

Teacher Training Systems

Analysis Reports on Teacher Training Systems of other countries by UK NARIC as part of the Refugees into Teaching Project (June 2007)

The reports have been designed as an essential reference guide for information, advice and guidance (IAG) providers, education institutions and the General Teaching Council. The reports aim to assist in making personalised and informed assessments of refugee teachers' qualifications in order to identify the most appropriate pathways to Qualified Teacher Status for individuals, and to assist, where appropriate, with any process of AP(E)L (Accreditation of Prior (Experience and Learning)).

The reports consist of an analysis of the teacher education systems in the following ten countries, as selected by the partnership (all download in PDF format):

- [Afghanistan](#)
- [Democratic Republic of the Congo](#)
- [Iran](#)
- [Iraq](#)
- [Former Republic of Yugoslavia](#) (Serbia, Montenegro and Kosovo)
- [Somalia](#)
- [Sri Lanka](#)
- [Sudan](#)
- [Turkey](#)
- [Zimbabwe](#)

What the analysis covers

Each country analysis firstly considers the structure of the national education system and the historical context of the teacher education system. The main section provides information about the practice, methodology and quality assurance of the current pre-service and in-service teacher training in the selected country. Each analysis also considers other factors such as the status of teachers, salary comparisons and classroom culture and discipline.

In addition, the analyses include information on the academic requirements for entry into teaching in each of the countries. For the purposes of a smooth transition into the UK system, the report provides NARIC evaluations of secondary education (specifically English), higher education and professional teaching awards.

Please note

For certain countries it was not possible to obtain sufficient data to provide a comprehensive analysis. This was particularly the case for the Afghanistan, the Democratic Republic of the Congo, and Sri Lanka. These gaps in the country analysis are clearly identified and explained in the reports.

These documents relate to UK NARIC / NRP (National Reference Point for Vocational Qualifications) work in partnership with the Refugee Council, West London Graduate Teaching Partnership and Newman College funded by the Training and Development Agency for Schools (TDA).

UK NARIC Teaching Comparisons

Organisations might also benefit from subscribing to UK NARIC's Teaching Comparison online tool which helps you understand how an overseas teaching qualification equates to the UK level as well as giving you more information about overseas teacher training provision.

Teaching Comparisons can help anyone dealing with international teacher recruitment, course admission and teacher training advice and guidance. Subscription to the searchable database means you can instantly access the latest information on the teacher training systems in over 68 countries. It also contains information about whether GCSE level Maths and English have been attained.

The types of organizations that could benefit from the Teaching Comparisons tool are: teacher recruitment agencies; local

education authorities; national teaching authorities; schools, colleges and universities; overseas ministries of education.

For further information and to subscribe to the Teaching Comparisons online tool please visit
<http://naric.org.uk/index.asp?page=52>

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