

Supporting Education Reforms & Skills in the Eastern Partnership Region

17-20 September 2024, Helsinki



Funded by
the European Union



This event is part of the

EaP | Eastern 
Partnership

Results of the **Key Data** on Teacher Management System

Data was extracted from PPMI experts working with the ETF team, thanks to the contribution of the various Ministries and national institutions

Support from Armenia: MoESCS, Ministry of Finance, ARMSTAT

Support from Azerbaijan: Ministry of Education and Science, Statistical Committee

Support from Georgia: Geostat, EMIS, MoESY

Support from Moldova: National Bureau of Statistics

Support from Ukraine: MoES, State Statistics Service of Ukraine

Number of teachers by level of education

- The number of teachers in **Eastern Partnership Region** has changed through the years, varying by education level.
- These changes reflect ongoing **educational reforms** and **workforce dynamics**.

Number of teachers by level of education

Armenia	2014/15	2022/23	Change
Early childhood	5,532	6,388	↑ 856
General Educ.	37,560	30,200	↓ - 7,360
Preliminary Craftsmanship Voc.	987	1,333	↑ 346
Middle Voc. VET	4,052	4,118	→ 66
Higher Educ. 1st degree	9,931	9,574	↓ - 357

Azerbaijan*	2014/15	2024/25	Change
Early childhood	14,667	17,163	↑ 2,496
General Educ.	149,602	140,141	↓ - 9,461
VET	8,000	7,800	↓ - 200
Secondary specialised	6,042	6,085	→ 43
Higher Educ.	14,533	14,471	↓ - 62

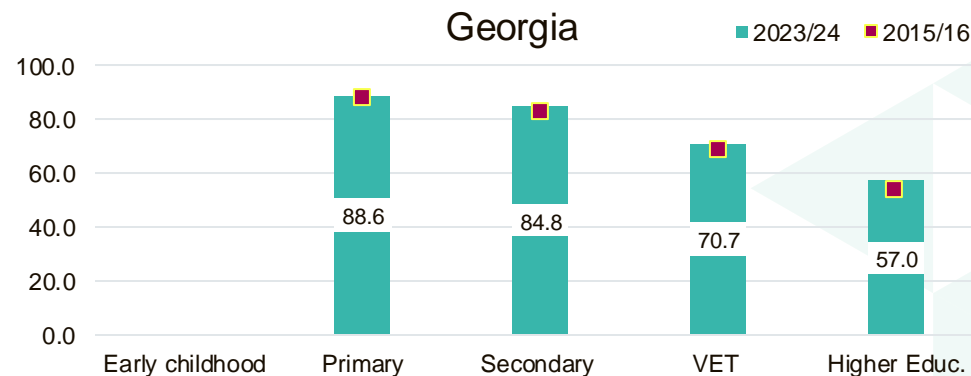
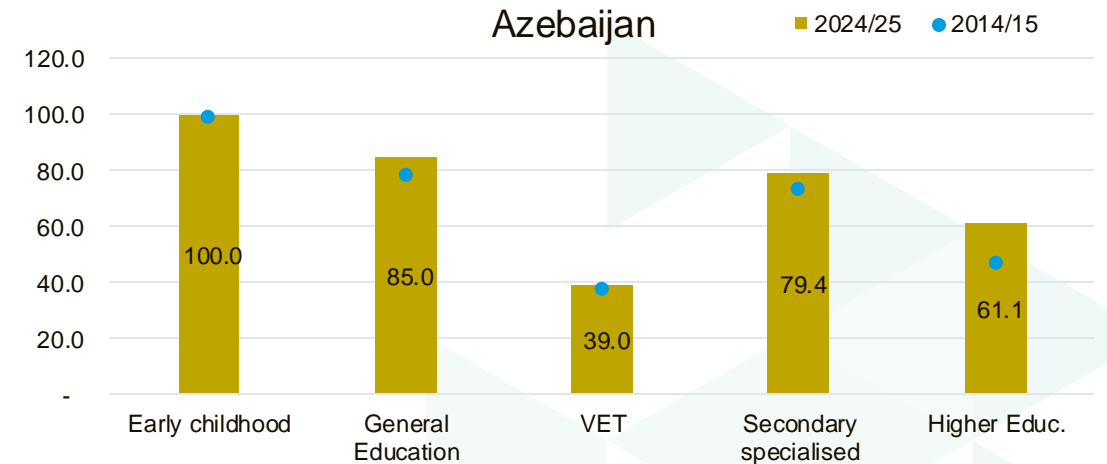
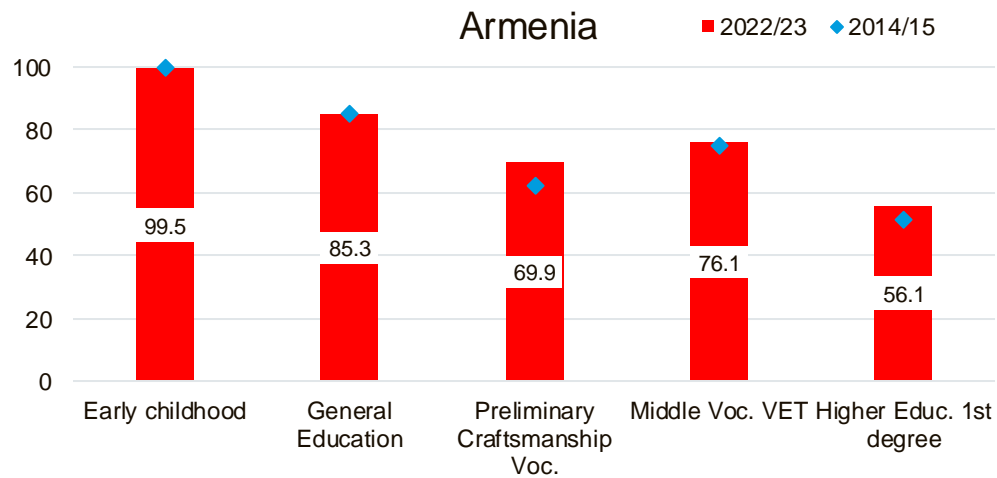
Georgia	2015/16	2023/24	Change
Early childhood	N/A	17,620	
Primary	45,140	45,951	↑ 811
Secondary	43,074	42,402	↓ - 672
VET	3,572	5,341	↑ 1,769
Higher Educ.	9,898	30,219	↑ 20,321

Moldova	2014/15	2022/23	Change
Early childhood	12,431	12,582	↑ 151
Primary and General secondary	30,834	26,272	↓ - 4,562
Secondary vocational education	2,096	3,771	↑ 1,675
Postsecondary (vocational and non-tertiary)	2,417	1,558	↓ - 859
Centres of excellence	N/A	937	
Higher Educ.	5,372	3,772	↓ - 1,600

Ukraine	2014/15	2023/24	Change
Early childhood	133,678	118,425	↓ - 15,253
Primary (1-4 grade)	90,735	74,921	↓ - 15,814
Secondary (5-11/12 grade)	202,464	166,548	↓ - 35,916
VET	43,316	28,056	↓ - 15,260
Higher Educ.	137,993	115,141	↓ - 22,852

Percentage of female teachers

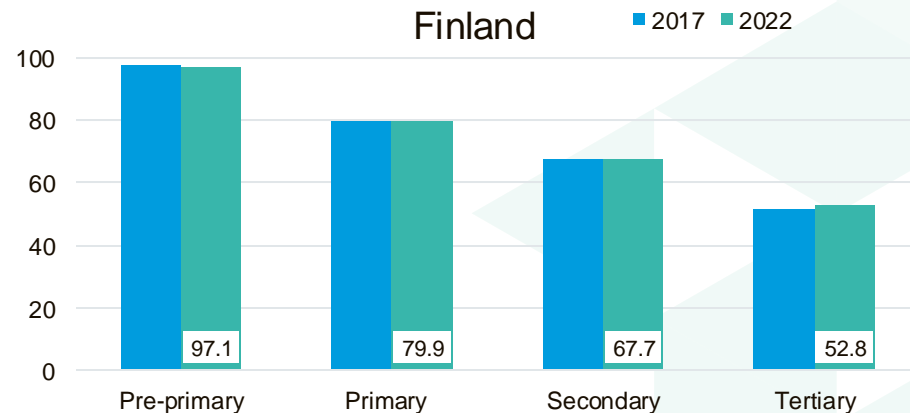
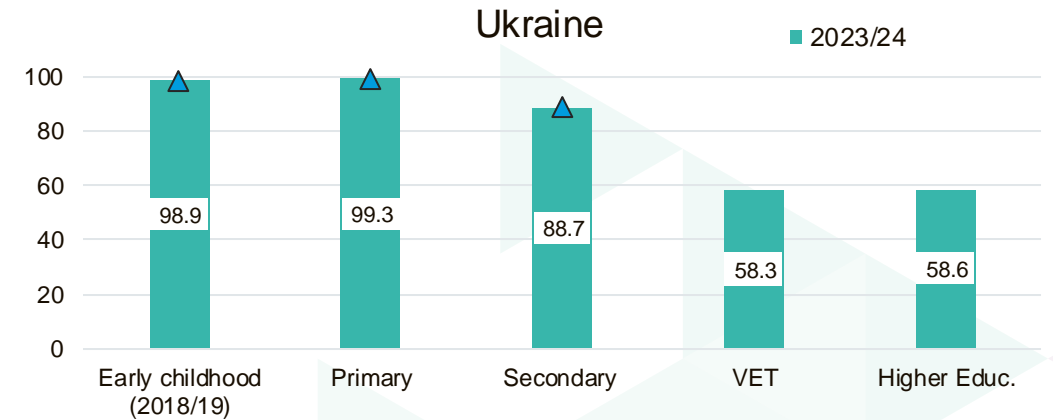
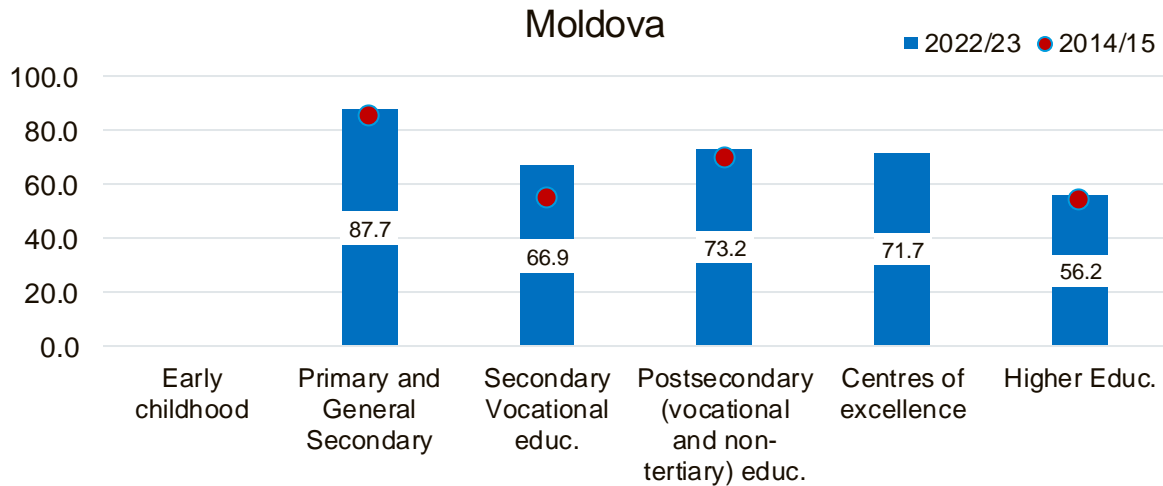
➤ Female teachers in **Eastern Partnership countries** make up more than 50% across all education levels.



Note: Last year available for General education in Azerbaijan is 2023/24 and last year available for VET in Azerbaijan is 2021.

Percentage of female teachers

- Female presentation in teaching is high in early childhood and general education, while it decreases in higher education and vocational training.



Percentage of teachers in rural areas by level of education

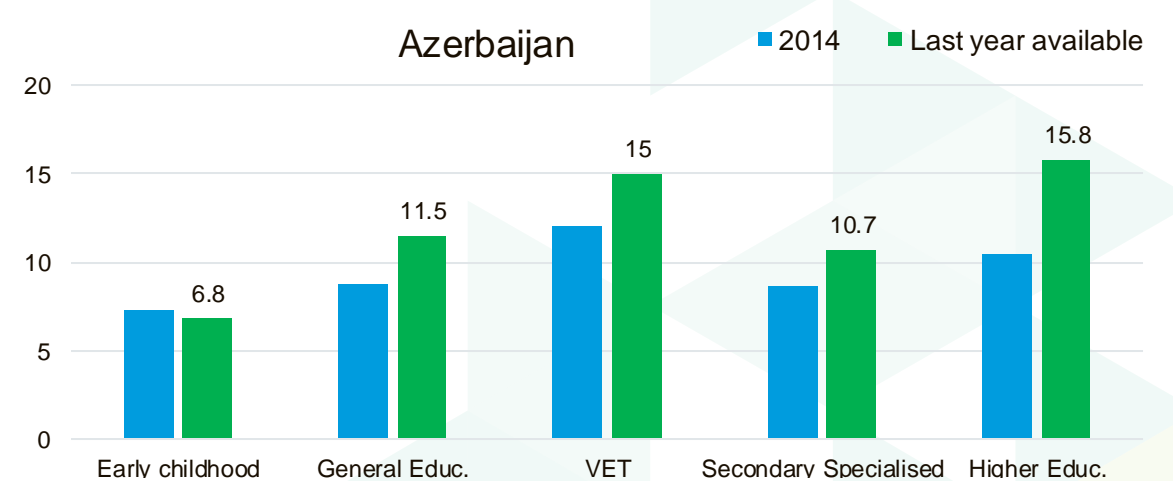
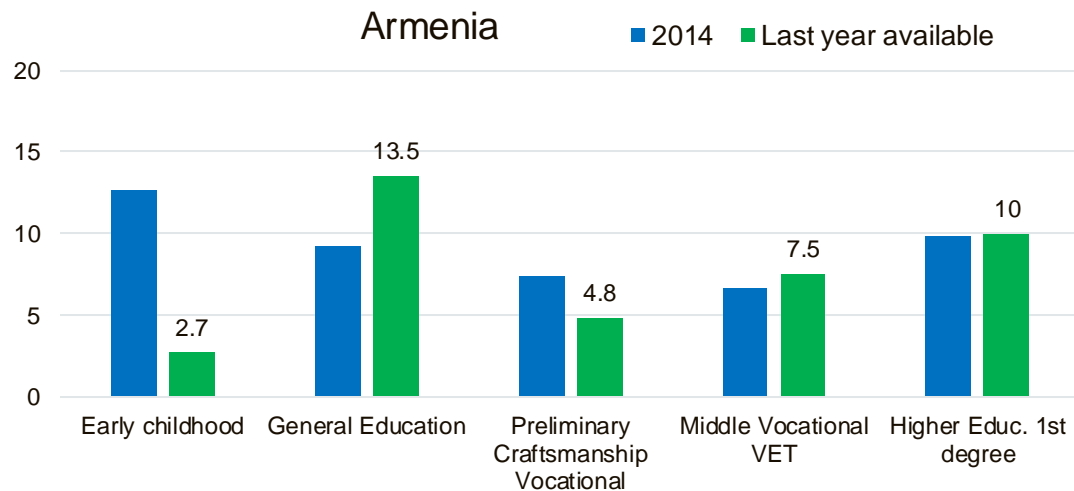
- Data is not available for all levels of education.
- Higher education institutions are located in cities, particularly in larger urban areas and capitals.
- For other education levels, there has been a decrease in the percentage of teachers in rural areas over the past 10 years.

Percentage of teachers in rural areas by level of education

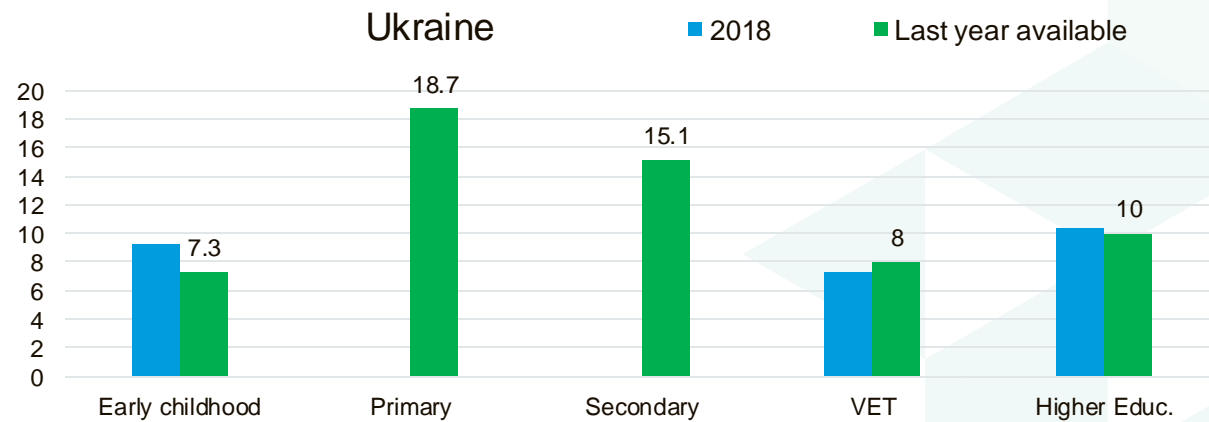
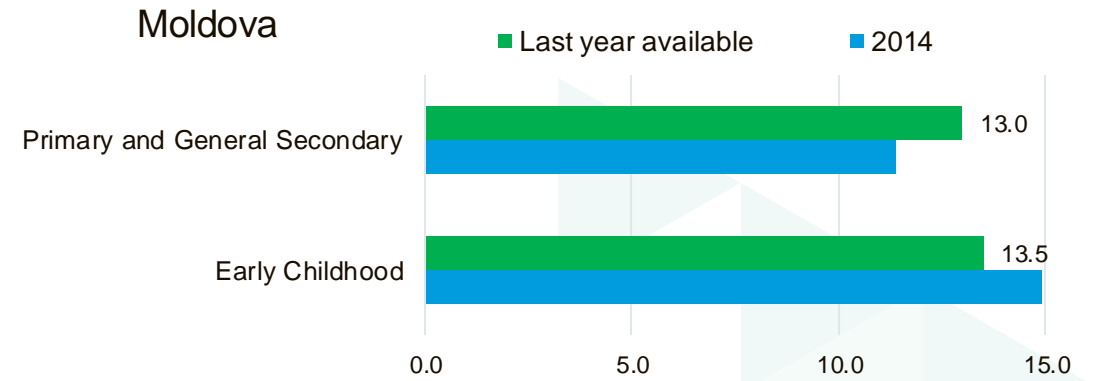
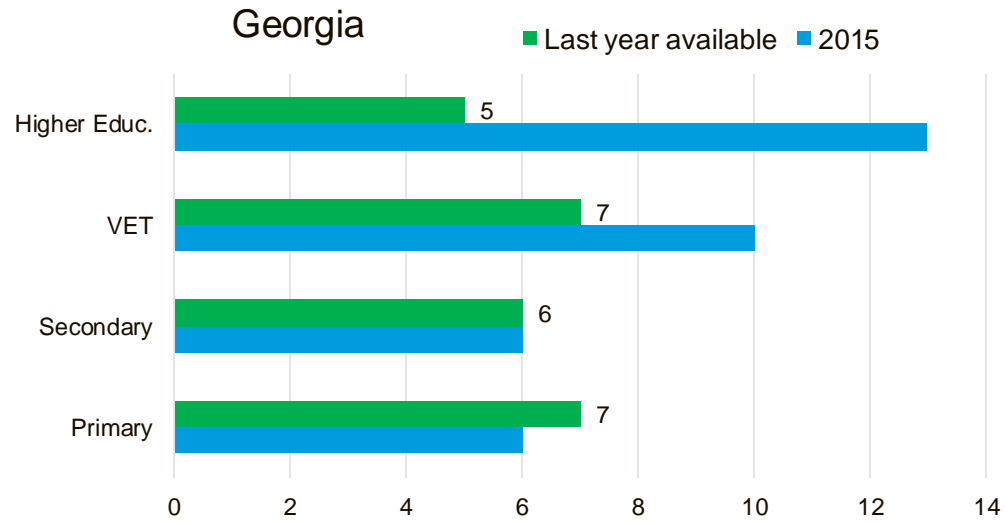


Average student-teacher ratio by level of education

Student-teacher ratio varies not only across countries but also between different education levels within the same country.

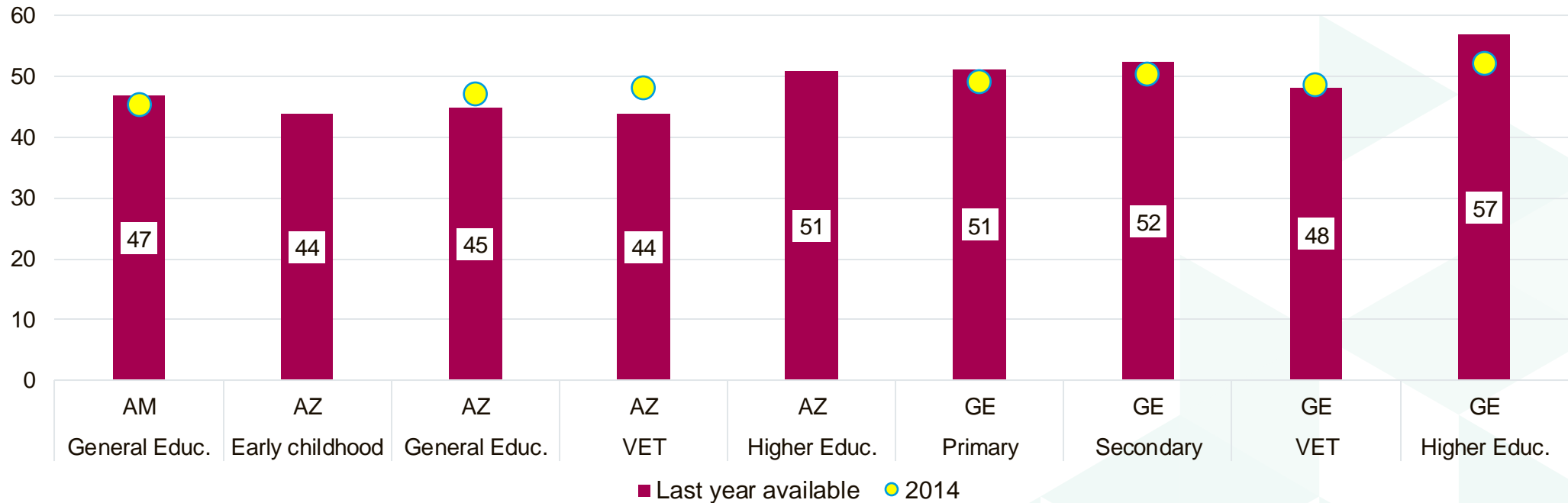


Average student-teacher ratio by level of education



Average age of teachers by level of education

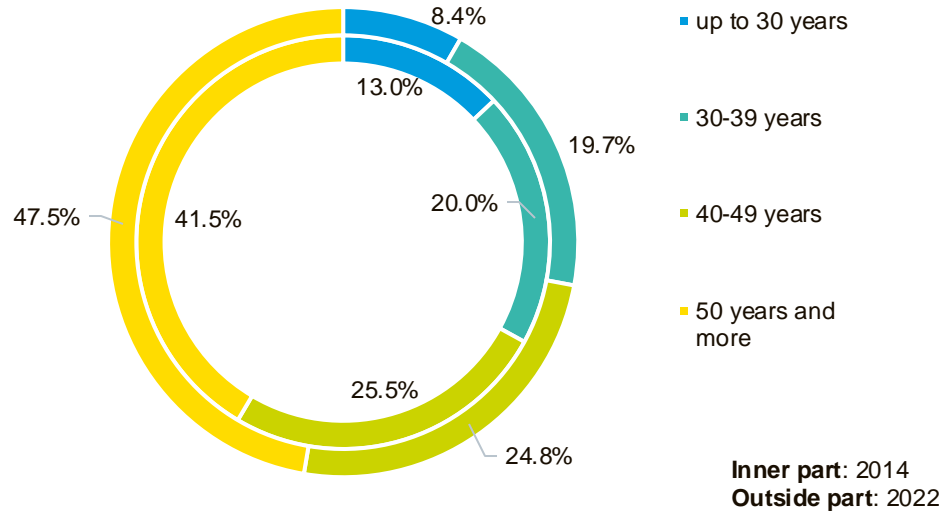
- The average age of teachers is over 40, and in many cases, even above 50.



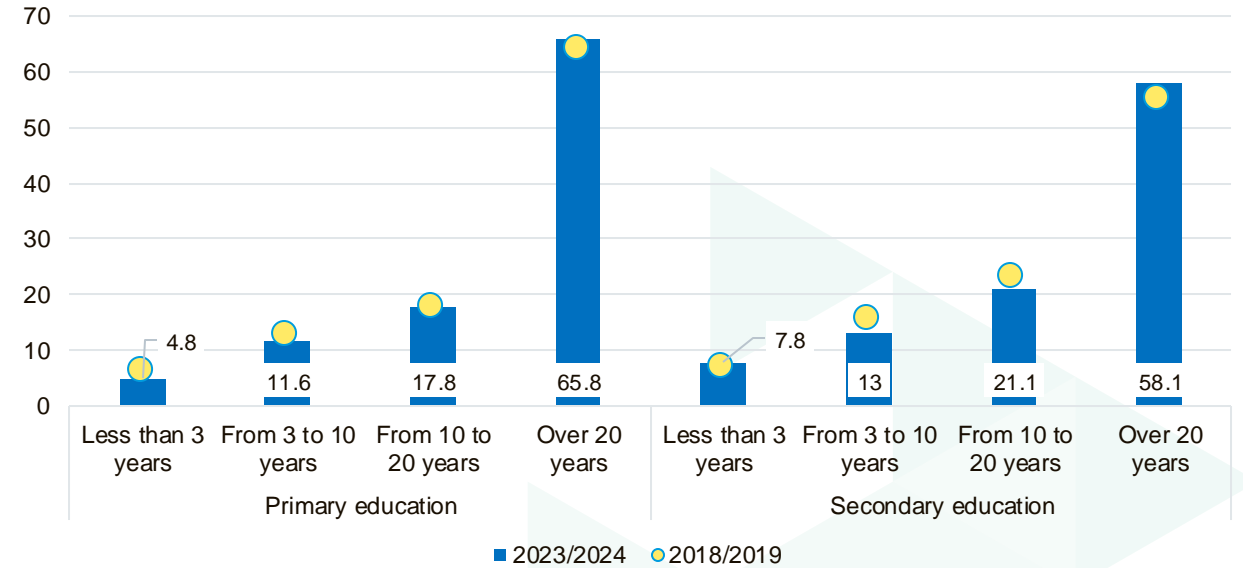
- Data is not available for all levels of education.

Average age of teachers by level of education

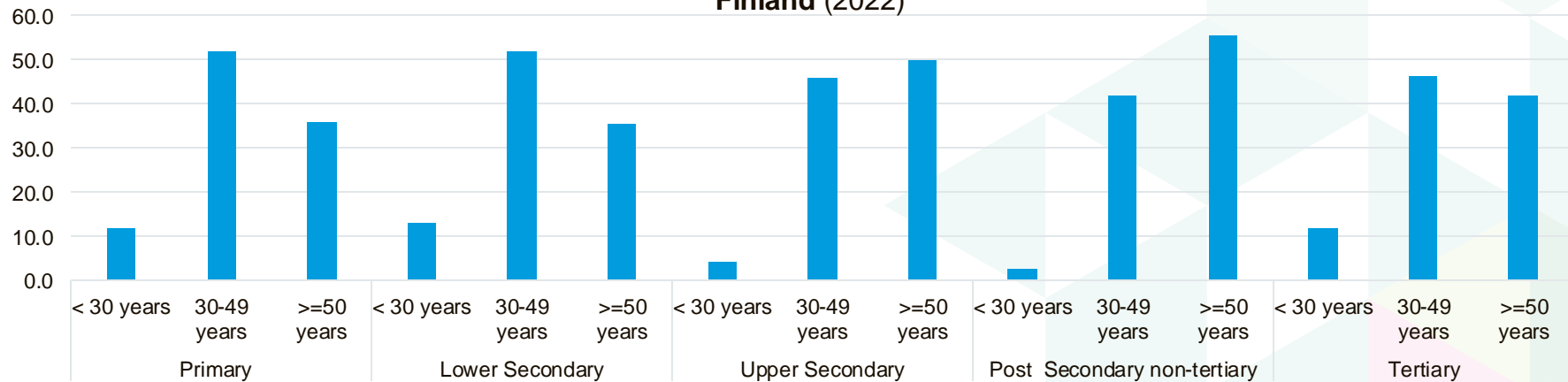
Moldova: Percentage of teachers in primary and general secondary education, by age range



Ukraine: Percentage of teachers by years of experience



Finland (2022)

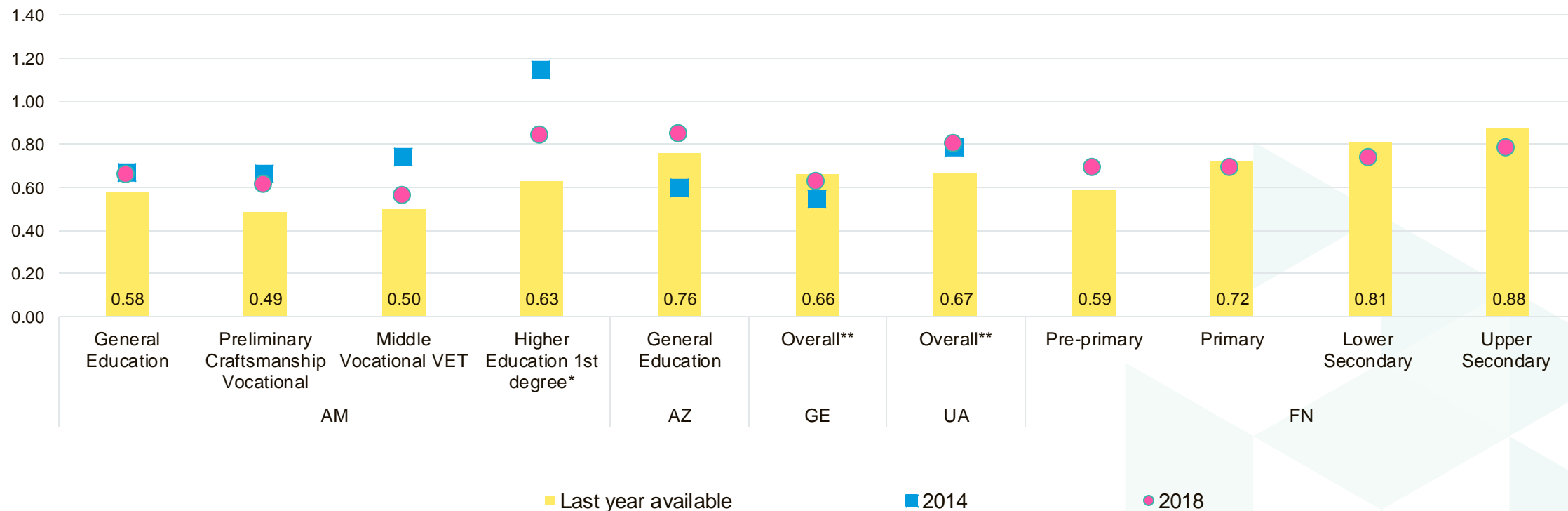


Note: Finland data is extracted from OECD database

Average teacher salary relative to the average salary

- Data is not available for all countries and levels of education.
- On average, teachers' salaries remain below the national average

Average teacher salary relative to the average salary



*Reports providing the data: for 2014 the report includes 14 Higher Education Institutions while the same Reports for 2018 and 2022 include only 4 Institutions

**Overall refers to the average teacher salary (information is not provided by level of education)

For Georgia, data is provided for the years 2015, 2017 and 2023.

For FN (Finland) data is provided for the years 2019 and 2022 and data is extracted from UNESCO –SDG 4.C.5

Results of the Preparatory Questionnaire

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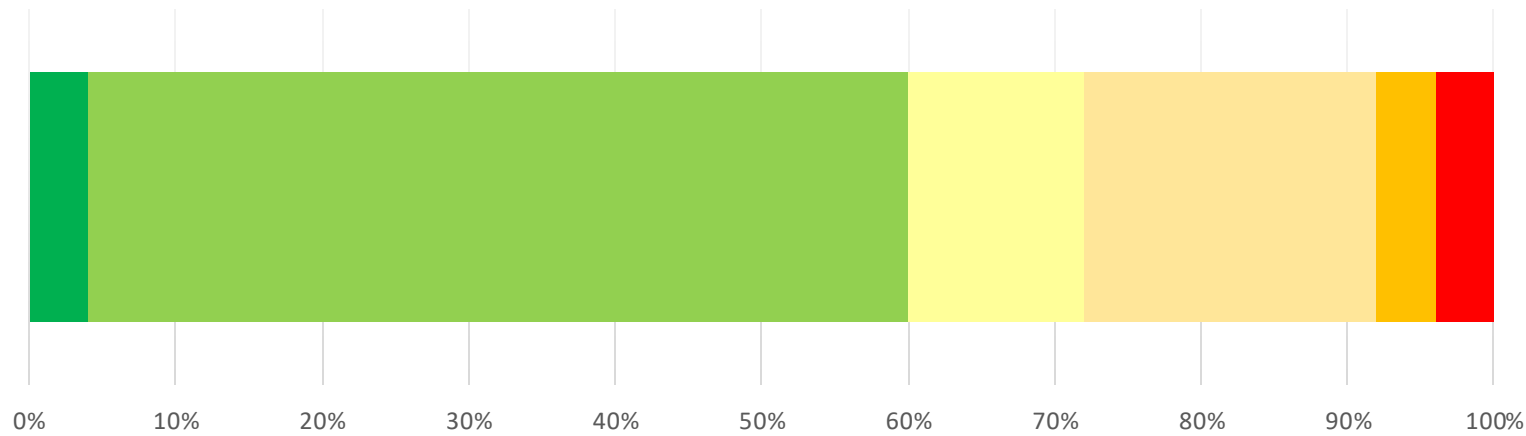
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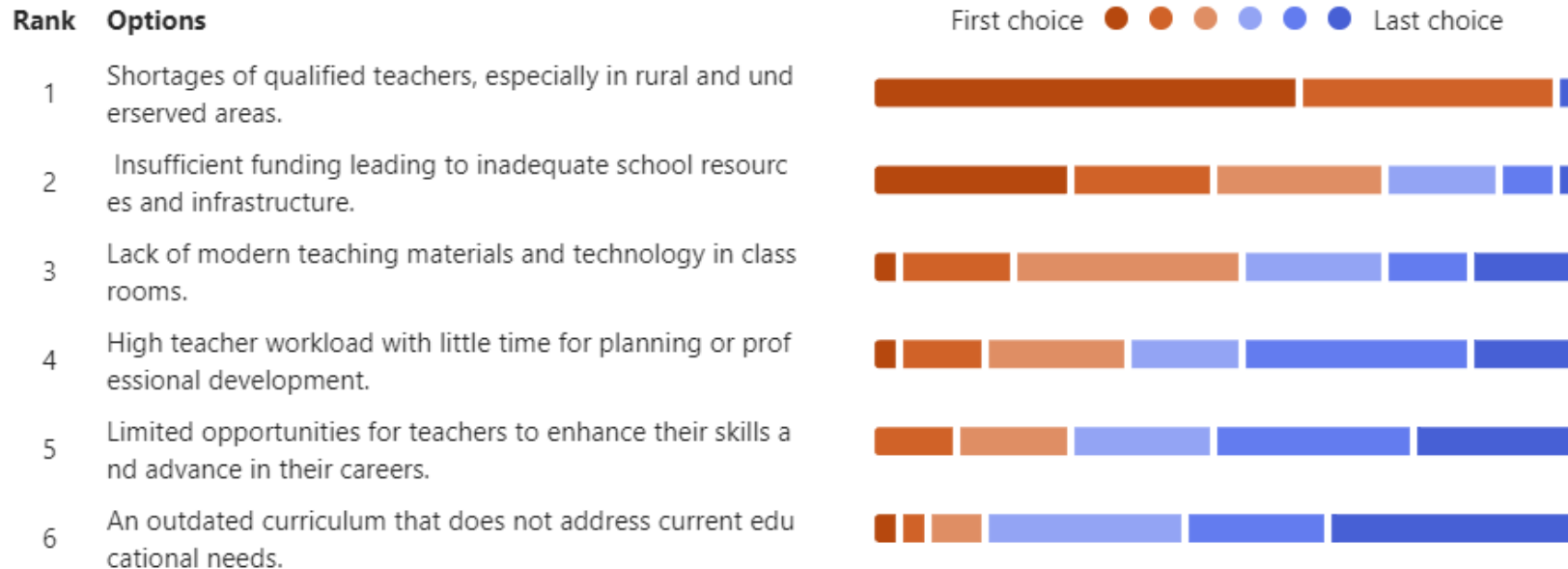
How would you describe the current state of the teaching profession in your country?



- Teachers are well-respected, with stable employment and competitive salaries.
- Teachers have stable jobs, moderate salaries, and mixed respect from society.
- Teaching is respected, but salaries are low, and job security is uncertain.
- Teachers face low salaries and poor job security, though they still enjoy some respect.
- The teaching profession struggles with low salaries, job insecurity, and declining respect.
- The profession is in crisis, with many teachers leaving due to poor conditions and lack of support.

In EaP teachers are in most cases respected and with a stable employment; however, for many respondents, job security and low salaries are still big issues

What do you believe is the biggest challenge currently facing the education system in your country?

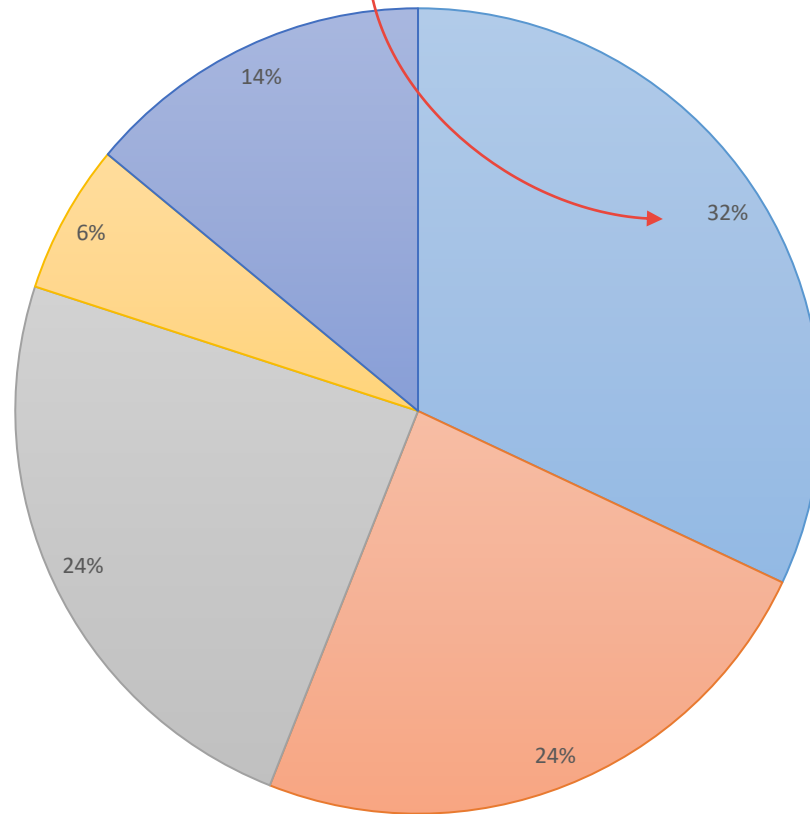


- 15 respondents out of 25 put “shortage of teachers” as 1st option. 24 out of 25 put it either as 1st or 2nd biggest challenge
- “Shortage of teachers” is the 1st challenge for the respondents of all countries but Ukraine (2nd most urgent challenge, 1st is Insufficient funding)

Moreover, the shortage of teachers appears to be the most urgent priority that needs to be addressed across **all levels of education** (see next slides)

What are the key priorities for improving... Early childhood education

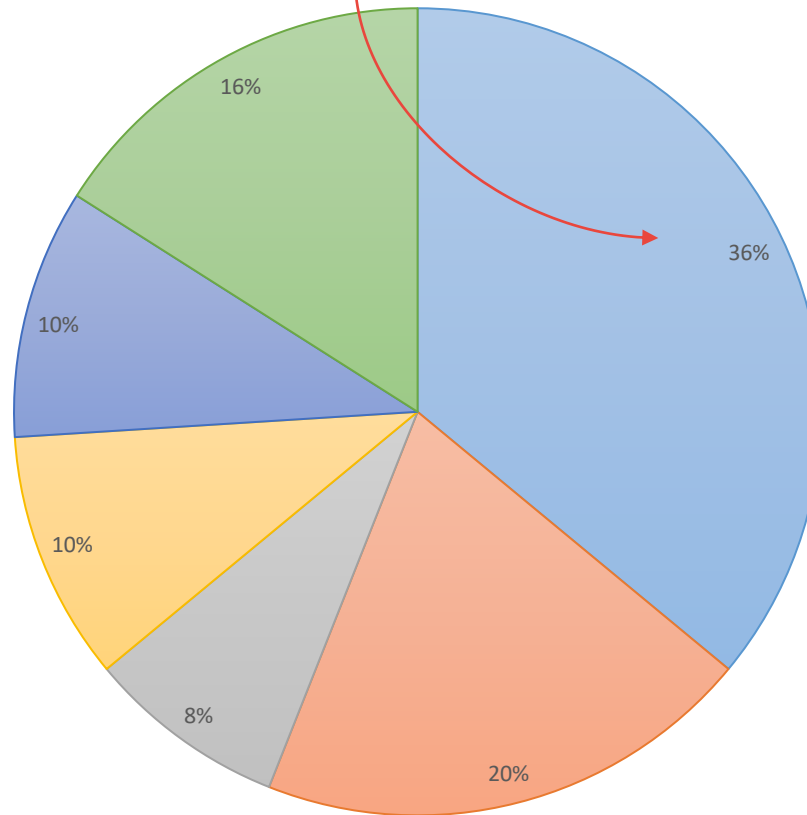
“attract more teachers” is the 1st priority



- Attract young people to become early childhood educators
- Enhance the quality and competences of teaching personnel in early childhood education
- Increase the number of early childhood education establishments in rural and disadvantaged areas
- Strengthen governance and coordination between different levels of authorities to ensure consistent and effective implementation of early childhood education policies.
- Improve the infrastructure and facilities of early childhood education institutions

What are the key priorities for improving... General education (primary and secondary)

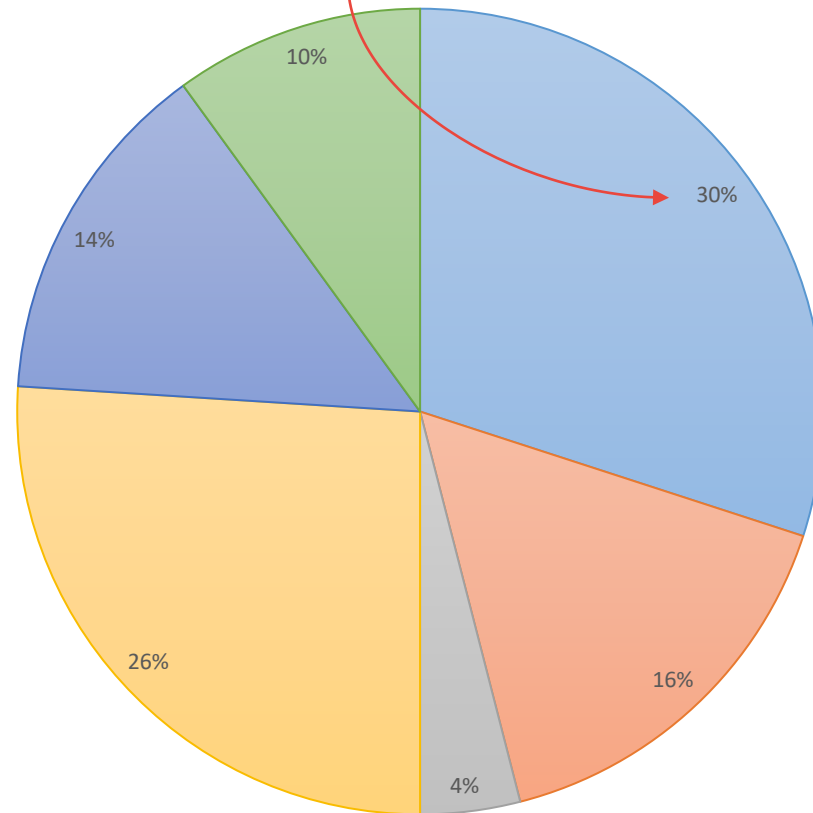
“attract more teachers” is the 1st priority



- Attract more young professionals to the teaching profession
- Improve teacher pre-service education and invest in their continuous professional development
- Rationalise the school networks in rural areas or close inefficient small schools and transport children to bigger schools
- Modernise school curricula and give more autonomy to teachers
- Renovate and modernize school facilities
- Internationalisation: strengthen collaboration and exchanges with other foreign schools

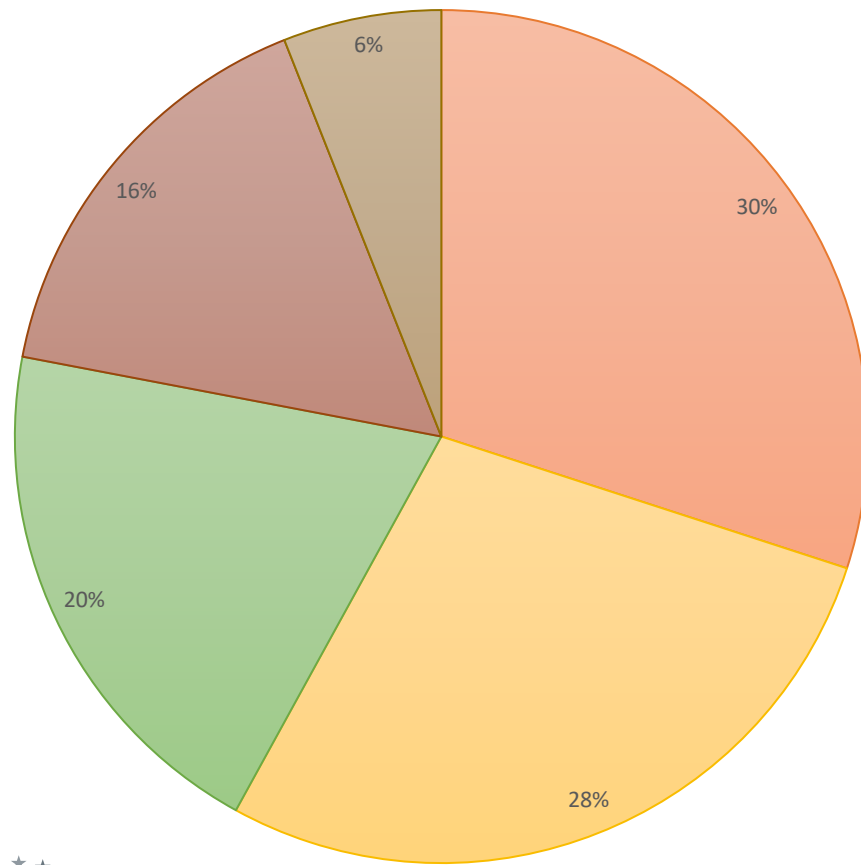
What are the key priorities for improving... Vocational education

“attract more teachers” is the 1st priority



- Attract competent professionals from industry to work as VET teachers and trainers
- Improve skills and competences of existing VET teachers through their continuous professional development
- Increase the access for VET programmes for learners in rural and disadvantaged areas of the country
- Enhance the alignment between VET programmes and labour market needs
- Invest in better and more modern VET school facilities (laboratories, equipment, tools, etc)
- Internationalisation: strengthen collaboration and exchanges with other VET schools abroad

What are the key priorities for improving... Teachers' pre-service education in pedagogical universities and faculties in higher education



Enhance practical experience through school-university partnerships

Promote a culture of reflective practice, where teachers regularly evaluate their teaching methods and student outcomes

- Integrate technology and digital pedagogy
- Emphasize competency-based education and continuous formative assessment
- Incorporate inclusive education and culturally responsive pedagogy

For more than 50% of respondents the top priorities are concerning **enhancing practical experience** and/or **promoting a culture of reflective practice**

"In order to attract more young people to the teaching profession my country should..."

averages of a score from 1 to 5 (1=strongly disagree, 5= strongly agree)

Improve compensation and benefits by increasing teacher salaries and providing other benefits

Promote the value and prestige of teaching profession

Create clear career progression pathways with opportunities for growth and professional development

Reduce bureaucratic burden linked to non-teaching workload and improve working conditions

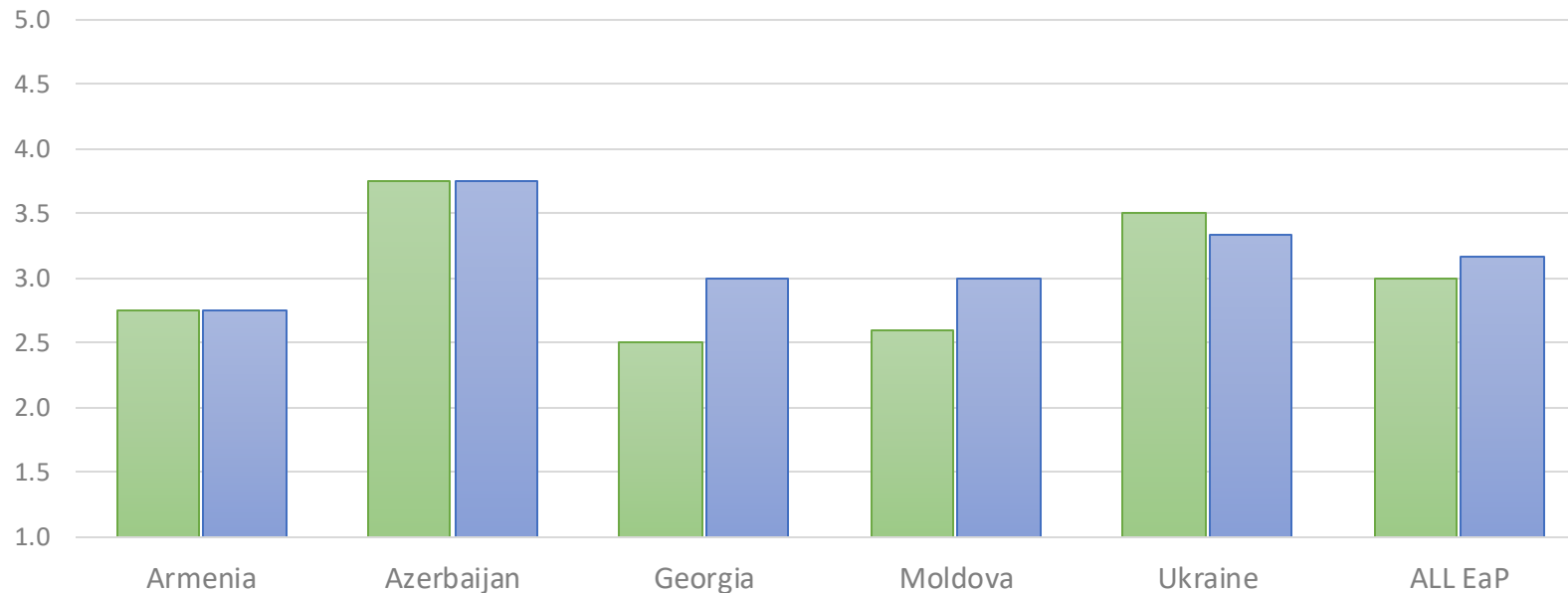
Offer financial incentives and scholarships for teacher education

	Armenia	Azerbaijan	Georgia	Moldova	Ukraine	ALL EaP
Improve compensation and benefits	4.3	3.8	5.0	4.6	5.0	4.6
Promote the value and prestige	4.5	4.0	4.8	4.8	4.3	4.5
Create clear career progression pathways	4.5	4.3	4.2	4.4	4.7	4.4
Reduce bureaucratic burden	3.8	4.3	3.8	4.8	3.8	4.1
Offer financial incentives	4.3	4.3	4.5	4.8	4.3	4.4

All these actions are perceived as relevant or very relevant in all EaP countries

Teachers' performance

averages of a score from 1 to 5 (1=strongly disagree, 5= strongly agree)

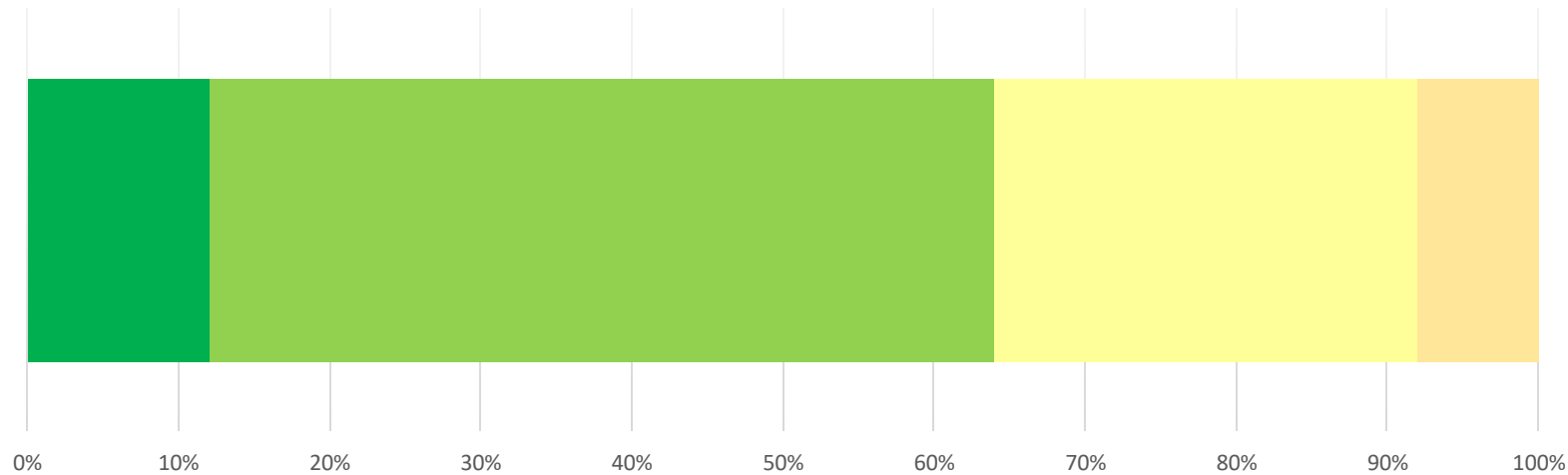


■ “I think teacher performance assessment in my country is adequate and objective”

■ “In my country teachers receive sufficient incentives to increase or maintain an excellent performance”

In all countries there is potential to enhance both the teacher performance assessment process and the incentives provided to motivate and reward teachers for achieving excellence

To what extent do you feel that teachers in your country are adequately supported in their professional development?



- Teachers receive regular, high-quality professional development with strong support from authorities.
- Professional development opportunities are available but not always accessible or relevant.
- Teachers have occasional professional development, but it often lacks practical application
- Professional development is limited, with teachers are largely left to their own devices.
- There are few structured opportunities for development, and support from authorities is minimal
- Professional development is almost non-existent, and teachers are provided with minimal to no support.

→ No answers

In EaP teachers have access to professional development opportunities; however, these are often not easily accessible, relevant, or lacking in practical application.

“EMIS system of my country has...”

averages of a score from 1 to 5 (1=strongly disagree, 5= strongly agree)

A user-friendly interface

Been filled with reliable information

An adequate system to monitor effectively main teacher characteristics (age, gender, type of contract...)

An adequate system to monitor effectively teacher shortages in schools

An adequate system to monitor effectively teacher performances

	Armenia	Azerbaijan	Georgia	Moldova	Ukraine	ALL EaP
A user-friendly interface	3.8	2.8	4.2	3.0	3.8	3.6
Been filled with reliable information	4.0	3.5	4.3	3.2	4.0	3.8
An adequate system to monitor effectively main teacher characteristics (age, gender, type of contract...)	4.0	3.5	3.3	3.4	4.3	3.7
An adequate system to monitor effectively teacher shortages in schools	3.5	3.8	3.0	3.2	4.0	3.5
An adequate system to monitor effectively teacher performances	3.3	3.0	1.8	2.6	3.3	2.8

EaP countries have different EMIS systems each with its own strengths and weaknesses.

However, there is a general perception that all EMIS systems could benefit from improvements, particularly in the area of teacher monitoring.

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