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The Instrument for Pre-Accession Assistance (IPA) is a pre-accession programme for the period 2007-2013 which has replaced the previous CARDS, Phare, ISPA and SAPARD programmes.

The main goals of this programme are: providing assistance in institutional capacity building and the rule of law, human rights including constitutional rights, minority rights, gender equality and non-discrimination, administrative and economic reforms, economic and social development, reconciliation and redevelopment, as well as regional and cross-border co-operation.

IPA Component IV Human Resources Development contributes to strengthening economic and social cohesion, and the priorities of the European Employment Strategy in the field of employment, education, vocational training and social inclusion.

“The European Union is made up of 27 Member States who have decided to gradually link together their know-how, resources and destinies. Together, during a period of enlargement of 50 years, they have built a zone of stability, democracy and sustainable development whilst maintaining cultural diversity, tolerance and individual freedoms.

The European Union is committed to sharing its achievements and its values with countries and peoples beyond its borders.”

The European Commission is the EU's executive body.

IPA Component IV – Human Resources Development  
The European Union Programme for Croatia

Europeaid/130730/D/SER/HR



# Improving the Quality of In-Service Teacher Training System

Main project partner:



Agencija za odgoj i obrazovanje  
Education and Teacher Training Agency

A project implemented by:



in consortium with:



## The concept of the project:

Professional development of teachers is central to raising quality of education in schools. The quality of education should in principle be guaranteed by a high standard of initial education, apprenticeship and continuous professional development of teaching and non-teaching staff.

The Education and Teacher Training Agency (ETTA) is a public institution responsible for in-service training of teaching and non-teaching staff in general education, from pre-school to secondary school level. Long-term development of this activity is directed by the Strategy for In-Service Training of Teaching and Non-Teaching Staff (2009-2013) that, along with the existing legislation, serves as a starting point for this project.

Changes in education and society place new demands on the teaching profession and the role of the ETTA is to provide efficient and effective in-service training that will enable teaching and non-teaching staff to meet new requirements. Teachers are called upon to help young people become fully autonomous learners by acquiring key competences, rather than memorising information. Teachers are required to develop more collaborative and constructive approaches to learning and



are expected to be facilitators and classroom managers rather than instructors. New roles require training in a range of teaching approaches and styles using also the opportunities offered by new technologies responding to the demand for individualised learning, in classrooms containing a more heterogeneous mix of young people from different backgrounds and with different levels of ability.

As with other modern professions, teaching and non-teaching staff have the responsibility to extend the boundaries of professional knowledge through reflective practice and systematic engagement in continuous professional development. To equip the teaching and non-teaching staff with the necessary competences for its new roles, both a high-quality initial training and a coherent continuing professional development process are required to keep them up to date in a knowledge based society. The system of in-service training should provide the most important opportunities for this.

The aim of the project is to raise the quality, effectiveness and relevance of the in-service teacher training system of the ETTA in support of the professional development of teaching and non-teaching staff, with the aim to improve the quality of teaching and thus the development of students' competences. The realization of the project objective will strengthen the general education system in the Republic of Croatia.

### Overall objective of the project:

The overall objective of the project is to improve the quality and effectiveness of the institutions responsible for the provision of education and training.

### Project purpose:

To build the capacity of the ETTA for the development of an improved in-service teacher training provision.

## Activities and expected results:

### Component 1 - Analysis of the current ETTA in-service teacher training system and the training needs of teaching and non-teaching staff.

- The present in-service teacher training system of the ETTA analysed.
- The training needs of teachers and non-teaching staff assessed.
- Recommendations for improvement of the ETTA in-service teacher training strategy formulated.

### Component 2 - ETTA in-service teacher training strategy 2014-2020.

- The ETTA in-service teacher training strategy 2014-2020 developed based on the results of Component 1.
- The ETTA in-service teacher training strategy 2014-2020 adopted and serving as the basis for long-term development of in-service teacher training.

### Component 3 - Developing an improved in-service teacher training system.

- Improved quality-based in-service teacher training system coherent with the ETTA in-service teacher training Strategy 2014-2020 designed and ready for implementation.
- ETTA staff has the capacity and necessary competences to implement the improved in-service teacher training system.
- Awareness raised among all stakeholders about the improved in-service teacher training system.