

COP WEBINAR 10

FOLLOW-UP DISCUSSION –

SUMMARY OF COUNTRY DISCUSSIONS

The Dimensions of Educational Change



Lasting educational change requires trust, professional learning, meaningful partnerships, and a shared commitment to improving teacher preparation for future generations.

Dealing with Resistance to Modernisation



KAZAKHSTAN: Emphasised reform fatigue from decades of continuous change and highlighted the emotional dimensions of reform.



KYRGYZSTAN: Focused strongly on trust-building, dialogue, collaborative SWOT analysis, and inclusive leadership.



TAJIKISTAN: Highlighted traditional teaching methods and limited confidence with digital tools; proposed peer mentoring and incentives.



TURKMENISTAN: Treated resistance as a predictable stage in systemic change requiring phased implementation and credible leadership.



UZBEKISTAN: Stressed making modernisation attractive and accessible, using incentives and top-down administrative support.

Preparing PRESETT Teachers for Modernisation/Differences:

KAZAKHSTAN: emphasised analytical assignments, internationalisation, and involving student teachers in research and institutional reflection.

KYRGYZSTAN: focused on curriculum alignment, inclusive education, digital tools, mentoring, and pilot projects.

TAJIKISTAN: prioritised digital literacy, reflective practice, microteaching, and extended school-based experience.

TURKMENISTAN: concentrated on assessment literacy, curriculum mapping, peer observation, and action research.

UZBEKISTAN: saw CPD and reflective practice as central and suggested increasing the frequency of mandatory retraining.

Factors that Help Institutional Partnerships

- Shared goals and vision
- Trust and mutual respect
- Strong communication
- Leadership support
- Practical collaboration rather than formal agreements alone

Major Barriers that Hinder Institutional Partnerships

- Bureaucracy
- Funding constraints
- Workload pressures
- Curriculum misalignment
- Weak coordination mechanisms



Overall Regional Conclusions:

- Modernisation is a human process as much as a technical one.
- PRESETT teachers must be empowered as change agents.
- The theory-practice gap remains one of the region's greatest challenges.
- Partnerships are the engine of sustainable reform.



New Partnerships Needed for Effective PRESETT Modernisation

- Stronger university-school partnerships
- International collaboration and exchanges
- Technology-sector partnerships
- Educational leadership involvement
- Policy and ministry coordination
- Retraining existing academic staff

