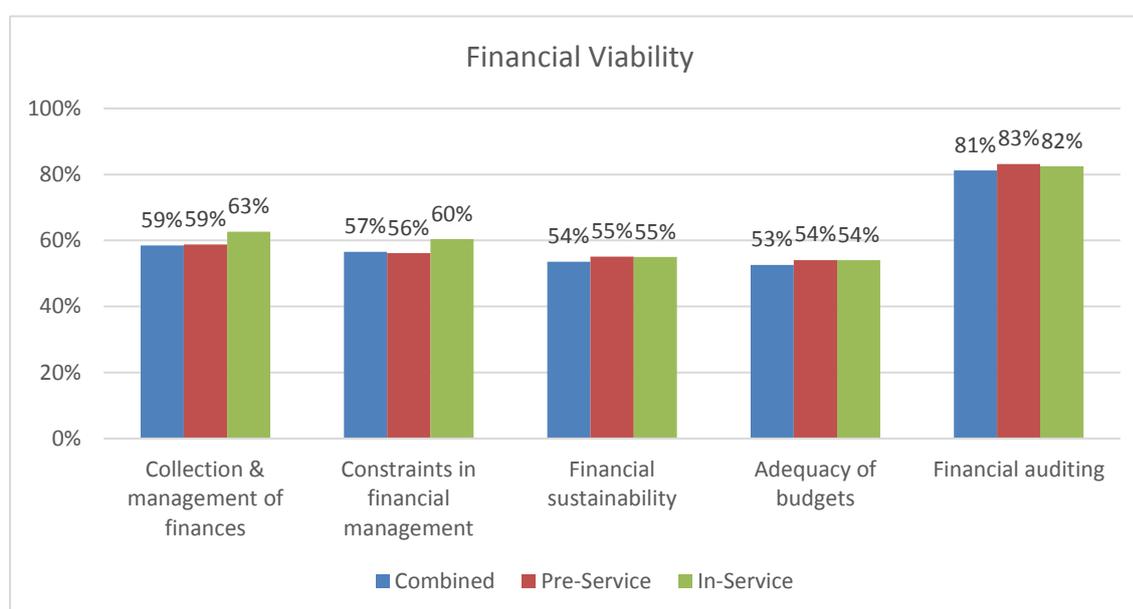
The vast majority of institutions implemented some internal processes to align their operations with each respective reform. In most cases, these are circulation of relevant information to all staff, consultative engagements with teacher educators to discuss implications and prepare strategies, and discussions at governance level. Discussion at the level of senior institutional management is slightly less common. Requiring institutional divisions to submit plans outlining proposed strategies to respond to imperatives of the reforms was implemented in 50–60% of institutions, depending on the reform. The largest share (70–75%) of providers estimate their efforts in the area of changes to support effective implementation of the reforms as somewhat successful and they note that further adjustments are being implemented.

5.5 Ensuring institutional financial viability and efficiency

This Action focuses on five key aspects:

- Collection and management of finances:
 - Extent of institutional authority over income-raising, collection of finances, and use/managements of finances
 - Policies on spending limits
- Extent of constraints in financial managements in different areas
- Financial sustainability:
 - Strategies to ensure financial sustainability
 - Extent of in-kind contributions from government and private sector
 - Factors considered in allocated funds
- Mobilization of funding from private sector/employers
- Adequacy of budgets
- Financial audit practices.

Figure 5.5. Institutions' scores in the field of financial viability and efficiency



In the area of financial viability, institutions have advanced financial audit practices, but in other aspects they demonstrate moderate results (see Figure 5.5). **In-service institutions show relatively better results in the field of collection and management of finances (they have more autonomy to collect and manage their finances, especially compared to PPHEIs) and in the aspect of financial constraints (they feel relatively more freedom in determining staff remuneration, finding revenue, mobilizing other sources of income, making investments for the future, and shifting their budget).**

There is some lack of financial ‘freedom’ among institutions. Generally, about 30% of institutions have full authority to generate and collect their own income, and about a half have some authority to do it. As for autonomy to decide on allocation and management of finances, institutions are a bit freer – about a third have full autonomy on such decisions, and 55% have some autonomy. Most often the final decision-maker regarding strategies to generate income and manage institution’s finances is the director/principal/dean or the founder of the institution (usually national or local government) or the academic board. About three-quarters of institutions have policies on spending limits.

As for constraints in financial management, a relatively more favorable situation is observed regarding such financial processes as mobilizing alternative sources of income (half of institutions feel no constraint), reducing expenses, and finding/increasing revenue (33% each). The least favorable situation is related to setting an annual budget, shifting the budget, and determining staff remuneration – about 20–25% of institutions feel major constraints regarding these processes.

Most institutions ensure continued access to financial resources by complying with government regulations and following up on the allocation and disbursement of government funding (85%), monitoring the payment of tuition and fees from students (62%), and through access to donor funds (23%). Private-public partnerships and fundraising events are uncommon (less than 5% of institutions conduct such practices). In the past two years, about a quarter of institutions received in-kind/non-cash donations from government authorities, while about 60% received such donations from sources other than government.

Almost all institutions have an annual operating budget. When deciding how to manage and allocate funds, institutions often consider such factors as student/trainee demand, how funds were received, program requests, and most urgent needs. Profitability criteria are considered important only in a quarter of cases (this criterion is not very popular among PPHEIs). When choosing the most important factor in this area, respondents most often mentioned students' demand and order of receiving funds.

As for adequacy of budgets, the situation seems to be relatively unfavorable: only about 20–35% (depending on the budget item) of institutions feel the available budget is sufficient to meet the institution's needs to deliver high quality programs. Sufficiency of budgets for staff professional development and physical infrastructure and equipment maintenance seems slightly better compared to budgets for capital investment and monitoring and evaluation. At the same time, evaluations of in-service institutions (mostly due to NGOs) appear to be more positive than evaluations of pre-service ones, especially relating to monitoring and evaluation, and staff professional development. In rural areas and small cities, resources for capital investment and staff professional development are more scarce compared to the capital and regional centres. **For most institutions, the main resource to fill the gaps for inadequately budgeted items is a request for additional funding from government** (especially, relating to capital investment). Increasing tuition fees and fundraising are not so popular.

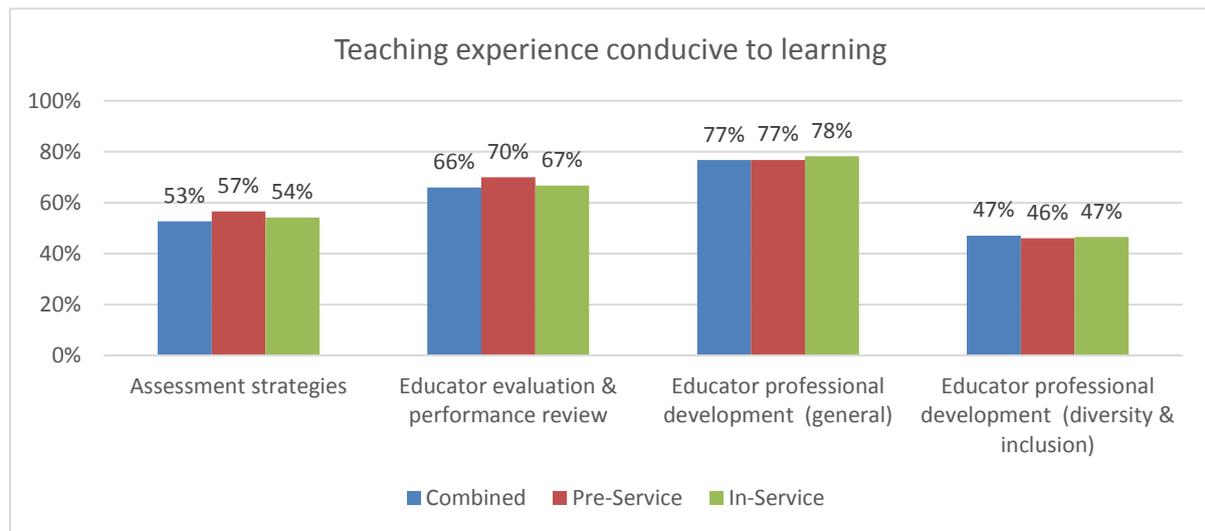
Institutions have really high scores in financial audit practices: almost all providers undergo regular financial auditing through internal or external audit and share audit results with the institution's governance board or equivalent structure.

5.6 Creating a teaching experience conducive to learning

This Action focuses on three key aspects:

- Assessment strategies used
- Teacher educator evaluation and performance review:
 - How educator performance is evaluated
 - Taking action on poor performance
 - Student complaint and grievance redress mechanisms
- Teacher educator professional development
 - Frequency and types of professional development and extent of participation
 - Professional development opportunities focused on diversity and inclusion

Figure 5.6. Institutions' scores in the field of teaching experience conducive to learning



Similar results are observed between pre-service and in-service institutions across all key aspects, except educator evaluation and performance review (see *Figure 5.5*). Pre-service institutions use a relatively wider set of methods to contribute to evaluations of teacher educators, and reward good performance of educators more often, as well as taking action on their poor performance.

The majority of institutions use tests (exams), written assignments, and practical assessment of skills as main methodologies to confirm that a student/trainee has reached the level of knowledge or skill required to complete a program/course. Two-thirds of institutions use assessment of classroom practice, and about 40% conduct portfolio assessment. As for accommodating students with disabilities and/or diverse learning needs during assessments, half of institutions say they provide more time and accessible material to the students. At the same time, a third of providers note that no students/trainees identified with disabilities or diverse learning needs at the institution.

The vast majority of institutions report that teacher educators at the institution are evaluated, and in many cases such evaluation is conducted annually. The most common methods of educator evaluation are performance review (by principal/director/manager), evaluation filled out by students/trainees, and peer assessment. Student/trainee performance on courses/programs is used as a method of educator evaluation by half of institutions, and feedback from schools on teachers (graduates) is used by a third of institutions. Interestingly, performance review by director/manager and peer assessment are used more frequently by PPHEIs and HEIs compared to ITTIs, MCOVES, NGOs. Half of surveyed NGOs note they do not evaluate their teacher educators at all. This may be because NGOs mostly do not have staff educators, and hire educators and course developers from other institutions.

Providers have quite well-established practices of educator performance review: about 90% reward good performance of teacher educators, as well as requesting feedback from students/trainees and graduates on the performance of educators. More than half (62%) of institutions take action on poor performance of teacher educators, while another third says there are no such cases identified. As for processes for receiving and resolving complaints from students/trainees, in slightly more than a third of institutions a person from the management committee is responsible for both receiving and addressing complaints, while in another third of providers a person from the institution's staff is responsible for receiving complaints and channeling them to the relevant party. At the same time, about 10–15% of institutions have no person designated for this task. The majority of institutions have

a grievance redress mechanism in place for students/trainees (but ITTIs have such structured mechanisms less frequently than others), and the most common practice is an on-campus facility to report grievances in writing. Two-thirds of institutions have an accessible written policy outlining procedures for reporting and handling grievances of different kinds and an online facility to report grievances. About a half of providers have procedures to appeal marks/grades awarded for individual assessment tasks, as well as to appeal year-mark/final grade (which is unpopular practice among ITTIs and NGOS), and include grievance redress management in the job description of senior management members. Procedures to report grievances in performance of educational and administrative staff and to report discrimination by staff/other students are mentioned by less than half of providers.

Almost all institutions note that they offered or supported some form of professional development to teacher educators during the 2019–2020 academic year, the most common of which were online conferences/workshops/webinars, formal qualifications, conferences/workshops on-site and off-site, and a peer mentoring program. Two-thirds of institutions report that more than 50% of their staff participated in professional development in the 2019–2020 academic year, and this indicator is relatively lower among HEIs (probably due to the larger size of such institutions, in particular the size of the staff complement). A third of providers say that professional development resulted in significant changes in teacher educators' practices and teaching, and two-thirds say it resulted in some changes. Main sources of funding for professional development for the staff include institutional funds, funds of the educators themselves, public funds from national government, and international donors. In-service institutions seem to use a broader range of sources than pre-service institutions. Interestingly, teacher educators pay for professional development themselves more frequently in PPHEIs and HEIs compared to ITTIs, MCOVES, NGOs.

From the perspective of in-service teachers, focus group discussion indicated that the most common reasons for taking in-service teacher training courses are personal growth, learning new skills, and the desire to change the focus of learning, as well as mandatory requirements for certification of teachers. This certification procedure not only enhances teachers' own reputation but also provides a better chance of promotion. **As a teacher's salary increases 10% each time a teacher upgrades their category, this is a strong reason to participate in in-service teacher training courses (that are required for the upgrade).** The request from the headmaster or principal is also present as a reason in some educational institutions and may motivate teachers to pursue additional training (there are few such institutions according to the results of the discussion).

Why do we take courses? But because time goes by and time... there are challenges to go through. Teaching does not stand still, progress is being made. Moreover, teachers need to keep up with the times. And self-development, of course. To be aware of the latest educational technologies, of course. Because children expect from us..., and we expect a lot from children. They expect even more from us. That we were aware in all areas. (Female, primary school teacher, 33 years of experience)

After all, we pass certification every 5 years. And for advanced training. And without this, how can a teacher be certified when he does not improve, does not carry out self-study? Of course, this requires raising your professional level. (Female, primary school teacher, 41 years of experience)

As for professional development focused on diversity and inclusion, three-quarters of institutions report that their staff received this kind of training in the 2019–2020 academic year, but in 60% of institutions less than a quarter of staff participated in the training. The most popular topics for such training were fundamentals, features of inclusive education, organization of inclusive educational process, and methods of teaching and working with students with disabilities or diverse educational

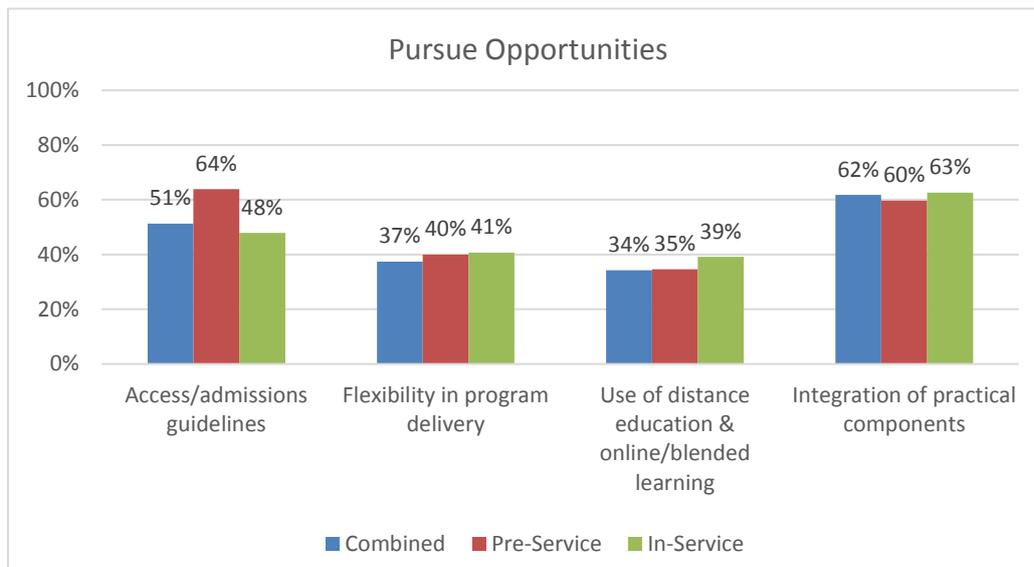
needs. About 30% of providers say that the diversity and inclusion training resulted in significant changes in educators' practices and teaching, and 70% note it resulted in some changes.

5.7 Enabling students to pursue education and training opportunities

This Action focuses on four key aspects:

- Access and admissions guidelines:
 - Existence of such guidelines at program level
 - Who determines access and admissions criteria
 - What is included in the guidelines
- Availability of flexible learning options
- Use of distance education and online learning:
 - Extent of use of distance education and online/blended learning
 - Considerations for students with disabilities in distance and online programs
- Extent of integration of practical components into programs

Figure 5.7. Institutions' scores in the field of pursue education and training opportunities



Institutions' scores in the area of pursue opportunities may seem not very high (see *Figure 5.7*), however, such scores are more likely associated not with poor performance, but with the specifics of teacher education in Ukraine. For instance, providers that serve 'young' pre-service teachers more frequently have to evaluate their entrants before the start of a program (using external evaluation results, entrance exams, and so on), while providers that serve 'experienced' in-service teachers, particularly ITTIs, do not have to use access/admissions policy, and simultaneously they have more ability to use distance learning modalities compared to pre-service institutions. Teacher education (especially pre-service) is traditionally on-campus, and not a very flexible specialty compared to some other specialties.

Almost all PPHEIs and HEIs have access or admissions guidelines to their programs, while about a third of NGOs and less than 10% of ITTIs, SIs, MCOVEs have an access/admissions policy. For the majority of PPHEIs and HEIs, more than 75% of their programs are offered with use of access/admissions guidelines. In the case of NGOs, the access or admission policy is always determined by the organization. In ITTIs, SIs and MCOVEs, it is determined mostly by the national framework of qualifications, while for PPHEIs the situation is 'fifty-fifty' – half of them are guided by the national framework of qualifications, and the other half is guided by the institution itself. Two-thirds of HEIs use the national framework to determine an access/admissions policy, another third create the guidelines themselves. In general, institutions' access or admissions guidelines usually take account of educational qualifications. About half of institutions take account of persons with disabilities, and a third consider students/trainees from diverse backgrounds.

Many providers offer such flexible study options as part-time programs and credit recognition on transfer from other institutions. About 40% of providers offer remote programs via satellite centres.

The use of distance education and online/blended learning was not very popular among institutions before the Covid-19 pandemic. About half of institutions offered no programs or very few programs with online and/or distance learning modalities before the pandemic. Online or blended learning as a central mode of on-campus programs delivery was also not popular: only 10% of institutions offered the majority of their on-campus programs using mostly online/blended learning, while 40% of institutions did not use such options at all. Interestingly, the use of online and/or distance learning modalities is more common in the capital and regional centers compared to other cities and rural

areas. This may be due to the relatively lower coverage and poorer quality of Internet connection in small settlements, as noted in particular by teacher educators themselves during the focus group. **Consideration for students with disabilities in distance and online programs is poorly developed:** half of institutions did not have distance education programs accessible for students/trainees with disabilities and/or requiring some other specific accommodation (only 15% of providers did have above 50% of such programs); and about half of institutions did not have on-campus programs accessible for students/trainees with disabilities or special educational needs (but 40% of providers reported they had above 50% of such programs).

Integration of practical components is positive: prior to the pandemic, the majority of institutions had programs and courses that include a practical component, and for half of the providers almost all their programs/courses included a practical component. The share of programs with an integrated practical component is slightly higher among in-service institutions. In general, for programs that had a practical component, a quarter of providers had a large percentage (above 50%) of the learning experience comprised practical work. A larger portion of practical work is more common among ITTIs, NGOs and PPHEIs, than among HEIs.

Focus group discussions with pre-service teachers indicated that, regarding the **balance between learning theory and teaching practice** in students' programs, **students of universities often note that too much attention was paid to theory while college students were more likely to point out that the ratio was well balanced and maximally conducive to learning.** That's because college programs mostly have more practical hours compared to university programs (at the same time, universities offer a relatively wider variety of subjects).

Once I remember that our flow, we even gave such a recommendation to increase the hours of practice, in the 4th year we increased the hours of practice. That is, from 4 weeks of practice we were given 6. And now, when the new standard of higher education came out, it is clear that our practice in general is much more now, and it is much better than... here to compare even with what we had. (Female, Vasyl Stefanyk Precarpathian National University)

In our college, in my opinion, it is completely dosed. We have a theory and practice that supports itself. However, practice is very important in our industry. I think that in our college everything is just as it should be. (Female, Ivano-Frankivsk Vocational College)

5.8 Responding to Covid-19 and other emergencies

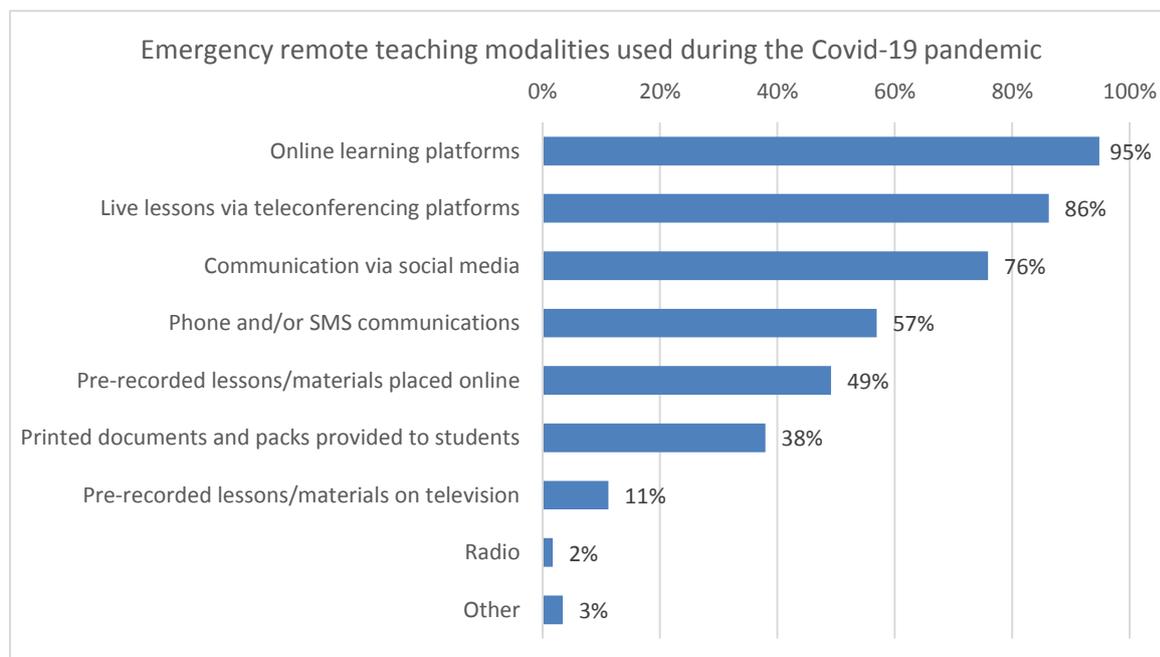
This Action focuses on two key aspects:

- Situation prior to Covid-19 and in immediate response to outbreak:
 - Cessation of face-to-face classes as a measure to counter the spread of the pandemic
 - Use of emergency remote teaching measures and modalities
 - Provision of school-based practical training and conducting certifying exams in the pandemic
 - Percentage of overall student population and student population with disabilities or special educational needs that has been able to continue their studies during the period of unexpected shutdown
- Preparing for new waves of Covid-19 or other emergencies:
 - The presence of an operational continuity plan
 - Committing additional resources to expand the use of distance learning
 - Share of teacher educators with the skills required to teach remotely

- Opportunity to scale up the capacity of the platforms for online learning.

The majority of institutions closed for face-to-face classes as a measure to counter the spread of the Covid-19 pandemic, and at the time of the survey (spring 2021) face-to-face classes in about 40% of institutions were still closed, while for another 40% of institutions they have been partially or fully reopened. About 90% of providers were able to continue all or almost all their programs that involved face-to-face training courses with either partial or full use of emergency remote teaching measures. In the period of pandemic, slightly more than half of institutions provided training fully remotely (with no face-to-face contact), and about 40% of institutions have done it partially remotely (a mixture of face-to-face, online and/or offline distance learning). The most common emergency remote teaching modalities used to provide training were online learning platforms (for example, Moodle and Google Classroom), live lessons delivered via teleconferencing platforms (for example, Zoom, Google Meet and Microsoft Teams), and communication via social media (for example, Viber and Facebook). About half of institutions have used phone and/or SMS communications, and pre-recorded lessons/materials placed online (see *Figure 5.8*).

Figure 5.8. Distribution of emergency remote teaching modalities used by institutions to provide teacher training during the period of Covid-19 outbreak



In the majority of institutions that provide programs involving school-based practical training for teachers or classroom practice, practical training has been simulated using online platforms and/or distance learning tools, while about 10% of institutions have conducted practical training in face-to-face formats. As for certifying exams or assessments for students in applicable institutions, in a majority (80%) of cases they were held with modifications (for example, movement to online exams, application of hygiene and distancing protocols, and so on), while about a fifth of applicable institutions held certifying exams as usual.

The majority of institutions are confident that above 75% of their overall student population has been able to stay engaged and continue their studies during the period of Covid-19 outbreak and unexpected shutdown. In the same way, the majority of institutions that teach students with disabilities or special educational needs note that most of these students were able to continue their studies during the period of unexpected shutdown.

About three-quarters of providers report that, compared to the situation prior to Covid-19, the institution is now committing additional human or financial resources to expand the use of distance learning (which is relatively less typical for PPHEIs). As for the possibility to scale up the capacity of the platforms for online learning in case of future shutdowns, about a quarter of institutions note it would be easy for them and would require no additional expense, while about 40% of institutions say it would be easy, but would require additional funds. Another 30% note such extension would be possible, but would require additional funds to cover costs and time to upgrade the system (this option is more popular among PPHEIs).

The situation with documented operational continuity plan appears to be fine: a quarter of providers had such plan prior to Covid-19, and slightly more than half have developed the plan as a result of Covid-19. For 10% of institutions, developing the plan is an objective for the near-term. Regarding the teacher educators' preparedness to use remote teaching, in the vast majority of institutions all or nearly all educators currently have the skills needed to teach remotely when required.

5.9 Defining institutional values and perspectives

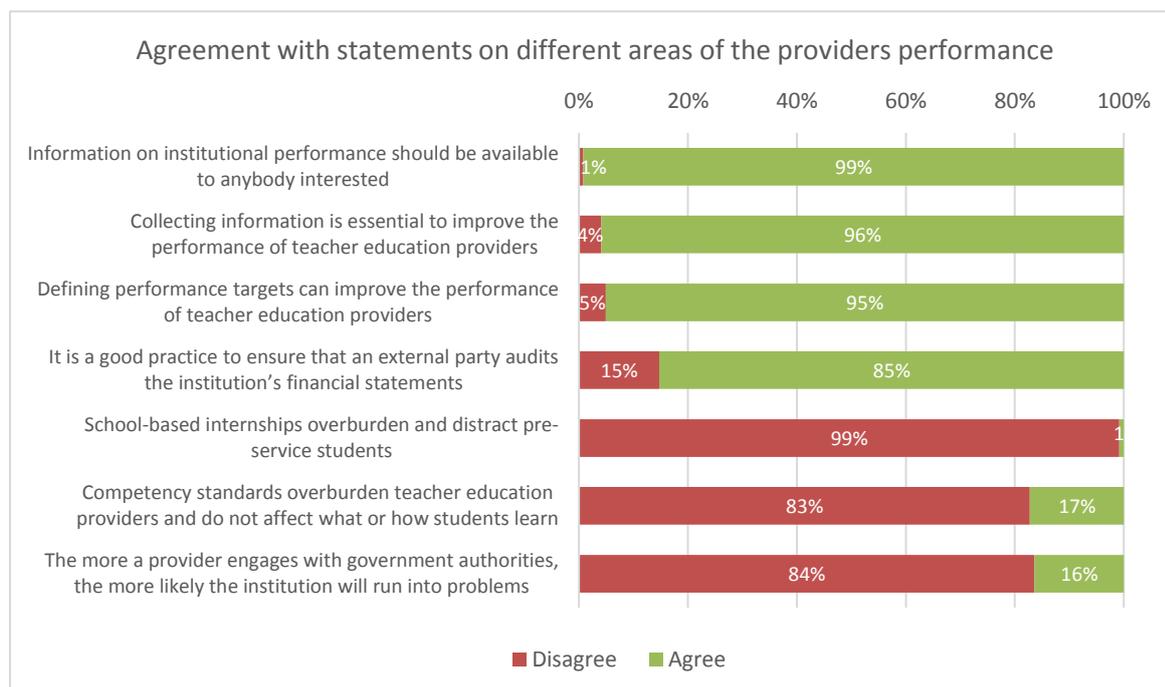
This section focuses on two key aspects:

- Institutions' valuation of various areas of the performance of teacher education providers
- Possible actions necessary to improve the quality of the teacher education, and obstacles preventing them.

The vast majority of institutions agree (completely or somewhat) that information on institutional performance should be available to anybody interested, and that collecting information is essential to improve the performance of teacher education providers (see *Figure 5.9*). Most institutions also agree that defining performance targets can improve the performance of the providers. External audits of the institution's financial statements are considered a good practice by many providers, but not very strongly: about 60% of providers somewhat agree with the respective statement, and a quarter of providers completely agree with the statement. NGOs are more 'neutral' towards external inspections: among them, only half consider external financial audits to be good practice.

Most institutions positively perceive the role of school-based internships for pre-service students, as well as the role of competency standards. In addition, the majority of institutions disagree with the statement that the more a teacher education provider engages with government authorities, the more likely the institution will run into problems (see *Figure 5.9*). NGOs (quite expectedly) are more cautious about engagement with government. ITTIs and NGOs are slightly less amenable to competency standards (as a possible source of overload of teacher education providers).

Figure 5.9. Institutions' agreement with statements on different areas of the performance of teacher education providers



Institutions also define what and in which areas the institution should develop in order to improve the quality of teacher education for students/trainees (institutions named the actions/areas themselves and interviewers matched the answers to the scale of options). **The top action which was mentioned by 75% of providers is to get new(er) equipment and resources. About 40% of providers noted they would like to have greater autonomy on budget matters, as well as improve infrastructure.** About 30% of providers named recruiting teacher educators with better competencies (which is more urgent for in-service institutions such as ITTIs, NGOs). Some institutions pointed out the need for continuous professional development of their staff (teacher educators), particularly involving foreign experts and international experience in the field of teacher education. NGOs have a relatively lower need for new equipment and resources, greater autonomy on budget matters (because they are not 'dependent' on the state), and improving infrastructure, but a higher need for improvement of student/trainee assessment standards. Interestingly, having greater autonomy on budget matters is less in demand in the capital compared to all other settlements, and getting new equipment and resources is a more significant struggle in rural areas and 'ordinary' cities/towns compared to regional centers and especially to the capital.

Accordingly, the top obstacles that institutions encounter in implementing the needed actions for improvement are budget constraints (insufficient funding, modest budgets, lack of independence on funds allocation and management) and too many government regulations – about half of providers mentioned them. A quarter of providers noted lack of proper infrastructure. Some institutions pointed out the unpopularity of the teaching profession, as well as low feedback and lack of cooperation with stakeholders (schools, local authorities).

6 Key Findings from the Focus Groups

6.1 Focus groups with student teachers (pre-service teachers)

The majority of respondents note that the main factor in choosing an educational institution and specialty was personal motivation or their own judgments/beliefs, while financial considerations are the second most important factor. However, opinions of respondents are somewhat divided: some students note that finances play a significant role in choosing a place to study, while others point to the neglect of this factor. The reputation of the institution is insignificant, because entrants do not have a clear understanding of reputational criteria. Only after spending a long time studying in an educational institution were students able to assess the advantages of a particular institution, to form an impression of the educational institution, and its reputation in the market among other 'competitors'.

In 9th form, I knew that I would definitely enter for primary school teacher, always first in college, then at university. (Female, Dnipro Professional Pedagogical College).

When I entered the 1st year of bachelor's program, for me the reputation of the institution... to be honest, I still did not understand this well, I was not competent in this matter. When I entered the master's program, I recommended Precarpathian University to everyone because I have been studying in it during 4 years, really, and I knew what a reputation in the institution, among other educational institutions in our region. (Female, Vasyl Stefanyk Precarpathian National University)

Quite often recipients of pedagogical education choose a college as the main educational institution. This choice is due to several factors: simpler conditions of entry, including later in higher educational institutions, and the opportunity to start working earlier; for example, in an extended day group in schools starting from two to three years of study. Also, among the advantages of colleges, students have repeatedly noted the large number and high quality of practical classes, compared to universities.

Almost all participants report that their learning experience far exceeded expectations. Reasons for this include: high professional level of teachers, loyal and friendly attitude of teachers to students, opportunity to get a job from two to three years of study, high quality curricula and practical classes. However, there are exceptions: poor logistics of institutions, and rarely – prejudiced attitudes of educators.

Among the students who chose philological specialties, the prevailing opinion is that work for teachers in this field is in great demand. Additionally, it is noted that knowledge of the language has a positive effect on employment abroad, which can be a 'backup' option if the teacher's career fails.

Students from universities mostly plan to find a job, while some plan to continue their studies in combination with work. Students in colleges are more likely to continue their studies and intend to enter higher education. Only a small number consider combining education with work.

To find the work of teachers/educators, the respondents consider the possibility of using several options: respond to job postings (in particular, on the job search sites), use connections made through the institutions (namely teachers, curators, deanery), and through school connections established during practical training.

When I decided to go to work at school, I first called my curator, who has been with me for 4 years, with our group. And she immediately offered me such a school. She says there is a vacancy. She still has many options, because if the school has a vacancy, it will immediately call the Pedagogical College. (Female, Dnipro Pedagogical College)

I got a job in such a way that in winter I was on pedagogical practical training, accordingly I got acquainted with almost everyone there. And after receiving the first bachelor's degree, in principle, I was taken there with my feet and hands. (Male, Kryvyi Rig National University)

Most often, in terms of the institution's participation in employment of student teachers, respondents mention informal communication between the head of the educational institution and school principals. The second option of employment assistance is professional consultations received from teacher educators. Only one student of a university mentioned the existence of a career center that sends requests for employment to employers. According to respondents, the colleges do not have such centers. There is no separate position of career counselor in institutions.

As main sources of information on available teaching positions, participants spontaneously mention the following: informal communication with school principals, Employment Center, Education Center (based on amalgamated territorial community), websites (Department of Humanitarian Policy, Robota.ua, Work.ua), familiar teachers or fellow colleagues. In addition, the participants note that finding a job in a rural area is much more difficult than in a large city.

Almost all respondents agree that finding a job is the responsibility of a student. However, there is some demand for intervention by a teacher education institution in this process, for example, establishing official relations between educational institutions and employers.

I think the main thing for the college is just to sum up the statistics, which % went to school. And this is my personal problem, whether I found a job or not. Whether I became a qualified teacher or not. Because the college did its best to teach me. And that's just my problems further, after that. (Female, Dnipro Pedagogical College)

But at least, if such a link was created as between universities, colleges and education management. That is, they would create a thread where we have vacant people, for example, students who have dropped out, have a high level of knowledge and would like to work. Then, having vacant positions, the same schools, or higher educational establishments, already knew that here we have. (Female, Kolomyia Pedagogical Vocational College)

Regarding the importance of evaluations in job search, opinions of respondents are divided: some argue that candidates with higher scores have a better chance of successful employment, others consider that how you behave in the work process is more important, and evaluations play a less important role. There are some thoughts that grades are often not an indicator of success due to the corruption of the education system in Ukraine. There are cases when students reportedly 'buy' grades and at the same time do not attend classes at all.

If there are all marks 'three', then it's probably bad. But in my opinion, I graduated with a bachelor's degree with honors... And I will say that I have already worked on two jobs, and both times it is an educational institution, right? And they never paid attention to the diploma supplement, to the grades in the diploma. So I can say that grades do not always say what kind of person you are and what your true level of knowledge is. (Male, Kryvyi Rig National University)

The vast majority is convinced that participation in class debates, discussions and extra-curricular activities significantly increases the chances of finding a good job or being chosen among other candidates for the same position. According to the respondents, self-education is one of the important components of successful teaching. But, there is also the opposite view, which was rarely expressed, that certificates do not play any role.

In our pedagogical college a lot of attention is paid to this. We have additional classes, additional conferences. <...> Self-education is very important, and I even know some schools when hiring a teacher, they ask: and that in addition to the diploma, what you can offer us, show what you passed, what extra you have. (Female, Dnipro Professional Pedagogical College)

I wanted to tell you about the example of the village. So if there is a vacancy, you came to get a job. No one will look at your grades, no one will look at your certificates. There are jobs - came, took. There is no place to work - well, keep those certificates, your diplomas, but no one will take you. (Female, Kolomyia Industrial and Pedagogical College)

6.2 Focus groups with teacher educators

All teacher educators from the focus group discussion claim that they have the opportunity to change the curriculum and do this quite often (every year). Usually, such changes are dictated by the requests of students or stakeholders. Another important factor is the improvement of educational standards in Ukraine at the legislative level, which also forces changes to programs. It is more difficult to adapt training programs in institutions of professional development, because many programs of different types and various topics can be provided by a single institution, which means they have limited time and ability to change/adapt their programs. Therefore, adaptation is conducted less frequently in ITTIs.

Always on the cutting edge. Only something is updated regarding the legal framework. Since I am still the chairman of the cycle commission, there are members of the commission, there is also something to see. Since the teacher has the opportunity to deviate from standardization, yes, by 15% in his work program, of course, we include it. And, of course, the content for students is being updated here, as well as the work program itself. That's how we work. (Women, college, seven years of experience)

We have a need with the emergence of the New Ukrainian School reform, for example, and we have actively changed some topics in relation to pedagogy and all other psychological and pedagogical disciplines. And, for example, our program is already more active and we have started to dedicate most of it to the new Ukrainian school. And we reformatted a lot of practices, a lot of practical classes based on the New Ukrainian School. (Women, college, 20 years of experience)

The direct initiators of change are educators or employees of the department; often, changes to the curriculum are discussed with the teaching staff and students, and sometimes posted on the website of the educational institution. In this way, stakeholders have the opportunity to review the planned changes and make their own comments. Changes in the curriculum include changing approaches to teaching, updating (modernizing) topics, expanding/deepening the content of individual disciplines, and changing the number of theoretical and practical classes. Sometimes such modifications force a change in evaluation criteria or methods.

They faced the fact that already at school there are inclusive children ¹¹ who need teacher training in a different direction. And we are now considering at a meeting of the department, I also review, review my lecture course and adapt it to the needs of our students. Because when they came back from practice, they raised the issue that they don't have that kind of training and they need it. Therefore, we are reviewing the lecture course. And we also review, at the end of the year at the meeting of the department when updating the work programs, we review the disciplines of free choice. (Female, institute)

The review of educational programs can be initiated by the department, the academic council of the faculty, the academic council of the university, the administration, i.e., the review of educational programs can be initiated by both the working group and the guarantor. And by the way, we definitely attract stakeholders now: students, graduates, employers, which is very important to consider. (Female, university, 11 years of experience)

The educational program is created by a cycle commission, we have 5 of them in the institution, and it is reviewed once a year. Very big changes were made during the reform of the NUS

¹¹ According to Ukrainian legislation, the term “children with special educational needs” (inclusive children) covers children with impaired psychophysical development and children with disabilities.

*concept, it is reviewed once a year and approved by the meeting of the methodical council.
(Female, college, 28 years of experience)*

The top skills that respondents try to instill in their students include such soft skills as critical thinking, communication, collaboration and creativity, the ability to work in a team, and responsibility. The development of such skills takes place in extracurricular time. To do this, teacher educators create various clubs and communities, hold various meetings and events, where students are actively involved in organizing events and participating in them.

Teacher educators note that most educators in HEIs received professional pedagogical training. Some of the participants have several specialties, sometimes not only pedagogical. The respondents often first graduated from college and then went to study at an HEI. Some respondents combined university studies with the work of a kindergarten or school teacher, educator, and so on. According to respondents, the level of knowledge and skills acquired during the training was quite sufficient to start teaching. In addition, college graduates noted that it was in colleges that they gained significant experience in professional practice, and thus in practical teaching skills. **At the same time, most respondents point to the importance of lifelong teacher education.** The educational process is changing, the demands of students and pupils are changing, and therefore there is a need to improve knowledge and skills, introduce new teaching methods, and apply new approaches to teaching. That is why the vast majority of educators are engaged in self-education. It is interesting that students also note the clear need for self-education during teaching.

Most respondents use different ways to improve their professional skills: communicating with colleagues, accessing open Internet sources, participating in various seminars, trainings, conferences (including international ones), taking non-governmental and commercial training courses (Prometheus, EdEra, Vseosvita, Osvitoria, Synergy, etc.).

First of all, it is, indeed, communication with like-minded colleagues in an informal format, in the format of scientific conferences, both Ukrainian and international. As in the format of practical conferences. Even recently, a conference was literally held by the Institute of Postgraduate Education on STEM education, in which we participated with pleasure. And the various courses, webinars, conferences offered by the online community. (Female, university, 25 years of experience)

Most HEIs support teachers in their desire to improve their skills. The administration of educational institutions organizes various conferences, international internships, and exchange programs with Ukrainian and international educators, teachers, and experts. There is a tendency, when internal courses or events are organized by the university, to share experiences within the team. In some cases, the administration of the HEI even finds the opportunity to pay for participation in some paid conferences and trainings. However, this practice is not widespread.

The fact is that the administration always supports our whole initiative, the rector encourages this. We always feel supported. By the way, some events were organized even within the walls of Kryvyi Rih State Pedagogical University, in particular NGO 'Higher' together with the University of Saxony conducted courses for universities in the eastern region to improve the skills of teachers of higher education. Here, we also participated in such projects. The Germans came and held such trainings for teachers. (Female, university, 11 years of experience)

For the third year, perhaps even the fourth, our college has been running an international project, a joint project to disseminate the US experience in inclusive education. And the region is coming to us for a meeting. We invite very large audiences of employees, starting from

practical psychologists of schools, pre-schools of the region. And, of course, guests come from the United States. And we have already come out for reflection, that is, we are already trying to conduct ourselves, we are traveling around the districts. (Women, college, seven years of experience)

If it was within Ukraine, even I went to the British Council, collected, the university pays for travel. By the way, the state service of education quality, when introducing these trainings, the university paid for travel. That is, part of the university bears such costs. If it is foreign, it is clear that there is no such funding, but the administration supports it. (female, university, 11 years of experience)

Almost all institutions have some system for assessing the quality of teaching or the work of educators (colleges may be an exception). The assessment can be performed either using a mix of several approaches or just one method. Among the possible assessment methods, respondents listed questionnaires for students and educators and self-assessment of educators according to established criteria. Such assessment can be conducted by the department for ensuring the quality of educational training, the scientific department, the cyclic commission, the administration, and so on. Based on the results of the assessment, a rating of teachers is compiled. There is also a practice of tangible (awarding) and intangible (gratitude, diploma, plaque of honor) incentives for educators who were included in the top rating. In rare cases, an HEI forms separate ratings for young teachers, as the evaluation criteria for them may differ.

Respondents are inclined to believe that the rating system primarily motivates educators to perform their work well, to strive for self-development and self-improvement. It was noted that the low position of an educator in the ranking may negatively affect the readiness of the institution to enter into a contract with such an educator in the future, as well as reduce students' desire to choose disciplines of this educator (if provided by the institution). A high position arouses the admiration of students, respect for colleagues, and sometimes a financial reward.

But, you know, such results, or rather, publication or discussion of such results and then, accordingly, the actions taken in at our institution, we noticed that they had an extremely positive effect on the fact that... and such, you know, competition is unique, healthy competition, of course, is normal. And there are a lot of projects now that are common and it doesn't matter what age you are, it matters what kind of specialist you are and what benefits you will bring not only to your educational and professional program, but also to the institution in general. (Female, university, 16 years of experience)

The study participants named several factors in choosing the job of teacher educator. First, the desire to teach future teachers is strong. Second, the location of the job is not far from home. The practice of incentives is absent when entering institutions. However, HEIs resort to various incentives during the study year. Among these there are various forms – tangible (bonuses, payment for travel in the case of a high place in the ranking of teachers) and intangible: diplomas, thanks, newspaper articles, and positive feedback from students and colleagues.

Teacher educators note that the workload has increased significantly in recent years, which is due to several factors: changes in the requirements and standards of vocational and higher education in Ukraine, and changes in the format and methods of teaching in connection with the Covid-19 pandemic. At the same time, it should be understood that this is not a formal workload, but an increase in responsibilities or a radical change in functional responsibilities. This is what leads to forced overtime work. This is especially noticeable for older teachers, who find it more difficult to adapt to modern requirements. Unfortunately, according to the respondents, there is no practice of

compensation for such work. However, the trend of overtime work is not a new phenomenon but has existed for a long time.

The educators mostly complain about the low level of logistics of the institutions. The problem became especially relevant during the Covid-19 pandemic, when the need for computer equipment, the availability of quality Internet service, and paid software for online conferences increased rapidly. This may be seen as contradictory to the Institutional Data Form study component finding (Section 4) that majority of institutions indicate they have Internet connectivity for both teacher educators and students, and about three-quarters of institutions believe that the total number of computers available for teacher education at the institution is sufficient. The point is that the administration of an institution may consider that the number of computers is sufficient, and the Internet access is in place, but it does not take into account the desuetude of equipment and the quality of the Internet connection that educators see. In general, during the lockdown, HEIs are forced to use free software to organize the educational process online. In several cases respondents say that there is material support from the HEI.

The majority of respondents agree that HEI graduates are ready to work in schools after graduation; however, there is a set of barriers to future employment: lack of interest in teaching, poor skills of communicating with children, lack of practical skills, and low wages in education. The participants testify that HEIs conduct monitoring of student employment, according to which a significant proportion of graduates managed to find work in their specialty. Respondents emphasized that only intrinsic desire and self-motivation are key factors in choosing a teacher's career as a graduate.

Some participants believe that teacher training courses do improve classroom practice skills, while others argue that teachers often take such courses for the sake of formality, as they are forced to take 30 hours of in-service training each year. The second option, according to the participants, is more common among older teachers who have significant professional experience. However, such assessment may be somewhat subjective, as there is no direct feedback from teachers or school administrations.

Someone comes, and someone's eyes are burning, they want to master this new thing, to convey it to the students, pupils, and someone just listens formally, for a tick. Therefore, my opinion is that everything depends on the perception of the listener of the courses or the student. (Female, university, 11 years of experience)

Today is the last day of lessons in the vast majority of educational institutions. It's Friday and the school year ended today. The last day when there were lessons. Of the 31 teachers registered in my lecture, I had 18. 18 of the 31 on the day of the end of the school year, I think this is a very good indicator. Despite the fact that we, once again, do not keep records of visits. You don't have to go online. The person will still receive a certificate in any case. (Male, in-service teacher training institution).

6.3 Focus groups with in-service teachers

According to the survey, all teachers participate in professional development courses. The current standard practice is to take 30 hours of courses each year to collect a total of 150 hours in five years – the minimum required to confirm the teaching category or upgrade the category. Today, teachers have the opportunity to choose their own educational institution for the courses, the subject of the courses, and even determine their duration at specific times of the year, considering their own workload. The respondents stated that they apply both to state educational institutions for in-service training courses and to commercial or non-commercial organizations that provide such training.

When choosing an education provider, teachers pay attention to the proposed programs and topics. The next important factor of choice is financial. **Most educational institutions, with a few exceptions, are not able to cover the cost of non-state or commercial courses. Because of this, teachers are more likely to choose free non-state courses or take refresh training programs in the state institutions with which schools have agreements.** Only occasionally do teachers express a desire and ability to pay for courses at their own expense. Such cases occur when the teacher has a high interest in the topic of the course or sees great benefits (from taking such courses) in the future.

Given the Covid-19 pandemic, most courses, including state ones, have switched to an online teaching format, so the location of courses is not important to respondents. **Most teachers appreciate the online format of the courses. Among the advantages are convenience, the flexibility of schedule, saving money and time, a large selection of training programs, no need to take time off from work and study process.** From time to time, survey participants also mentioned the existence of certain topic requests from the school administration for taking the courses. Among such topics: inclusion, bullying, specialized courses ‘NUS’ and ‘Intellect of Ukraine’.

But again, given what is happening in the world, the most important thing right now is to prepare online lessons, keep online class registers, and work with inclusive children¹². (Female, teacher of Ukrainian language and literature, art)

Personally, I passed many courses this year, and in the past year related to distance learning. Because it is also relevant now. (Female, teacher of Ukrainian language and literature, eight years of experience)

If remotely possible, it is very convenient. The same ‘Prometheus’ at any time ... You can get in only on weekends, and you already have additional knowledge, and, of course, a certificate confirming the hours you have passed. (Female, teacher of biological disciplines)

Most respondents suppose that non-state or commercial courses have more advantages than state ones (the most popular non-state courses platforms are Prometheus, EdEra, NaUrok, Vseosvita, EdCamp Ukraine). **One of the main advantages is the relevance of the topics and areas presented, as well as the updating of curricula in accordance with modern needs.** Teachers note that topics on state courses have often lost their relevance or are repeated from year to year on the same program. Another advantage of non-state courses is a convenient online format. This means the ability to remotely view, and the ability to view/take courses at any time of day, clear structure of software, high technical level, and user-friendly course management via the ‘personal account’. At the same time, disadvantages of the online format of learning in state institutions include: lack of clear planning, often losing references to the necessary conferences, conducting such courses during working hours,

¹² According to Ukrainian legislation, the term “children with special educational needs” (inclusive children) covers children with impaired psychophysical development and children with disabilities.

although schools may not always be able to replace the teacher or make a change to lesson schedules. Finally, the participants focused on another shortcoming of state courses – a formal approach to training, the issuance of certificates, even to those who have not actually taken such courses.

In my opinion, non-state ones have a slightly wider range, more opportunities. They are more responsive to the demands of the teaching community. What worries teachers is that they respond more quickly than others, I think so. (Female, history teacher, 33 years of experience)

The only thing is that when we take courses, for example, on any site, it is recorded then we can pass the course at any time (at 11 nights or at 10 am the next day). And when DANO gives a course, they send a link to a specific time and day. (Female, teacher of Ukrainian language and literature, eight years of experience)

Nevertheless, most participants agree that the quality of teaching depends directly on the teacher. Respondents have a positive experience of quality teaching in state institutions and commercial courses. Although they tend to prefer the second option. This is probably due to the higher level of requirements and the procedure for selecting/updating educators of commercial courses, in contrast to state ones, where mentors can teach the same specialization for years.

There are very useful teachers and very useful subjects. It depends very much, to be honest, on the teacher. There are (educators that) interestingly explain, provide materials. Mrs. Khrystyna is right. When a person is experienced, when he is modern, he gives modern material. They tell how education takes place in other countries, and show slides, and tell. This is very useful, we may not know it. But when there is a standard (material), we are not interested, we listened to it 5 years ago and 5 years before. (Female, primary school teacher, 20 years of experience)

For the vast majority of participants, the most important factor in choosing a topic or course specialization is personal interest in this area. Usually, the administration of school does not set clear requirements for the choice of educational programs, courses, or institutions where such training takes place. However, in some schools, there is a practice of recommendations by the administration or by the pedagogical council on the current areas of education. Among the most popular topics are ICT, inclusion, and general teaching methods. Less often, specialized subject courses are chosen to acquire new theoretical knowledge.

All participants note the benefits of taking in-service teacher training. They note the various aspects that have improved as a result of the training: learning new approaches to teaching subjects and successfully integrating them into the studying process; acquiring new generic skills, especially ICT use; and learning about issues of diversity and inclusion (for example, support for students with disabilities or other diverse educational needs).

Indeed, you will learn about new methods, new styles, new tools, how they can be presented. And really, it's much more interesting. And time passes, you see that you can use it here, use it there. And even your standard, which you already had for the previous 10 years... and did not deviate from them, you understand that when you give a different moment or a different method - yes, indeed, children's eyes 'burn'. (Female, primary school teacher, 20 years of experience)

Well from my point of view, yes. The fact is that when we switched to distance learning a year ago, we didn't know (about it) at all. How to give lessons online, how it should look like. Well, thanks to the courses, we figured out all this, and already this year we have more or less successfully conducted these lessons. (Female, history teacher, 33 years of experience)

There are some specialized programs related to this topic. And very often in a commercial. The issue of inclusion is also raised in commercial and state courses. Because there are more and more children, children with special needs (come to schools). And there is not much knowledge and no one knows how to work properly. (Female, primary school teacher, 33 years of experience)

Participants note that, in addition to improving their own teaching skills, the impact of the courses is felt on their pupils. Kids increase their interest in learning due to new methods, develop a thirst for new knowledge, develop self-expression and critical thinking, and develop memory and spatial imagination.

The study has shown that schools use different practices to support teachers in their in-service training, including providing guidance or information on options, and trying to adapt the lessons schedule according to the schedule of the training course. Sometimes the administration insists on teachers taking such courses in their free time (which is not entirely positively perceived by respondents). Tuition reimbursement for the training is rarely used. Usually, teachers try to take state institute courses or look for free courses. Otherwise, they have to pay for courses at their own expense. At the same time, it was noted that in individual cases the school can pay for courses if payment is made by transfer to a non-cash account.

Most respondents tend to think that private courses have a slightly higher quality of both the presented material and teaching methods. The state courses are often characterized by ordinary teaching approaches (e.g. lectures) while private or non-state ones use a variety of interesting and innovative practices. In both state and non-state institutions in general, the participants note the professionalism of educators. However, they place emphasis on the different approaches to teaching and motivation. There is a perception that educators on state courses are sometimes more relaxed and less engaged in relation to fulfilling their duties, while private/non-state courses hire ambitious lecturers and speakers.

If we talk about private courses, they are more, in my opinion, more interesting. If we take the courses of critical thinking that came to us in the city of Dnipro from Kyiv, then when training took place we sat in a circle, we talked. That is, these are more practical methods, we communicated. If we talk about DANO, sometimes it happens in the form of lectures. (Female, primary school teacher, seven years of experience)

Principally, **teachers see the need to improve state courses because they do not adapt so quickly to the needs of the modern teacher and pupil.** The main point that needs improvement is the content of training programs. Additionally, the majority of respondents express a clear need for practical training, to be able to 'test' the knowledge gained during the training and get feedback from teachers-mentors.

Well, the topics probably need to be changed. They are outdated. And that's really true, you go every year, and you can take the previous years' compendiums of lectures, and you won't see any changes there. (Female, primary school teacher, 41 years of experience)

I believe that advanced training should combine. That is, the part must be face-to-face so that you can ask questions so that the conversation is... 'live talk'. That there was a dialogue not only with the teacher who conducts training but also with the colleagues. And part of the training should still be remote. That it was held either in the evening or on weekends. That is, not to be

distracted for a long time from the learning process, from your work. (Female, teacher of biological disciplines)

6.4 Focus groups with school principals

Almost all participants of the focus group discussion have experience in hiring newly graduated teachers. According to them, the practice of hiring young teachers is more common in cities than in rural areas. The main reason is that educational institutions which teach pre-service teachers are located in cities. Principals also note that future teachers are more likely to have their teaching internship in urban schools, and therefore often stay there for work. Usually, the number of young recruits hired in the last two to three years is quite small – ranging from one to five or six. The vast majority of teachers who came to work immediately after graduation were women. Teachers' full-time employment is preferred. The participants noted that if a potential teacher is still studying, they switch to an individual study plan to be able to work full time.

Most often, schools are looking for primary school teachers and teacher assistants to work with children with disabilities or special educational needs. Such specializations as Ukrainian language, literature and English language are in demand as well. The participants also have the experience of inviting teachers of computer science, history, biology, physics, and choreography. Filling vacancies for teachers of mathematics, computer science, physics and biology is the most difficult. This problem is especially distinct in rural areas. According to respondents, it is caused by the fact that the graduates of technical specialties tend to choose higher-paying jobs in other areas, such as IT.

I am a stakeholder of our pedagogical college where I work part-time, so there I can get students who, in my opinion, are appropriate to take the position of a teacher, who are able to work and, most important, are willing to work; If I see that, of course, I employ them. There are a lot of young people now who want to work at school, who are motivated to work at school. (Female, principal of the Lyceum, city, seven years of experience)

In recent (three to five) years, we have employed three young teachers to work at the lyceum, and we are very satisfied with them. They are a biology teacher, a history teacher and a teacher of Ukrainian language and literature. However, it should be noted that two of the teachers we've hired have PhDs. (Male, principal of the Lyceum, oblast, 29 years of experience)

I want to say something about young teachers. Now we face a very big problem with young staff in such areas... If once finding teachers of English, of foreign language was a big problem, now it is not such a large problem compared to finding a teacher of physics, chemistry, biology... (Female, school principal, city, one year of experience)

The following reasons are mentioned among the main ones causing the lack of young staff in schools: lack of motivation (not only financial but also personal), prejudice against young teachers by parents, and the presence of a large number of private schools with much higher wages.

I want to explain why young people do not go for job hunting to school. It's because now this is the policy of the state, because a teacher is a nobody, he is nothing. A child can offend a teacher. The child may sabotage the class. And it turns out that there are no leverages against such children. (Female, secondary school principal, city, one year of experience)

Most student teachers who come to work immediately after graduation have completed or are about to complete full higher education. Meanwhile, school administrations consider as an option hiring a teacher from other institutions, including institutions of postgraduate pedagogical education and regional MCOVEs. Some city schools have successful experience of such cooperation: there are teachers who work part-time in methodological centers and state departments of education. The participants do not determine the type of educational institution as a priority factor in hiring. Instead, there is another factor to be considered: readiness and willingness to work.

Of course, I would be willing to hire a person who has experience, at least a little bit. But I will not give up on the young specialist, because they may have zeal, energy and even more desire than the experienced one has. Not quite the desire to make money, because they will not get much money, but there is a desire to work. Well, if the person is willing to learn, everything else can be taught. (Female, principal of the Lyceum, city, seven years of experience)

Respondents are quite positive about the performance of newly graduated teachers and say that there are a number of positive changes in the lives of students or staff. Most often, their success is explained by modern and innovative approaches to teaching, open and friendly attitude to students, perseverance and energy. It results in an increase of children's interest in studying, and students' openness and willingness to explore different formats of cooperation.

We took part in the 'Schools for Democracy' Program and, generally speaking, the barrier between the teacher and the student has almost disappeared. Anyway, the position of the teacher has remained a little higher, so to speak. But still young teachers have made a very large contribution to this. Because it was them that I got involved in order to break the stereotype of the whole teaching staff. Young people have now become our support, have become our pillar. (Male, principal of the Lyceum, oblast, 14 years of experience)

For me, young teachers who come seeking for employment are first and foremost a source of modern knowledge and modern education. The ones who are perfect at owning the information space, owning the computer in every small detail. Due to the fact that they are carriers of fresh, new knowledge, they are very successful. (Man, principal of the Lyceum, oblast, 29 years of experience)

Along with success stories, participants focus on some of the flaws of having young teachers: they do not have the appropriate competence, namely methodological skills and practical experience, sometimes they have weak interaction and communication skills (including communicating with parents), and lack of understanding of professional ethics and lack of confidence.

I do agree with the fact that they are closer to children. But I also agree with the colleague that until you go through a certain cycle, for example, even when working at school, if you haven't worked from the first school bell up to the first school bell for at least a year, you can't judge what pitfalls are waiting for you, what are the things you need to perform. Then in a year you may learn where to improve, where you should do something, where you should make something better, and where it is necessary to get rid of something, right? That is how it goes. (Male, principal of educational and rehabilitation center, oblast, three years of experience)

Respondents claim that about half of graduates of teacher education providers had the necessary knowledge and teaching skills for successful work. Among the flaws, as mentioned above, the participants named poor methodological training. A few respondents mentioned young teachers' weak knowledge of the subject (theoretical knowledge) related to the imperfect system of

enrollment in higher education institutions. One of the options for improvement could be more meticulous supervision of teaching practice by higher education institutions. According to respondents, practical classes are often perfunctory, and therefore do not contribute to the acquisition of necessary skills for further independent teaching.

That is, very often the vice-principals...not quite to say that they dislike them, but they are not really willing to employ the young teachers because you have to spend time teaching them all the time. All the small things from the very beginning, from calendar planning, from some basic elements. (Female, school principal, city, five years of experience)

School administrations are interested in their teachers participating in professional development. Schools often have formal arrangements or relations with government institutions that provide respective educational services. At the same time, the school administration can provide information on available non-governmental or commercial courses. Often, in addition to providing information, the school administration involves teachers to share experiences within the team. It may apply to experience gained during the training, as well as experience gained through participation in various programs, and so on.

I just want to add that we are piloting NUS in the fifth grade. And sitting here, before we started our meeting with you, all our teachers, pilots, who are in charge of the fifth grade, are learning online in groups. That is, we do not close in our own houses, in our own dwellings, in our own e-mails. We take part in training, and then we discuss it, we come to some conclusions. It also increases the professional abilities of the teachers (Female, principal of the Lyceum, oblast, one year of experience).

Due to the Covid-19 pandemic, most courses (both government and non-government/commercial) have been moved online; that is why teachers take such courses in-service. In order to create favorable conditions, schools often try to adapt the teaching schedule to the course schedule, thus providing free time for learning. As the official replacement of a teacher is quite difficult to organize, either the school administration changes the lesson schedule or the teachers make deals on unofficial replacements. Sometimes, at the request of the administration, teachers may take courses in free time.

Feedback on the results of in-service teacher training courses is quite mixed. On the one hand, principals see some changes and improvements in the work of teachers. On the other hand, they note that there is a formal approach to taking courses, like taking part in the training in order to get a certificate. As of today, there are some of the most popular topics chosen by teachers: ICT, the development of emotional intelligence, and inclusion. Participants of the focus group stressed that they notice an improvement in their subordinates' knowledge of these topics. In general, thanks to the training, teachers are able to learn new approaches to teaching their subject and share new knowledge with colleagues on occasion.

I will allow myself to say that the courses are different. There are the ones which professionally improve the skills of the teacher and his motivation. And there are the ones which give a pretty certificate for many hours. Thanks. (Female, principal of the Lyceum, oblast, one year of experience)

The principals claim that there is currently no official relationship with teacher education providers in order to hire their graduates to work in schools, and that is a weak side of the process. Basically, if certain collaborations do exist, they are more informal. It can be informal communication of principals with heads of pedagogical education institutions, or informal communication of teachers

with teacher educators, and so on. Additionally, school administrations try to hire student teachers who undertake teaching practice at their school. If we take the institutions where such collaboration does not exist, the main reason for it is the lack of need. This is more often the case with the small schools in oblast, where the teaching staff has already been formed, the number of students is small, and therefore there is no heavy workload. Another option is when the school has a sufficiently young team and personnel changes are not planned in the near future. An additional difficulty in establishing such relationships for rural areas is the lack of housing for potential new teachers, and therefore the lack of hiring opportunity at all.

We probably have one. We have such kind of the agreement, because there is a pedagogical college of the Precarpathian National University. Actually, we started from delegating our teachers there, who also worked there. I work as the chairman of the state examination commission. But if we are working in class with students, it allows us to keep an eye on these children, offer them vacations in our institution, offer them to come to work with us. And now we are talking about the fact that we have already concluded such an agreement and, in fact, our lyceum has become a base for the teaching internship of students. (Female, principal of the Lyceum, city, seven years of experience)

Well, we sort of have the assistance of job search resources, groups in social media. Well, we also do it through the grapevine sometimes. That is, we have girls who have graduated from a pedagogical institution. They pass on the information to their acquaintances or by succession. But we do not have direct collaboration. (Male, principal of educational and rehabilitation center, oblast, three years of experience)

According to the results of the discussion, **the best possible types of links between schools and teacher education providers would be collaboration on curriculum development, formal working contracts on employment of graduates, and providing opportunities for student teachers to complete classroom practice at the school.** Collaboration regarding the development of curricula and courses for students will help to improve their qualification level and the necessary methodological skills. Examples of such cooperation already exist, and principals see the prospect of improving the level of training for future educational staff. Providing opportunities for pre-service teachers to perform educational components of teaching internship on the basis of schools is also an important area of cooperation. In addition, the respondents emphasize the possibility of involving student teachers in the organization and implementation of extracurricular activities with students of the schools. Such cooperation will contribute to the acquisition of communication skills that are important for a young teacher. Alongside the school practice, mentoring for graduate students or pupils conducted by teacher educators may also take place. Thus, university educators will be able to further monitor the internship of their students, as well as be likely to update their approaches to teaching, adapting them to the requirements of the modern pupil.

Every year at least three or four teams of interns come to us. They are mathematicians, physicists, historians. Well, occasionally English specialty students. The educators who are in charge of them come from universities, tell us what they want from us and hear out what we want from them. That is one form of cooperation. (Male, principal of the Lyceum, oblast, 29 years of experience)

7 What Can be Done to Improve Teacher Training? Policy Recommendations

The World Bank considers¹³ it critical to observe **five fundamental principles to build cadres of effective teachers**. Table D shows the principles and their reflection in Ukraine’s teacher education system. The recommendations that follow are grouped according to the relevant principle for successful teachers.

Table D. Fundamental principles for successful teachers and how they are reflected in Ukraine

Fundamental principles for successful teachers	How they work in Ukraine’s teacher education system
Principle 1: Make teaching an attractive profession by improving its status, compensation policies and career progression structures.	The teaching profession does not appear to enjoy high status in Ukraine. Policies could target teachers’ professional prestige by increasing salaries (including ensuring teacher base pay is competitive with other professions) and improving the working conditions.
Principle 2: Ensure pre-service education includes a strong practicum component to ensure teachers are well-equipped to transition and perform effectively in the classroom.	Practical components are well integrated into teacher education programs, especially in colleges. Nevertheless, an extensive practical teaching component, particularly school-based, should be more widely and deeply used in relevant university programs.
Principle 3: Promote meritocratic selection and effective deployment of teachers to ensure that all students have access to good teaching.	Pre-service education programs in Ukraine are not very selective (there are no extra entrance tests nor systematic processes for entry into such programs). Probationary periods are crucial to allow teachers to learn and prove themselves, and, according to the results of TAP in Ukraine, there is a request for such practice from school administrations.
Principle 4: Provide continuous support and motivation , in the form of high-quality in-service training and strong school leadership, to allow teachers to continually improve.	In-service teacher training is quite well established in Ukraine. At the same time, there is a need for stronger mentorship and updating of curricula in accordance with modern needs for state in-service teacher training programs. Also, a stronger practical, ‘trial’ component during in-service training is required.
Principle 5: Use technology wisely to enhance the ability of teachers to reach every student, factoring their areas of strength and development.	The Covid-19 outbreak and related measures showed that not all teachers were prepared to use technology extensively in the teaching process. Such situation gives us more evidence that technology should be a part of every child’s education. It can help teachers to be more effective, allowing them to customize instruction (‘teach to the level of the child’) and use metrics to gain insight into individual learners’ trajectories including areas of strength and development. The Ministry could provide school teachers with a handbook listing relevant

¹³ World Bank (2021). Successful Teachers, Successful Students: Recruiting and Supporting Society’s Most Crucial Profession. <https://openknowledge.worldbank.org/bitstream/handle/10986/37474/P16987807ddafb0e608f60a4f469c27c01.pdf?sequence=1&isAllowed=y>

technologies and efficient ways to use them in order to serve productive distance learning, as well as traditional schooling.

Based on the TAP 2.0 research in Ukraine and the World Bank's policy framework for successful teachers, the following recommendations are presented for consideration by the MoES. Recommendations are grouped according to the five fundamental principles :

Principle 1: Make teaching an attractive profession by improving its status, compensation policies and career progression structures.

- Strengthen the participation of student representatives and community representatives, including those who are underrepresented in governance structures of teacher training institutions to help improve attractiveness of the profession.
- Explore the possibility of more frequent updating of institutional strategic plans, and ensure wider engagement of teachers' career stakeholders in the processes of development and dissemination of the plans.

Principle 2: Ensure pre-service education includes a strong practicum component to ensure teachers are well-equipped to transition and perform effectively in the classroom.

- Maintain strong two-way communication between institutions and government authorities to ensure that pre-service institutions are fully aware of government strategies and to provide opportunities for inputs to those strategies from institutions.
- Strengthen the ability and capacity of pre-service training institutions to take greater responsibility for mobilizing resources of different kinds to ensure financial sustainability (for instance, stimulating and showing techniques of fundraising, private-public partnerships).
- Consider possibility of strategies to ensure institutional independence in the allocation and management of funds that they need.
- Integrate mandatory training modules on innovative approaches (e.g., the principles and practices of Universal Design for Learning) on how to work with/train/assist children with disabilities or diverse educational needs in the pre-service and in-service teacher training curricula.
- Review and strengthen strategies to track teacher trainees after graduation from pre-service programs, to assess their success in the workplace and employer satisfaction. Additional methodical training during pre-service studies, as well as promoting mentorship for teachers-newcomers at secondary schools and pre-school establishments would be very good practices to integrate.

Principle 3: Promote meritocratic selection and effective deployment of teachers to ensure that all students have access to good teaching.

- Consider the possibility of strategies to stimulate partnerships between teacher education providers and employers (for example, close cooperation in the process of curriculum

development, making schools a basis for the mandatory practice, officially established relations between schools and providers in the form of ‘open’ employment contracts, etc.).

- Conduct further research on challenges that minority groups, such as students with various disabilities, face in accessibility and inclusion with a view to providing more effective support mechanisms and fostering a more welcoming institutional culture for new teachers to be selected and deployed to schools.

Principle 4: Provide continuous support and motivation, in the form of high-quality in-service training and strong school leadership, to allow teachers to continually improve.

- Encourage in-service teacher training providers to include a hands-on component in their programs so that teachers can ‘test’ the acquired knowledge and get feedback from mentors.
- Explore use of more flexible and accessible modes of learning, including inclusive online and blended learning.
- Provide NGOs with standards for assessing curriculum, educators (used in ‘regular’ institutions) for familiarization could contribute to institutional performance.
- Ensure continuous support and additional resources for use of distance and blended teaching and learning modalities, building on experiences gained during COVID-19 and related school closures.
- Enhance in-service training for teacher assistants given that upgrading of their competencies is largely required to make NUS more inclusive and novel (e.g. creation of individual learning curves, inclusive groups).
- Upgrade skills for NUS managers concerning new approaches and methods in school governance, as this is currently recognized as an area requiring intervention and new skills.
- To include relevant recommendations and findings in training preparation and enhance exchange between urban and rural educational establishments in Ukraine to decrease the gap in professional competencies of educators and governance approaches used in rural and urban setting.
- To set courses for local government units in charge of education (possibly through the National Academy of Pedagogical Science). This is especially relevant for newly created hromadas (amalgamated communities). While setting in-service training, attention should be paid to preparation of newly appointed local government servants in charge of education under the reform of decentralization.

Principle 5: Use technology wisely to enhance the ability of teachers to reach every student, factoring their areas of strength and development.

- Utilize technology more intentionally for institutional data collection and to support data analytics practices in teacher training institutions, including for example to facilitate data disaggregation by diversity and inclusion criteria and to support institutional planning processes.

Appendix 1: The TAP Scoring Methodology Explained

The TAP Teacher Education Provider Survey (see *Appendix 3 Research Instruments*) presents a series of structured questions to teacher education institutions in Ukraine to gauge the extent to which specific institutional practices or conditions are prevalent in those institutions. The practices identified for analysis were derived from extensive research underlying the World Bank's 'Systems Approach for Better Education Results' (SABER) program on workforce development. This research was initially conducted during the first phase of implementation of the Training Assessment Project (TAP) in 2018 and subsequently refined and expanded for implementation in this second phase (2019-2021). This research focused on identifying global good practices and key institutional practices and reforms that have been identified in literature as having significant potential to improve the quality and impact of skills development in a country. In the case of Ukraine, the focus of TAP is exclusively on teacher education, so the survey was significantly reworked in consultation with the Ministry of Education and Science to suit this more specific sectoral requirement.

The survey is divided into seven primary Action Areas, each corresponding to institutional goals:

- 1) Setting strategic direction
- 2) Aligning with national policies and institutional standards
- 3) Developing a demand-driven approach to teacher education
- 4) Enabling students/trainees to pursue education and training opportunities
- 5) Creating a teaching experience conducive to learning
- 6) Ensuring institutional financial viability and efficiency
- 7) Gathering, analysing, and publicizing data for informed decision-making

Each Action Area is broken down into several clusters of questions which probe on specific aspects of that Action Area. For every question (except a few intended for information purposes only), there is an accompanying list of answers. Depending on the nature of the question, respondents may be allowed to give only a single answer, a limited number, or as many as they like. However, to avoid the risk that respondents might review these answers and seek to guess the 'right' answer, the answer options are not provided to respondents and the survey is administered through a structured interview with the institution's director or another representative. Ideally, these interviews are conducted face-to-face but were often done virtually in instances where countries were in lockdown during the COVID19 pandemic.

During the interview process, interviewers record the institutional responses to questions and match these with the available answers. These answers are captured in a structured format and entered into a database for analysis. During the analysis stage, every answer is then allocated a weight, which is used to assess the prevalence of that practice within and across the participating institutions. Answers that are aligned with internationally recognized 'good practices' are typically accorded higher weights. Where scores are low after analysis, this typically either means that the practice is not prevalent within that country's sample of institutions, or that the manner of implementation in the sampled institutions diverges from internationally recognized good practice. Weighting of responses happens at several levels to enable the scores to reveal the relative prevalence of internationally recognized good practices. These are as follows:

- 1) Every answer option is accorded a score, which indicates its relative weight compared to other options for that question.
- 2) Every question is accorded a relative weight within the cluster of which it forms part, which enables those questions that focus on more impactful practices to be granted greater weight in calculating percentages than the others.

3) Every question cluster is accorded a relative weight within the Action Area of which it forms part, which in turn allows those clusters of questions that focus on more impactful practices to be granted greater weight in calculating percentages than the others.

Based on the above, percentages are calculated for every question, question cluster, and Action Area. These percentages make it very quick and easy to see which of the identified practices are prevalent within the sample of institutions surveyed. Given the nature of the survey, these results are only quantitatively indicative of possible areas for policy action; they do not provide qualitative nuance on details of action required, though this can be supplemented through focus groups or other qualitative approaches.

The weights for each Action Area's Question Clusters in Ukraine are presented below.

Action Areas	Categories	Weights
Setting strategic direction	Governance structures	20%
	Management structures	20%
	Strategic planning	60%
Aligning with national policies and institutional standards	Institutional standards and inspections	50%
	Institutional standards and inspections (NGOs)	N/A
	Engagement with government	50%
	Engagement with national education reforms	N/A ¹⁴
Developing a demand-driven approach to teacher education	Program/course standards	20%
	Curriculum design issues	30%
	Inclusion of generic skills in program design	20%
	Program choices	20%
	Responsiveness to education reforms	10%
Enabling students/trainees to pursue education and training opportunities	Access and admissions policies	15%
	Flexibility in program delivery	30%
	Use of distance education and online/blended learning	30%
	Integration of practical components	25%
Creating a teaching experience conducive to learning	Assessment strategies	20%
	Teacher educator evaluation and performance review	30%
	Teacher educator professional development (General)	30%
	Teacher educator professional development (Diversity and inclusion)	20%
Ensuring institutional financial viability and efficiency	Collection and management of finances:	20%
	Extent of constraints in financial management	20%
	Financial sustainability	20%
	Adequacy of budgets	20%
	Financial audit practices	20%
Gathering, analysing, and publicizing data for informed decision-making	Collecting and managing data	30%
	Data submission to national databases	15%
	Data collection frequency	20%
	Data on diversity and inclusion	15%
	Data-driven planning	20%

Note on Comparability and Interpretation of Scoring

As the generic Training Provider Survey has been designed for use across multiple countries, it is inevitably the case that some of the questions are not relevant to the TVET system of a specific country. This problem was resolved in Ukraine as the survey was customized to the unique context of

¹⁴ The two items marked as Not Applicable were not included in the overall scoring as questions posed were specific only to selected institutional types. However, analysis of the responses is contained in the main report.

teacher education in the country, but it remains the case that many of the identified international good practices embedded in the survey design may not be fully applicable for all institutions. Further, as the survey has been applied only to specific samples of institutions, it can also be the case that some of the practices are not relevant to many of the institutions in that sample. Given the large differences in context and in sample selection, institutional scores are customized specifically to the sample of selected institutions within the country and intended for formative purposes.

There can be several valid reasons why scores are apparently 'low' when analysing the survey results and this should not be taken to imply any judgement of the participating institutions or be interpreted to mean that they are 'underperforming'. Common reasons for lower percentages might include:

- National policies do not allow or encourage adoption of given practices (often for very good reasons).
- Sample institutions might be operating in sectors where certain practices are not appropriate or relevant.
- The nature of the larger education ecosystem might render certain practices redundant.

For these reasons, the range of scores needs to be considered and compared against the larger operating context for the sampled institutions.

Note on Covid-19

In addition, the initial design of the TAP 2.0 research process encountered an unexpected challenge when the Covid-19 pandemic broke out globally. Consequently, an additional Action Area was developed:

8) Responding to Covid-19 and other emergencies

However, this section was designed exclusively to collect information on emerging practices and was therefore excluded from the scoring process, given the unique nature of what has happened since the pandemic broke out.

Appendix 2: Full set of scoring results

Question	Institutions with pre-service programs	Institutions with in-service programs	Combined
1. Strategic Direction	64.12%	62.84%	62.41%
1.1.2 Which of the following stakeholder groups are represented on this governance structure?	32.98%	35.85%	33.33%
1.1.3 (How many times did this management structure meet in the 2019-2020 academic year?	64.21%	61.63%	63.11%
1.2.2 Which of the following stakeholder groups are represented on this management structure?	84.00%	81.40%	79.67%
1.2.3 How many times did this management structure meet in the 2019-2020 academic year?	70.88%	71.32%	71.58%
1.3.1 Does the institution/faculty have a strategic plan?	98.95%	96.51%	96.72%
1.3.2 Is your primary governance structure required to approve the strategic plan?	95.79%	87.21%	88.52%
1.3.3 What timeframe does the strategic plan cover?	14.74%	18.60%	19.40%
1.3.4 How frequently is the institutional strategic plan updated?	61.05%	61.63%	62.70%
1.3.5 Who supervises implementation of the strategic plan?	75.79%	73.26%	72.40%
1.3.6 Who is involved in developing the strategic plan of the institution?	53.33%	51.94%	50.00%
1.3.7 Is there contact with any groups/ individuals in the community who represent minority populations (such as groups that work with immigrants, LGBTQ, persons with disabilities, ethnic minorities) when developing the strategic plan?	53.68%	56.98%	52.46%
1.3.8 With which key stakeholders is the strategic plan of the institution shared?	54.74%	52.99%	50.94%
1.3.9 How is the strategic plan shared?	72.31%	66.37%	67.78%
2. Quality Standards & Engagement with Government	75.69%	74.08%	72.26%
2.1.1 Does your institution/faculty comply with licensing/accreditation requirements set by government?	100.00%	100.00%	100.00%
2.1.2 Is there any external inspection done to verify that the institution is complying with the government's licensing / accreditation requirements?	95.79%	96.51%	95.08%
2.1.3 If yes, who leads the inspection process?	93.16%	81.98%	84.43%
2.1.4 In the last two academic years (2018-2019 and 2019-2020) , how many times did an inspection visit take place?	44.74%	45.93%	36.89%
2.1.5 How many hours did each supervision visit take, on average?	67.02%	63.57%	57.38%
2.1.6 Does the inspection report recommend specific priorities to improve your institution/faculty?	69.47%	66.28%	60.66%

Question	Institutions with pre-service programs	Institutions with in-service programs	Combined
2.1.7 (If yes), Is your institution required to submit an improvement plan following the supervision recommendations?	50.53%	44.19%	43.44%
2.1.8 Do you receive feedback on the improvement plan after submission?	40.00%	31.40%	32.79%
2.1.9 Is there any follow-up to verify that you have implemented actions as outlined in the improvement plan?	50.53%	44.19%	43.44%
2.3.1 Within the institution/faculty, who is responsible overall for engaging with government (either national or local) and handling government communications/requests?	90.18%	88.37%	88.52%
2.3.2 In the 2019-2020 academic year, did the institution/faculty participate in events to discuss national education policies/reforms and their implications for teacher education?	90.53%	91.86%	90.16%
2.3.3 What are your institution's/faculty's main interests when engaging with government officials?	69.21%	73.55%	69.33%
2.3.4 In the 2019-2020 academic year, what have been the main channels of communication between the institution/faculty and government authorities (national or local)?	61.23%	61.63%	59.02%
3. Demand-Driven Approach	80.32%	81.36%	79.24%
3.1.1 Does your institution/faculty comply with defined program/course curriculum/education standards for its teacher education programs and courses?	95.26%	89.83%	91.60%
3.1.3 Who sets the program/course curriculum/education standards to which the institution is required to adhere?	48.42%	49.30%	47.21%
3.1.4 Does your institution/faculty have any systematic mechanisms in place to ensure that it complies with these program/course curriculum standards?	96.84%	93.02%	92.62%
3.1.5 What mechanisms does your institution/faculty have in place to ensure that it complies with these program/curriculum standards?	60.63%	57.67%	55.41%
3.1.6 For what percentage of programs are nationally recognized certificates awarded upon completion?	95.79%	92.64%	92.35%
3.2.1 Does your institution have any control over the content and design of curricula for its programs?	89.47%	91.28%	88.93%
3.2.2 If yes, how often are program curricula reviewed, on average over all your programs?	91.23%	91.09%	90.98%
3.2.3 How does the institution/faculty determine the knowledge, skills, and content to be taught per program?	71.10%	71.67%	69.67%
3.2.4 Does the institution/faculty have a strategy or process for engaging educational institutions (i.e. those who employ the educators you train) and their leaders in curriculum design?	76.84%	81.40%	76.23%
3.2.5 Does the institution/faculty have a strategy or process for engaging groups representing populations with disabilities and/or diverse learning needs in curriculum design?	49.47%	59.30%	53.28%
3.3.1 Are there generic skills that the institution/faculty seeks to develop as part of the content in your programs and courses, such as literacy, working with numbers, teamwork, computer literacy, communication skills, etc.?	98.95%	97.67%	97.54%
3.3.2 Do the programs you deliver try to develop the following skills (as part of course content) in your students?	90.00%	84.88%	86.48%

Question	Institutions with pre-service programs	Institutions with in-service programs	Combined
3.3.3 Does the institution/faculty implement any extra-curricular activities to develop generic skills such as ICT skills, teamwork or problem solving skills, respect for diversity and inclusion, etc.?	95.79%	91.86%	92.62%
3.3.4 What skills does the institution/ faculty seek to develop through extra-curricular activities?	90.18%	87.98%	87.43%
3.4.1 Does the institution/faculty have autonomy to introduce new programs and courses or close existing ones?	77.89%	92.44%	81.97%
3.4.2 Does the institution/faculty have a structured annual process for deciding whether to introduce new programs and courses?	88.42%	93.02%	88.52%
3.4.3 If yes, what criteria are used to decide whether to introduce programs and courses?	76.84%	85.47%	78.28%
3.4.4 What was the main source of funding to develop newly introduced programs and courses?	62.11%	66.86%	63.11%
3.4.5 Does the institution have an annual process for reviewing existing programs to decide whether to close low-performing programs or those that are no longer relevant?	83.16%	86.05%	81.97%
3.4.6 If yes, what criteria were used to determine the closure of a program?	44.74%	47.87%	44.67%
3.5.1 In the past two academic years (2018-2019, and 2019-2020), have you made changes to your program/course curricula to take account of education reforms introduced by government?	98.95%	98.84%	98.36%
3.5.2 If yes, how many programs and courses were affected by these changes?	72.63%	76.16%	73.36%
4. Pursue Opportunities	46.90%	46.80%	44.64%
4.1.1 Do any of the programs/courses offered at the institution/faculty have an access or admissions guidelines?	96.84%	72.09%	78.69%
4.1.2 What % of programs at the institution have access or admissions guidelines?	91.58%	66.86%	72.13%
4.1.3 Who determines the criteria for the access or admission guidelines for your programs?	57.89%	43.41%	47.81%
4.1.4 Do you assess foundational and other relevant skills proficiencies upon entry with a test?	68.42%	54.65%	55.74%
4.1.5 Do the access or admissions guidelines take account of:	27.89%	21.80%	22.23%
4.2.1 Does your institution/faculty offer any of the following flexible study options?	40.00%	40.70%	37.43%
4.3.1 'Please think about the period before the Covid-19 pandemic, when your institution was operating normally. What percentage of your programs were already being offered either partially or fully using online and/or distance learning modalities?	43.16%	49.42%	43.65%
4.3.2 What percentage of your on-campus programs used online or blended learning as a central mode of delivery?	25.68%	33.26%	28.03%
4.3.3 Still thinking of prior to the Covid-19 pandemic, what percentage of your distance education programs were accessible for students/trainees with print disabilities, using sign language, and/or requiring some other specific accommodation?	18.95%	19.48%	17.21%
4.3.4 What percentage of your on-campus programs were accessible for students/trainees with special education needs (e.g. disabilities or difficulties with hearing, sight, mobility, and/or learning difficulties)?	51.05%	48.84%	43.85%

Question	Institutions with pre-service programs	Institutions with in-service programs	Combined
4.4.1 Prior to the Covid-19 pandemic, what percentage of programs and courses included a practical component (versus only theoretical)?	69.26%	73.95%	69.67%
4.4.2 For programs that had a practical component, roughly what percentage of the learning experience comprised practical work?	50.18%	51.16%	53.83%
5. Learning	64.53%	63.63%	62.73%
5.1.1 What are the main methodologies you use to confirm student/trainee has reached the level of knowledge/ skill required to complete a program or course?	67.25%	62.40%	62.48%
5.1.2 In what ways do you accommodate students/trainees with disabilities and/or diverse learning needs during assessments?	31.58%	34.88%	29.92%
5.2.1 Are academics/teacher educators at the institution evaluated?	80.53%	76.16%	75.41%
5.2.2 Which methods are used to contribute to evaluations of academics/teacher educators?	51.23%	45.93%	46.86%
5.2.3 Which of these methods is most critical as a form of evaluation for academics/teacher educators?	51.58%	45.35%	47.54%
5.2.4 Do you reward good performance of educators?	98.95%	93.02%	94.26%
5.2.5 Do you take action on poor performance of educators?	67.37%	61.63%	62.30%
5.2.6 Does the institution/faculty request feedback from students/trainees or graduates on the performance of educators of the institution?	90.53%	93.02%	90.98%
5.2.7 Who is responsible for receiving and resolving complaints from students/ trainees?	62.11%	61.63%	59.84%
5.2.8 Does the institution/faculty have a grievance redress mechanism in place for students/trainees?	92.63%	93.02%	90.16%
5.2.9 If yes, which of the following elements are included in your grievance redress mechanism?	52.63%	49.89%	45.53%
5.3.1 Did the institution/faculty offer or support some form of professional development to educators during the 2019-2020 academic year (workshops, mentoring, short courses, etc.)?	97.89%	100.00%	98.36%
5.3.2 What kinds of professional development were available to educators in the 2019-2020 academic year?	83.98%	82.82%	81.42%
5.3.3 What are your main sources of funding for professional development for the staff in your institution?	63.91%	70.60%	64.99%
5.3.4 What percentage of staff participated in professional development in the 2019-2020 academic year?	78.25%	77.52%	79.51%
5.3.5 Did the professional development result in changes in educators' practices and teaching?	66.84%	68.60%	67.62%
5.4.1 In the 2019-2020 academic year, did staff receive any professional development focused specifically on issues of diversity and inclusion?	74.74%	75.58%	76.23%
5.4.2 How long was the diversity and inclusion training?	47.37%	50.00%	48.77%
5.4.3 What percentage of staff participated in this training?	32.63%	29.46%	33.06%

Question	Institutions with pre-service programs	Institutions with in-service programs	Combined
5.4.5 Did the diversity and inclusion training result in changes in educators' practices and teaching?	48.42%	50.58%	49.59%
6. Financial Viability	61.46%	62.92%	60.49%
6.1.1 Does the institution have authority to generate and collect its own income?	52.11%	58.14%	51.23%
6.1.2 'If yes, which structure/position is the final decision-maker regarding strategies to generate and collect income?	50.53%	54.65%	49.18%
6.1.3 Does the institution have autonomy to decide how to allocate, use, and manage its finances?	60.53%	63.95%	61.89%
6.1.4 If yes, which structure/position is the final decision-maker regarding decisions about how to allocate, use, and manage finances?	52.63%	55.23%	52.46%
6.1.5 Does the institution have any policies on spending limits for different procurement processes and levels of staff that have approved by the Board, Primary Management Structure (selection in Q 2.1.1), or other relevant governance/management structure?	75.79%	79.07%	74.59%
6.2.1a To what extent, if any, does your institution experience constraints regarding the following financial processes: Set its annual budget	54.74%	57.75%	55.19%
6.2.1b Set tuition fees	61.75%	60.47%	60.93%
6.2.1c Shift its budget (without needing external approvals)	44.21%	50.00%	44.54%
6.2.1d Make investments for the future	42.46%	48.06%	42.35%
6.2.1e Reduce expenses	68.77%	69.77%	68.85%
6.2.1f Find/ increase revenue	65.97%	72.48%	66.12%
6.2.1g Mobilize other sources of income (research contracts, donations, funding partnerships with industry, sale of specialized services, entrepreneurial activities, etc.)	72.63%	79.46%	73.50%
6.2.1h Determine staff remuneration	49.47%	58.14%	52.19%
6.3.1 How has your institution ensured continued access to financial resources?	29.36%	30.10%	27.69%
6.3.2 In the past 2 academic years (2018-2019 and 2019-2020), did your institution receive in-kind or non-cash donations (such as equipment) from government authorities?	26.32%	23.26%	24.59%
6.3.3 In the past 2 academic years, did your institution receive in-kind or non-cash donations (such as equipment) from sources other than government?	65.26%	63.95%	61.48%
6.3.4 Does your institution have an annual operating budget?	97.89%	96.51%	96.72%
6.3.5 What factors does your institution consider important when deciding how to manage and allocate funds?	50.18%	50.65%	48.73%
6.3.6 Of the factors identified in Q 6.3.5, what is the critically important factor of the ones you mention as important when deciding how to manage funds?	58.60%	64.34%	60.38%

Question	Institutions with pre-service programs	Institutions with in-service programs	Combined
6.4.1a For each of the following budget items, please indicate whether you feel the available budget is sufficient to meet the institution's needs to deliver high quality programs: Physical infrastructure and equipment maintenance	57.37%	56.40%	56.56%
6.4.1b Staff professional development	58.42%	63.37%	60.25%
6.4.1c Capital investment (including new physical facilities and new specialized equipment)	44.74%	47.67%	45.49%
6.4.1d Monitoring, evaluation, and research	46.32%	53.49%	47.95%
6.4.2a If any are marked inadequate, how do you plan to fill the gaps for those that you reported were inadequately budgeted: Physical infrastructure and equipment maintenance	68.42%	61.63%	63.93%
6.4.2b Staff professional development	55.79%	50.00%	50.00%
6.4.2c Capital investment (including new physical facilities and new specialized equipment)	62.11%	53.49%	56.56%
6.4.2d Monitoring, evaluation, and research	44.21%	44.19%	40.16%
6.5.1 Does this institution undergo regular financial auditing through internal or external audit?	98.95%	96.51%	96.72%
6.5.2 (If yes) in what year did the last internal audits take place?	77.89%	79.07%	76.23%
6.5.3 (If yes) in what year did the last external audits take place?	61.05%	62.79%	59.84%
6.5.4 Are audit results shared with the Governance Board or equivalent structure?	97.89%	94.19%	95.08%
7. Data	64.81%	64.47%	62.72%
7.1.1 How does the institution collect and manage data for operational and planning purposes (student/trainee records, assessment data, placement data, educator data, infrastructure data, etc.)? Is this data collected into some information system, or in database, or stored in any programs?	66.11%	70.93%	65.41%
7.1.2 Does the institution have a person/post at management level responsible for institutional data systems and data quality?	88.42%	87.21%	85.25%
7.1.3 How frequently is institutional data backed up (to guard against loss or corruption of data)?	69.21%	67.44%	65.98%
7.1.4 Does the institution have a disaster recovery policy for institutional data?	77.89%	80.23%	76.23%
7.1.5 Does the institution have a process for ensuring quality of data (i.e. accurate, comprehensive, reports calculating correctly, etc.)?	89.47%	88.37%	86.07%
7.2.1 To which, if any, databases does the institution submit data on professional development of educators?	66.67%	60.47%	62.30%
7.2.2 Is the institution required to do preparatory work to submit this data or does its MIS conform to the technical standards of the databases with which it shares data, so that data can be submitted automatically?	82.11%	72.67%	72.95%
7.3.1a How frequently does the institution collect data on the following: Enrolment rates	45.05%	55.58%	48.36%
7.3.1b Staffing	47.16%	53.02%	49.02%

Question	Institutions with pre-service programs	Institutions with in-service programs	Combined
7.3.1c Spending	61.26%	63.72%	62.46%
7.3.1d Other	66.32%	68.84%	67.05%
7.3.1e Student/trainee performance	59.47%	63.95%	62.30%
7.3.1f Graduation/completion statistics	54.39%	68.22%	59.84%
7.3.1g Student/trainee satisfaction	49.89%	63.02%	58.69%
7.3.1h Educator performance	50.88%	56.59%	55.19%
7.3.1i Educator workload	34.95%	43.95%	39.84%
7.4.1 Does the institution disaggregate data according to any of the following diversity and inclusion criteria when collecting data?	35.13%	30.67%	29.82%
7.5.1 Which of the following does the institution use to evaluate its programs and its overall performance?	85.53%	80.67%	80.43%
7.5.2 Does the institution disaggregate data according to any of the following diversity and inclusion criteria when analysing its performance?	30.00%	27.03%	25.92%
7.5.3 With whom does the institution share its targets and information on the performance against these targets?	92.89%	91.86%	90.98%
7.5.4 Does the institution have internal meetings to discuss institutional performance based on data collected?	98.95%	97.67%	98.36%
7.5.5 If yes, how frequently did the institution have such meetings, over the past two years?	87.37%	88.95%	88.11%
7.5.6 What is the main result of these meetings?	63.68%	64.53%	63.11%

Appendix 3: Research Instruments

Teacher Education Provider Survey

Teacher Education Providers: Preliminary Information

a) Name of institution:	
b) Name of respondent:	
c) Position of respondent:	
d) Email address of respondent:	
e) Years of operation:	
f) Oblast, District, City:	
g) Institution type:	

Table. Institution Type	
Higher Education Institution	1
Professional Pre-Higher Education Institution	2
VET Institution	3
Institution of Postgraduate Pedagogical Education	4
Methodical Centre of Vocational Education	5
Scientific Institute	6
Non-Governmental Organization (NGO)	7

Structure of Survey

- Action 1: To set strategic direction
- Action 2: To align with national policies and institutional standards
- Action 3: To develop a demand-driven approach to teacher education
- Action 4: To enable students/trainees to pursue education and training opportunities
- Action 5: To create a teaching experience conducive to learning
- Action 6: To ensure institutional financial viability and efficiency
- Action 7: To gather, analyse, and publicize data for informed decision-making
- Action 8: Covid-19 Response and Emergency Remote Teaching
- Section 9: Institutional Values and Perspectives

ACTION 1: To set strategic direction

No.	Question	Response Options
1.1	<i>Governance Structures</i>	
1.1.1	What is the primary governance structure for your institution/faculty?	<ol style="list-style-type: none"> 1. Founder of the Institution (usually National or Local Government) 2. Supervisory Board 3. Staff Conference 4. University Senate 5. NGO Governance Board 6. Other (specify)
1.1.2	Which of the following stakeholder groups are represented on this governance structure? <ol style="list-style-type: none"> a) National Government b) Local Government (Oblast) c) Teacher representative d) Community representative e) Student/trainee representative f) Parents g) None of the above 	Yes/ No for each
1.1.3	How many times did this governance structure meet in the 2019-2020 academic year?	<ol style="list-style-type: none"> 1. Did not meet 2. One time 3. 2 to 3 times 4. 4 to 6 times 5. More than 6 times
1.2	<i>Management Structures</i>	
1.2.1	What is the primary management structure for your institution/faculty?	<ol style="list-style-type: none"> 1. Academic Board 2. Faculty Academic Board 3. Executive Board 4. Other (specify)

No.	Question	Response Options
1.2.2	Which of the following stakeholder groups are represented on this management structure? a) Institution Director/Faculty Dean b) Financial Officer c) Senior Managers d) Academic/Teacher Educator Representative e) Student/ Trainee representative f) None of the above	Yes/ No for each
1.2.3	How many times did this management structure meet in the 2019-2020 academic year?	1. Did not meet 2. One time 3. 2 to 3 times 4. 4 to 6 times 5. More than 6 times
1.3 Strategic Planning		
1.3.1	Does the institution/faculty have a strategic plan?	1. Yes 2. No >> Action 2
1.3.2	Is your primary governance structure (see q 1.1) required to approve the strategic plan?	1. Yes 2. No
1.3.3	What timeframe does the strategic plan cover?	1. 1 year 2. 2 years 3. 3-4 years 4. 5 years or more
1.3.4	How frequently is the institutional strategic plan updated?	1. More often than once a year 2. Once every 1-2 years 3. Once every 3-5 years 4. Less often than once every 5 years
1.3.5	Who supervises implementation of the strategic plan? <i>IF MORE THAN ONE, SELECT THE MAIN ONE</i>	1. Institutional Director/Vice Chancellor 2. Faculty Dean

No.	Question	Response Options
		3. Chief Financial Officer 4. The Primary Management Structure (selected in Q 1.2.1) 5. Other (specify)
1.3.6	Who is involved in developing the strategic plan? a) Board members b) Government representatives c) Teacher educators at the institution d) Student/trainee representatives e) Employers' representatives (e.g. school principals) f) Others (specify)	Yes/No for each
1.3.7	Is there contact with any groups/ individuals in the community who represent minority populations (such as groups that work with immigrants, LGBTQ, persons with disabilities, ethnic minorities) when developing the strategic plan?	1. Yes 2. No
1.3.8	With which key stakeholders is the strategic plan shared? a) National Government b) Local education authorities c) Teacher educators/academics at the institution d) Students/Trainees e) Other funders f) Employers from the education sector g) Other (specify) h) None of the above	<i>Yes/No for each</i>
1.3.9	How is the strategic plan shared? a) Posted on website b) Distributed to key stakeholder/groups of stakeholders c) Direct communication to teacher educators of the institution d) Direct communication to students/trainees e) Direct communication to national/local government/education authorities f) Other (specify) g) None of the above	<i>Yes/No for each</i>

ACTION 2: To Align with National Policies and Institutional Standards

No.	Question	Response Options
2.1	<i>Institutional Standards and Inspections</i>	
2.1.1	Does your institution/faculty comply with licensing/accreditation requirements set by government?	<ol style="list-style-type: none"> 1. Yes 2. No 3. Not Applicable
2.1.2	Is there any <u>external</u> inspection done to verify that the institution is complying with the government's licensing / accreditation requirements?	<ol style="list-style-type: none"> 1. Yes 2. No>>2.2.1 3. Not Applicable>>2.2.1
2.1.3	If yes, who leads the inspection process?	<ol style="list-style-type: none"> 1. National-level authorities 2. Local authorities 3. Consultant 4. Internal university team 5. Other (specify) e
2.1.4	In the last two academic years (2018-2019 and 2019-2020) , how many times did an inspection visit take place?	Number (if '0' >>2.2.1)
2.1.5	How many hours did each inspection visit take, on average?	<ol style="list-style-type: none"> 1. Less than 2 hours 2. 2-4 hours 3. More than 4 hours 4. Don't know
2.1.6	Does the inspection report recommend specific priorities to improve your institution/faculty?	<ol style="list-style-type: none"> 1. Yes 2. No >> 2.2.1
2.1.7	If yes, is your institution/faculty required to submit an improvement plan following the supervision recommendations?	<ol style="list-style-type: none"> 1. Yes 2. No >> 2.2.1
2.1.8	Do you receive feedback on the improvement plan after submission?	<ol style="list-style-type: none"> 1. Yes 2. No

No.	Question	Response Options
2.1.9	Is there any follow-up to verify that you have implemented actions as outlined in the improvement plan?	1. Yes, there is a special visit to review progress 2. Yes, we are expected to submit a report outlining progress 3. Yes, as part of a standard next inspection visit 4. No
2.2.1	If your institution is an NGO, are there any institutional standards or requirements that you have identified against which you voluntarily measure your institution and its performance?	1. Yes 2. No >> 2.3.1 3. Not an NGO >> 2.3.1
2.2.2	If yes, please indicate what standards you use.	Free Text Response
2.2.3	What mechanisms does your institution have in place to ensure that it complies with these standards? a) External review b) Internal review c) Internal task team/committee established to ensure adherence d) Dedicated manager allocated to ensure compliance e) Other (specify) f) There is no systematic mechanism in place	<i>Yes/No for each</i>
2.3	<i>Engagement with Government</i>	
2.3.1	Within the institution/faculty, who is responsible overall for engaging with government (either national or local) and handling government communications/requests?	<i>Select one response</i>

No.	Question	Response Options
		<ol style="list-style-type: none"> 1. Director/principal/vice chancellor/ faculty dean 2. Senior manager, other than the director 3. Institutional representative outside senior management 4. A representative of the Governance Board/Structure 5. Responsibility is assigned depending on the nature of the communication or requests 6. No person is assigned for this task 7. Other (specify)
2.3.2	In the 2019-2020 academic year, did the institution/faculty participate in events to discuss national education policies/reforms and their implications for teacher education?	<ol style="list-style-type: none"> 1. Yes 2. No
2.3.3	<p>What are your institution's/faculty's main interests when engaging with government officials?</p> <ol style="list-style-type: none"> a) Ensure alignment with new policies, legislation, and regulations, including institutional/program/curriculum standards b) Provide consultative input into policies, legislation, and regulations, including institutional/program/curriculum standards c) Receive professional development support d) Implement and improve quality assurance processes e) Discuss approaches for enhancing the inclusiveness of programs and standards for people with diverse learning needs f) Others (specify) g) None of the above 	<i>Yes/No for each</i>
2.3.4	In the 2019-2020 academic year, what have been the main channels of communication between the institution/faculty and government authorities (national or local)?	<i>Yes/No for each</i>

No.	Question	Response Options
	<ul style="list-style-type: none"> a) Hosted visits from government officials b) Addressed requests from government officials c) Received communication in writing from government officials d) Attended meetings called by government officials e) Organized meetings with government officials f) Other (specify) g) None of the above 	
2.4	<i>Engagement with National Education Reforms</i>	
2.4.1	How effective has communication between your institution/faculty and government officials been in helping you to understand institutional implications for the New Ukrainian School reform	<ul style="list-style-type: none"> 1. Very effective 2. Somewhat effective 3. Insufficiently effective 4. No communication 5. Reform is not applicable to our institution/faculty>>2.4.5
2.4.2	Since the New Ukrainian School reform was introduced, has your institution/faculty implemented any internal processes to align your operations with this reform?	<ul style="list-style-type: none"> 1. Yes 2. No>>2.4.5
2.4.3	<p>Which internal processes have your institution/faculty implemented to align your operations with the New Ukrainian School reform?</p> <ul style="list-style-type: none"> a) Circulated information to all staff b) Held consultative engagements with academics/teacher educators to discuss implications and prepare strategies c) Held discussions at level of senior management to discuss implications and prepare strategies d) Held discussions at governance level to discuss implications and prepare strategies e) Required institutional divisions/ departments to submit plans outlining proposed strategies to respond to imperatives of New Ukrainian School reform f) Other (specify) 	<i>Yes/No for each</i>

No.	Question	Response Options
2.4.4	At an institutional/faculty level, how successful do you feel you have been in making changes that will support more effective implementation of the New Ukrainian School reform ?	<ol style="list-style-type: none"> 1. Have successfully completed all needed adjustments 2. Somewhat successful and further adjustments are being implemented 3. Somewhat successful, but no further adjustments are currently planned or being implemented 4. Limited success and further adjustments are being implemented 5. Limited success, but no further adjustments are currently planned or being implemented
2.4.5	How effective has communication between your institution/faculty and government officials been in helping you to understand institutional implications for the pre-school education reform ?	<ol style="list-style-type: none"> 1. Very effective 2. Somewhat effective 3. Insufficiently effective 4. No communication 5. Reform is not applicable to our institution/faculty >> 2.4.9
2.4.6	Since the pre-school education reform was introduced, has your institution/faculty implemented any internal processes to align your operations with this reform?	Yes No >> 2.4.9
2.4.7	Which internal processes have your institution/faculty implemented to align your operations with the pre-school education reform ?	<i>Yes/No for each</i>

No.	Question	Response Options
	<ul style="list-style-type: none"> a) Circulated information to all staff b) Held consultative engagements with academics/teacher educators to discuss implications and prepare strategies c) Held discussions at level of senior management to discuss implications and prepare strategies d) Held discussions at governance level to discuss implications and prepare strategies e) Required institutional divisions/ departments to submit plans outlining proposed strategies to respond to imperatives of pre-school education reform f) Other (specify) 	
2.4.8	At an institutional/faculty level, how successful do you feel you have been in making changes that will support more effective implementation of pre-school education reform ?	<ul style="list-style-type: none"> 1. Have successfully completed all needed adjustments 2. Somewhat successful and further adjustments are being implemented 3. Somewhat successful, but no further adjustments are currently planned or being implemented 4. Limited success and further adjustments are being implemented 5. Limited success, but no further adjustments are currently planned or being implemented
2.4.9	How effective has communication between your institution/faculty and government officials been in helping you to understand institutional implications for the Professional education reform ?	<ul style="list-style-type: none"> 1. Very effective 2. Somewhat effective 3. Insufficiently effective 4. No communication 5. Reform is not applicable to our institution/faculty >> 2.4.13
2.4.10	Since the Professional education reform was introduced, has your institution/faculty implemented any internal processes to align your operations with this reform?	<ul style="list-style-type: none"> Yes No >> 2.4.13

No.	Question	Response Options
2.4.11	<p>Which internal processes have your institution/faculty implemented to align your operations with the Professional education reform?</p> <ul style="list-style-type: none"> a) Circulated information to all staff b) Held consultative engagements with academics/teacher educators to discuss implications and prepare strategies c) Held discussions at level of senior management to discuss implications and prepare strategies d) Held discussions at governance level to discuss implications and prepare strategies e) Required institutional divisions/ departments to submit plans outlining proposed strategies to respond to imperatives of Professional education reform f) Other (specify) 	<p><i>Yes/No for each</i></p>
2.4.12	<p>At an institutional/faculty level, how successful do you feel you have been in making changes that will support more effective implementation of Professional education reform?</p>	<ol style="list-style-type: none"> 1. Have successfully completed all needed adjustments 2. Somewhat successful and further adjustments are being implemented 3. Somewhat successful, but no further adjustments are currently planned or being implemented 4. Limited success and further adjustments are being implemented 5. Limited success, but no further adjustments are currently planned or being implemented
2.4.13	<p>How effective has communication between your institution/faculty and government officials been in helping you to understand institutional implications for the higher education reform?</p>	<ol style="list-style-type: none"> 1. Very effective 2. Somewhat effective 3. Insufficiently effective 4. No communication 5. Reform is not applicable to our institution/faculty >> Action 3

No.	Question	Response Options
2.4.14	Since the higher education reform was introduced, has your institution/faculty implemented any internal processes to align your operations with this reform?	Yes No >> Action 3
2.4.15	Which internal processes have your institution/faculty implemented to align your operations with the higher education reform ? a) Circulated information to all staff b) Held consultative engagements with academics/teacher educators to discuss implications and prepare strategies c) Held discussions at level of senior management to discuss implications and prepare strategies d) Held discussions at governance level to discuss implications and prepare strategies e) Required institutional divisions/ departments to submit plans outlining proposed strategies to respond to imperatives of higher education reform f) Other (specify)	<i>Yes/No for each</i>
2.4.16	At an institutional/faculty level, how successful do you feel you have been in making changes that will support more effective implementation of higher education reform ?	1. Have successfully completed all needed adjustments 2. Somewhat successful and further adjustments are being implemented 3. Somewhat successful, but no further adjustments are currently planned or being implemented 4. Limited success and further adjustments are being implemented 5. Limited success, but no further adjustments are currently planned or being implemented 6.

ACTION 3: To develop a demand-driven approach to teacher education

No.	Question	Response Options
3.1.1	Does your institution/faculty comply with defined program/course curriculum/education standards for its teacher education programs and courses?	<ol style="list-style-type: none"> 1. Yes, all programs and courses >>>3.1.3 2. Yes, more than half of our programs and courses >>3.1.3 3. Yes, approximately half of our programs and courses >>3.1.3 4. Yes, less than half of our programs and courses >>3.1.3 5. No
3.1.2	Why does your institute not comply with defined program/course curriculum/education standards for its programs?	<p><i>Select one main reason</i></p> <ol style="list-style-type: none"> 1. There are no defined program / curriculum standards for the programs/courses we offer 2. Standards exist but we feel they are not relevant to the training we offer 3. We do not have time to revise our programs/courses <p>ALL SKIP TO 3.1.6</p>
3.1.3	Who sets the program/course curriculum/education standards to which the institution is required to adhere? <ol style="list-style-type: none"> a) National government b) International standards or guidelines (for teacher education, inclusive education, or some specific aspect the curriculum) c) Other (specify) 	<i>Yes/No for each</i>
3.1.4	Does your institution/faculty have any systematic mechanisms in place to ensure that it complies with these program/course curriculum standards?	<ol style="list-style-type: none"> 1. Yes 2. No >>>3.1.6
3.1.5	What mechanisms does your institution/faculty have in place to ensure that it complies with these program/ curriculum standards?	<i>Yes/No for each</i>

No.	Question	Response Options
	<ul style="list-style-type: none"> a) External audit b) Internal review c) Internal task teams to ensure compliance d) Dedicated educator/s allocated to ensure compliance e) Other (specify) 	
3.1.6	<p>For what percentage of programs are <u>nationally recognized certificates</u> awarded upon completion? <i>DO NOT READ RESPONSE OPTIONS; RESPONDENT TO GIVE A PERCENTAGE</i></p>	<ul style="list-style-type: none"> 1. 0-10% 2. 11-25% 3. 26-50% 4. Above 50%
3.2.1	Does your institution have any control over the content and design of curricula for its programs?	<ul style="list-style-type: none"> 1. Yes, some 2. Yes, full control 3. No>>3.3.3
3.2.2	If yes, how often are program/course curricula reviewed, on average over all your programs/courses?	<ul style="list-style-type: none"> 1. Every year 2. Every 2-3 years 3. Every 4-5 years 4. Every 6 or more years
3.2.3	<p>How does the institution/faculty determine the knowledge, skills, and content to be taught per program?</p> <ul style="list-style-type: none"> a) Studies and assessment of teacher needs b) Through internal discussion/ review c) Based on funding received d) Employer (educational institutions) demand/requirements e) Government policies f) Other (specify) 	<i>Yes/No for each</i>
3.2.4	Does the institution/faculty have a strategy or process for engaging educational institutions (i.e. those who employ the educators you train) and their leaders in curriculum design?	<ul style="list-style-type: none"> 1. Yes 2. No
3.2.5	Does the institution/faculty have a strategy or process for engaging groups representing populations with disabilities and/or diverse learning needs in curriculum design?	<ul style="list-style-type: none"> 1. Yes 2. No

No.	Question	Response Options
3.3.1	Are there generic skills that the institution/faculty seeks to develop as <u>part of the content in your programs and courses</u> , such as literacy, working with numbers, teamwork, computer literacy, communication skills, etc.?	1. Yes 2. No>>3.3.3
3.3.2	Do the programs/courses that you deliver try to develop the following skills (<u>as part of course content</u>) in your students/trainees? a) Foundational Skills, Literacy (reading and writing) Numeracy Oral and written communication b) ICT Skills ICT literacy (basic skills in use of computers and mobile devices) Use of ICT for online teaching and learning c) Socio-emotional skills Critical thinking skills Problem-solving skills Teamwork Ethical reasoning d) Respect for diversity and inclusion	<i>Yes/No for each <u>group of skills</u></i>
3.3.3	Does the institution/faculty implement any <u>extra-curricular activities</u> to develop generic skills such as ICT skills, teamwork or problem solving skills, respect for diversity and inclusion, etc.?	1. Yes 2. No>>3.4.1
3.3.4	What skills does the institution/ faculty seek to develop through extra-curricular activities? a) ICT Skills ICT literacy (basic skills in use of computers and mobile devices) Use of ICT for online teaching and learning b) Socio-emotional skills Critical thinking skills Problem-solving skills Teamwork Ethical reasoning c) Respect for diversity and inclusion	<i>Yes/No for each <u>group of skills</u></i>
3.4.1	Does the institution/faculty have autonomy to introduce new programs and courses or close existing ones?	1. Yes, full autonomy to introduce new programs or close existing ones

No.	Question	Response Options
		2. Yes, some autonomy over some programs or courses 3. No >>3.4.4
3.4.2	Does the institution/faculty have a structured annual process for deciding whether to introduce new programs and courses?	1. Yes 2. No >>3.4.4
3.4.3	If yes, what criteria are used to decide whether to introduce programs and courses? a) Availability of financing b) Capacity (Staff/ facilities/equipment) c) Support from stakeholders d) Analytical findings (teacher needs assessment, impact evaluations, etc) e) Government education reforms f) Other, specify	<i>Yes/No for each</i>
3.4.4	What was the main source of funding to develop newly introduced programs and courses?	1. In-house funding 2. Private funds 3. Public funds 4. Other (specify)
3.4.5	Does the institution have an annual process for reviewing existing programs to decide whether to close low-performing programs or those that are no longer relevant?	1. Yes 2. No >>3.5.1
3.4.6	If yes, what criteria were used to determine the closure of a program? a) Assessment of resource utilization b) Consultations with stakeholders c) Teacher needs assessment d) Program review e) Government education reforms f) Other, specify	<i>Yes/No for each</i>
3.5.1	In the past two academic years (2018-2019, and 2019-2020), have you made changes to your program/course curricula to take account of <u>education reforms</u> introduced by government?	1. Yes 2. No >>Action 4

No.	Question	Response Options
3.5.2	If yes, how many programs and courses were affected by these changes?	<ol style="list-style-type: none"> 1. All programs and courses 2. More than half of our programs and courses 3. Approximately half of our programs and courses 4. Less than half of our programs and courses
3.5.3	In general, for those programs and courses that you have adjusted to align with the new education reforms, what level of change has there been?	
	a) New Ukrainian School reform	<ol style="list-style-type: none"> 1. Major changes 2. Moderate changes 3. Minor changes 4. No adjustment 5. Does not apply to this institution
	b) Pre-school education reform	<ol style="list-style-type: none"> 1. Major changes 2. Moderate changes 3. Minor changes 4. No adjustment 5. Does not apply to this institution
	c) Professional education reform	<ol style="list-style-type: none"> 1. Major changes 2. Moderate changes 3. Minor changes 4. No adjustment 5. Does not apply to this institution
	d) Higher education reform	<ol style="list-style-type: none"> 1. Major changes 2. Moderate changes 3. Minor changes 4. No adjustment 5. Does not apply to this institution

ACTION 4: To enable students/trainees to pursue education and training opportunities

No.	Question	Response Options
4.1.1	Do any of the programs/courses offered at the institution/faculty have an access or admissions guidelines?	<ol style="list-style-type: none"> 1. Yes 2. No >> 4.2.1
4.1.2	What % of programs/courses have access or admissions guidelines? <i>DO NOT READ RESPONSE OPTIONS; RESPONDENT TO GIVE A PERCENTAGE</i>	<ol style="list-style-type: none"> 1. 0-10% 2. 11-25% 3. 26-50% 4. 51-75% 5. Above 75%
4.1.3	Who determines the criteria for the access or admission guidelines for your programs?	<ol style="list-style-type: none"> 1. By the institution 2. By a professional association 3. By national framework of qualification 4. Other (specify)
4.1.4	Do you assess foundational and other relevant skills proficiencies upon entry with a test?	<ol style="list-style-type: none"> 1. Yes 2. No 3. Not applicable
4.1.5	Do the access or admissions guidelines take account of: <ol style="list-style-type: none"> a) Educational qualifications b) Prior work experience c) Gender d) Students/trainees from diverse backgrounds e) Ethnicity f) Socioeconomic background g) Persons with disabilities h) Other (specify) 	<i>Yes/No for each</i>
4.2.1	Does your institution/faculty offer any of the following flexible study options?	<i>Yes/No for each</i>

	<ul style="list-style-type: none"> a) Complete programs faster than the scheduled program duration b) Part-time programs c) Remote programs offered via satellite centres d) Evening and/or weekend classes e) Open-ended program durations (as long as courses are completed) f) Credit recognition on transfer from other institutions g) None of the above 	
4.3.1	<p>Please think about the period before the Covid-19 pandemic, when your institution was operating normally. What percentage of your programs were already being offered either partially or fully using online and/or distance learning modalities? <i>DO NOT READ RESPONSE OPTIONS; RESPONDENT TO GIVE A PERCENTAGE</i></p>	<ul style="list-style-type: none"> 1. 0 % (none) 2. 1-10% 3. 11-25% 4. 26-50% 5. Above 50%
4.3.2	<p>What percentage of your on-campus programs used <u>online or blended learning</u> as a central mode of delivery? <i>DO NOT READ RESPONSE OPTIONS; RESPONDENT TO GIVE A PERCENTAGE</i></p>	<ul style="list-style-type: none"> 1. 0% (none) >> 4.3.4 2. 1-10% 3. 11-25% 4. 26-50% 5. 51-75% 6. Above 75%
4.3.3	<p>Still thinking of prior to the Covid-19 pandemic, what percentage of your distance education programs were <u>accessible</u> for students/trainees with print disabilities, using sign language, and/or requiring some other specific accommodation? <i>DO NOT READ RESPONSE OPTIONS; RESPONDENT TO GIVE A PERCENTAGE</i></p>	<ul style="list-style-type: none"> 1. 0 % (none) 2. 1-10% 3. 11-25% 4. 26-50% 5. Above 50%
4.3.4	<p>What percentage of your on-campus programs were accessible <u>for students/trainees with special education needs (e.g. disabilities or difficulties with hearing, sight, mobility, and/or learning difficulties)?</u> <i>DO NOT READ RESPONSE OPTIONS; RESPONDENT TO GIVE A PERCENTAGE</i></p>	<ul style="list-style-type: none"> 1. 0-10% 2. 11-25% 3. 26-50% 4. 51-75% 5. Above 75%

4.4.1	<p>Prior to the Covid-19 pandemic, what percentage of programs and courses included a practical component (versus only theoretical)?</p> <p><i>DO NOT READ RESPONSE OPTIONS; RESPONDENT TO GIVE A PERCENTAGE</i></p>	<ol style="list-style-type: none"> 1. 0% (none) >>Action 5 2. 1-10% 3. 11-25% 4. 26-50% 5. 51-75% 6. 76-90% 7. Above 90%
4.4.2	<p>For programs that had a practical component, roughly what percentage of the learning experience comprised practical work?</p> <p><i>DO NOT READ RESPONSE OPTIONS; RESPONDENT TO GIVE A PERCENTAGE</i></p>	<ol style="list-style-type: none"> 1. 1-10% 2. 11-25% 3. 26-50% 4. Above 50%

ACTION 5: To create a teaching experience conducive to learning

No.	Question	Response Options
5.1.1	What are the main methodologies you use to confirm student/trainee has reached the level of knowledge/ skill required to complete a program or course? a) Tests/ exams b) Written assignments c) Practical assessment of skills d) Assessment of classroom practice e) Portfolio assessment f) Other (specify) g) None of the above	<i>Yes/No for each</i>
5.1.2	In what ways do you accommodate students/trainees with disabilities and/or diverse learning needs during assessments? a) More time b) Accessible material c) Sign language interpretation d) Other (specify) e) No students/trainees identified with disabilities or diverse learning needs	<i>Yes/No for each</i>
5.2.1	Are academics/teacher educators at the institution evaluated?	1. Yes, more than once annually 2. Yes, annually 3. Yes, less than annually 4. Not evaluated >>5.2.4
5.2.2	Which methods are used to contribute to evaluations of academics/teacher educators? a) Performance review by principal/director/manager b) Evaluation filled out by students/trainees at the end of the program/course c) Peer assessment d) Student/trainee performance on courses/programs e) Feedback from schools on teachers f) Other (specify)	<i>Yes/No for each</i>

No.	Question	Response Options
5.2.3	<p>Which of these methods is <u>most critical</u> as a form of evaluation for academics/teacher educators?</p> <p>IF THERE WAS ONLY ONE RESPONSE IN Q5.2.2, PLEASE MARK IT AGAIN HERE</p>	<ol style="list-style-type: none"> 1. Performance review by director/ manager 2. Evaluation filled out by students/ trainees at the end of the program 3. Peer assessment 4. Student/trainee performance on courses/programs 5. Feedback from schools on teachers 6. Other (specify)
5.2.4	Do you reward good performance of academics/teacher educators?	<ol style="list-style-type: none"> 1. Yes 2. No
5.2.5	Do you take action on poor performance of academics/teacher educators?	<ol style="list-style-type: none"> 1. Yes 2. No
5.2.6	Does the institution/faculty request feedback from students/trainees or graduates on the performance of academics/teacher educators?	<ol style="list-style-type: none"> 1. Yes 2. No
5.2.7	Who is responsible for receiving and resolving complaints from students/ trainees?	<ol style="list-style-type: none"> 1. No person has been designated for this task 2. A person from the institution's staff is responsible for receiving complaints and for channelling them to the relevant party 3. A person from the institution's staff is responsible for receiving and addressing complaints 4. A person from the management committee is responsible for receiving and addressing complaints
5.2.8	Does the institution/faculty have a grievance redress mechanism in place for students/trainees? (for example, appeal procedures, anonymous feedback, hotline calls, personal meetings with management)	<ol style="list-style-type: none"> 1. Yes 2. No>>5.3.1 3. Don't know/ no response>>5.3.1
5.2.9	If yes, which of the following elements are included in your grievance redress mechanism?	Yes/No for each

No.	Question	Response Options
	<ul style="list-style-type: none"> a) Written policy accessible to all students and prospective students outlining procedures for reporting and handling grievances of different kinds b) Online facility to report grievances c) On-campus facility to report grievances in writing d) One or more grievance redress committees to handle complaints e) Inclusion of grievance redress management in the job description of one or more senior management members f) Procedure to appeal against rejected applications for prospective students g) Procedure to appeal marks/grades awarded for individual assessment tasks h) Procedure to appeal against year-mark/final grade (Pass/Fail, etc.) i) Procedure to report grievances in performance of educational and administrative staff j) Procedure to report victimization/discrimination by staff and other students k) Other (specify) 	
5.3.1	Did the institution/faculty offer or support some form of professional development to academics/teacher educators during the 2019-2020 academic year (workshops, mentoring, short courses, etc.)?	<ul style="list-style-type: none"> 1. Yes 2. No >>Action 6
5.3.2	<p>What kinds of professional development were available to academics/ teacher educators in the 2019-2020 academic year?</p> <ul style="list-style-type: none"> a) Conference/workshops on-site (1-2 days) b) Conference/workshops off-site (1-2 days) c) Online conferences, workshops, or webinars d) Mentorship from senior academics/teacher educators e) Peer mentoring program f) Short programs (1-2 weeks) g) Participation in research assignments h) Formal qualifications i) Other (specify) 	<i>Yes/No for each</i>
5.3.3	What are your <u>main sources</u> of funding for professional development for the staff in your institution?	<i>Select up to 2 sources</i>

No.	Question	Response Options
	a) Institutional funds b) Public funds from national government) c) Public funds from local government) d) Hosts of professional development activity e) International organizations/donors f) NGOs g) Teacher educators themselves/self-paid h) Other (specify)	
5.3.4	What percentage of staff participated in professional development in the 2019-2020 academic year? <i>DO NOT READ RESPONSE OPTIONS; RESPONDENT TO GIVE A PERCENTAGE</i>	1. 0-10% 2. 11-25% 3. 26-50% 4. Above 50%
5.3.5	Did the professional development result in changes in academics'/teacher educators' practices and teaching?	1. Yes, significant changes 2. Yes, some changes 3. No changes 4. Don't know
5.4.1	In the 2019-2020 academic year, did staff receive any professional development focused specifically on issues of diversity and inclusion?	1. Yes 2. No >>Action 6
5.4.2	How long was the diversity and inclusion training?	1. 1-5 hours 2. 5-14 hours 3. 15-30 hours (0.5-1 ECTS credit) 4. More than 30 hours (1 ECTS credit)
5.4.3	What percentage of staff participated in this training? <i>DO NOT READ RESPONSE OPTIONS; RESPONDENT TO GIVE A PERCENTAGE</i>	1. 0-10% 2. 11-25% 3. 26-50% 4. Above 50%
5.4.4	What was the focus of the training(s)?	<i>Free response space</i>

No.	Question	Response Options
5.4.5	Did the diversity and inclusion training result in changes in academics'/teacher educators' practices and teaching?	<ol style="list-style-type: none">1. Yes, significant changes2. Yes, some changes3. No changes4. Don't know

ACTION 6: To ensure institutional financial viability and efficiency

No.	Question	Response Options
6.1.1	Does the institution have authority to generate and collect its own income?	<ol style="list-style-type: none"> 1. Yes, full authority 2. Yes, some authority 3. No>>6.1.3
6.1.2	If yes, which structure/position is the final decision-maker regarding strategies to generate and collect income? <i>[Do not read responses, select answer aligned with interviewee response.]</i>	<ol style="list-style-type: none"> 1. Founder of the Institution (usually National or Local Government) 2. Supervisory Board 3. Staff Conference 4. University Senate 5. NGO Governance Board 6. Academic Board 7. Faculty Academic Board 8. Executive Board 9. The Director/Principal/Dean 10. Any management level person 11. Other (specify)
6.1.3	Does the institution have autonomy to decide how to allocate, use, and manage its finances?	<ol style="list-style-type: none"> 1. Yes, full authority 2. Yes, some authority 3. No>>6.1.5

No.	Question	Response Options
6.1.4	<p>If yes, which structure/position is the final decision-maker regarding decisions about how to allocate, use, and manage finances? <i>[Do not read responses, select answer aligned with interviewee response.]</i></p>	<ol style="list-style-type: none"> 1. Founder of the Institution (usually National or Local Government) 2. Supervisory Board 3. Staff Conference 4. University Senate 5. NGO Governance Board 6. Academic Board 7. Faculty Academic Board 8. Executive Board 9. The Director/Principal/Dean 10. Any management level person 11. Other (specify)
6.1.5	<p>Does the institution have any policies on spending limits for different procurement processes and levels of staff that have approved by the Board, Primary Management Structure (selection in Q 2.1.1), or other relevant governance/management structure?</p>	<ol style="list-style-type: none"> 1. Yes 2. No
6.2.1	<p>To what extent, if any, does your institution experience constraints regarding the following financial processes (for example, formal restrictions because of regulations, or because there is limited capacity within the institution) :</p>	
	<p>a) Set its annual budget</p>	<ol style="list-style-type: none"> 1. No constraint 2. Some constraint 3. Major constraint 4. Not able to do at all
	<p>b) Set tuition fees</p>	<ol style="list-style-type: none"> 1. No constraint 2. Some constraint 3. Major constraint 4. Not able to do at all
	<p>c) Shift its budget (without needing external approvals)</p>	<ol style="list-style-type: none"> 1. No constraint 2. Some constraint 3. Major constraint 4. Not able to do at all

No.	Question	Response Options
	d) Make investments for the future	1. No constraint 2. Some constraint 3. Major constraint 4. Not able to do at all
	e) Reduce expenses	1. No constraint 2. Some constraint 3. Major constraint 4. Not able to do at all
	f) Find/ increase revenue	1. No constraint 2. Some constraint 3. Major constraint 4. Not able to do at all
	g) Mobilize other sources of income (research contracts, donations, funding partnerships with industry, sale of specialized services, entrepreneurial activities, etc.)	1. No constraint 2. Some constraint 3. Major constraint 4. Not able to do at all
	h) Determine staff remuneration	1. No constraint 2. Some constraint 3. Major constraint 4. Not able to do at all
6.3.1	How has your institution ensured continued access to financial resources? a) By complying with government regulations and requirements and following up on the allocation and disbursement of government funding b) By closely monitoring the payment of tuition and fees from students/trainees c) Through private-public partnerships (PPPs) d) By organizing fundraising events with businesses and local communities e) Through access to donor funds f) Other (specify)	<i>Yes/No for each</i>
6.3.2	In the past 2 academic years (2018-2019 and 2019-2020), did your institution receive in-kind or non-cash donations (such as equipment) from government authorities?	1. Yes 2. No

No.	Question	Response Options
6.3.3	In the past 2 academic years, did your institution receive in-kind or non-cash donations (such as equipment) from sources other than government?	<ol style="list-style-type: none"> 1. Yes 2. No
6.3.4	Does your institution have an annual operating budget?	<ol style="list-style-type: none"> 1. Yes 2. No
6.3.5	<p>What factors does your institution consider important when deciding how to manage and allocate funds?</p> <ol style="list-style-type: none"> a) Based on student/trainee demand for programs (i.e. towards programs that are more / less in-demand) b) Based on how funds were received (i.e. donation for particular program or government funding for particular program) c) Program requests (students/trainees/stakeholders) d) What is most urgently needed (i.e. in ad-hoc manner with no specific plans) e) Based on profitability criteria f) Other (specify) 	Yes/No for each
6.3.6	Of the factors identified in Q 6.3.5, what is the critically important factor of the ones you mention as important when deciding how to manage funds?	<p><i>Select one response</i></p> <ol style="list-style-type: none"> 1. Based on student/trainee demand for programs (i.e. towards programs that are more / less in-demand) 2. Based on how funds were received (i.e. donation for particular program or government funding for particular program) 3. Program requests (students/trainees/stakeholders) 4. What is most urgently needed (i.e. in ad-hoc manner with no specific plans) 5. Based on profitability criteria 6. Other (specify)

No.	Question	Response Options
6.4.1	For each of the following budget items, please indicate whether you feel the available budget is sufficient to meet the institution's needs to deliver high quality programs.	<i>Select one response</i>
	a) Physical infrastructure and equipment maintenance	<ol style="list-style-type: none"> 1. No allocation 2. Inadequate 3. Adequate
	b) Staff professional development	<ol style="list-style-type: none"> 1. No allocation 2. Inadequate 3. Adequate
	c) Capital investment (including new physical facilities and new specialized equipment)	<ol style="list-style-type: none"> 1. No allocation 2. Inadequate 3. Adequate
	d) Monitoring, evaluation, and research	<ol style="list-style-type: none"> 1. No allocation 2. Inadequate 3. Adequate
6.4.2	If any are marked inadequate, how do you plan to fill the gaps for those that you reported were inadequately budgeted:	
	a) Physical infrastructure and equipment maintenance	<ol style="list-style-type: none"> 1. Fundraise 2. Increase tuition fees 3. Request additional funding from government 4. Other option (specify)
	b) Staff professional development	<ol style="list-style-type: none"> 1. Fundraise 2. Increase tuition fees 3. Request additional funding from government 4. Other option (specify)
	c) Capital investment (including new physical facilities and new specialized equipment)	<ol style="list-style-type: none"> 1. Fundraise 2. Increase tuition fees 3. Request additional funding from government 4. Other option (specify)

No.	Question	Response Options
	d) Monitoring, evaluation, and research	1. Fundraise 2. Increase tuition fees 3. Request additional funding from government 4. Other option (specify)
6.5.1	Does this institution undergo regular financial auditing through internal or external audit?	1. Yes 2. No >>6.5.5
6.5.2	If yes, in what year did the last <u>internal</u> audits take place? IF NEVER WRITE '0'	1. 2018 or later 2. 2017 or earlier
6.5.3	If yes, in what year did the last <u>external</u> audits take place? IF NEVER WRITE '0'	1. 2018 or later 2. 2017 or earlier
6.5.4	Are audit results shared with the Governance Board or equivalent structure?	1. Yes 2. No >>NOW SKIP TO ACTION 7
6.5.5	If no, why do you not have a regular financial audit?	<i>Select one response</i> 1. Too expensive 2. We don't see the need 3. Other (specify)

ACTION 7: To gather, analyse, and publicize data for informed decision-making

No.	Question	Response Options
7.1.1	How does the institution collect and manage data for operational and planning purposes (student/trainee records, assessment data, placement data, educator data, infrastructure data, etc.)? Is this data collected into some information system, or in database, or stored in any programs?	<p><i>Select one response</i></p> <ol style="list-style-type: none"> 1. Real-time data capture by all staff into an online or campus-hosted Management Information System (MIS) 2. Submission of data to institutional administrators for real-time data capture into an online or campus-hosted MIS 3. Institutional records stored in a database that can only be accessed on a single computer 4. Institutional records stored in multiple locations in Office-type applications (spreadsheets, word processing documents, etc.) 5. Institutional records stored in hard copy only 6. Other (specify)
7.1.2	Does the institution have a person/post at management level responsible for institutional data systems and data quality?	<ol style="list-style-type: none"> 1. Yes 2. No
7.1.3	How frequently is institutional data backed up (to guard against loss or corruption of data)?	<ol style="list-style-type: none"> 1. In real time 2. Weekly 3. Monthly 4. Less frequently than monthly 5. Never
7.1.4	Does the institution have a disaster recovery policy for institutional data?	<ol style="list-style-type: none"> 1. Yes 2. No

No.	Question	Response Options
7.1.5	Does the institution have a process for ensuring quality of data (i.e. accurate, comprehensive, reports calculating correctly, etc.)?	<ol style="list-style-type: none"> 1. Yes 2. No
7.2.1	<p>To which, if any, databases does the institution submit data on professional development of educators?</p> <ol style="list-style-type: none"> a) Government EMIS b) Donor database/monitoring system c) Other (specify) d) None 	<i>Yes/No for each (If 'None' >>7.3.1)</i>
7.2.3	Is the institution required to do preparatory work to submit this data or does its MIS conform to the technical standards of the databases with which it shares data, so that data can be submitted automatically?	<ol style="list-style-type: none"> 1. Automated Submission 2. Preparatory Work Required
7.3.1	<p>How frequently does the institution collect data on the following?</p> <p>Administrative data:</p> <ol style="list-style-type: none"> a) Enrolment rates b) Staffing c) Spending 	<ol style="list-style-type: none"> 1. Never 2. Once a year 3. Twice a year 4. Quarterly 5. Monthly 6. In Real Time

No.	Question	Response Options
	d) Other	1. Never 2. Once a year 3. Twice a year 4. Quarterly 5. Monthly 6. In Real Time
	Student/trainee data: e) Student/trainee performance	1. Never 2. Once a year 3. Twice a year 4. Quarterly 5. Monthly 6. In Real Time
	f) Graduation/completion statistics	1. Never 2. Once a year 3. Twice a year 4. Quarterly 5. Monthly 6. In Real Time
	g) Student/trainee satisfaction	1. Never 2. Once a year 3. Twice a year 4. Quarterly 5. Monthly 6. In Real Time
	Academics/Teacher educators: h) Academic/teacher educator performance	1. Never 2. Once a year 3. Twice a year 4. Quarterly 5. Monthly 6. In Real Time

No.	Question	Response Options
	i) Academic/teacher educator workload	1. Never 2. Once a year 3. Twice a year 4. Quarterly 5. Monthly 6. In Real Time
7.4.1	Does the institution disaggregate data according to any of the following diversity and inclusion criteria when collecting data? a) Gender b) Ethnic minorities c) Migrants (forced or voluntary) d) Groups not fluent in the most common language of instruction e) Students/trainees who have difficulty seeing, even if wearing glasses, or difficulty hearing even if using a hearing aid f) Students/trainees who have difficulty walking or climbing steps g) Students/trainees who require support with self-care (e.g. in dressing or washing) h) Students/trainees with other difficulties i) None of the above	Yes/No for each
7.5.1	Which of the following does the institution use to evaluate its programs and its overall performance? h) Enrolment rates i) Staffing j) Spending against budgets k) Student/trainee performance l) Graduation/completion statistics m) Student/trainee satisfaction n) Academic/teacher educator performance o) Satisfaction of schools as employers of teachers p) None of the above	Yes/No for each
7.5.2	Does the institution disaggregate data according to any of the following diversity and inclusion criteria when analysing its performance?	Yes/No for each

No.	Question	Response Options
	<ul style="list-style-type: none"> a) Gender b) Ethnic minorities c) Migrants (forced or voluntary) d) Groups not fluent in the most common language of instruction e) Students/trainees who have difficulty seeing, even if wearing glasses, or difficulty hearing even if using a hearing aid f) Students/trainees who have difficulty walking or climbing steps g) Students/trainees who require support with self-care (e.g. in dressing or washing) h) Students/trainees with other difficulties i) None of the above 	
7.5.3	With whom does the institution share its targets and information on the performance against these targets?	<ul style="list-style-type: none"> 1. Only with staff 2. Only internally 3. Internally but also with government and schools 4. Publicly (if publicly shared, it is assumed staff, students, government, & schools will be able to see it)
7.5.4	Does the institution have internal meetings to discuss institutional performance based on data collected?	<ul style="list-style-type: none"> 1. Yes 2. No>>Section 8
7.5.5	If yes, how frequently did the institution have such meetings, over the past two years?	<ul style="list-style-type: none"> 1. Quarterly or more often 2. Twice a year 3. Once a year 4. Less often than once per year

No.	Question	Response Options
7.5.6	What is the main result of these meetings?	<ol style="list-style-type: none">1. Everyone became aware of performance2. Staff and teacher educators voiced concerns and constraints3. Staff learned about new policies or procedures4. Institution agreed on adjustment to policies or procedures5. Other (specify)

Action 8: Covid-19 Response and Emergency Remote Teaching

PART 1 - QUESTIONS ON SITUATION PRIOR TO Covid-19 AND IN IMMEDIATE RESPONSE TO OUTBREAK		
8.1	Did your institution close for face-to-face classes as a measure to counter the spread of the Covid-19 pandemic?	<ol style="list-style-type: none"> 1. Yes, and it is still closed 2. Yes, but it has partially or fully reopened 3. No, it did not fully close, although courses were continued using alternate arrangements 4. No, it did not close, the institution operated as usual
8.2	<p>After the Covid-19 outbreak in Spring 2020, what percentage of your teacher education programs that involved <u>face-to-face training courses</u> were able to be continued with either partial or full use of emergency remote teaching measures?</p> <p><i>Emergency remote teaching (ERT) refers to 'a temporary shift of instructional delivery to an alternate delivery mode due to crisis circumstances'. typically, using distance learning modalities such as radio, television, print, phone, and/or internet-based online resources and learning platforms.</i></p>	<ol style="list-style-type: none"> 1. 0% (none were continued, all were suspended) >>8.5 2. Less than 25% were continued (majority were suspended) 3. 25 – 50% were continued (remainder was suspended) 4. 51 – 75% were continued 5. More than 75% were continued
8.3	<p>For the teacher education programs that were continued, how has training been provided in this period?</p> <p><i>Offline distance learning refers to remote instruction using 'offline' modalities that do not rely on the internet, such as printed documents, screen shots distributed by phone or social media, or television and radio.</i></p>	<ol style="list-style-type: none"> 1. Fully remote (online and/or offline distance learning, no face-to-face contact) 2. Partially remote (a mixture of face-to-face, online and/or offline distance learning) 3. No online or offline distance learning offered as we continue to provide face-to-face training >>8.5 4. Other (please explain in detail)
8.4	For the teacher education programs that were continued using emergency remote teaching measures, which modalities have you used to provide training?	<i>Yes/ No for each</i>

	<ul style="list-style-type: none"> a) Online learning platforms (e.g. Moodle, Google Classroom, or others) b) Live lessons delivered via teleconferencing platforms (Zoom, Google Meet, Microsoft Teams, etc.) c) Pre-recorded lessons/materials placed online (e.g. on YouTube) d) Pre-recorded lessons/materials broadcast on television e) Radio f) Phone and/or SMS communications g) Printed documents and packs provided to students h) Communication via social media (WhatsApp, Facebook, etc.) i) Other (explain) 	
8.5	For programs involving school-based practical training for teachers or classroom practice, how have these components been provided in response to Covid-19?	<ul style="list-style-type: none"> 1. Practical training has not been provided 2. Practical training has been simulated using online platforms and/or distance learning tools 3. Practical training has continued in face-to-face formats 4. Not applicable
8.6	Were certifying exams or assessments for students held for the most recently completed academic year (2019/2020)?	<ul style="list-style-type: none"> 1. Yes, as usual 2. Yes, but with modifications (e.g. movement to online exams, application of hygiene and distancing protocols, etc.) 3. No, they have been postponed 4. No, they have been cancelled 5. Not applicable

8.7	<p>What percentage of your overall student population do you estimate has been able to stay engaged in a sustained way over time and continue their studies during the period of Covid-19 outbreak and unexpected shutdown, taking into account the distance learning modalities deployed and their access to digital devices and connectivity?</p> <p><i>DO NOT READ RESPONSE OPTIONS; RESPONDENT TO GIVE A PERCENTAGE</i></p>	<ol style="list-style-type: none"> 1. 0-10% 2. 11-25% 3. 26-50% 4. 51-75% 5. Above 75% 99. Don't know
8.8	<p>What are the main reasons why students could not sustain their engagement over time?</p> <p><i>DO NOT READ RESPONSE OPTIONS; INTERVIEWER TO CODE ALL THAT ARE MENTIONED</i></p>	<ol style="list-style-type: none"> A. Lack of device or equipment B. Lack of adequate connectivity / bandwidth C. Disengagement with instructors or absenteeism D. Training content was not suitable for distance learning modalities E. Needed to work from home or take care of family member(s) F. Personal illness G. Other (explain) H. Don't know
8.9	<p>What percentage of your student population <u>with special educational needs</u> do you estimate were able to continue their studies during the period of unexpected shutdown?</p> <p><i>DO NOT READ RESPONSE OPTIONS; RESPONDENT TO GIVE A PERCENTAGE</i></p>	<ol style="list-style-type: none"> 1. 0-10% 2. 11-25% 3. 26-50% 4. 51-75% 5. Above 75% 6. No students identified with special educational needs 99. Don't Know
<i>PART 2 - NOW AND LOOKING AHEAD: PREPARING FOR NEW WAVES OF Covid-19 OR OTHER EMERGENCIES</i>		
8.10	<p>Compared to the situation prior to Covid-19, is your institution now committing additional human or financial resources to expand the use of online and offline distance learning?</p>	<ol style="list-style-type: none"> 1. Yes 2. No 3. Other (explain)

8.11	<p>Does your institution now have (or is it developing) a documented operational continuity plan that outlines how it will sustain delivery of training to students when the campus is not physically accessible due to e.g. future waves of Covid-19, other pandemics, natural disasters, or other emergencies?</p> <p><i>An operational continuity plan describes how a training institution will work to provide for a continuation of essential services during prolonged absences caused by emergencies. Such plans typically conform to guidance from national or regional authorities and describe supply needs, revised timetables for courses, operating protocols and procedures for remote teaching, safety and health specifications, etc.</i></p>	<ol style="list-style-type: none"> 1. Yes, we had an operational continuity plan prior to Covid-19 2. Yes, we have developed an operational continuity plan as a result of Covid-19 3. No, we do not have an operational continuity plan yet, but this is an objective for the near-term 4. No, we do not have an operational continuity plan and have no immediate plans to develop one
8.12	<p>What percentage of your institution’s teacher educators currently have the skills needed to teach remotely when required (for example, teaching online using the institution’s preferred learning platforms or using other methods of educational delivery)?</p> <p><i>DO NOT READ RESPONSE OPTIONS; RESPONDENT TO GIVE A PERCENTAGE</i></p>	<ol style="list-style-type: none"> 1. None (0%) 2. Few (25% or fewer) 3. Some (26-50%) 4. Most (51-75%) 5. All or nearly all (over 75% of instructors)
8.13	<p>Considering the platforms you currently use for online learning and communication with students, how easy would it be for your institution to scale up the capacity of those systems to accommodate their expanded use during future shutdowns?</p>	<ol style="list-style-type: none"> 1. Easy, and can be done with no additional expense 2. Easy, but would require additional funds to cover operating costs 3. Possible, but would require additional funds to cover costs and time to upgrade system 4. Difficult during a shutdown as systems run on campus and would not be accessible for upgrades required 5. No platform for online learning or communication with students is currently in use <p>99. Don’t know</p>

Section 9: Institutional Values & Perspective

No.	Question	Response Options
9.1	Defining performance targets can improve the performance of teacher education providers	1. Strongly disagree 2. Somewhat disagree 3. Somewhat agree 4. Completely agree
9.2	The more a teacher education provider engages with government authorities, the more likely the institution will run into problems	1. Strongly disagree 2. Somewhat disagree 3. Somewhat agree 4. Completely agree
9.3	It is a good practice to ensure that an external party audits the institution's financial statements	1. Strongly disagree 2. Somewhat disagree 3. Somewhat agree 4. Completely agree
9.4	Competency standards overburden teacher education providers and do not affect what or how students learn	1. Strongly disagree 2. Somewhat disagree 3. Somewhat agree 4. Completely agree
9.5	School-based internships overburden and distract pre-service students	1. Strongly disagree 2. Somewhat disagree 3. Somewhat agree 4. Completely agree
9.6	Information on institutional performance should be available to anybody interested	1. Strongly disagree 2. Somewhat disagree 3. Somewhat agree 4. Completely agree
9.7	Collecting information is essential to improve the performance of teacher education providers	1. Strongly disagree 2. Somewhat disagree 3. Somewhat agree 4. Completely agree

No.	Question	Response Options
9.8	<p>Please list the top 3 actions that your institution needs to take to improve the quality of the teacher education you provide. What and in which areas should you improve?</p> <ol style="list-style-type: none"> 1. Recruit teacher educators with better competencies 2. Get new(er) equipment and resources 3. Improve infrastructure 4. Have greater autonomy on curriculum development 5. Have greater autonomy on budget matters 6. Improve access to school-based internships 7. Improve student/trainee assessment standards 8. Improve support for inclusion and for diverse student/ trainee population 9. Other (specify) 	<p><i>Code the top 3. Do not read the responses. Match the respondent's answer to the closest one, and if not possible to match, specify the response in 'Other'.</i></p>
9.9	<p>Please list the top 3 obstacles which make it difficult for the institution to implement these actions.</p> <ol style="list-style-type: none"> 1. Cannot find academics/teacher educators with adequate competencies 2. Teacher educators are too demanding in terms of salary requests 3. Too many government regulations 4. Budget constraints (specify) 5. Lack of organization within institution 6. Lack of proper infrastructure 7. Other (specify) 	<p>Code the top 3</p>

Focus Groups Guides (Stakeholder Groups)

Student Teachers (Pre-service Teachers)

Topic	Probing questions
General context	1) How did you decide on what type of teacher education provider you would attend? What influenced their decision? (A) Finances, (B) Reputation, (C) Admissibility, (D) Programs offered, (E) Friends/family attending institutions, (F) Location, etc. What were the advantages and disadvantages of the institution type that they chose?
	2) So far do your expectations meet your considerations (in choosing the teacher education provider you are attending)? If not, why not?
	3) How did you decide which area to focus your studies? (A) Personal interest in area of specialization/level of teaching (B) Received information that jobs for teachers in this area are in high demand (specify who provided information) (C) Family pressure (D) Availability of places in the program (E) Met admissions requirements (F) Other
	4) <i>Moderator follow the flow of questions according to participants' actions after graduation.</i> Following graduation do you plan to: (1) Find a job (2) Pursue further education (3) Other (4) Unsure
	5) Find a teaching position: Please explain how you think you will get employment. (A) Through family connections (B) Application to a job posting (C) Connections made through your teacher education institution (specify connection) (D) Through school connections made during practical placement
Success in preparing to further education	6) Pursue further studies? (1) Why do you want to pursue further studies? (2) What do you plan to study? (2) Are your current studies helping you to pursue further education If yes, how so?

Topic	Probing questions
	<p>(A) Get educational background required to pursue further studies</p> <p>(B) Acquire contacts/ recommendations required to pursue further studies</p> <p>(C) Other</p>
<p>Assistance from training providers in Career path and to find employment</p>	<p>7) Is your institution helping you find employment? If yes, how?</p> <p>(A) Orientation on options at the enrolment stage</p> <p>(B) Career counseling by teacher educators</p> <p>(C) Dedicated career counselor available on campus</p> <p>(D) Mentoring by former students; graduates; alumni</p> <p>(E) Career Center available on campus channeling employers hiring requests</p> <p>(F) Close contact with local government (oblast) office</p> <p>(G) Other</p> <p>8) What type of employment will you seek after graduation?</p> <p>(A) full-time</p> <p>(B) part-time</p> <p>(C) casual</p> <p>(D) other</p> <p>Please explain why?</p>
<p>Experience attending training providers</p>	<p>9) Did the distance / commute to the teacher education provider you attend affect your decision in choosing this institution? How so or why not?</p> <p>(A) I chose an institution that was closer to me</p> <p>(B) I chose an institution that was in the city</p> <p>(C) I chose an institution based on accessible transportation</p> <p>(D) I chose an institution based on the availability of distance/online learning</p> <p>(E) I chose an institution with accommodation facilities</p> <p>10) If Yes, what percentage of your budget is dedicated to your transportation costs?</p> <p>11) Were you offered a scholarship? If yes, did the scholarship influence your decision about which institution you attended? If yes, how so?</p> <p>12) Thinking of the average ratio between learning theory and doing teaching practice in your program, how would you characterize this ratio in terms of providing you with the skills set you require to find employment in your field?</p> <p>(A) There is too much focus on theory</p> <p>(B) Program was too practical, did not learn enough theory behind practice</p> <p>(C) The ratio was well balanced and maximized the learning process</p>

Topic	Probing questions
	<p>(D) The ratio was well balanced but what we learned in practice did not reflect the skills required to teach in the classroom</p> <p>13) What is the rate of attendance/av of your educators? If lower than 90%, how did this affect your learning process?</p> <p>(A) I have to spend a great deal of time to learn things on my own (B) I rely very heavily on the textbook (C) I don't think I am learning many of the important matters (D) It does not affect my learning process</p>
Attitudes of students on learning	<p>14) Below are a series of questions about attitudes and perceptions students may have towards their institutions and the job market. Moderators should reference these to lead a discussion about students' perceptions of their own job market research and the resources available to them.</p> <p>(A) Where can accurate information about teaching posts be sourced from? (B) What responsibility for finding a teaching position lies on students, versus the support they receive from their institutions and/or local government? (C) Do you feel grades are an important indicator of success in finding a job? (D) Does participating in class debates and discussion increase chances of finding good employment?</p>
General	<p>15) Is there anything else that you think is important about pre-service teacher training that you would like to note.</p>

In-service Teachers

Topic	Probing questions
Reasons for studying	1) Why did you choose to enrol in an in-service teacher training course/program? (Explore all options in detail) <ul style="list-style-type: none"> (A) Personal growth/learning new skills (B) Career advancement (C) Salary increase (D) Desire to change teaching focus (E) Request/requirement from manager/principal (F) Mandatory teacher attestation requirements (G) Other
Choice of institution and course/program	2) Which factors did you take into consideration when choosing the teacher education provider that offered your in-service program? Please explain why. (We want to understand why graduates chose a public institution or NGO or other type of organization). What influenced your decision? <ul style="list-style-type: none"> (A) Finances (B) Reputation (C) Admissibility (D) Programs offered (E) Colleague/Friend/family attending training institutions (F) Requested by my school (G) Location (H) Other What were the advantages and disadvantages of the institution type that they chose? Please specify if your considerations were met. If not, how was it different? 3) What made you decide on which sector of specialization you chose? <ul style="list-style-type: none"> (A) Personal interest in field (B) Mandatory requirements by my employer (educational institution) (C) Availability of places in the program (D) Met admissions requirements (E) Good career prospects (F) Other
Effectiveness of course/program	4) Do you feel that your in-service teacher training has helped you to improve your skills as a teacher? If so, in what ways? (probe around specific in the various categories below) <ul style="list-style-type: none"> (A) Improved my subject knowledge: (B) Learned new approaches to teaching my subject (C) Learned new generic skills (teamwork, ICT use, etc) (D) Learned about new education reforms/curriculum changes (E) Learned about issues of diversity and inclusion (catering to learners with special educational needs) (F) Other (explain)

Topic	Probing questions
	If not, why?
Success in contributing to student learning experience	5) Did the training you received improve the learning experience of your students? If yes, please explain in how so. If no, please explain why not.
Assistance in in-service training	6) How did your school and/or local government (oblast) office support you in your in-service training? How useful was the support you received? Why? (A) Guidance/information on options (B) Covered costs of course (C) Provided time off for studies (D) Organized replacement teacher to cover for me during time off (E) Other
Quality of learning experience	7) How was the quality of the course/program you took? Consider the following aspects in answering: (A) Content covered (B) Methods of teaching (C) Quality of assessment (D) Quality of teacher educators (E) Other 8) How could the course have been improved?
General	9) Is there anything else that you think is important about in-service teacher training that you would like to note.

Teacher Educators

Topic	Probing questions
Content and flexibility of teaching	1) Given the current courses you teach, how much are you able to adapt the curricula? This could include changing the learning goals, methods of teaching, assessment strategies, altering the theory-practice proportions, etc. If you are able to adapt the curriculum, please explain how often you adapt the curriculum and how you decide on changes needed
	2) What skills and attributes outside of the curriculum do you seek to create in your students?
Qualifications and professional development	3) What prior training and/or educational qualification did you obtain before becoming a teacher educator at this institution/organization? Do you feel this was sufficient? Why or why not?
	4) Are you given opportunities to improve upon skills you wish to have as an educator? If yes, what kinds of opportunities? Please provide examples.
	5) If you are given opportunities for professional development at your institution, do you feel these are sufficient? Why or why not?
	6) Is your performance at the institution/organization evaluated? If yes, how so? What is the result of the performance review? How effective do you find the performance reviews at your institution/organization are?
	7) How do the results of your performance reviews influence your teaching?
Recruitment and administrative practices	8) What were some of the factors you considered when joining to teach at this institution?
	9) Were you offered any incentives to join this institution? Are there any incentives throughout the academic year? Please give examples.
	10) Do you feel your workload is sufficient, too little, or too high? Please discuss your response. Have you ever asked for more work or a reduced workload? How much flexibility does the institution have to provide that?
	11) Do you have to work overtime to complete your workload? If so, is there a practice of compensating you for this overtime?
Teaching and learning of students	12) Do you feel that the infrastructure and resourcing at the teacher education provider is sufficient for you to be able to teach your students the knowledge and skills they need to leave their courses with?
	13) If you are involved in pre-service programs, do you find students are sufficiently prepared after their programs to enter the teaching profession? Why or why not? Please give examples.
	14) If you are involved in in-service programs/courses, do you think teachers improve their classroom practice and are better able to help students improve their learning outcomes after they complete the program/course? Why or why not? Please give examples.
General	15) Is there anything else that you think is important about pre-service and/or in-service teacher training that you would like to note.

School Principals

Topic	Probing questions
Success in finding employees from the graduates of training providers	1) (Historical tendency) Have you recruited any newly graduated teachers from teacher education providers? (Moderator: do not put too much stock in exact numbers for this topic) -> if Yes, how many (percentage / quantity) did you recruit in the last 3 years? -> How would you characterize them in terms of: -> gender (% male/ female) -> type of employment (full-time / part-time) -> field of expertise -> Which types of training institutions does your establishment hire graduates from most often? (A) University (B) Institution of Postgraduate Pedagogical Education (C) Oblast Methodological Centre of Vocational Education (D) Other educational institutions 2) Which type of institution do you prefer to hire teachers from? Please explain the reason(s) behind your preference.
Quality of pre-service training	3) Have the recently hired teachers contributed to improved education at your school? If yes, why? If no, why not? (A) they do not have the right competencies (B) they lack the appropriate work ethic and disciplines (C) Other). 4) What percentage of graduates from teacher education providers who you have hired had the expected subject knowledge and pedagogical skills to perform their duties? 5) For graduates who lack the expected subject knowledge and pedagogical skills, can you explain which skills they lack or how you think providers could improve their training?
Assistance in in-service training	6) How did/does your school support its teachers in their in-service training? (A) Guidance/information on options (B) Covered costs of course (C) Provided time off for studies (D) Organized replacement teachers (E) Other 7) What else do you feel you ought to be doing to help them, if anything?
Quality of in-service training	8) Do you feel that in-service teacher training courses that your teachers have recently completed have improved their skills as teachers? If so, in what ways? (probe around specific in the various categories below). If no, why not?

Topic	Probing questions
	<p>(A) Improved subject knowledge:</p> <p>(B) Learned new approaches to teaching their subject</p> <p>(C) Learned new generic skills (teamwork, ICT use, etc)</p> <p>(D) Learned about new education reforms/curriculum changes</p> <p>(E) Learned about issues of diversity and inclusion (catering to learners with special educational needs)</p> <p>(F) Other (explain)</p>
<p>Links between schools and teacher education providers</p>	<p>9) Do you have any relationships or collaboration processes with teacher education providers (s) to ensure that you are able to hire new teachers with the skill sets required to meet your school's needs and that the in-service training they offer is relevant and useful to your teachers?</p> <p>-> If Yes, how best would you describe this process? (first get a description of the process and then probe on the evaluative questions)</p> <p>(A) It is straightforward</p> <p>(B) It is somewhat complicated</p> <p>(C) Other)</p> <p>-> If No, for what reason?</p> <p>(A) It is too complicated</p> <p>(B) Do not trust training institutions to produce highly skilled persons</p> <p>(C) We have never thought of doing this</p> <p>(D) Other)</p> <p>10) Among the following, please choose the type of links between schools and teacher education providers that your school views as the best. Please explain why you hold these views.</p> <p>(A) Have a formal contract with provider for in-service training and/or a structured relationship to recruit newly graduated teachers</p> <p>(B) Work collaboratively to inform curriculum design of courses and programs</p> <p>(C) Provide opportunities for teacher students to complete classroom practice components of their programs</p> <p>(D) Participation in colloquiums or forums offered by institutions</p> <p>(E) Be part of peer reviews (curricula, materials, student assessment tasks, etc.)</p> <p>(F) Mentor graduates or students</p>
<p>General</p>	<p>11) Is there anything else that you think is important about pre-service and/or in-service teacher training that you would like to note.</p>