

European Unit of EURYDICE

**Teacher Mobility in the European Community:
INITIAL TEACHER TRAINING
- A comparative description -**

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by Helen Boreland-Viñas



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This publication forms part of a series of five reports on non-legal factors affecting teacher mobility. The companion volumes deal with:

- **teacher supply and demand;**
- **recruitment and management issues;**
- **conditions of service of teachers.**

The final volume comprises a commentary on the development of the profession.

The information contained in this publication does not necessarily reflect either the position or the views of the Commission of the European Communities.

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Preface

The teaching profession, which features prominently in educational, political and economic discussions and debates, is directly affected by the increasing mobility of persons especially, from 1993, within the context of the single market.

The imbalance between teacher supply and demand - whether at national level or between Member States - and the diversity of legal requirements and conditions of service require analysis and clarification. Conscious of the current importance of this issue, the Commission of the European Communities has instigated research, studies, conferences and other debates on it.

This report, one of a series of five compiled at the request of the Commission of the European Communities, deals with non-legal aspects of teacher mobility.

The five volumes in the series cover respectively: the supply and demand, initial training, recruitment and management, and conditions of service of teachers, and a general commentary on the development of the profession.

This report, which deals specifically with initial training of teachers, has been produced by Helen Boreland-Viñas under the responsibility of the European Unit of the EURYDICE Network. It draws extensively on two other reports on this subject: Joanna Le Metais, *Initial Teacher Training in the European Community: an overview* (Slough: EPIC Europe/NFER, 1991), and Italian EURYDICE Unit, *Initial Teacher Training in the Member States of the European Community* (1990) (Brussels: EURYDICE, 1991), and on information collected through the EURYDICE network. Its accuracy has been checked by the individual EURYDICE Units in the Member States.

The report concentrates on regulations current at the end of 1990 but includes references to the various reforms affecting teacher training which are currently being implemented or under discussion in a number of Member States.

The description is limited to initial training regulations governing teachers in mainstream schools administered or directly subsidised by the State. It covers the period of statutory and non-statutory education within schools to age 18+. Additional requirements which apply exclusively to specialist teachers of nursery age pupils and pupils with special educational needs have been excluded.

Specialist terms are used *in the language of origin and in italics* whenever possible to concentrate attention on the concept in the national context and reduce the risk of errors arising from cross-national over-simplification.

Wherever possible, countries are listed in European Community order, following the national spelling of country names: Belgium, Denmark, Federal Republic of Germany, Spain, Greece, France, Italy, Ireland, Luxembourg, the Netherlands, Portugal, the United Kingdom (England, Northern Ireland, Scotland and Wales).

Initial teacher training in the European Community: a comparative description

In the majority of Member States, intending primary teachers take a concurrent course at a teacher training institution (which may or may not form part of the university system), whilst intending secondary teachers, or in some cases only upper secondary teachers, take a university degree in the subject(s) they wish to teach followed by a postgraduate teaching qualification.

Primary

Primary teachers undergo concurrent, post-secondary/higher education level training in BELGIUM, DENMARK, SPAIN, GREECE, IRELAND, LUXEMBOURG, the NETHERLANDS and PORTUGAL (for GERMANY and the UK see below pp. 5-7). ITALY is at present a notable exception to this pattern in that the four-year training courses provided by the *Istituti Magistrali* (Teacher Training Colleges) for those wishing to teach in a *Scuola elementare* (pupil age range 6-11) are at upper secondary level. However from 1993-94 onwards, Italian primary teachers will be trained at higher education level and will take a specific 4-year university training course.

IN GREECE, those wishing to become primary school teachers (*Daskali/Daskales*) (pupil age range 5-12) take a four-year course in a University Department of Education. The degree course for intending teachers of music lasts five years.

In IRELAND, primary teacher training (pupil age range 4-12) is provided by Colleges of Education which are either recognised colleges of the National University of Ireland or have an association with Trinity College, Dublin. The course leads to a Bachelor of Education (BEd) degree and lasts three years (four for an Honours degree).

In LUXEMBOURG, intending *Instituteurs de l'enseignement primaire* (pupil age range 6-12) take a three-year course at the *Institut Supérieur d'Etudes et de Recherches Pédagogiques* (ISERP - Higher Institute of Educational Study and Research), which is a non-university establishment of post-secondary education functioning in cooperation with Luxembourg's *Centre Universitaire*.

In the NETHERLANDS, those wishing to train as *Leraar Basisschool* (pupil age range 4-12) may take either a 4-year full-time or a 6-year part-time course. Training takes place in a *Hogeschool*, defined as an institute of higher vocational education (*Hoger beroepsonderwijs (HBO)*). Since 1990, higher vocational education has had equal status with university education. There are a number of *Hogescholen* which cater solely for trainee primary teachers.

In PORTUGAL, teachers of the first two cycles of basic education (*Ensino Básico*) (age 6-12) are trained in higher education schools (*Escolas Superiores de Educação*) which form part of the *Institutos Superiores Politécnicos* or, in local authority areas where there are no such schools, in *Centros Integrados de Formação de Professores*, university-based teacher training departments.

Teacher training for the first cycle lasts three years and leads to the title of *bachelor*; the training course for second cycle teachers, on the other hand, lasts four or five years and leads to the *Diploma de Estudos Superiores Especializados* (diploma in specialised higher education).

It should be noted that teachers who have undertaken a course of training for a specific cycle are entitled to teach in a lower cycle.

Primary and Lower-Secondary

In BELGIUM, those preparing to teach in either *Enseignement primaire/Lager onderwijs* (pupil age range 6-12) or *Enseignement secondaire inférieur/Lager secundair onderwijs* (pupil age range 12-15) are trained at *Ecoles Normales/Normaalscholen*. The courses both last three years and are defined as short-cycle non-university higher education.

The DANISH *Folkeskole* provides a comprehensive education for pupils aged 7-16. Intending *Folkeskole* teachers take a 4-year course at a *Laererseminarium*, a non-university higher education establishment.

In SPAIN, *Maestros* teach pupils in the age range 6-14 (corresponding to *Educación General Básica (EGB)* in the pre-reform system), and will teach pupils in the age range 6-12 (corresponding to *Educación Primaria* in the post-reform system). Their training takes the form of a three-year course at an *Escuela Universitaria de Formación del Profesorado de Educación General Básica* (University School for the training of EGB teachers).

Secondary

Intending secondary or upper-secondary teachers undertake a post-graduate teacher training course following a first degree in IRELAND, LUXEMBOURG and SPAIN and following a Master's degree in DENMARK (for GERMANY, FRANCE and UK, see below pp. 5-7).

In IRELAND, those wishing to teach in secondary level schools (*Secondary, Comprehensive, and Community Schools* - pupil age range 12-19) take a 3/4 year Bachelor's degree followed by the one-year postgraduate *Higher Diploma in Education*, which is taught in universities. Teachers with this qualification may teach any subject in the school curriculum, although teachers in secondary-level schools are mainly single-subject teachers.

In LUXEMBOURG, intending *Professeurs de l'enseignement post-primaire* (pupil age range 12-19) must first take a university degree (minimum course length three years). Because of Luxembourg's special circumstances, the current regulations state that students studying for a degree in arts or sciences undertake the first year of their course at the *Centre Universitaire* in Luxembourg and the remainder of their course at a university abroad. Future teachers of English, French or German must complete their studies in an English-, French-, or German-speaking country. During the second, third and fourth semesters of their undergraduate studies, intending secondary teachers undertake a two-week "orientation phase" in a secondary school in the country in which they are studying. After completing their first degree, prospective teachers undergo three years' postgraduate professional teacher training, known as the "professional phase". This takes place at the *Centre Universitaire* in Luxembourg and in Luxembourg schools.

(The recruitment procedure for secondary teachers in Luxembourg is to be modified in implementation of the Council Directive 89/48/EEC (21 December 1988) on a "General system for the recognition of higher-education diplomas awarded on completion of professional education and training of at least three years' duration".)

In DENMARK, those wishing to teach in a *Gymnasium* (pupil age range 16-19) take a five-year degree course leading to the *Kandidat* in two subjects included in the upper-secondary curriculum. This is followed by a five-month postgraduate teacher training course known as the *paedagogikum*.

In SPAIN, intending *Profesores de Enseñanza Secundaria* (pupils age range 14-18 in the pre-reform system and 12-18 in the post-reform system) take a five-year university course leading to a *Licenciatura*, followed by a 1-year part-time *curso de capacitación pedagógica* (teaching proficiency course) at an *Instituto de Ciencias de la Educación* or equivalent. This entitles them to participate in a *concurso-oposición* (competitive recruitment examination) for a teaching post. Candidates who have taken a *Licenciatura en pedagogía* (degree in education) are exempt from the requirement to take the *curso de capacitación pedagógica*.

Upper secondary school teachers in BELGIUM and secondary school teachers in GREECE undergo teacher training as part of their first degree. In BELGIUM prospective teachers in *Enseignement secondaire supérieur/Hoger secundair onderwijs* (pupil age-range 15-18) take a 4-5 year university course in the subject(s) which they intend to teach which includes a pedagogical course, usually in the fourth year. They may take the examination for their teaching qualification (*Agrégé de l'enseignement secondaire supérieur/Agreeaat voor het hoger secundair onderwijs*) at the same time as their final degree examination (leading to the *Licence/Licentiaat*) or at a later date. It is also possible for those whose training does not qualify them to sit the *agrégation* to take written and oral examinations leading to the *Certificat d'aptitudes pédagogiques* (C.A.P. - Certificate of teaching aptitude). The course which prepares candidates for these examinations is defined as short-cycle higher education for social advancement. (For lower secondary teachers see above, p. 2).

In GREECE, those wishing to teach in a *Gymnasio* or *Lykeio* (pupil age range 12-18) take a 4-year university course in the appropriate discipline with concurrent courses in pedagogy, psychology, didactics and some teaching practice. The degree course for intending teachers of music lasts five years. Those wishing to teach economics, engineering, law and social sciences, or technology, and those who have graduated from a Technological Educational Institute (*TEI*) must obtain, in addition to their first degree, a professional teaching qualification from the Teacher Training School for Technological Education (SELETE) or from a Teacher Training Academy (*Pedagogiki Academia*), or from a Pre-school or Primary Teacher Training Department within a university.

In ITALY, there is at present no pre-service professional training for secondary teachers. Those intending to teach in a *scuola media* (pupil age range 11-14) or a *scuola media superiore* (pupil age range 14-19) take a 4/5/6 year degree course leading to a *Laurea* in the subject to be taught. They must then obtain a *diploma di abilitazione professionale* (professional aptitude diploma) which entitles them to participate in a *concorso* (competition) for a teaching post. During their first year of service, all teachers in ITALY attend a professional training course. From 1993-94, however, intending secondary teachers will receive postgraduate teacher training in colleges specially conceived for this purpose.

In PORTUGAL, a reform is at present under way in relation to the specific university training of teachers for the third cycle of basic education and for secondary education. Degree-level courses in education offering integrated training in which there is both an academic and a pedagogical element (theory and practice) are being introduced more widely in all universities. These courses last 5 years. In some faculties of the Universities of Lisbon, Coimbra and Porto however, there are still courses in education which are organised on a different basis: training in the education sciences begins only in the fourth or fifth year, the last year being spent in practical placements in schools under university supervision. At present, teachers holding only an academic qualification for teaching can complete their training by following a specific in-service "professional" programme. For those who have more than 6 years' experience in the profession, a specific one-year teacher training course is provided by the Open University.

In the NETHERLANDS, there are two separate cadres of secondary school teachers: those holding a Grade One qualification and those holding a Grade Two qualification. Grade one teachers (*Leraar 1e graads*) are qualified to teach all age groups in all types of secondary schools. Grade Two teachers (*Leraar 2e graads*) may teach the first three years of *Voorbereidend Wetenschappelijk Onderwijs (VWO)* (pre-university education) and *Hoger Algemeen Voortgezet Onderwijs (HAVO)* (senior general education) and all classes at *Middelbaar Algemeen Voortgezet Onderwijs (MAVO)* (junior general secondary education), *Lager Beroepsonderwijs (LBO)* (junior secondary vocational education), and *Middelbaar Beroepsonderwijs (MBO)* (senior vocational education) schools.

Grade II teachers of general subjects are trained at *Hogescholen* (Institutes of Higher Vocational Training). The course lasts four years full-time. A four-year part-time course is available for those who already hold a primary-teaching qualification. Grade II teachers of technical subjects are trained at the *Pedagogisch Technische Hogeschool Nederland (PTHN)* (Dutch Technical Teacher Training College).

Those wishing to train as Grade I teachers take a four-year first degree course (*Doctoraal*) followed by a one-year postgraduate teacher training course at a university (*Universitaire Lerarenopleiding (ULO)*). A three-year part-time course run by *HBO* colleges is available for teachers holding grade II qualifications who wish to convert them to grade I qualifications.

The FEDERAL REPUBLIC OF GERMANY, FRANCE and the UK: Primary and Secondary

The process of teacher training is organised along different lines in GERMANY, FRANCE and the UK.

In GERMANY, all teachers are higher education graduates who have taken a 3-4 year degree course followed by 18 months to 2 years of practical training. The federal system gives the different *Länder* full autonomy to organize their own education systems. This also applies to teacher training. There are however various resolutions adopted by the Standing Conference of the Ministers of Education and Cultural Affairs (KMK) which are aimed at a harmonization of the structures of training at national level.

Primary school teachers as well as lower and upper secondary school teachers of both general and technical subjects are trained either at universities or at other institutions that have a status equivalent to universities. Training may in fact be provided by general universities, technical universities, academies of art and music, comprehensive-type institutes of higher education or specialist teacher training institutions. Depending on the *Land* in question the courses are either geared to the

type of school in which the teacher intends to work (i.e. *Grundschule* (primary school), the various types of general secondary school - *Hauptschule, Realschule, Gymnasium, Gesamtschule, Sekundarschule, Regelschule, Mittelschule* - vocational schools and special schools), or to an educational level in which they are to specialize (primary, lower or upper secondary). After completion of the course and after passing the *Erste Staatsprüfung* or *Erstes Staatsexamen* (First State Examination), a second phase of training known as *Vorbereitungsdienst* (preparatory service) which focuses on teaching methodology and practice takes place in *Studienseminaren* (teacher training seminars) and in ordinary schools.

The minimum duration of courses for student teachers training for *Grundschulen, Hauptschulen, Realschulen, Gesamtschulen, Sekundarschulen, Regelschulen* and *Mittelschulen*, or specializing in primary and/or lower secondary teaching varies from three to four and a half years, depending on the *Land* concerned. A minimum of 4-5 years is required for teaching degrees valid for *Gymnasium* or general and vocational upper secondary education as well as for special education. The effective duration of studies currently exceeds the minimum by 1 to 2 years. The second phase of training - preparatory service - lasts another 18 to 24 months depending on the teaching career chosen (type or level of education) and the *Land* concerned.

In FRANCE intending primary teachers currently take a 2-year university course leading to a *Diplôme d'études universitaires générales (DEUG)*, after which they are entitled to take the *concours d'entrée à l'Ecole Normale* (competitive entrance examination for entry to a teacher training college). The training course lasts two years. However in accordance with legislation passed in 1989 the *Ecoles Normales* are to be phased out (see below).

There are currently two separate cadres of secondary school teachers in France: *professeurs certifiés* and *professeurs agrégés*. *Professeurs certifiés* may be holders of the *Certificat d'aptitude au professorat de l'enseignement du second degré (CAPES)*, the *Certificat d'aptitude au professorat de l'enseignement technique (CAPET)*, or the *Certificat d'aptitude au professorat de l'éducation physique et sportive*. *Professeurs agrégés* hold the *Agrégation*.

Those wishing to qualify for the *CAPES* must hold a *Licence* (university degree awarded after a three-year course) in the subject to be taught. They must then sit the *concours du CAPES* (a competitive examination in which the number of passes is limited to the number of places available). Most students take a one-year preparatory course for the *concours du CAPES* at a university. Successful candidates in the *concours* undergo one year's professional training which takes place in a secondary school and a *Centre Pédagogique Régional* (regional training centre).

The *concours de l'agrégation* is open to holders of the *maîtrise* (Master's degree, obtained after 4 years' study) in the subject to be taught. Most candidates take a one-year course at a university in preparation for the *concours*. Few candidates succeed in obtaining the *Agrégation* at their first attempt and may resit whilst already employed, e.g. in temporary teaching posts. Those who are successful undergo one-year's professional training in a *lycée* (upper secondary school) and a *Centre Pédagogique*

Régional.

From 1992-93, all teachers (primary and secondary) will be recruited at graduate level (i.e. after three years' higher education) and will be trained in the same institution, the newly established *Instituts universitaires pour la formation des maîtres (IUFM)*. For the first time, a common form of initial training and a common qualification will grant access to a single corps of teachers comprising *professeurs des écoles* (formerly *instituteurs*) and *professeurs du second degré* (formerly *professeurs certifiés*). The category of *agrégés* will remain unchanged.

In the UK, teaching is also an all-graduate profession. In ENGLAND and WALES, all teachers who teach in schools wholly or mainly for those of compulsory school age (5-16 years) are required to have "qualified teacher status", which is awarded by the Minister (the Secretary of State for Education and Science). All newly trained teachers, irrespective of the training route to qualified teacher status, are required to have a degree or degree equivalent.

Teachers receive their training either in universities or in other university-level institutions which include polytechnics, colleges and institutes of higher education. There are two main ways of obtaining qualified teacher status: by taking a 3- or 4-year first degree followed by a one-year *Postgraduate Certificate of Education (PGCE)*, or by taking a four-year education degree (most commonly known as the *Bachelor of Education* or *BEd* degree), which provides higher education and teacher training concurrently. The *PGCE* route is more common for secondary teaching, the concurrent education route more common for primary teaching. But there is some overlap; for example about one-third of primary teachers take the *PGCE*. Provision for the *PGCE* divides about equally between the universities on the one hand and the polytechnics and colleges on the other. All but a small proportion of concurrent education degrees are provided in the polytechnics and colleges.

In addition to these two standard routes, the *licensed teachers scheme* provides on the job training for experienced adults with at least two years' higher education. The *articled teacher scheme* makes similar provision for graduates who, in addition, attend courses at institutions of higher education leading to the *PGCE* and qualified teacher status.

In SCOTLAND, intending primary teachers either take a 4-year concurrent course leading to a *Bachelor of Education (BEd)* degree, or a 3/4-year first degree course at a university (or central institution) followed by a 1-year *Postgraduate Certificate of Education (PGCE)* (Primary) course at a College of Education. Intending secondary school teachers take a 3/4-year first degree course, followed by a one-year *PGCE* (Secondary). Exceptions are teachers of physical education and technology for whom a 4-year *BEd* degree course is available.

CONTENT OF COURSE: Primary

The training course for BELGIAN teachers of *Enseignement primaire/Lager onderwijs* includes educational science, child development, Dutch, French, mathematics, environmental education, music/expression (physical education, music, arts, handicrafts), computer science, media studies and optional subjects. General and subject-specific teaching skills are learned in methodology courses and during periods of school experience.

The main features of the course for trainee *Folkeskole* teachers in DENMARK are a broad curriculum, in-depth study of two school subjects, and the integration of theory and practice. Students take a number of compulsory common core subjects, such as psychology, education theory, professional studies (didactics), natural sciences, Danish, arithmetic, religious education, handwriting and rhetoric. They must also choose two from the following subjects: creative art, music, physical education and sport, and must undertake six months' full-time study at advanced level of two general school subjects.

In SPAIN, training courses for *Maestros* must include: Pedagogy, social psychology, Spanish language, mathematics, artistic expression, music and physical education. Students also specialise in one of the following areas: philology, human sciences, science, special education, or pre-school education.

In the reform being introduced regarding subjects of study, the new special subjects for the *Maestro* qualification are: nursery education, primary education, foreign languages, physical education, music, special education (hearing and speech). Common subjects will have to include: the psycho-paedagogical foundations of special education, general didactics, classroom organization, educational psychology and child development, educational sociology, current educational theory and structures, and the application of the new technologies in education.

The training course for GREEK *Daskali/Daskales* includes psychology, pedagogy, Greek language, mathematics and didactics. There is a balance between theory and practice with a substantial proportion of practical professional work.

In IRELAND, the content and format of the BEd courses vary according to the college, but the main elements are: study of education and other academic subjects to degree level; training to teach the primary curriculum, and supervised teaching practice. In view of the "child-centred" approach to primary education in IRELAND, specialist subject teachers are rarely employed.

The course for *Instituteurs de l'enseignement primaire* in LUXEMBOURG includes the theory and practice of education, literature, science, and art/craft/music/physical education (the "expressive" subjects). The curriculum comprises compulsory core subjects, compulsory options and courses undertaken on a voluntary basis. From their second year on, students study pedagogy, the psychology of children's learning at the

different stages and teaching methodology. The second and third years are organised in the form of modular units and periods of teaching practice.

In the NETHERLANDS, the training courses for *Leraar Basisschool* are organised by the competent authorities of the *Hogeschool*. While there are legal provisions regarding the principles, form and procedures of the teacher training curriculum there are no longer any statutory requirements in terms of content. There are, however, prescriptions regarding the content of examinations which must cover: the teaching of language, arithmetic and mathematics, civics and social structures, natural science, expressive activities and physical education, general teacher training and education theory, cultural-social training, practical vocational preparation, and two expressive subjects chosen by the student.

In PORTUGAL, the curricula for the training courses for teachers of cycles I and II of *Ensino básico* are drawn up by the *ESEs* and *CIFOPs* in accordance with legislative requirements that a balance must be maintained between education theory, teaching practice, and academic study of the subjects to be taught.

In ITALY, the course for those wishing to teach in a *scuola elementare* covers: Italian language and literature, philosophy, psychology and pedagogy, history and geography, mathematics and physics, drawing and history of art, foreign language (years I and II only), religion, Latin, natural sciences, chemistry, choral singing, physical training, and (optionally) playing a musical instrument.

In FRANCE, the training courses for intending *instituteurs/institutrices* cover educational science, subjects to be taught, and practical teaching skills.

In ENGLAND and WALES, the content of teacher training is specified in broad terms by the Government, which also lays down, for example, minimum requirements for school experience and teaching practice in schools during the period of training. The detailed organisation of training courses is decided by the individual institution, which must submit its courses for approval by the Council for the Accreditation of Teacher Education (CATE), the body that has been responsible since 1984 for securing compliance with the Government's criteria for courses of teacher training. All courses leading to qualified teacher status must be approved by the Minister, who is advised by CATE.

Concurrent training (degree in education, normally called the *Bachelor of Education (BEd)*, although other names may be used) must include at least two years of subject study at university level. For future primary teachers it must also cover the remaining subjects of the primary curriculum, with particular attention being paid to English, mathematics and science. The concurrent education degree - whether offered by universities or other institutions - is generally organized in an integrated pattern, making provision throughout the entire period of study for a mixture of higher education subject studies, theoretical classes and practical teaching activities.

Consecutive training (*Postgraduate Certificate in Education (PGCE)*) for intending primary teachers concentrates on developing their skills in the broad range of subjects

taught in the primary school curriculum. The *PGCE* course, whether taken in university or other institutions, follows the academic study leading to a first degree and thus concentrates on the acquisition of theoretical and practical teaching skills, as well as the coverage of the primary curriculum for those preparing to become primary school teachers.

Course content for teacher training in SCOTLAND varies between training establishments. The General Teaching Council's criteria for registration stipulate that professional teacher training must include: professional studies, subject studies and school experience. The content of the different courses taught at Moray House College of Education are provided by way of example. The concurrent training course (*Bachelor of Education*) (*BEd*) comprises: the theory and practice of teaching, school experience, and curriculum areas which include English language, mathematics, social environment, physical environment, expressive arts, and physical education. The consecutive training course (*Postgraduate Certificate in Education (Primary Education)*) (*PGCE(PE)*) comprises: the theory and practice of teaching, school experience, language, mathematics, environmental studies, religious education, expressive arts and physical education.

Teacher training in GERMANY basically follows a consecutive model consisting of academic studies which conclude with the *Erste Staatsprüfung* or *Erstes Staatsexamen* (First State Examination) and *Vorbereitungsdienst* (preparatory service) which concludes with the *Zweite Staatsprüfung* or *Zweites Staatsexamen* (Second State Examination). This does not however amount to a strict separation of theoretical and practical components of training. While preparatory service primarily focuses on practical problems of education and teaching methodology and on actual teaching practice, teacher training courses at universities and other institutions have some characteristics of the integrated model. They are not identical with other degree programmes in the subjects concerned, but are based on specific study and examination regulations issued by the Ministries of Education of the individual *Länder* and include, besides academic subjects, a certain number of courses in education and teaching methodology, as well as practicals of several weeks' duration. As far as final examinations are concerned, the evaluation of teaching practice is, however, reserved to the Second State Examination which concludes preparatory service.

The following components are characteristic of teacher training studies for prospective primary teachers in all *Länder* of GERMANY:

- an area of specialization involving the study of two or three subjects or a group of subjects (only certain combinations of subjects are allowed);
- studies in education, psychology, social sciences and in the methodology of teaching the subjects chosen;
- practicals of several weeks' duration.

Training in the *Studienseminare* during preparatory service includes general components such as educational law or topics in educational theory as well as subject-

specific components, in particular methodological approaches in the subjects concerned. At the same time, the future teacher has the opportunity to observe practical teaching situations and to give classes under supervision in the school he is attached to.

CONTENT OF COURSE: Secondary

Students preparing to work as general teachers in lower secondary schools in the Flemish Community in BELGIUM specialise in the three subjects they will eventually teach. They do not have an entirely free choice since their first basic choice between mathematics, Dutch, French, or English determines their other options.

Basic option	Second option	Third option
Dutch	History Geography	Geography, Religious Education Biology, Religious Education
French	History Geography	Geography, Religious Education Religious Education
English	History Geography	Geography, Religious Education Religious Education
Mathematics	Biology Physics	Geography, Physics, Religious Education Geography, Religious Education

It is also possible, but not so common, for future teachers of general subjects to take "integrated sciences" in which there are four compulsory subjects: geography, chemistry, physics and biology.

The training for teachers of general subjects includes the theory of education and teaching practice; it also aims to extend the students' knowledge and skills with respect to their main teaching subjects, e.g. by specialist courses, industrial or commercial experience, travel, creative activities, school trips.

The training of lower secondary teachers in the French Community in BELGIUM is largely the same as in the Flemish Community. The possible subject combinations are as follows:

- French-history;
- French-religion/ethics;
- Dutch-English;
- Dutch-German;
- English-German;
- mathematics-physics;
- mathematics-economics;
- physics-chemistry-biology;
- geography-chemistry-biology;
- physical education-biology;
- physical education-sports and leisure.

Those intending to teach in BELGIAN upper secondary schools take a 4-5 year degree course in the subject(s) they intend to teach; this incorporates pedagogical studies usually in the fourth year. The education component of the course covers experimental pedagogy, the history of pedagogy, general methodology and teaching methods applied in individual disciplines, and teaching practice. Some universities also provide in-depth courses in educational sciences.

In DENMARK, the *paedagogikum* course combines practical and theoretical elements in each of the candidate's subjects. The theoretical element includes a subject-related course and a course in theoretical pedagogy concluded by a written assignment with external evaluation. The practical element consists of a course of teaching practice lasting at least 120 hours. The practical course is supervised and evaluated by an external examiner appointed by the Ministry of Education.

In SPAIN, the content of the *curso de capacitación pedagógica* (teaching proficiency course) varies from one institute to another. In general the syllabus is divided into two parts: one theoretical, the other practical. The latter includes a period of school experience in an upper secondary school.

In GREECE, intending secondary school teachers may specialise in divinity, philology, physics and mathematics, foreign languages or physical education. They follow concurrent courses in pedagogy, psychology, and didactics and also undertake teaching practice. The proportion of time allocated to professional courses varies between institutions but, in the view of the Ministry of Education, the overall allocation is very limited.

In IRELAND, the training course for the *Higher Diploma in Education* involves study of the theory and practice of teaching, plus supervised teaching in ordinary classrooms.

There is at present no pre-service training for secondary teachers in ITALY.

In LUXEMBOURG, the postgraduate professional phase of the training course for intending *Professeurs de l'enseignement post-primaire* consists of a preliminary course in the theory and practice of education at the *Centre Universitaire*, the preparation of a dissertation in the student's subject discipline and a period of practical teaching

lasting two and a half years. The preliminary course at the *Centre Universitaire* includes the educational, psychological and sociological aspects of teaching; theory and practice of methodology; educational law and a specialised course in the teaching of the relevant discipline. Successful completion of this course, indicated by a certificate, grants access to the period of teaching practice.

There is as yet no standard pre-service training in PORTUGAL for students intending to teach the 12-18 age group. The degree courses in education include, in addition to scientific and cultural courses, courses in education sciences and practical teaching of different types throughout their training. The courses in education given in some faculties of the Universities of Lisbon, Porto and Coimbra consist of three or four years' academic study, "psycho-pedagogic" training in the fourth year, and a fifth year devoted to supervised teaching practice in schools.

With effect from 1990, training courses for Grade II teachers in the NETHERLANDS last four years and provide a qualification in one subject (such courses formerly lasted 4 1/2 years and qualified teachers in two subjects). Courses have a subject component (knowledge and skills) and an occupational component (preparation for working as a teacher). Educational legislation contains provisions only on the principles, form and procedures of the curriculum, and there are no longer any statutory requirements in terms of content. Each course is organised by the competent authority of the *Hogeschool* concerned and laid down in the college curriculum. The competent authority is also responsible for devising the examination programme, which must be submitted to the Minister of Education and Science for approval.

50% of the postgraduate training course for Grade I teachers is devoted to theoretical training and 50% to practical training. The theoretical part of the course consists of 240 hours of educational theory, 420 hours on teaching methods for the chosen subject, and 140 hours of research.

The part-time course for Grade II teachers who wish to convert their qualifications to Grade I builds on the Grade II course in which the occupational component is large. It therefore accentuates the subject component.

In FRANCE, those passing the relevant *concours* become *professeurs certifiés stagiaires* or *professeurs agrégés stagiaires* and are appointed to salaried teaching posts. During the first year they have a lighter timetable than other teachers to enable them to attend courses on practical and theoretical aspects of teaching at a *Centre Pédagogique Régional* (regional training centre) and to participate in other induction activities organised by the inspectorate. The content of the courses vary between educational regions (*Académies*). In the *Académie de Toulouse* for example, the training is divided into school based work (which eventually takes up two-thirds of the allocated time), and training-centre based work, which includes subject methodology and general education theory.

The following components are characteristic of teacher training studies for prospective secondary school teachers in all the *Länder* of GERMANY:

- an area of specialization involving the study of two or three subjects (only certain combinations of subjects are allowed); more advanced studies in the subjects chosen are a characteristic feature of courses for trainee upper secondary education or *Gymnasium* teachers;
- studies in education, psychology, social sciences and in the methodology of teaching the subjects chosen;
- practicals of several weeks' duration.

Training in the *Studienseminare* during preparatory service includes general components such as educational law or topics in educational theory as well as subject-specific components, in particular methodological approaches in the subjects concerned. At the same time, the future teacher has the opportunity to observe practical teaching situations and to give classes under supervision in the school he is attached to.

In the UK, prospective teachers of specialist subjects at secondary level who undertake concurrent training (degree in education, normally called the *Bachelor of Education*, although other names may be used) study their specialist discipline for at least two years, in addition to undertaking training in its application in schools. They also pursue educational and professional studies.

Those undertaking consecutive training (*Postgraduate Certificate in Education*) (*PGCE*) concentrate on acquiring professional skills and the application of their subject at school level. They may also develop a second teaching subject.

In SCOTLAND, the course content of the *Postgraduate Certificate in Education (Secondary Education)* (*PGCE(SE)*) varies between establishments. By way of example, the course at Moray House College includes: professional studies, subject studies and supplementary subject studies, school experience, and special courses.

SCHOOL EXPERIENCE: Primary

In the Flemish Community in BELGIUM, trainee teachers of *Enseignement primaire/Lager onderwijs* learn teaching methods by presenting model lessons, taking part in practical exercises, either in groups or individually, and (in their final year) by undertaking periods of teaching practice in school. The length of time students spend on acquiring practical teaching skills increases as their course progresses from 2-4 weeks' school experience in the first year, 3.5-8 weeks in the second year, and 11-16 weeks in the final year.

In DENMARK, those preparing to teach in a *Folkeskole* receive twenty weeks'

instruction in teaching practice, divided into several three-week periods. The new curricula include a minimum of 320 hours (32 credits) of introductory classroom teaching practice.

In SPAIN, the three-year course for trainee *Maestros* is divided into six four-month terms. Half a day each week is given over to classroom observation in the third term, and to supervised teaching in the sixth term.

In FRANCE, the two-year course at the *Ecoles Normales* for trainee *Instituteurs/Institutrices* involves various types of training in schools, including an eight-week period of teaching practice during which the student takes charge of a class under the supervision of an experienced teacher.

In GREECE, trainee *Daskali/Daskales* undertake periods of teaching practice in schools (no further details available).

In IRELAND, trainee *Primary* teachers undertake 4-6 weeks of school experience in their first year, 6 weeks in the second year, and five weeks in the final year.

In ITALY, those preparing to teach in a *Scuola elementare* devote 2 hours per week in their third year and four hours per week in their fourth year to school experience. They do not take sole control of a class at any time, but may teach alongside the teacher as appropriate.

In LUXEMBOURG, trainee *Instituteurs de l'enseignement primaire* undertake periods of teaching practice during the second and third years of their training course.

In the NETHERLANDS, practical training forms an obligatory part of the training for *Leraar Basisschool*. Each HBO Institute has the statutory obligation to include in its workplan a description of the content, length, structure and organisation of the practical teaching periods, and of the methods of assessing and counselling students during such periods. In practice about one quarter of the training period is devoted to practical training, most of which takes place in primary schools. Practical training starts in the first year and there is a consecutive period of practical training in the final year. There are also short practical periods in special education, school counselling services, child welfare, youth libraries etc.

Under PORTUGUESE legislation passed in 1989, up to 60% of training hours for future teachers of Cycle I of *Ensino básico* may be devoted to teaching practice and pedagogical training. A minimum of 30% of training hours for future teachers of Cycle II must be devoted to these areas. The proportion of time given over to teaching practice and the level of the student's responsibility increase as the course progresses.

In ENGLAND and WALES, teacher training institutes work in close collaboration with the schools in which students undertake teaching practice. There must be at least twenty weeks of school experience in the four years of the concurrent education degree, and at least fifteen weeks of school experience in the thirty six weeks of the one-year *PGCE*. Many institutions also have arrangements for continuing contact

between students and schools apart from teaching practice, for example on the basis of students' spending one day a week in schools. No student receives qualified teacher status unless he or she has demonstrated satisfactory performance in the classroom during the period of practical teaching experience in school. Students are supervised and assessed not only by their own tutors, but by teachers in the schools where they practice.

In SCOTLAND, the 4-year concurrent education degree (*BEd*) must include at least 24 weeks of school experience, and the one-year *PGCE* at least 16 weeks of school experience.

In GERMANY, the first phase of teacher training (the degree course) includes practical experience in schools for a total of 8-10 weeks, depending on the *Land*. Both the subject training and the education theory elements of the course cover teaching methods and involve practical experience in schools and partly in social and commercial institutions.

The second phase of training (*Vorbereitungsdienst* or *Referendariat*) is geared mainly towards practical work in schools (*Schulpraktische Ausbildung*). It is undertaken under the supervision of the director and the head of the department (*Fachleiter*) at the *Studienseminar* (teacher training seminar) and of a mentor (*Ausbildungslehrer*) at the school (*Ausbildungsschule*), which is linked to the *Studienseminar*. The nature of the *Vorbereitungsdienst* varies according to the type of teaching career that students wish to take up. Students undertake a limited amount of teaching under supervision as well as on their own responsibility in the designated training schools and attend *Studienseminare* (teacher training seminars) where this practical experience is analysed in detail. The Second State Examination (*Zweite Staatsprüfung* or *Zweites Staatsexamen*) includes at least two lessons taught in the presence of examiners, a thesis (*Pädagogische Hausarbeit*) and oral examinations.

SCHOOL EXPERIENCE: Secondary

In the Flemish Community in BELGIUM, those preparing to teach in the *Enseignement secondaire inférieur/Lager secundair onderwijs* undertake a total of between 14 1/2 and 28 weeks of school experience. The amount of time spent on practical training intensifies as the course progresses. During the first year, students familiarise themselves with the classroom situation. Three to four week-equivalents are spent on placements, divided equally between subject-specific training and observation and teaching. During the second year, teaching methods are covered in greater depth and put into practice. Five to eight week-equivalents are spent on placements, with at least two-thirds of the time devoted to the practice of general teaching skills. In the final year, half of the student's time is spent on placement posts, with at least two-thirds of the time devoted to practical teaching skills. During this time students learn to take

responsibility for a class.

Intending teachers of *Enseignement secondaire supérieur/Hoger secundair onderwijs* undertake practical lessons in secondary schools during a period of at least one year, under the supervision of their lecturer in teaching methodology. The examination for the professional certificate (*Diplôme d'agrégé de l'enseignement secondaire supérieur/Diploma van geaggregeerde voor het hoger secundair onderwijs*) includes two lessons conducted in the presence of inspectors.

In DENMARK, the *Paedagogikum* includes at least 120 hours of teaching practice. Students are attached to a number of classes at a *gymnasium* and are supervised by ordinary teachers. Students begin by observing practising teachers, before taking over teaching under the guidance of the teachers whose work they have observed.

In SPAIN, the content of the *Curso de capacitación pedagógica* varies according to the institute. However the practical part of the training includes a period of school experience in an upper secondary school.

In FRANCE, the content of the courses for *professeurs certifiés stagiaires* and *professeurs agrégés stagiaires* varies between the 28 educational regions (*Académies*). In the *Académie de Toulouse* for example the *stagiaire* assumes sole responsibility for two or three classes from the start of the training period. Support and supervision are provided by a designated experienced teacher who receives a nominal fee for this task. Later in the training period a further school-based component is added in which the *stagiaire* observes and teaches classes which are the responsibility of serving teachers.

In GREECE, the degree course undertaken by intending secondary school teachers includes some teaching practice. After appointment, but before taking up their duties, teachers are given an induction course.

In IRELAND, trainee secondary level teachers undertake supervised teaching in ordinary classrooms in the subject or subjects they have taken to degree level for a minimum of 100 hours spread over three terms.

There is at present no pre-service training for secondary level teachers in ITALY.

Those wishing to train as teachers of *enseignement post-secondaire* in LUXEMBOURG must undertake a two-week orientation phase in a secondary school in the country in which they are studying during the second, third, and fourth semesters of their undergraduate studies.

During the 3-year professional training course, students undertake teaching practice in a secondary school for a period of five school terms (two and a half years) under the responsibility of the head of the school and with the support of an educational adviser and teaching practice mentors. This involves teaching a series of lessons, conducting lessons in the presence of inspectors, the correction of pupils' work and a written analysis of the student's experience. In addition, students take part in training

days organised by the educational department of the *Centre Universitaire*. The practical assessment consists of two lessons, two inspection visits and the correction of two sets of pupils' homework.

In the NETHERLANDS, practical training outside the *HBO* institute forms an obligatory part of the training course for Grade II secondary teachers. *HBO* institutes have a statutory obligation to draw up a college workplan, but are free to determine the duration of the practical training period. In the first two years of training, school experience is centred on an introduction to school life (observation etc.) rather than on teaching practice. The length of the practical training in the first two years is one week per year (sometimes two weeks in the second year). In general, students undertake 6-8 weeks' school experience in the third and fourth years. School experience in the last two years is focused on teaching practice, involving lessons taught by the student. There are two organisational models in the last two years: the day-model in which the student visits the school on a fixed day per week over a long period, and the period-model in which training takes place in a consecutive period of one or more weeks. There is a preference for the period-model.

The postgraduate course for Grade I secondary teachers involves 250 hours in the classroom of which 120 hours are spent in actual teaching practice.

There are no prescriptions with regard to school experience for the part-time course for Grade II teachers who wish to convert their qualifications to Grade I.

In PORTUGAL, for teachers of the third cycle of *Ensino básico* and *Ensino secundário* teaching practice occupies a greater part of the programme in the last years of the courses for the *licenciatura em ensino* (degree in education) with a certain flexibility as to its organisation. The last year of the courses in education is devoted to teaching practice in schools under the supervision of the institution which organises the training.

Those teachers who have an academic qualification alone can obtain specific training through an in-service training programme which lasts two years.

For GERMANY and the UK see above pp. 13-16.

APPENDIX 1

Requirements for admission to teacher training

BELGIUM: *Enseignement primaire/Lager onderwijs* and *Enseignement secondaire inférieur/Lager secundair onderwijs*: Certificat d'Enseignement Secondaire Supérieur/Getuigschrift van Hoger Secundair Onderwijs (upper secondary school-leaving certificate). There are no restrictions on admission and only a few institutes interview candidates.

Enseignement secondaire supérieur/Hoger secundair onderwijs: Standard university entrance requirements i.e. *Certificat d'Enseignement Secondaire Supérieur/Getuigschrift van Hoger Secundair Onderwijs* (upper secondary school-leaving certificate) and *Diplôme d'aptitude à accéder à l'enseignement supérieur/Bekwaamheidsdiploma dat toegang verleent tot het hoger onderwijs* (certificate of aptitude for higher education).

DENMARK: *Folkeskole*: Requirements are the same as for university entrance: *Studentereksamen* (upper secondary school-leaving examination), or *Højere Forberedelseseksamen* (Higher Preparatory Examination),
or
Højere Handelseksamen (Higher Commercial Examination),
or
Højere Teknisk Eksamen (Higher Technical Examination).

Gymnasium: *Kandidateksamen* (Master's degree, usually in two subjects) within the range of subjects taught in the upper secondary school,
or
equivalent final examination at a university or higher education institute,
or
graduates from the Technical University of Denmark may be considered, but are required to undertake subject-related supplementary courses relevant to upper secondary school teaching.

The number of candidates admitted each year to the *Paedagogikum* (postgraduate training course) is fixed by the Ministry of Education.

GERMANY: All levels of teaching: Standard university entrance requirements, i.e. the *allgemeine Hochschulreife* (general higher education entrance qualification) which provides access to the study of all subjects at all institutions of higher education. Alternative routes for acquiring the *allgemeine Hochschulreife* exist for adults, e.g. in

evening schools.

In general, access to teacher training courses is not subject to any particular restriction. Admission to preparatory service (the *Vorbereitungsdienst* or *Referendariat*) presupposes successful completion of the First State Examination but, as numbers of training places are sometimes limited in this second phase, there may be a delay between the two phases of teacher training.

During preparatory service, the trainee teachers receive remuneration which is, however, considerably lower than the salary of a fully-trained teacher.

SPAIN: *Maestros*: Standard university entrance requirements, i.e. pass in the *Bachillerato Unificado Polivalente (BUP)* (Integrated Secondary Education), *Curso de Orientación Universitaria (COU)* (University Orientation Course) and in some cases the university selection examination.

Profesores de Enseñanza Secundaria: Licenciatura (5-year degree). For university entrance requirements see *Maestros*. In this case, it is also necessary to pass the university selection examination.

FRANCE: *Instituteur/institutrice*: *Diplôme d'études universitaires générales (DEUG)* (two-year university diploma), plus *Concours d'entrée à l'école normale*. The university entrance requirement is the *Baccalauréat*.

Professeurs certifiés (CAPES/CAPET/CAPAPS): *Licence* (3-year university degree), plus *Concours du CAPES/CAPET/CAPAPS*.

Professeurs agrégés: Maîtrise (4-year Master's degree), plus *Concours de l'agrégation*.

Candidates for teacher training must hold French nationality¹. Those accepted for training are paid and sign an undertaking to teach in the state sector for 10 years.

GREECE: All levels of teaching: Standard university entrance requirements i.e.: the *Lykeio* leaving certificate or equivalent and general university entrance examinations in the option stream of subjects taken in the final year of upper secondary education.

IRELAND: *Primary*: Students are selected by means of a national open competition based on performance in the upper secondary school *Leaving Certificate Examination*,

¹ This condition is in process of being relaxed. In implementation of the Council Directive 89/48/EEC, France is now introducing legislation to enable nationals of other EC Member States to occupy certain categories of public service employment, including teaching posts, on the same terms as French nationals.

and interview, and Irish language and music ability tests.

Secondary: Bachelor's degree following not less than 3 years of study. Teachers in *Secondary* (as distinguished from *Comprehensive* and *Community* schools) must be registered by the Registration Council for Secondary Teachers at the end of their probationary year. From 1 August 1991 only certain degree subjects will be accepted for the purpose of registration.

ITALY: *Scuola elementare: Diploma di Licenza della Scuola Media* (Certificate of lower secondary education).

Scuola media and *Liceo*: There is no specific initial teacher training for secondary teaching. Intending secondary teachers must obtain a *Laurea* (4/5/6 year degree), and pass the *esame di abilitazione professionale* (professional aptitude examination), before they can sit the *concorso per esame e titoli* (competitive examination and proof of necessary qualifications) to obtain a teaching post. The university entrance requirement is the *Diploma di maturità* (upper secondary school leaving certificate). A *Diploma di maturità magistrale* (Primary teachers' diploma) gives admission to the Faculty of Education which awards degrees in the arts, education, psychology and modern languages with a view to teaching these subjects.

LUXEMBOURG: *Instituteurs de l'enseignement primaire: Luxembourg Diplôme de Fin d'Etudes Secondaires* (secondary education leaving certificate) or a similar foreign certificate recognised as equivalent by Luxembourg law and regulations.

The Minister of Education determines the number of students to be admitted to teacher training on the basis of the number of teaching posts which will be available. Admission is based on an order of merit which takes into account the results achieved in the *Diplôme de fin d'études secondaires*.

Professeurs de l'enseignement post-primaire: Luxembourg Diplôme de fin d'études secondaires (secondary education leaving certificate), or a foreign certificate recognised as equivalent, plus diploma awarded on the completion of a full cycle of university studies lasting at least four years (which in certain cases entitles the holder to teach in secondary schools in the country in which the diploma was awarded).

For certain disciplines, additional requirements are applicable, e.g. future teachers of French, German and English must have obtained a university diploma based on at least three years' study in a French-, German-, or English-speaking country. Future teachers of arts and sciences must have completed the first year of their university studies at the *Centre Universitaire* in Luxembourg.

Students are paid during the "professional phase" of the training course.

NETHERLANDS: *Leraar Basisschool: HAVO* (Senior General Secondary Education), *MBO* (Senior Secondary Vocational Education), or *VWO* (Pre-university education)

school-leaving certificate, or a certificate equivalent to or higher than any of the above.

Leraar 2e graads: Same as for *Leraar Basisschool*.

Leraar 1e graads: Postgraduate course: *Doctoraal* (first degree); candidates must also have taken a two-month introductory course to teaching during their degree course; the requirements for university entrance are: *VWO* (Pre-university education) school-leaving certificate, or pass in a *viva voce* (colloquium doctum) examination, or *HBO* (higher vocational education) certificate. Some courses are subject to a placement committee, which means that all applicants are given a place but the committee decides where.

The number of places on the postgraduate teacher training course is decided in accordance with labour market data. The suitability of candidates is assessed by an admissions board.

PORTUGAL: *Ensino básico* (Basic education) Cycles I and II: Twelve-year school-leaving certificate and *Prova Geral do Acesso ao Ensino Superior (PGA)* (higher education entrance examination), and entrance examination for a specific institution where applicable.

Ensino básico Cycle III and *Ensino Secundario*: Standard university entrance requirements, i.e. 12-year school leaving certificate (*Prova geral de acesso ao Ensino Superior - PGA*) (higher education entrance examination) and the entrance examination for the specific university.

UK: ENGLAND and WALES: Concurrent education degree: Either at least two passes at *General Certificate of Education (GCE) Advanced Level* and three passes in other subjects at *General Certificate of Secondary Education (GCSE)* (Grade C or higher), or the recognised equivalent. Passes must include English language and mathematics at *GCSE* (Grade C or higher) or the recognised equivalent.

Consecutive *PGCE* training course: The qualifications listed above and a first (Bachelor's) degree or the recognised equivalent.

Access to all initial teacher training courses is restricted and subject to a preliminary selection process based on assessment of suitability for teaching as a career. Entry is also subject to medical fitness. Experienced teachers are involved in the process of selection.

UK: SCOTLAND: Concurrent education degree: A pass at *Scottish Certificate of Education (SCE)* or *General Certificate of Secondary Education (GCSE)* in 5 approved subjects including English, of which either 3 are at *SCE Higher Grade* or 2 are at *General Certificate of Education (GCE) Advanced Level*; or a pass at *SCE* or *GCSE* in 4 approved subjects including English, of which either 4 are at *SCE Higher Grade*

or 3 are at *GCE* Advanced Level.

Consecutive *PGCE* training course: A degree of a UK University (including the Open University) or of the Council for National Academic Awards (CNAAB) or other qualification recognised as equivalent; and a pass at *SCE* Higher Grade (or comparable qualification) in English; and a pass at *SCE* Ordinary Grade (or comparable qualification) in mathematics.

The Secretary of State sets limits on the intake to teacher training colleges.

APPENDIX 2

Teaching qualifications

BELGIUM: *Enseignement primaire/Lager onderwijs: Diplôme d'instituteur/institutrice/Diploma van Lager Onderwijzer/Onderwijzeres.*

Enseignement secondaire inférieur/Lager secundair onderwijs: Agrégé de l'enseignement secondaire inférieur/Geaggregeerde voor het lager secundair onderwijs.

Enseignement secondaire supérieur/Hoger secundair onderwijs: Licencié/Licentiaat, and Agrégé de l'enseignement secondaire supérieur/Geaggregeerde voor het hoger secundair onderwijs.

DENMARK: *Folkeskole: Folkeskole teaching Diploma.*

Gymnasium: Kandidateksamen and Paedagogikum.

SPAIN: *Maestros: Diploma de profesor de Educación General Básica, and in the near future, Diploma de Maestro in the relevant discipline.*

Profesores de Enseñanza Secundaria: Licenciatura or Architect's or Engineer's degree, and Certificado de Aptitud Pedagógica.

FRANCE: *Instituteur/institutrice: Diplôme d'études universitaires générales (DEUG), and Diplôme d'études supérieures d'instituteur (DES).*

Professeurs certifiés: Licence, plus Certificat d'aptitude au professorat de l'enseignement du second degré (CAPES), or Certificat d'aptitude au professorat de l'enseignement technique (CAPET), or Certificat d'aptitude au professorat de l'éducation physique et sportive (CAPAPS).

Secondary education: *Professeurs agrégés: Maîtrise and Agrégation.*

GERMANY: Those seeking permanent appointments as teachers in the state school system must pass the two State Examinations (*Zeugnisse über die Erste und Zweite Staatsprüfung bzw. das Erste und Zweite Staatsexamen*). The teaching qualification refers to one or several types of school or to educational levels.

Depending on the *Land*, there are various designations for the teaching qualification (*Lehramt*) which may be classified into the following 6 categories:

- type 1: *Lehramt an Grundschulen*
Lehramt für die Primarschulen / mit Schwerpunkt Primarstufe
- type 2: *Lehramt an Grund- und Hauptschulen*
Lehramt an Hauptschulen
Lehramt an der Volks- und Realschule
Lehramt an der Grund- und Mittelstufe
Amt des Lehrers
- type 3: *Lehramt an Realschulen*
Lehramt an Hauptschulen, und Realschulen, an Mittelschulen, an Regelschulen, an Sekundarschulen
Lehramt für die Sekundarstufe I / mit Schwerpunkt Sekundarstufe I
Lehramt für die Mittelstufe
Amt des Lehrers mit fachwissenschaftlicher Ausbildung in zwei Fächern
- type 4: *Lehramt an Gymnasien*
Lehramt für die Sekundarstufe II (und I mit Schwerpunkt Sekundarstufe II)
Lehramt an der Oberstufe - Allgemeinbildende Schulen
Lehramt für die Mittel- und die Oberstufe
- type 5: *Lehramt an beruflichen / berufsbildenden Schulen*
Lehramt für die Sekundarstufe II (Sekundarstufe II mit beruflicher Fachrichtung)
Lehramt der Oberstufe - Beruflichen Schulen -
Amt des Studienrats mit einer beruflichen Fachrichtung
- type 6: *Lehramt an Sonderschulen, an Förderschulen / für die Sonderpädagogik*

GREECE: *Daskalos/Daskala*: Degree of the Education Department - Primary School Teachers' Section (Direction).

Kathigitis/Kathigitria: University degree in the relevant discipline.

IRELAND: Primary: *Bachelor of Education (BEd)*.

Secondary: Bachelor's degree, plus *Higher Diploma in Education (HDipEd)*.

ITALY: *Scuola elementare*: *Diploma di maturità magistrale*.

Scuola media and *Liceo*: *Laurea* (university degree) in the appropriate discipline(s), plus pass in *esame di abilitazione professionale*. There is no professional teaching qualification.

LUXEMBOURG: Instituteurs de l'enseignement primaire: *Certificat d'Etudes Pédagogiques*: option *enseignement primaire*.

Professeurs de l'enseignement post-primaire: Diploma awarded on the completion of university studies of at least four years, plus successful completion of the professional teaching course. There is no named qualification.

NETHERLANDS: *Leraar Basisschool*: Those who successfully complete their training receive a *Getuigschrift hoger beroepsonderwijs* (Higher vocational education certificate) which includes inter alia the name and duration of the course undertaken. There is no single named qualification.

Leraar 2e graads: Those who successfully complete their training receive a *Getuigschrift hoger beroepsonderwijs* (Higher vocational education certificate) which includes inter alia the name and duration of the course undertaken. There is no named qualification.

Leraar 1e graads: *Doctoraal getuigschrift*, plus Grade I teaching qualification in the subject of the first degree. There is no named qualification.

PORTUGAL: Diplomas recognised for teaching in the first and second cycles of basic education:

- *bacharelato em ensino* (bachelor of education);
- *diploma de estudos superiores especializados* (diploma in advanced specialized studies);
- *licenciatura em ensino* (degree in education) (with mention of the field of study, group or subject).

Diplomas recognised for teaching in the third cycle of basic and in secondary education:

- *licenciatura em ensino* (degree in education);
- *licenciatura do ramo de formação educacional* (degree for teaching purposes).

UK: ENGLAND + WALES: Teachers who teach in schools wholly or mainly for those of compulsory school age are required to have qualified teacher status, which is awarded by the Minister on satisfactory completion of an approved course of initial teacher training and in certain other limited circumstances such as satisfactory completion of a period of training while teaching under licence from the Minister. The two main qualifications that are accepted for qualified teacher status are:

the four-year concurrent degree which is normally called the *Bachelor of Education (BEd)*, but which has other names such as *Bachelor of Arts (Education)*, in some institutions; and

the *Postgraduate Certificate of Education (PGCE)* which is awarded on successful completion of a one-year course of initial teacher training undertaken by those who have previously obtained a first degree or the recognized equivalent.

UK: SCOTLAND: Concurrent training: *Bachelor of Education (BEd)* or, from some institutions, *Bachelor of Arts* with education option or *Bachelor of Science* with education option.

Consecutive training: First degree followed by *Postgraduate Certificate of Education (Primary Education) (PGCE(PE))* or by *Postgraduate Certificate of Education (Secondary Education) (PGCE(SE))*.

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EURYDICE

The Education Information Network in the European Community

Educational cooperation in the Community

The education systems in the twelve EC Member States vary considerably and this variety, which is the result of historic and cultural factors, is itself a source of wealth.

In order to ensure that this diversity does not become an obstacle to the free movement of people, it is essential to provide effective information on the operation and structures of the education systems.

It is also vital for each country to benefit from the experience of its Community partners and thus contribute to the development of European educational cooperation.

In February 1976 the Council of the European Communities and the Ministers of Education adopted an action programme in the field of education. They agreed among other things to set up an information network in order to increase and improve the circulation of information in the area of education policy (1).

This information network, known as EURYDICE, is designed therefore to underpin the developing programme of educational cooperation within the European Community.

It was recognized in 1990 as the chief instrument for providing information on national and Community structures, systems and developments in the field of education (2).

In accordance with their own distinctive education structures, each Member State has designated at least one Unit to participate in the network and the Commission of the European Communities has arranged the establishment of the EURYDICE European Unit, which is part of the network.

EURYDICE is based on the mutual cooperation of all the Units. In addition the European Unit coordinates and animates the network.

(1) Official Journal n° C38, 19.02.1976, p.1.

(2) Official Journal n° C329, 31.12.1990, p.23.

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