

CHARACTERIZING IN-SERVICE TEACHER TRAINING IN MOLDOVA

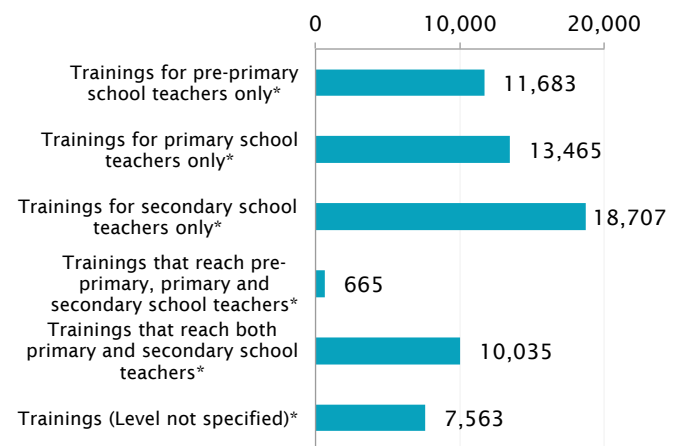
IN-SERVICE TEACHER TRAINING: WHAT WE KNOW

- Available research indicates that teachers are arguably the most important determinant of student learning. The difference between a weak teacher and a great teacher has been measured at up to a full year of student learning (Hanushek and Rivkin 2010).
- Massive amounts of government resources are funneled into training programs, yet there is limited knowledge of their effectiveness.
- Overall, evidence for the small share of programs that have been evaluated is mixed, and it is often reported that most current teacher education programs are outdated and over-theoretical (Popova and Evans 2016).
- But new evidence from a collection of evaluations suggests that in-service teacher training programs—when they are designed correctly—can improve learning.

ROSTER OF TEACHER TRAINING PROGRAMS IN MOLDOVA

THE COUNTRY HAS HAD **307** TEACHER TRAINING PROGRAMS SINCE 2012 AND TRAINED A TOTAL OF **62,118** TEACHERS.

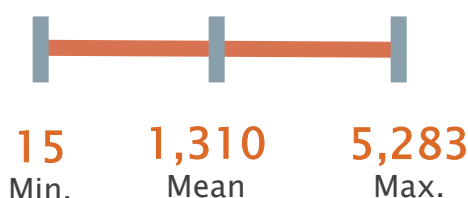
NUMBER OF TEACHERS TRAINED IN MOLDOVA, 2012–2016



*Note: This is the sum of teachers trained across each program. Multiple programs may train the same teachers.

TEACHER TRAINING PROGRAMS IN MOLDOVA

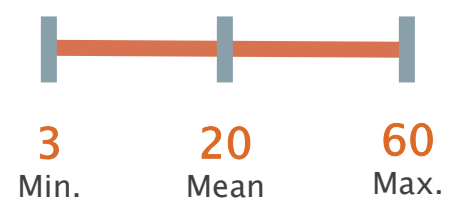
NUMBER OF TEACHERS TRAINED LAST YEAR



AVERAGE PROGRAM AGE

7.8
YEARS

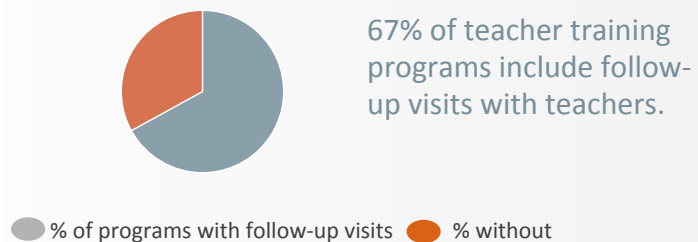
DURATION OF PROGRAM IN DAYS



SUMMARY STATISTICS: IN-SERVICE TEACHER TRAINING PROGRAMS IN MOLDOVA

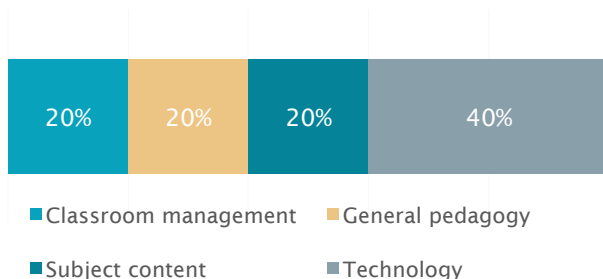
- In Moldova, 2/3rds of teacher training programs surveyed follow a cascade-training model, in which a master trainer trains others to provide training to teachers.
- Training is most commonly provided by university professors or individuals with a graduate degrees in education (52 percent), or by specially-selected teachers (22 percent).

PERCENTAGE OF PROGRAMS WITH FOLLOW-UP VISITS



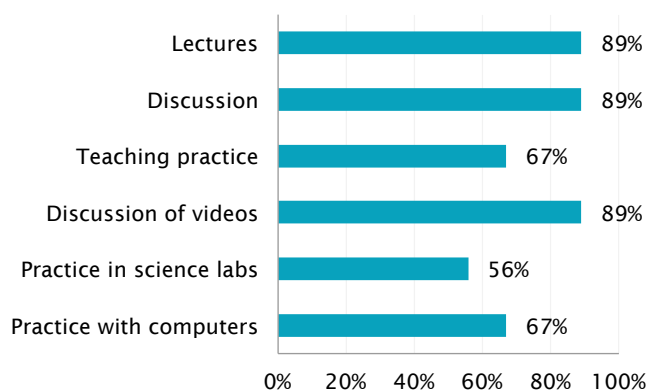
IN-SERVICE TEACHER TRAINING HIGHLIGHTS

PRIMARY FOCUS OF TEACHER TRAINING PROGRAMS, 2012–2016



Note: Four training programs indicate having more than one primary focus, specifically with a dual focus on subject-specific pedagogy or subject content, and one or more of the above.

ELEMENTS OF IN-SERVICE TEACHER TRAINING PROGRAMS



WHAT WORKS ACCORDING TO THE RESEARCH – HOW MOLDOVA COMPARES

Evidence highlights characteristics of teacher training programs that are associated with improved student-learning outcomes:

- **Overarching aspects:** Provision of textbooks and classroom materials alongside teacher training as well as teacher incentives (e.g. when participating in training results in promotion and salary increases) are associated with improved student learning outcomes.
 - *In Moldova, the four largest teacher training programs included incentives for participating such as points toward promotion, salary implications and official certification. These programs also provided course materials such as, storybooks, lesson plans, and scripted lessons.*
- **Content:** When trainings are focused on a particular subject (not generalized), and when trainings focus on both a subject and classroom management—trainings have been shown to be associated with improved student outcomes.
 - *In Moldova, four programs identified subject-specific pedagogy as a primary focus of the training.*
- **Delivery:** Face-to-face trainings conducted by educators (as opposed to researchers or government officials) at universities or training centers are associated with the greatest gains in student learning; Follow-up visits after initial training have a positive association with student learning gains; and trainings that focus a proportion of time allowing teachers to practice teaching with other teachers have shown to be positively associated with student learning outcomes.
 - *Six out of the nine training programs surveyed in Moldova included at least one follow up visit with teachers. One program—Criteria evaluation through descriptors in primary education—indicated that teachers spend 33 percent of the overall training time practicing with other teachers.*

The brief was prepared by a team including Mary Breeding, David Evans, and Anna Popova. For more information, please contact David K. Evans, Lead Economist, World Bank: devans2@worldbank.org.

REFERENCES:

- (1) Hanushek & Rivkin. 2010. Using value-added measures of teacher quality.
- (2) Popova, Evans, and Arancibia. 2016. Training teachers on the job: what works and how to measure it.