



Key topics in education in Europe

Volume 3

The teaching profession in Europe:
Profile, trends and concerns

Report I:

Initial training and transition
to working life

General lower secondary education





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VOLUME 3

**THE TEACHING PROFESSION IN EUROPE:
PROFILE, TRENDS AND CONCERNS**

REPORT I

**INITIAL TRAINING AND
TRANSITION TO WORKING LIFE**

GENERAL LOWER SECONDARY EDUCATION

Eurydice
The information network on education in Europe

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| PREFACE



A teaching profession whose members are motivated and highly qualified is of vital importance in ensuring that young people are offered a sound education. The new expectations and challenges currently confronting teachers throughout Europe mean that they now are at the very heart of the educational policy debate. Enhancement of teacher training is thus an integral part of the work programme on the future objectives of education and training systems up to 2010, which was approved by the Barcelona European Council on 15-16 March 2002. The programme states that teachers are 'key actors in any strategies targeted at stimulating

the development of society and the economy'.

In this context, the study by Eurydice on the teaching profession, which is being published in the *Key topics in education in Europe* series as a set of four reports, is an especially welcome development. With teachers in lower secondary education as its focal point, the study analyses the extent to which their initial training provides them with the skills now recognised as essential if they are to perform their duties successfully. It examines cases of teacher shortage or oversupply with which European countries are confronted and the steps to taken to rectify them. Finally, it compares the conditions of service of teachers in terms of aspects such as job security and salary prospects.

This first report is devoted to the initial training of teachers and to arrangements for easing their transition to working life. The findings of the report as regards the various ways in which initial training is organised are highly instructive and raise questions of concern to us all. For example, the report highlights the considerable curricular autonomy generally granted to training institutions. In so doing, it draws attention to the likelihood that the qualifications and skills acquired by teachers on completion of training will vary widely not just from one country to the next but also within a particular country. It also reveals that, although measures introduced to ease the transition of new teachers to working life correspond to a recent and not very widespread development, they are now the focus of discussion and planning in many countries. European cooperation in this area is exceptionally timely in enabling full and joint consideration to be given, first, to appropriate provision for ensuring that all teachers have the qualifications and skills needed to deliver quality education and, secondly, to the resources that should be developed to measure the impact of new arrangements on the professional integration of teachers and the effectiveness of their work.

This study, which is of considerable significance for European cooperation in the field of education, was made possible as a result of the contribution of the National Units in the Eurydice network as well as national experts. The comparative analysis was written by the Eurydice European Unit in close collaboration with all of the national partners. This methodological approach is a further guarantee of the quality and reliability of the information contained here. All the contributors to the study are acknowledged at the end of the publication.

We trust that the present report will enrich the policy debate both at national and Community level by providing greater insight into the way teachers are trained throughout Europe, the problems encountered in the process and the ever increasing effort now invested in ensuring that teachers – the very protagonists of education – possess the high qualifications and motivation which are the sine qua non of their profession.

A handwritten signature in black ink, appearing to read 'V. Reding', with a long horizontal line extending to the right.

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GENERAL AND METHODOLOGICAL FRAMEWORK OF THE STUDY

INTRODUCTION

The importance of the role of the teacher as an agent of change, promoting understanding and tolerance, has never been more obvious than today. It is likely to become even more critical in the twenty-first century.
(Jacques Delors, 1996, p. 157) (1)

With the emergence of the knowledge society in the 21st century, the importance of education has been reiterated in many reports and declarations and education systems now face several challenges. Young people must be able to meet and adapt to the demands of an economic and social context undergoing massive change. While they need to have knowledge of specific essential subjects such as new information and communication technology (ICT) and foreign languages, they also need to be made aware of and become committed to the human values of tolerance and sharing. Teachers play an essential part in this formative process, with the result that society as a whole nurtures great expectations vis-à-vis the teaching profession. Teachers make an important contribution by giving young people the tools to integrate into a constantly changing world.

In order to gain greater insight into the issues at stake, and understand the situation and expectations with which the teaching profession will be confronted in European countries in the years ahead, the Eurydice Network has launched an extensive comparative study on the profession as it exists in Europe today. With a view to defining the scope of this complex subject more effectively, the Units in the Eurydice Network were asked to describe those aspects or main elements of the profession that are the subject of ongoing debate or reform at national level. The response of Units to this short survey in the summer of 2000 clearly demonstrated that the teaching profession is at the heart of thinking and discussion about policy, and this confirms that the study is entirely in line with current developments in European countries.

More specifically, two major issues seem to emerge from the concerns and discussion of policy-makers in those countries. These issues are, first, changes in the skills teachers are expected to possess and, secondly, the extent to which their profession is an attractive one. Although these issues are not present to the same extent everywhere, they may be regarded as occupying an important position in thinking about education in Europe.

(1) Delors, J. et al. Learning: the treasure within. Report to Unesco of the International Commission on Education for the Twenty-first Century. Paris: Unesco, 1996.

Indeed, in the majority of countries today, it is no longer just expected that, in their prime task of providing instruction, teachers should simply adapt to knowledge gained from research into teaching methods and the psychology of learning. The daily life of schools is conditioned by the technological development of information, an increasingly multicultural social environment and the increasingly greater autonomy granted to local communities and schools.

Generally speaking, therefore, the teaching profession seems affected by the need to become more involved in tasks concerned with school management and administration, the use of ICT, the promotion of human rights and civic education and encouraging pupils to acquire knowledge with a view to learning constantly throughout their lives.

In this context, teachers face groups of students more varied than ever before. Depending on the country concerned, they have to face up to two types of heterogeneity for which they may feel insufficiently prepared, namely provision for children of (im)migrant origin and children with special educational needs. Furthermore, at secondary level, the extension of compulsory education, and/or its (re)organisation to provide general education and training for everyone, has occurred fairly recently in some countries. In such cases, 'mass' education and an increasingly heterogeneous school population are likely to have aggravated the difficulty faced by teachers in handling the pupils entrusted to them. While these problems are not experienced to the same extent everywhere, they reflect the need for teachers to acquire interpersonal and communication skills in order to work with ethnic and linguistic minorities and pupils with special needs, and handle conflicts that may arise in the classroom.

In many countries, policy-makers are deeply concerned about the likelihood of teacher shortages or are already having to cope with them (in certain regions or subjects, or at certain levels of education). They are thus having to seriously consider means of attracting competent young people into the teaching profession. The level of remuneration is often blamed for disaffection with a career in teaching. Salaries are considered either too low or poor compared to those in other professions. Unattractive working conditions (lack of flexibility and independence, a heavy workload, little pedagogical support, run-down premises, pupils in difficulty, etc.) are also often invoked. Yet a further frequently identified contributory factor is lack of support for young teachers as they enter and adapt to their profession for the first time. This lack of preparation may thus in some countries lead them to abandon it in the early years of their career.

It is in relation to these major and closely associated challenges which European education systems now seemingly have to meet if they are to provide quality education for everyone, that Eurydice has selected the issue of the **attractiveness, distinctive features and occupational content of the teaching profession**, for the purpose of conducting a thorough comparative analysis.

PRESENTATION AND AIMS OF THE STUDY

The aim of this study is to gain a better insight into the situation characterising the profession in different countries, the way in which it is changing, and the way also in which national policy-makers are attempting to meet the challenges that have been identified. It sets out to analyse how future teachers are prepared for their profession and the skills they are expected to master, to examine the balance or imbalance between supply and demand and, finally, to compare key aspects of teachers' working conditions. The study also seeks to clarify the interaction between these three major issues and the impact they have on each other in the various European countries, with a view to identifying broad patterns and trends while at the same time situating them in their national contexts.

The study is part of the *Key topics in education in Europe* ⁽²⁾ publications series whose analytical thrust is twofold:

- **a thorough descriptive comparison of current situations** in order to examine how the aspects considered relate to each other and are interdependent and then, if possible, to identify major operational models;
- **a contextual and historical analysis of how circumstances** are evolving, in order to understand ongoing changes, debate or reforms and explain the reasons or aims underlying them.

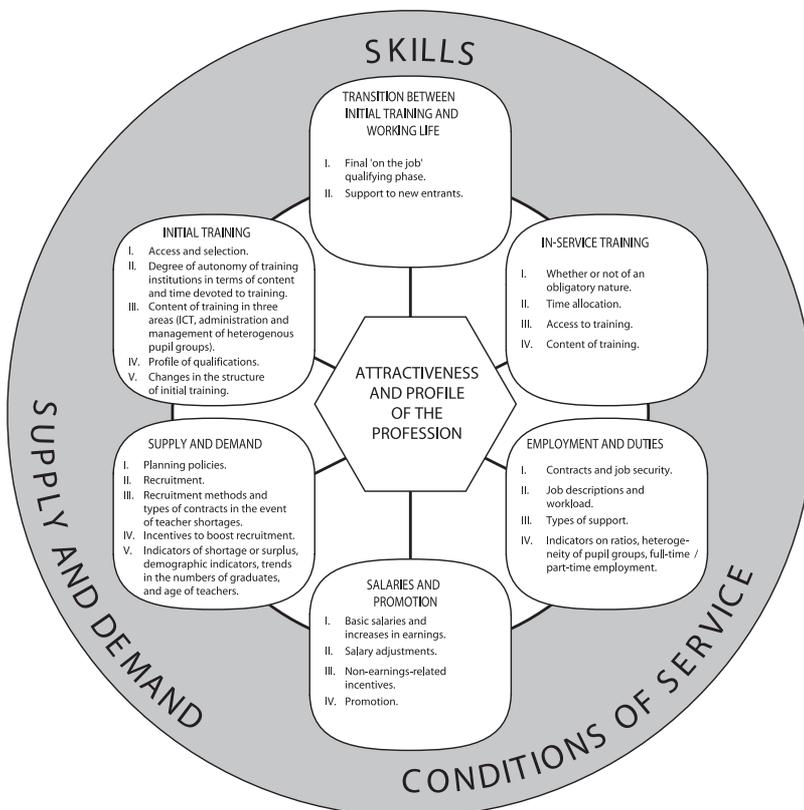
These two aims are intended to meet the demand on the part of policy-makers for reliable information on international trends that is descriptive and illustrative and offers critical analysis.

All aspects and parameters of the study are set out in Table 1 below. The approach has been to select them with due regard for the way in which they are directly or indirectly related to the question of the attractiveness and distinctive features of the teaching profession.

⁽²⁾ The first volume published in 1999 is devoted to financial support for students in higher education. The second, published in 2000, deals with the methods of awarding and managing the resources earmarked for schools. The full references for both volumes are given below and both may also be accessed on the Eurydice website.

- European Commission; Eurydice. Financial support for students in higher education in Europe. Trends and debates. Key topics in education in Europe, vol. 1. Luxembourg: Office for Official Publications of the European Communities, 1999. Available on the World Wide Web: <http://www.eurydice.org/Documents/KeyTopics/en/FrameSet.htm>.
- European Commission; Eurydice. Financing and management of resources in compulsory education. Trends in national policies. Key topics in education in Europe, vol. 2. Luxembourg: Office for Official Publications of the European Communities, 2000. Available on the World Wide Web: <http://www.eurydice.org/Documents/KeyTopics2/en/FrameSet.htm>.

TABLE 1: ASPECTS OF THE STUDY RELATED TO THE ATTRACTIVENESS AND PROFILE OF THE PROFESSION



There is unanimous agreement that all teachers should be provided with the skills needed to perform their tasks and thereby achieve the aims of quality education in schools. Three main areas have been selected for the present study: the management of school activity and administration; the use of ICT and teaching related to it; and the teaching of heterogeneous groups of pupils. Policy-makers accordingly have the task of ensuring, first, that new entrants to the teaching profession are appropriately trained and, secondly, that practising teachers are able to access in-service training that meets their needs. Among questions that arise are the following:

What is expected of the teaching profession (or should be expected of it) today and to an even greater extent in the future? What are teachers themselves taught during their initial training? What quality and skills criteria have to be satisfied for teachers to be regarded as qualified for the occupation? What arrangements are made to help young entrants to become fully-fledged members of their profession? From

what facilities may in-service teachers benefit so as to acquire the new skills expected of them? What training requirements are teachers expected to fulfil in the course of their careers?

The balance between the **supply of and demand** for teachers – whether in the short or long term – is unquestionably the focus of concern among those responsible at national level for the management of teaching staff resources. In the vast majority of European countries, the age pyramid of their in-service teachers reflects a trend that is disturbing, particularly in times of shortage. According to the data available ⁽³⁾, a little over one-fifth of the teaching population, on average in Europe, will be close to or have reached retirement age in the next ten years. Several countries are thus faced with the task of gradually – or sometimes more rapidly – replacing a large proportion of their practising teachers. The shortage of qualified staff and unattractiveness of the profession which are now confronting certain education systems seem to be further indications that it is important to find solutions to the problem as a matter of urgency. Special attention will therefore have to be paid to the potential for recruiting new entrants into the profession and, by the same token, ensuring that means are found to attract prospective teachers into initial training.

What measures have been introduced to attract young people into training and recruitment for the profession? What are the incentives for ensuring that qualified staff do not leave it? How do those responsible attempt to compensate for possible existent shortages? What types of planning policy have been adopted in relation to supply and demand?

These two main groups of questions are closely linked, in so far as the skills acquired by the end of training and the tasks that have to be performed in the course of working life are integral aspects of whatever makes a profession attractive and motivating. The existence or otherwise of special forms of support for young entrants, as well as the way in which such support is organised, are clearly related to the importance attached to the practical period of training. Selection procedures, where they exist, and the point at which they occur are also unquestionably among the factors influencing the number of graduate teachers on the job market.

A third group of questions inevitably arises from the first two. It is clearly desirable to consider **conditions of service** (duties in the course of employment and salaries) necessary to ensure that the responsibilities required of the teaching profession are properly fulfilled and that teaching is an attractive occupation. Indeed, job security, the extent to which there are opportunities for finding more highly paid employment on the job market, and the scope for regular salary increases, not to mention the quality of working life unquestionably have a bearing on its attractiveness.

⁽³⁾ Eurostat, UOE database.

What types of support and supervision are available if in-service teachers run into difficulty? How is their working time structured and calculated? What tasks are entrusted to teachers and do they correspond to their qualifications and skills? What arrangements govern salary increases? Is internal promotion possible, etc.?

All these foregoing questions are central to the present study. Besides the answers to them that will be sought in the comparative analysis, special attention will also be focused on the factors underlying measures relating to the teaching profession, which have been introduced in the various countries in the last ten years. For this purpose, it is important to analyse aspects of the precise situation in each country, with due regard for economic, educational, political, social and demographic considerations. This in turn means identifying the main aims of changes relating to the situation of teachers (in terms of upgrading, skills, recruitment, etc.) which may (or may not) have been introduced.

STRUCTURE OF THE PUBLICATIONS

A study of this complexity is a long-term undertaking. As emphasized in the section on the methodological approach, information has been gathered in two main phases in order to subdivide the work more effectively. Similarly, as in the case of a jigsaw puzzle, each aspect of the comparative analysis has been considered separately so as to gradually assemble a logical whole from the various subjects examined. In other words, it is not possible to do justice immediately to all findings of the analysis. It should also be emphasized that, in addition to the relations between its various aspects, each of the latter corresponds to a specific set of problems of significance in itself. It would therefore be a pity if policy makers and other players in education who are concerned with these basic issues did not have immediate access to those subjects on which comparisons are already available, particularly given that these specific problems are currently the focus of debate in many countries. Notwithstanding the undeniable dialectical relation between all such aspects, therefore, the present study is being published in four separate reports, each dealing with a specific issue. In each report, the problems encountered, as well as national considerations related to these important issues, are discussed with reference to the available contextual elements.

- The first report is devoted to a comparative examination of **initial training and transitional measures** designed to make it easier for new entrants to the teaching profession to settle fully into working life. It is mainly devoted to educational provision concerned with development of the specific skills referred to above. Ways of entering the profession, the consecutive or concurrent training model, and the relative importance of professional training as compared to general education are discussed in relation to measures for completing the transition between education/training and full professional activity. A historical summary of the major changes which have affected the structure of initial training is given.

ning (in terms of its duration and level) in the last 25 years is provided, together with an analysis of the reasons and aims underlying them. The part devoted to measures for accomplishing the transition from initial training to professional life discusses the existence (or otherwise) of a final on-the-job qualifying phase with remuneration and/or support measures to help those embarking on a career in teaching to become fully integrated into the profession. The structure and content of all such measures are examined, as are ongoing debate and/or reforms concerned with these matters.

- An in-depth analysis of the **supply of and demand** for teachers is the subject of a second separate report. It includes demographic indicators for establishing projections of the demand for teachers in the next ten years. Existing standard methods of recruitment are compared to measures introduced where there is a shortage of fully qualified staff for a particular post. The varied range of definitions and methods for calculating oversupply and shortage are described and discussed, together with the lack of readily comparable data. Finally, long-term planning policies and the means mobilised for attracting people into training or stimulating the recruitment of qualified staff are also reviewed.
- Analysis of teachers' **conditions of service** is the subject of the third report. It covers different aspects concerned with remuneration and material working conditions, contracts of employment and the tasks expected of teachers in accordance with those contracts.
- A final comprehensive overview then examines models that take account of all considerations discussed in the various publications and places them in context. Topics and issues arising from contextual analysis across the entire field of investigation will also be highlighted.

Finally, country tables enumerating all **major reforms** that have in one way or another affected the teaching profession (training and conditions of service) in the last 25 years will be placed on the Eurydice website. Each table gives the date and content of these reforms, as well as the factors and objectives underlying them. The national (demographic, social, political, and economic) context in which each reform was enacted is also highlighted.

DEFINING THE SCOPE OF THE STUDY

In order to keep the study within appropriate limits, it analyses solely the situation of teachers in **full-time compulsory general secondary education**. This educational level has been chosen because it is compulsory and situated at an important transitional stage of the path through school. It is concerned with all young people aged between 10/12 and 15/16. It generally incorporates ISCED level 2⁽⁴⁾ and,

(⁴) International Standard Classification of Education.

depending on the country concerned, corresponds to lower secondary education (lasting three or four years), or the final years of the single structure.

In order to understand and situate the level involved, readers may refer to Annex 2 which sets out the general framework of the successive stages of schooling and shows precisely where lower secondary education occurs within the educational system of each country.

In compulsory general secondary education in the majority of countries, teachers are specialists or semi-specialists. The study does not consider the situation of teachers who are trained to teach at other levels but may occupy a post at lower secondary level.

It should also be pointed out that it is the **general situation of teachers** that is examined. Only where the situation of teachers depends on the subject taught (for example, in terms of the content of initial training, working conditions, responsibilities or indicators relating to teacher shortage) does the analysis concern itself specifically with teachers of mathematics and the mother tongue ⁽⁵⁾.

The study is solely concerned with the situation of teachers in the **public sector**, i.e. those working in schools administered and controlled directly by the public authorities. Grant-aided private schools are considered only in the case of Belgium, Ireland and the Netherlands, in which this sector is well developed.

The reference year of the study is 2000/01. Historical background information on reforms (in the contextual analysis) is restricted to **the last 25 years**. The contextual analysis also takes ongoing policy discussions and definitely planned reforms into account.

⁽⁵⁾ There are three main justifications for this proposal.

- 1) Problems associated with the image of the profession and teacher shortage appear to be somewhat severe in the field of mathematics in many countries. Graduates in this subject area tend to prefer more highly paid professions in the private sector.
- 2) Both subjects are compulsory in all minimum curricula in compulsory education, in which they occupy a dominant position (see European Commission; Eurostat; Eurydice. Key data on education in Europe 99/2000. Luxembourg: Office for official publications of the European Communities, 2000).
- 3) The way in which ICT is considered in training teachers of these two subjects may be very different. The ICT skills of teachers may therefore vary widely.

Finally the comparison covers the situation in the 30 European member countries of the Eurydice Network.

METHODOLOGY AND WORKING PROCEDURES

A restricted working group comprising representatives from 16 of the National Units ⁽⁴⁾ in the Eurydice Network was set up to prepare the present study. The group was given the task of determining the subject matter of the study, defining its scope and selecting relevant parameters for consideration.

The information required was gathered in two major phases. The first phase was concerned with aspects related to initial training, the transition into employment, and supply and demand. The second was concerned with aspects of conditions of service. Both phases corresponded to the whole of 2001.

Information needed for the descriptive analysis was gathered from all Units in the Eurydice Network, using five questionnaires prepared by the Eurydice European Unit (EEU) and then tested and amended by the working group. These questionnaires contain the precise definitions and instructions required for the logically consistent gathering of readily comparable data. It will be possible to access them on the Eurydice website in the section devoted to the data gathering mechanisms for the study, as work progresses and the publications are completed.

National experts in the field were appointed by the members of the Socrates Committee, in order to contribute to the historical and contextual framework. For each phase, indications were prepared with a set of questions to guide the contributions of the experts, who were also asked to include in their analysis all elements they regarded as relevant or crucial to any explanation of the situation in their country.

The majority of the statistical indicators have been prepared using the UOE database provided by Eurostat.

Each report has been carefully checked by the National Units and national experts. Close and constructive joint work and cooperation involving both the various partners at national level and the EEU have done much to facilitate preparation of this complex set of reports. All those involved in preparing the study are acknowledged at the end of this first publication.

⁽⁴⁾ Belgium (French and German-speaking Communities), Germany (*Länder*), Greece, Spain, Ireland, Italy, Luxembourg, Sweden, United Kingdom (E/W/Nl), Estonia, Latvia, Malta, Poland, Romania and Slovenia.

GLOSSARY

CODES AND ABBREVIATIONS

Country codes

EU	European Union	EFTA/EEA countries	The three countries of the European Free Trade Association which are members of the European Economic Area.
B	Belgium	IS	Iceland
B fr	Belgium – French Community	LI	Liechtenstein
B de	Belgium – German-speaking Community	NO	Norway
B nl	Belgium – Flemish Community		
DK	Denmark	Candidate countries	
D	Germany	BG	Bulgaria
EL	Greece	CZ	Czech Republic
E	Spain	EE	Estonia
F	France	CY	Cyprus
IRL	Ireland	LV	Latvia
I	Italy	LT	Lithuania
L	Luxembourg	HU	Hungary
NL	Netherlands	MT	Malta
A	Austria	PL	Poland
P	Portugal	RO	Romania
FIN	Finland	SI	Slovenia
S	Sweden	SK	Slovakia
UK	United Kingdom		
UK (E)	England		
UK (W)	Wales		
UK (NI)	Northern Ireland		
UK (SC)	Scotland		

Abbreviations relating to statistical indicators and other classifications

(*)	Estimate or liable to variation depending on the authority concerned
(:)	Data not available
(-)	Not applicable
ENTEP	European Network on Teacher Education Policies
Eurostat	Statistical Office of the European Communities
ICT	Information and communication technology
ISCED	International Standard Classification for Education
Unesco	United Nations Educational, Scientific and Cultural Organisation
UOE	Unesco/OECD/Eurostat

National abbreviations in their language of origin

AHS	Allgemeinbildende höhere Schule	A
BUP	Bachillerato Unificado y Polivalente	E
CAP	Certificado de Aptitud Pedagógica	E
CAPEPS	Certificat d'aptitude au professorat de l'enseignement d'éducation physique et sportive	F
CAPEPS	Certificat d'aptitude au professorat de l'enseignement du second degré	F
CCP	Curso de Cualificación Pedagógica	E
CEP	Career-entry profile	UK (E/W/Nl)
COU	Curso de Orientación Universitaria	E
CPR	Centres pédagogiques régionaux	F
EGB	Educación General Básica	E
EPD	Early professional development	UK (E/W/Nl)
ESE	Escola Superior de Educação	P
ESO	Educación Secundaria Obligatoria	E
GRTP	Graduate and registered teacher programmes	UK (E/W)
GTC	General Teaching Council	UK (SC)
GTCE	General Teaching Council for England	UK (E)
GTP	Graduate teacher programme	UK (E/W)
HAVO	Hoger Algemeen Voortgezet Onderwijs	NL
HBO	Hoger Beroepsopleiding	NL
HMI	Her Majesty's Inspector	UK (E/W, SC)
HS	Hauptschule	A
ICE	Instituto de Ciencias de la Educación	E
INSTELLING VOOR PEHOKT	Instelling voor pedagogisch hoger onderwijs van het korte type	B nl
IUFM	Institut Universitaire de Formation des Maîtres	F
KMK	Ständige Konferenz der Kultusminister der Länder in der Bundesrepublik Deutschland	D
LEA	Local Education Authority	UK (E/W)
LEGT	Lycées d'enseignement général et technologique	F
LGE	Ley General de Educación	E
LIO	Leraar in opleiding	NL
LOGSE	Ley Orgánica de Ordenación General del Sistema Educativo	E
MCAST	Malta College of Arts Science and Technology	MT
MO-OPLEIDINGEN	Middelbare onderwijsopleiding	NL
MO-A	Middelbare onderwijsopleiding a	NL
NLO	Nieuwe lerarenopleiding	NL
NQT	Newly qualified teacher	UK (E/W)
OELMEK	ΟΡΓΑΝΩΣΗ ΕΛΛΗΝΩΝ ΛΕΙΤΟΥΡΓΩΝ ΜΕΣΗΣ ΕΚΠΑΙΔΕΥΣΗΣ (Organosi Ellinon Litourgon Mesis Ekpedefsis)	CY
OLTEK	ΟΡΓΑΝΩΣΗ ΛΕΙΤΟΥΡΓΩΝ ΤΕΧΝΙΚΗΣ ΕΚΠΑΙΔΕΥΣΗΣ (Organosi Litourgon Technikis Ekpedefsis)	CY
PGCE	Postgraduate certificate in education	UK
QTS	Qualified teacher status	UK (E/W)
RTP	Registered teacher programme	UK (E/W)
SOŠ	Střední Odborná Škola	CZ
SOU	Střední Odborné Učiliště	CZ
VWO	Vorbereidend Wetenschappelijk Onderwijs	NL

The use of italics in the text

All terms whose use is limited to a country or a Community and which would not normally be understood by a foreign reader appear in italics irrespective of the language version of the study.

TERMINOLOGY

General education

It is devoted to general courses and mastery of the subject(s) that trainees will teach when qualified. The purpose of these courses, therefore, is to provide trainees with a thorough knowledge of one or more subjects and good general knowledge.

Professional training

It corresponds to the theoretical and practical part of training devoted to teaching as such. In addition to courses in psychology and teaching methods and methodology it includes short and (usually) unremunerated in-class placements (supervised by the teacher in charge of the class concerned and with periodic assessment by teachers at the training institution). This professional training provides prospective teachers with both a theoretical and practical insight into their future profession.

Consecutive model

At the outset, students receive general education in order to obtain a degree in a particular subject or branch of study. At or near the end of this period of study, they enrol in a programme of initial professional training, enabling them to qualify as teachers, which may still contain some general education courses.

Concurrent model

It involves a programme which, from the outset, combines general education in one or more subjects with theoretical and practical professional teacher training.

Open access

Admission to teacher training is subject solely to obtaining an upper secondary school leaving certificate (ISCED 3) or its equivalent. In the case of the consecutive model, a system may be regarded as open if the sole criterion for admission to the professional training phase is the qualification obtained at the end of 'general education' (which corresponds in all cases to a university degree).

Restricted access

Admission to teacher training is subject to a selection procedure that supplements possession of the upper secondary school leaving certificate or the qualification obtained on completion of 'general education'. This further procedure may be governed by various criteria considered separately or in combination, such as performance in upper secondary education (in terms of results obtained in the upper secondary school leaving examination and/or school records), performance in an entrance/competitive examination or the results of an interview.

General (non-specialist) teacher

S/he is trained to teach all subjects in the curriculum.

Semi-specialist teacher

S/he is trained to teach a group of at least three subjects.

Specialist teacher

S/he is trained to teach just one or two specific subject(s), one of which is normally subsidiary. In certain cases, a specialist teacher is trained for three subjects, the third of which is subsidiary.

Final 'on-the-job' qualifying phase

Compulsory period of transition (which may or may not be part of initial training) between the initial training of teachers and their entry into professional life as fully-fledged teachers. It generally constitutes the final phase of initial training. This stage includes an important supportive and supervisory dimension, as well as formal evaluation to certify the teaching skills of those concerned, without which they would be unable to enter the profession. During this period, teachers are still not fully qualified and are usually regarded as 'candidates' or 'trainees'. They spend a significant amount of time in a real working environment (a school) in which they carry out wholly or partially the tasks incumbent on fully qualified teachers, and are remunerated for their activity.

Supporting measures for new teachers

Teachers in their initial post are offered formal introductory facilities, in terms of assistance from staff able to guide and advise them so that they can gradually adapt as effectively as possible to professional life. The measures amount to a system of organised arrangements for supporting and monitoring fully qualified teachers at the start of their careers. Arrangements of this kind therefore apply to teachers who are fully-fledged members of their profession. Their purpose is to satisfy specific needs that new teachers may experience and provide for their professional development.

OTHER TERMS

European Free Trade Association

The European Free Trade Association (EFTA) was founded in 1960 by Austria, Denmark, Norway, Sweden, Switzerland and Great Britain under the Stockholm Convention. It was subsequently joined by Finland, Iceland and Liechtenstein. EFTA presently consists of only four member states: Iceland, Liechtenstein, Norway and Switzerland. The other countries have left EFTA in order to join the European Union. All of the EFTA countries, with the exception of Switzerland, form part of the European Economic Area.

European Economic Area

The agreement on the European Economic Area (EEA) was signed in May 1992 and entered into force at the beginning of 1994. It applies to the 15 Member States of the European Union and to three EFTA countries, but not to Switzerland. The purpose of this agreement is to create a single market beyond the European Union countries for the free movement of goods, persons, capital and services.

Candidate countries

The present report covers those candidate countries already participating in the Socrates programme as part of the pre-accession strategy. These countries are as follows: Bulgaria, Cyprus, the Czech Republic, Estonia, Latvia, Lithuania, Hungary, Malta, Poland, Romania, Slovenia and Slovakia.

Turkey is also a candidate for accession to the Union and preparations are underway with a view to its full participation in the Socrates programme in 2004, most notably through its prior integration into the Eurydice network. This integration has not yet been accomplished, and it is for this reason that it has not been possible to include data on this country in the present publication.

| INTRODUCTION

Recommendations on the need to improve the initial and in-service training of teachers have become increasingly widespread in the course of the last ten years. They have emanated from the academic and research worlds, as well as those nationally responsible for teacher training ⁽¹⁾. Several factors underlie these calls for action.

The tasks normally expected of teachers have undergone radical changes in the wake of the rapid development in information and communication technology (ICT), as well as many school management reforms in which increasing autonomy has been granted to local players and in which teachers too have been involved. Within the context of lifelong learning, the key skills which young people today should possess on completion of compulsory education are radically changing the role that has to be assumed by teachers on their behalf. Furthermore, in recent years, a growing number of European countries have come to anticipate or are facing up to a situation in which there is a shortage of qualified staff at this level of education. Many national policy-makers are concerned that the teaching profession should be an attractive one and are aware of the importance not just of mobilising prospective teachers for initial training and recruitment but ensuring that they then remain in the profession. Indeed, it is recognized that where there is any likelihood that they may leave teaching, this is most acute in the early years of their career.

Under such circumstances, experts are now emphasising the need to develop practical professional skills to a greater extent during initial teacher training and to introduce supporting measures for those who finally decide to become teachers. Accordingly, they are arguing in favour of closer links between institutions for the initial training of teachers and the schools in which they first work. In this context, the final report of the conference ⁽²⁾ on teacher education policies organised by the European Network on Teacher Education Policies (ENTEP) in May 2000 stated that greater importance should be attached to cooperation among teachers and that special training in this area should be proposed. The report emphasised that such training should not focus just on the particular tasks and roles that experienced teachers may perform for the benefit of prospective teachers during their initial training, but should also extend to their entry into the profession and their continuing development. Becoming a teacher is thus increasingly acknowledged to be a gradual process. For this reason, support offered to teachers at the start of their careers may be regarded as an integral part of their professional development.

(1) The establishment of a European Network on Teacher Education Policies (ENTEP) in 2000 is directly linked to this issue.

(2) 'Teacher Education Policies in the European Union – Proceedings of the Conference on Teacher Education Policies in the European Union and Quality of Lifelong Learning, Loulé (Algarve), 22-23 May 2000' (pp. 23/24, 3.8).

The present report is devoted to these important issues. It provides an in-depth comparative analysis of certain aspects of the initial training of teachers for lower secondary education in Europe and the transitional measures adopted to ease their entry into professional life.

Only training specifically for teaching in lower general secondary education is considered in this study. The qualifications of teachers who are trained for primary or upper secondary levels are not therefore examined (except in cases in which their training is similar to that provided for work in lower secondary education), even if for whatever reason they are authorised to teach at lower secondary level.

A historical overview of the major reforms that have altered the structure of training, in terms of its length and/or level, mainly over the last 25 years is contained in Chapter 1. A distinction is drawn between reforms that have been specifically concerned with initial training and those that have focused on higher education in general. In order to provide a more effective illustration of changes in the demands made on trainee teachers in terms of the level and length of their training, a diagram has been prepared for each country. It shows all changes that have occurred since 1975 in the various stages of the path through education that has to be completed by prospective teachers in lower secondary education. An examination of the aims pursued by these reforms at the end of the chapter reveals that priority appears to have been attached by many policy-makers to ensuring that training becomes more professionally oriented and to up-grading its academic status.

The second chapter is devoted to **the organisation and current structure** of training. It contains a description of the two main models on which initial teacher training is based. The first is the so-called consecutive model in which, at the outset, students receive a general education in order to obtain a degree in a particular subject or branch of study. At or near the end of this period of study, they enrol in a programme of initial professional training enabling them to qualify as teachers. In contrast to this stands the so-called concurrent model which, as the study demonstrates, applies quite widely to prospective teachers in lower secondary education. It involves a programme which, from admission to higher education onwards, combines general education in one or more subjects with theoretical and practical professional training. The question of access to training is also dealt with in this chapter, as are the conditions governing selection in cases where access is limited.

The third chapter focuses more closely on **the content of this training**. The autonomy granted to training institutions is examined with reference to several parameters related to the curriculum and each stage of training. Next, the relative importance of certain skills is considered in terms of minimum training obligations

and the time allocated to them. Among them are the use of ICT for teaching and learning, the ability to manage mixed groups of pupils, including those from migrant backgrounds or with special educational needs and, finally, training in school management.

Chapter 4 examines **the professional qualifications** obtained by graduate teachers and the degree of specialisation to which they correspond. It provides an analysis of the number of subjects for which teachers are qualified. A distinction is drawn between teachers trained for just one or two subjects, who are referred to as 'specialists', and those qualified to teach several subjects, who are referred to here as 'semi-specialists' or 'generalists', depending on the number of subjects concerned. Restrictions on the one or more levels of education for which these teachers may be recruited are also examined. The degree of specialisation in the qualifications obtained on completion of initial training thus gives an indication of the extent to which teachers are (or are not) in a position to find employment for which they will be regarded as fully qualified. All such information may therefore be used to provide indicators of the employability of teachers on the job market and offer a partial explanation as to why some shortages or oversupply occur in any particular field. Situations in which teachers may, in certain circumstances, be asked to teach subjects for which they are not fully qualified and/or to work with pupils at a level of education other than that for which they were trained are examined in Report II devoted to the issue of supply and demand.

In the secondary education of many European countries, the transition between the initial training of future teachers and their active professional commitment has traditionally corresponded to a series of distinct stages in which the worlds of training and of the profession itself only overlap under a very controlled set of circumstances. During the period of initial training, prospective teachers are subordinate to the institutional environment in which they receive their theoretical training and acquire their practical experience of teaching. Immersion in the professional atmosphere of a school is often limited for students, not just in terms of time (only short periods spent with classes) but also the tasks that have to be carried out.

As Chapters 5 and 6 attempt to demonstrate, **the integration of new recruits into the professional world** of secondary schoolteachers in a progressive and sustained fashion is a relatively novel practice whose importance is increasingly being recognised in European countries.

This transitional phase, sometimes referred to as 'induction', is characterised by the implementation of **formal measures offering guidance and assistance**. The final two chapters deal directly with the specific problem of entrance to the teaching profession in Europe, by examining the organisation and main features of the two forms of transition, **namely the final 'on-the-job' qualifying phase** (Chapter 5) and **supporting measures for new teachers** (Chapter 6).

These two views of the transition are far from exclusive and imply the existence of special support for candidate, trainee or new teachers to help them absorb the ethos of the teaching profession. Nevertheless, as will be seen, these two forms of transition may serve different purposes.

In the present report, only supporting measures for new teachers which are formally established as such, administered by schools themselves, and involve the appointment of a recognized tutor or mentor are considered. However, it should be noted that in-service training which is openly available for all teachers, including those at the start of their careers, may also do much to help support new teachers and contribute to their professional development. Similarly, the teamwork that is generally required as teachers go about their business may enable newcomers to benefit from the expertise and views of more experienced colleagues at their school. These measures will be covered in greater detail in Report III of the present study, which is devoted to conditions of service in the teaching profession.

Finally, given the complexity and complementary nature of the programmes and phases of training examined in the various chapters of the report, diagrams for each individual country summarise the different stages covered in the transition from initial training to the point at which new entrants to teaching are regarded as fully-fledged members of their profession.

CHAPTER 1 STRUCTURAL REFORMS OF INITIAL TRAINING SINCE 1970

INTRODUCTION

Any attempt to upgrade the status of a profession will focus very strongly on the level of qualification required by those who practise it. The teaching profession is no exception. It is therefore inevitable that this study on the profile of the profession, as well as the trends and concerns associated with it, should examine measures introduced since 1970 to raise its qualification requirements. In this chapter, the study is concerned with the approach adopted by policy-makers in seeking to raise the level and/or extend the period of teacher training, as well as their aims in doing so. The reforms considered here have altered the structure of training but not its content. It is clear from an analysis of their objectives that an improvement in the quality of training by placing greater emphasis on its academic and/or professional dimensions is one of the main considerations fuelling change. In several countries, improvements of this nature since 1970 have partly derived from concern that the social status of teachers should be enhanced. Yet while appropriate training requirements have a vital part to play in boosting the status of the profession, it is no less important that they should go hand in hand with more attractive conditions of service. This latter aspect will be examined in the third report of the present study.

The structural reforms of teacher training throughout Europe in the last 30 years have been further justified by the political will to extend the period of compulsory schooling, which now covers the whole of lower secondary education. The school populations with whom teachers have been working now include a growing proportion of older pupils, while their composition has become increasingly mixed. It is important that these future citizens should be entrusted to appropriately trained adults. At the same time, higher education has also experienced growing 'massification' and measures widely introduced at this level have altered the branches of study, as well as the types of course on offer. Teacher training has been affected by these changes and the present chapter will attempt to examine this also.

Many countries have undertaken structural reforms of teacher training for lower secondary education ⁽¹⁾ in the period under consideration. They are illustrated for each country in Figure 1.3, which also shows the school education teachers have normally had prior to training. The reforms considered here are concerned with the structure of training in terms of its duration, the level of qualification obtained on its completion and, more generally, with the model adopted, whether concurrent or consecutive ⁽²⁾. The existence or otherwise of a professional component is also

⁽¹⁾ Readers are reminded that only training for teaching in general lower secondary education (ISCED 2A) is discussed.

⁽²⁾ For a definition of the two main training models, see the 'terminology' section and Chapter 2.

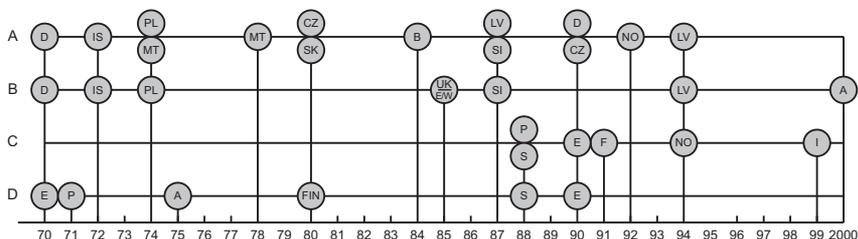
examined. Among the changes to have occurred, reforms concerned specifically with teacher training as such should be distinguished from those affecting the whole of tertiary education which have had an impact on teacher training.

Other reforms shown in Figure 1.3 are not considered because they are covered in other chapters. For example, changes concerned with selection at the point of entry to training are discussed in Chapter 2 of the present report, while amendments to final 'on-the-job' qualifying phases are described in Chapter 5.

1. CONTENT AND DATE OF REFORMS

During the last 30 years, the great majority of European countries have offered initial training at tertiary level for teachers intending to work in general lower secondary education. There are few countries in which training during part of this period has been at secondary level (as in Iceland) or post-secondary level (Latvia and Poland). Most training has included a general component and a professional component irrespective of whether it has been provided in accordance with a concurrent or consecutive model. Greece, Italy and Romania have been somewhat unusual in providing just general training for most of the same period, with professional training optional. The latter was made mandatory in Italy and Romania at the end of the 1990s. In Italy, schools offering specialised courses for those intending to teach in secondary education were set up in 1999. They offer two-year training at ISCED level 5A subsequent to general university education. In Romania, teacher training of prospective secondary schoolteachers during their university studies was restructured in 1989 and then made compulsory in 1995. A regulation dating from 1993 in Greece states that, from 2003 onwards, an additional year of professional teacher training will be compulsory for all future teachers in lower secondary education. This training will be provided by the university faculties in which they have received their general training.

FIGURE 1.1: DATES OF MAIN REFORMS CONCERNED SPECIFICALLY WITH THE STRUCTURE OF INITIAL TEACHER TRAINING FOR GENERAL LOWER SECONDARY EDUCATION (ISCED 2A), BETWEEN 1970 AND 2000/01



A: Reforms concerned with the length of initial training

B: Reforms concerned with the level of concurrent training

C: Reforms concerned with the length or introduction of the professional stage in consecutive training

D: Introduction of a training model, or a change in model

Source: Eurydice.

Additional notes

Germany: The 1990 reform relates to the *Länder* in eastern Germany.

Austria: The reforms of 1975 and 2000 related to the training of *Hauptschule* teachers. For the 2000 reform, an Academy Studies Act (*Akademien-Studiengesetz*) was passed in 1999.

Sweden: As a result of a reform in 2001, teacher training for secondary education is now provided in accordance with a concurrent model instead of a consecutive one.

United Kingdom (E/W): The year 1985 represented the culmination of a process of change begun in the 1970s.

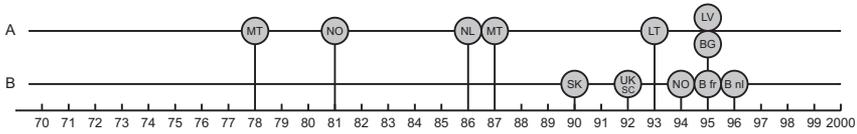
Estonia: Concurrent training was extended from four to five years in 2001/02.

A characteristic of a few other countries is that, during some or all of the reference period, they do not themselves provide certain stages of training or, indeed, any of those stages.

Thus teachers in Luxembourg and Cyprus (up to 1992) acquire their basic university training abroad. Since 1974, Luxembourg has provided a final qualifying phase for those who have obtained the corresponding first degree. In Cyprus, since 1992, prospective teachers have been able to receive their general university training at home or abroad. A compulsory final qualifying phase for secondary schoolteachers was introduced in 1999.

The German-speaking Community of Belgium and Liechtenstein do not provide initial training for teachers in secondary education. In the case of the former, the great majority of teachers have customarily been trained in the French Community in the *Instituts d'enseignement supérieur pédagogique* renamed the *Hautes Écoles* after 1995. Liechtenstein teachers receive training in Austria or Switzerland.

FIGURE 1.2: DATES OF THE MAIN REFORMS IN TERTIARY EDUCATION AFFECTING INITIAL TEACHER TRAINING FOR GENERAL LOWER SECONDARY EDUCATION (ISCED 2A), BETWEEN 1970 AND 2000/01



A: Reforms with an impact on the length and/or level of initial training
 B: Reforms with an impact on the type of structure in which initial training was provided

Source: Eurydice.

1.1. Reforms concerned specifically with initial training

Many European countries provided training in accordance with the concurrent model between 1970 and 2000 ⁽³⁾, and most of them raised the educational level at which it was offered and/or lengthened the period of training. During the years under consideration, the level of qualifications obtained on completion of concurrent training was raised to ISCED level 5A almost everywhere, except in the French and Flemish Communities of Belgium, and Denmark. It should be noted here that, in 1970, Ireland, the United Kingdom (Scotland), Estonia, Hungary and Romania already offered concurrent training leading to an ISCED level 5A qualification.

Between 1970 and 2000, all training provided in accordance with the consecutive model led from the outset to an ISCED level 5A qualification. Reforms affecting training of this kind dealt primarily with its professional phase.

In almost all countries with a single structure for compulsory education during the period under consideration, either only the concurrent model is possible, or it is the dominant model where both concurrent and consecutive models exist alongside each other. The concurrent model may be devised in such a way as to bring teacher training for ISCED level 2 closer to that provided for teachers in those years of the single structure corresponding to primary education.

⁽³⁾ Countries which offered exclusively concurrent training between 1970 and 2000 were Belgium, Denmark, Germany, the Netherlands, the Czech Republic, Estonia, Hungary, Poland, Romania and Slovakia. Countries that offered both training models during all or some of the reference period were Ireland, Austria, Portugal, Finland, Sweden, the United Kingdom, Iceland, Norway, Latvia, Lithuania, Malta and Slovenia. France and Bulgaria offered solely the consecutive model throughout the entire period. Spain initially trained teachers in accordance with the concurrent model and then, subsequently, the consecutive model.

1.1.1. Length and/or level of training in the concurrent model

Reforms affecting solely the **length of concurrent training** occurred in the French and Flemish Communities of Belgium which, in 1984, extended it from two to three years, Norway in which training was extended from three to four years in 1992, and in the Czech Republic and Slovakia which (as former Czechoslovakia) extended it from four to five years with effect from 1980. Furthermore, in the last two countries, faculties other than faculties of education provided training for teachers from then on. After the reunification of Germany in 1990, the *Länder* in eastern Germany adopted the teacher training system of those already in existence in the western *Länder*. They thus transferred teacher training from the *Institute für Lehrerbildung* and the *Pädagogischen Hochschulen* to the universities and, in so doing, extended its duration. In Malta, two-year training at ISCED level 5B was lengthened to three years in 1974 and then four years in 1978.

Reforms concerned specifically with **the level of qualification obtained on completion of training** occurred in Austria, in which the qualification awarded following training in the *Pädagogischen Akademien* was classified at ISCED level 5A with effect from September 2000.

Reforms altering both **the length of training and the level of qualification obtained on its completion** occurred in Germany, the United Kingdom (England and Wales), Iceland, Latvia, Poland and Slovenia, either simultaneously or at different times.

Thus, from 1970 onwards, the Federal Republic of Germany began to transfer all teacher training to the universities and alter its length and level in certain respects ^(*). Iceland extended the length of concurrent training from two to three years ^(°) in 1972 and raised its level of qualification from ISCED level 3 to ISCED 5A. In 1974, Poland raised the level of training qualification from ISCED 4 to ISCED 5A, at the same time extending the duration of training from between two and three years to five years.

(*) Until then, the duration and level of training for the different types of teacher in lower secondary education varied quite widely, reflecting different policies in this area in the *Länder*. The 1970 reform did not therefore lead to changes in all courses for the training of teachers in lower secondary education in the Federal Republic of Germany, some of which were provided before 1970 in institutions at ISCED level 5B and varied in length.

(°) Most teachers in compulsory education (primary and lower secondary level) are trained in accordance with the concurrent model. Teachers in upper secondary education (and a few in lower secondary education) are trained in accordance with the consecutive model

In the United Kingdom (England and Wales), the 1970s witnessed the closure and amalgamation of many *colleges of education*. Programmes of initial teacher training were increasingly provided in polytechnics and higher education institutions, with the level of training qualification changing from ISCED 5B to ISCED 5A. The four-year *Bachelor of Education degree* (BEd) also became more common during this period, extending the duration of concurrent training by one year. This process was largely completed by the mid-1980s.

In Latvia, the possibility of receiving four years of training (ISCED 4) directly on completion of the single structure of compulsory education was abolished in 1987. Training which lasts two years (ISCED 4) or five years (ISCED 5A) and begins on completion of upper secondary education, was still available. In 1994, ISCED level 4 training institutions were brought together in a *pedagoģiskā augstskola*, in which a five-year course of training led to the award of ISCED level 5B qualifications.

Slovenia also raised the level of qualification from ISCED 5B to ISCED 5A in 1987, at the same time extending training from two-and-a-half to four years. Its training institutions became *pedagoška fakulteta* in subsequent years.

1.1.2. Professional training in the consecutive model

Another measure concerned specifically with teacher training which was introduced in the last quarter of the 20th century related to the **professional** stage in the consecutive training model. Five of the 12 countries offering such training have **lengthened or introduced this second stage**.

The countries concerned are Spain (which lengthened it from 6 to 18 months in accordance with a 1995 law due for full implementation in 2003), France (which in 1991 introduced a year of optional initial professional training prior to the year-long final qualifying phase already provided), Sweden (which lengthened the stage from a year to a year-and-a-half in 1988), and Norway (where the increase was from six months to a year in 1994). Until 1988 in Portugal teachers had the opportunity to undertake their *estágio pedagógico*, lasting one or two years, at any time during their career. A 1988 law harmonized this training, regulating the professional part in the consecutive model so that it is composed of one year of theoretical training, followed by one year of practical training.

1.1.3. Change in training model or introduction of a new model

In Austria, a reform undertaken in 1975 introduced a genuine teacher training programme for *Hauptschule* teachers which previously did not exist. Until then, in order to obtain the qualifications for teaching at this level, those concerned had to complete the two years of training for primary schoolteachers, as well as in-servi-

ce training. From 1975 onwards, the *Pädagogischen Akademien* offered a distinct form of training lasting three years and focused on two subjects.

Three countries introduced concurrent forms of training alongside the consecutive training already in existence for teachers at ISCED level 2. In Portugal and Finland, new forms of concurrent provision at level ISCED 5A were offered to prospective teachers in lower secondary education from 1971 and 1980 onwards respectively. In Portugal, this training was given in the new *ramos de formação educacional* of the science faculties, which preceded the final qualifying phase (*estágio pedagógico*) already existing in the consecutive model. The new structure of training initially concerned teachers of science subjects. In Finland, the concurrent model gradually became the norm. In Sweden, from 1988 onwards, any ISCED level 2 teachers who were trained for working at the seventh year of the single structure, could be trained in accordance with the concurrent model offered those in the first seven years of that structure. Since the start of the 2001 school year, there has been nothing other than a single type of training for *grundskola* teachers which is provided in accordance with the concurrent model. The consecutive model which formerly existed in the universities, for teachers in years seven to nine of the single structure, has been gradually abolished.

Other reforms involved a change of model (consecutive or concurrent). In Spain, training for teachers at ISCED level 2 underwent successive major alterations linked to the reorganisation of compulsory education. Prior to 1970, teachers were trained for secondary education, with no distinction between its upper and lower levels, in accordance with a consecutive model comprising general university training lasting five years and professional training provided by the inspectorate. In 1970, the eight-year single structure of *educación general básica* (EGB) was introduced. From that time on, teachers for ISCED level 2 were bracketed with those in the last three years of EGB who received concurrent training lasting three years for an ISCED level 5A qualification, the *Diplomatura*. In 1990, the structure of compulsory education was again reformed, with the abolition of the single structure to make way for the introduction of new primary and lower secondary levels of education. *Educación secundaria obligatoria*, corresponding to ISCED level 2, was established, and its teachers were once again trained in the same way as those active in upper secondary education, in accordance with a consecutive model whose first general phase lasted from four to six years and conferred on them the title of *Licenciado*.

In France and Austria, there have been no clear-cut changes in the training model but certain variations are possible. In recent years, France has been in an intermediate position in this respect in that, during the first stage of training, students may undertake preliminary professional courses to prepare them specifically for teaching. In Austria during the same period, several universities have started to convert

training they provided in accordance with the consecutive model for future teachers in *allgemeinbildenden höheren Schulen*, into a concurrent form of training.

By contrast, in Germany there are ongoing discussions in several *Länder* with a view to replacing the concurrent model with a consecutive one.

1.2. Tertiary education reforms with implications for initial teacher training

In several countries, teacher training has been affected by reforms relating to the whole of tertiary education, which have had consequences for the duration and/or level of training in the majority of cases. In the French and Flemish Communities of Belgium, as well as in the Netherlands, non-university tertiary education has been restructured by grouping institutions into bigger organisational units with greater autonomy. In Belgium, the reforms in the French Community in 1995 and in the Flemish Community in 1996 did not lead to any change in either the length or level of courses. In the Netherlands, on the other hand, the former *nieuwe lerarenopleiding* was transferred to the *hogere beroepsopleiding* in 1986, and this type of training was raised from ISCED level 5B to ISCED level 5A, while the full period of training was cut back from four-and-a-half to four years in 1990. A little later, Scotland restructured its system of tertiary education in order to abolish the distinction between university institutions and other institutions of tertiary education and establish a single body, the *Scottish Higher Education Funding Council*, with oversight of the entire sector. The merging of the *colleges of education*, at which prospective teachers received theoretical and practical teacher training, and the university education departments began in 1992, so that institutions could secure increased funding and broaden their range of courses.

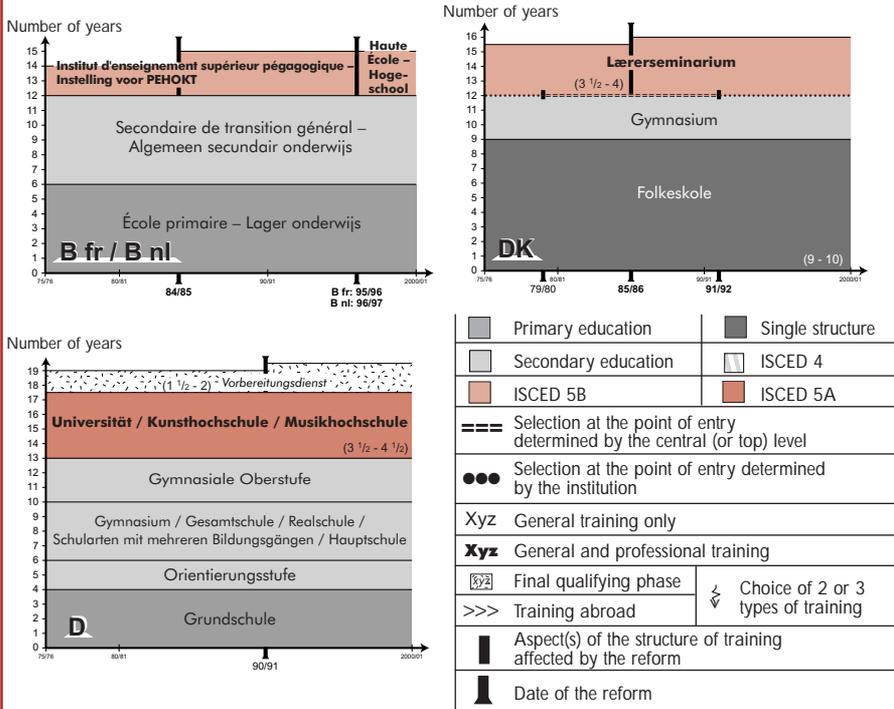
In Finland, the first university degree of *kandidaatin tutkinto* (awarded following three years of full-time university study) was abolished in 1980 in accordance with a law of 1978, reflecting the political will to raise the level of education ⁽⁶⁾. As a result, a *maisterin tutkinto* (awarded after five years of full-time university study) was required by teachers in lower secondary education and the first phase of training in accordance with the consecutive model was extended from 2-4 years to 5-6 years. Following a 1981 decree on higher education in Norway, the qualifications awarded by different types of *høgskoler*, including those for teacher training, were raised from ISCED level 5B to ISCED level 5A. In 1994, Norwegian tertiary education was reorganised through merging the 98 *høgskoler* into 26 *statlige høgskoler*, in order to establish a single tertiary education network.

Following reorganisation of tertiary education in Bulgaria in 1995, teacher training was transferred from the *poluvvischi instituti* (institutions offering ISCED level 5B qualifications) to the universities. Teaching qualifications were thus raised to ISCED level 5A

⁽⁶⁾ The *kandidaatin tutkinto* was reinstated in the 1990s but was no longer an adequate qualification for embarking on the professional phase of training.

and courses that lasted from two-and-a-half to three years, were extended to between four-and-a-half and five years. In Hungary, integration of tertiary education institutions has been progressing since 2000 with a view to bringing the *főiskolai* (which include the institutions offering teacher training for lower secondary education) closer to the universities in various ways. After Lithuania and Latvia became independent in 1990, tertiary education was restructured to form three levels (*bachelor*, *master* and *doctor*) in 1993 and 1995 respectively, in order to modernise it, bring it more into line with the western European model and boost the autonomy of training institutions. In Lithuania, concurrent training for teachers in lower secondary education was shortened from five to four years. Following reorganisation of tertiary education in Latvia, the consecutive model of training lasting five to six years at ISCED level 5A was introduced, while concurrent training formerly corresponding to an ISCED level 5B qualification now leads to a qualification at ISCED level 5A. In Malta in 1978, wholesale restructuring of the university led to the establishment of two new faculties, one of which was education. As a result, the level of teaching qualifications for lower secondary education was raised from ISCED 5B to ISCED 5A. Malta also adopted a special pattern of university studies between 1978 and 1987, which was geared to so-called student-workers and involved students finding employment in a sector related to their course for half of the school year. In this model, courses were extended from four to five years, which included the concurrent form of teacher training. However, it was abolished in 1987 and training was shortened once more to four years.

FIGURE 1.3: CHANGES IN THE STRUCTURE OF INITIAL TEACHER TRAINING FOR GENERAL LOWER SECONDARY EDUCATION (ISCED 2A) BY COUNTRY BETWEEN 1975 AND 2000/01



Source: Eurydice.

Additional notes

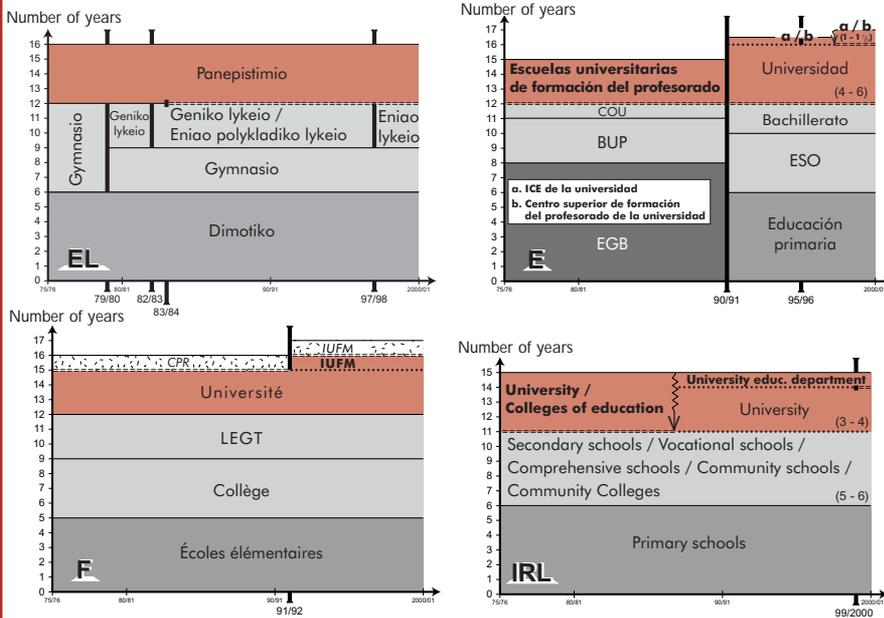
Belgium (B de): There is no initial training for teachers in lower secondary education. The great majority were trained in the French Community of Belgium throughout the entire period under consideration.

Germany: Before 1990, the diagram shows only the situation in the 11 original *Länder*. Since 1975, in the case of these *Länder* and since 1990, in the case of the *Länder* in eastern Germany, university training for teachers in lower secondary education has lasted between seven and nine semesters depending on the category of teacher concerned. There are different qualifications which correspond to the different types of schools classified at ISCED level 2, namely the *Hauptschule* (for the fifth to ninth years of schooling), *Realschule* (fifth to tenth years), *Gesamtschule* (fifth to tenth years), and *Gymnasium* (fifth to tenth years), etc. After 1990, only the *Land* of Baden-Wurtemberg continued to provide teacher training for lower secondary education in the *Pädagogischen Hochschulen*.

Explanatory note

- When two or three types of teacher training for lower secondary education coexist, they are shown in the diagrams and separated by an ∇ .
- When the length of training varies, the commonest full period is shown in the diagram with all other possibilities given in brackets.
- When the date of implementation of a reform is significantly different from that of the legislation that led to it, the former date is shown in the diagram and explanations provided in the notes.
- When criteria for selection at the point of entry to training are determined at central and institutional level, it is the selection by institutions which is shown here (for further details on selection criteria, see Figures 2.6 and 2.7 in Chapter 2).

FIGURE 1.3 (continued): CHANGES IN THE STRUCTURE OF INITIAL TEACHER TRAINING FOR GENERAL LOWER SECONDARY EDUCATION (ISCED 2A) BY COUNTRY BETWEEN 1975 AND 2000/01



Source: Eurydice.

Additional notes

Greece: In the entire period under consideration, initial training was in most cases of an exclusively general nature. Courses specifically for training teachers existed in schools with appropriately specialised provision, as well as in university faculties, but they were only compulsory in some cases. Under a 1997 regulation, a compulsory additional year of professional teacher training for all future teachers in lower secondary education is being introduced with effect from 2003.

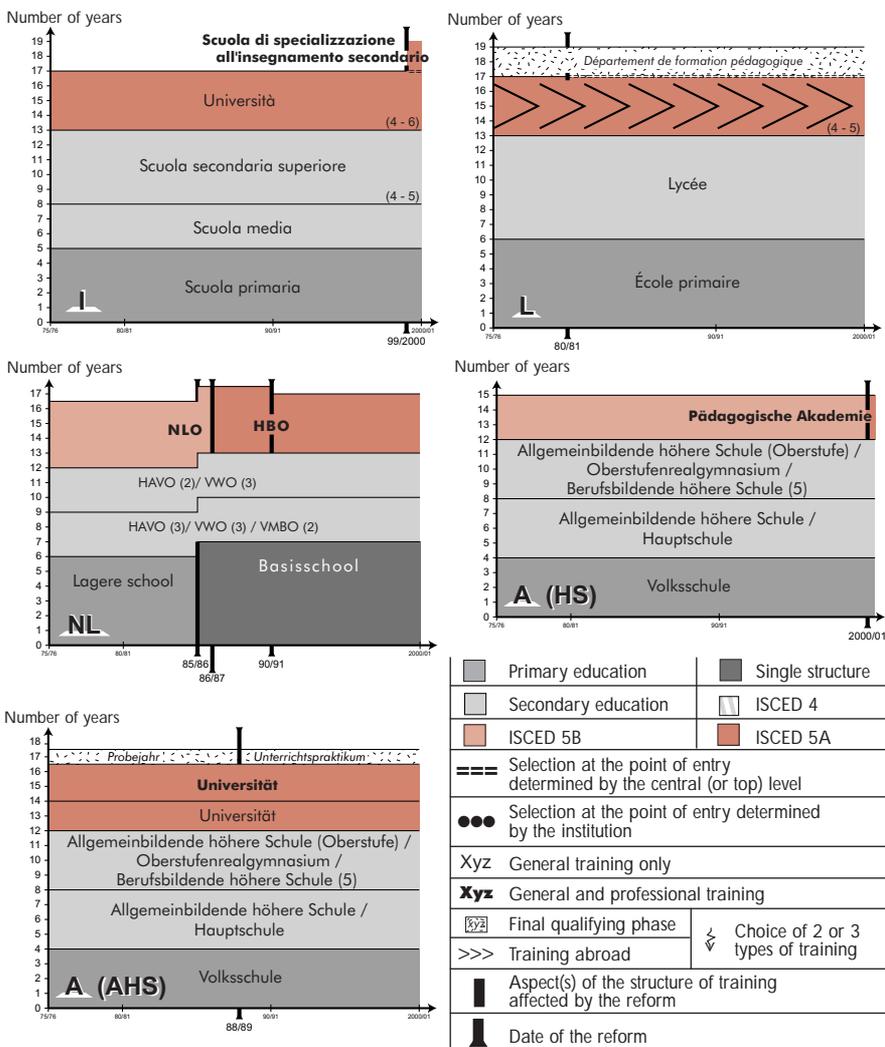
Spain: Introduced in accordance with the *Ley General de Educación* (LGE) in 1970, the *Certificado de Aptitud Pedagógica* (CAP) was initially meant to be awarded by the *Institutos de Ciencias de la Educación* (ICEs) established by the universities. However, the ICEs were strongly criticised from the 1980s onwards. Since then, a number of universities have closed them, entrusted their education faculties with the training of lower secondary schoolteachers or set up *Centros Superiores de Formación del Profesorado*. The various institutions which award the CAP may decide to introduce selection at the point of entry and determine the methods on which it should be based but, in practice, any such form of selection is rare.

The *Ley Orgánica de Ordenación General del Sistema Educativo* (LOGSE) approved in 1990 provided, amongst other things, for the uniform training of teachers in a course known as the *Curso de cualificación pedagógica* (CCP) lasting at least a year, or even a year and a half. This new form of training became regulated in 1995. In 2000, a small number of universities introduced the CCP. It is due for full implementation by 2002/03.

France: Although in the above diagram training is shown as being provided in accordance with the consecutive model, it may in some respects be regarded as concurrent in that, during their university education, students may, if they so wish, undertake preliminary professional training to prepare them specifically for teaching. To enrol in the former *centres pédagogiques régionaux*, students had to hold the qualification known as the *Certificat d'aptitude à la formation enseignante* and the *Certificat d'aptitude au professorat de l'enseignement secondaire* (CAPES) which is awarded to those who perform successfully in a competitive examination for public service recruitment. The *Instituts universitaires de formation des maîtres* (IUFMs, or university teacher training institutes) were introduced in 1991, in accordance with a law of 1 July 1989. To progress to the second year in an IUFM, students have to obtain the CAPES. A forthcoming reform is expected to place the competitive recruitment examination for the CAPES at the end of the first semester of the first year. Although IUFM training normally lasts two years, it is possible to enter the competitive examination without having done the first year.

Ireland: Concurrent training is offered to a minority of teachers and is focused on wood and metal technology, science, home economics, art and design, religious education and physical education.

FIGURE 1.3 (continued): CHANGES IN THE STRUCTURE OF INITIAL TEACHER TRAINING FOR GENERAL LOWER SECONDARY EDUCATION (ISCED 2A) BY COUNTRY BETWEEN 1975 AND 2000/01



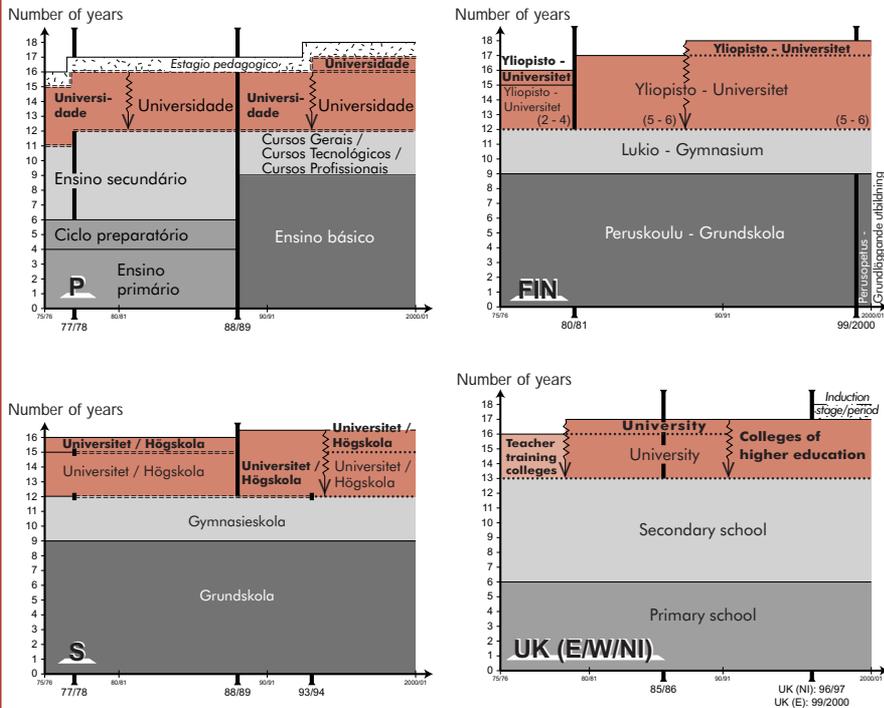
Source: Eurydice.

Additional notes

Netherlands: In 1985, preschool education was integrated into basic education, one year of which became compulsory. Between 1975 and 1987, part-time forms of training also existed, namely the MO-opleidingen, and the MO-A certificate obtained on completing them enabled its holders to teach in lower secondary education. In 1987, such training was brought into the hogere beroepsopleiding (HBO) sector, while remaining part time. From 2001 onwards, an optional final qualifying phase known as the LIO (*Leraar in Opleiding*) was introduced. This had already existed in a pilot project phase since 1995. It lasts five months when full time or ten months if part time.

Austria: Teachers in *Hauptschulen* are trained in the *Pädagogischen Akademien* (concurrent model) whereas those in the *allgemeinbildenden höheren Schulen* are university trained (consecutive model). At present, the universities are adapting teacher training in accordance with the concurrent model.

FIGURE 1.3 (continued): CHANGES IN THE STRUCTURE OF INITIAL TEACHER TRAINING FOR GENERAL LOWER SECONDARY EDUCATION (ISCED 2A) BY COUNTRY BETWEEN 1975 AND 2000/01



Source: Eurydice.

Additional notes

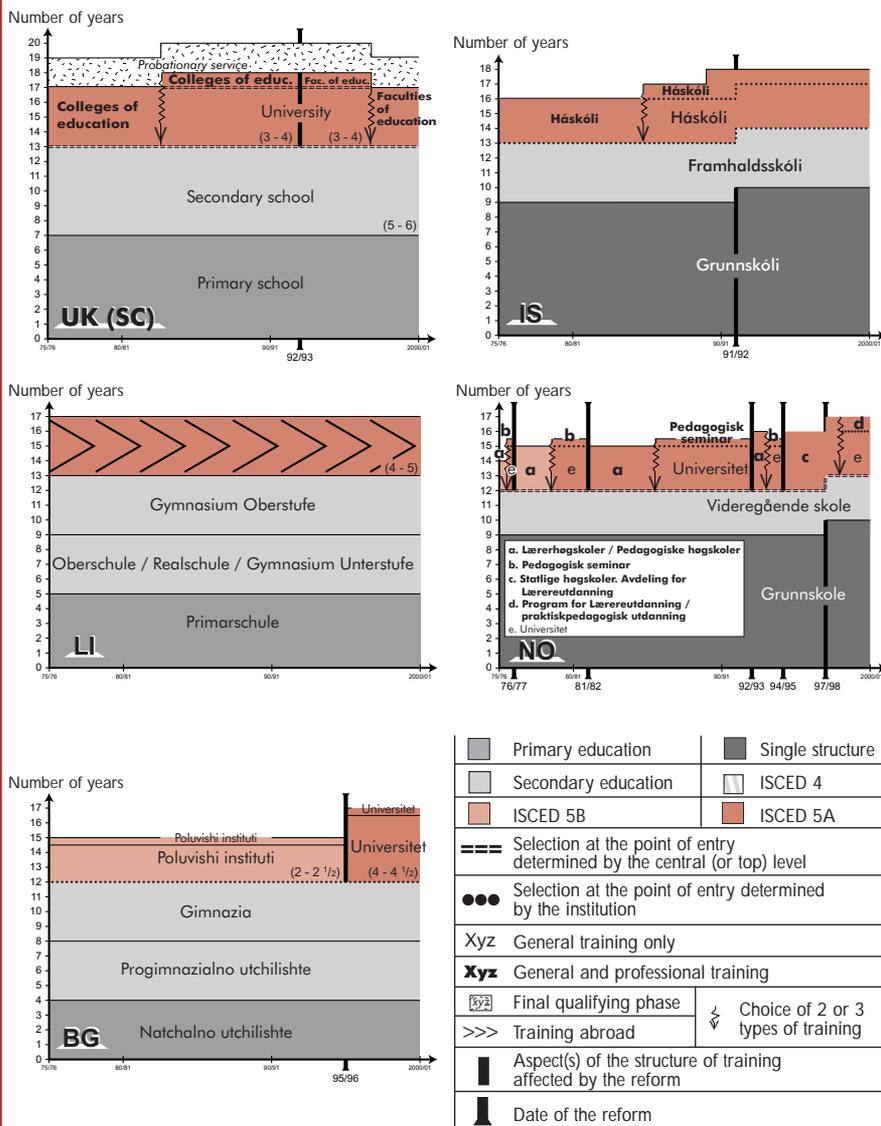
Portugal: Besides the two main training models shown in the diagram, the *escolas superiores de educação* (ESE) have since 1997 been able to offer special training that lasts four or five years and is based on the concurrent model, for teachers working in the third stage of ensino básico, but the study plans have not yet been the subject of regulations.

Finland: Teachers working at ISCED level 2 are mainly trained in accordance with the concurrent model. The introduction of the concurrent model and the lengthening of the first phase of the consecutive model occurred in 1980 on the basis of legislation dating from 1978.

Sweden: Between 1988/89 and 2000/01, teachers working at the seventh year of the *grundskola* could be trained in accordance with either of the two forms of training shown. Since the autumn of 2001, there has been just one form of training for *grundskola* teachers, provided in accordance with the concurrent model. However, it has retained the differences in duration between the initial training of teachers intending to work in the lower years (training lasts three-and-a-half years for teachers of the first to the sixth year) and the final years (four-and-a-half years of training for teachers of the seventh to ninth years).

United Kingdom (E/W/Ni): The consecutive model is the most common route for secondary education teachers. In England and Wales, the mid-1980s marked the end of a process of change which began in the 1970s whereby many *colleges of education* were closed and initial teacher training was increasingly provided in higher education institutions. Since the late 1980s/early 1990s, a number of alternative routes to qualified teacher status have been available in England including part-time and employment-based training. In Wales, a final qualifying *induction phase* lasting a year is being introduced in 2003.

FIGURE 1.3 (continued): CHANGES IN THE STRUCTURE OF INITIAL TEACHER TRAINING FOR GENERAL LOWER SECONDARY EDUCATION (ISCED 2A) BY COUNTRY BETWEEN 1975 AND 2000/01



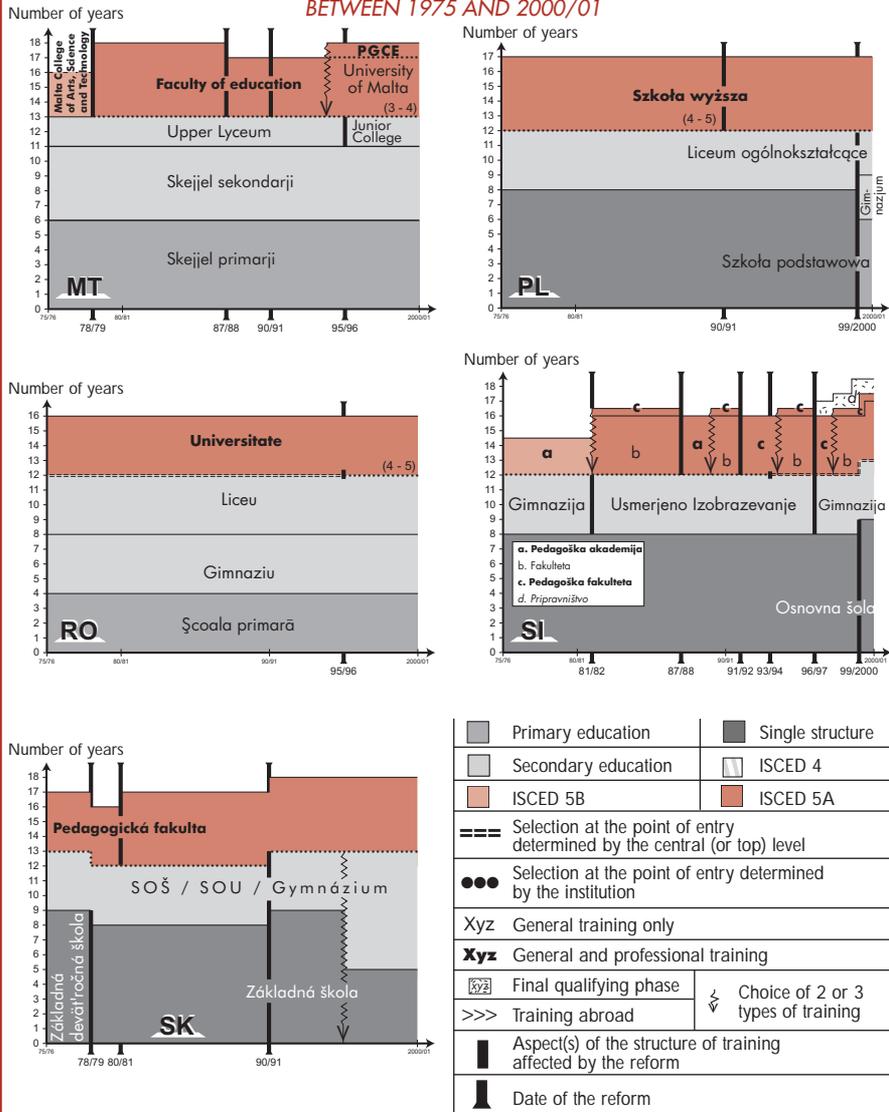
Additional notes

United Kingdom (SC): From 1992 onwards, the professional phase of consecutive teacher training was gradually transferred from the *colleges of education* to the university faculties of education. Just one *college of education* remains, while five faculties of education provide this phase of training. A minority of teachers are trained in accordance with the concurrent model, in particular for the teaching of music, technological subjects and physical education.

Bulgaria: Some university faculties concerned with teacher training have recently introduced concurrent models of training.

Source: Eurydice.

FIGURE 1.3 (continued): CHANGES IN THE STRUCTURE OF INITIAL TEACHER TRAINING FOR GENERAL LOWER SECONDARY EDUCATION (ISCED 2A) BY COUNTRY BETWEEN 1975 AND 2000/01



Additional notes (see next page)

Source: Eurydice.

Additional notes (continued)

Lithuania: In addition to the two training paths shown in the diagram, training at ISCED level 5B has been possible since 1993. This provision is for prospective teachers of foreign languages, art, music, crafts and Lithuanian as the official state language, in lower secondary schools in which the language of instruction is not Lithuanian. Since 1975, the main training institutions have been the *Vilnius universitetas*, *Vilnius pedagoginis universitetas* (until 1992: *Vilnius pedagoginis institutas*), *Šiaulių universitetas* (until 1997: *Šiaulių pedagoginis institutas*), *Lietuvos muzikos akademija* (until 1992: *Lietuvos konservatorija*), *Klaipėdos universitetas* (since 1991), *Lietuvos kūno kultūros akademija* (until 1999: *Lietuvos kūno kultūros institutas*).

Hungary: Since 1994, teachers for primary education have been trained to give classes in some subjects in the fifth and sixth years of the single structure (corresponding to the first two years of ISCED level 2). Since 1997, the *füiskola szintű tanár szak* have been legally entitled to offer training in accordance with the consecutive model, but they rarely do so.

Malta: In 1978, training provided by the *Malta College of Education* and the *Malta College of Arts Science and Technology* (MCAST) was extended to four years and the first degree course was introduced before this provision was transferred some months later to the University and extended by a further year. Professional training lasting a year was regularly provided for the benefit of students with a *Bachelor's degree*. It was abolished in 1978 when the government imposed a *numerus clausus* and introduced selection at the point of entry to university training. The one-year course was reinstated in 1990.

Poland: Until 1999, lower secondary education corresponded to the last five years of *szkoła podstawowa*. Only the most common pattern of training since 1975 is shown in the diagram. Other training options have existed since 1990, including a three-year course for foreign language teachers.

Romania: Before 1989, university admission procedures were the responsibility of the Ministry of Education. Since then, government-dependent private universities have determined their own procedures, while the state universities have done so since 1995.

Slovenia: Following legislation adopted in 1996, schooling at the *osnovna sola* was to be gradually extended from eight to nine years from the 1999/2000 school year onwards. This measure will be fully implemented by 2003/04. The *Pripravnništvo* was introduced before 1975 as a compulsory probationary year for fully qualified beginning teachers. On completion of this year, teachers had to pass the nationally organised Teacher Certification Examination. In 1996, the *Pripravnništvo* became a final qualifying phase.

Slovakia: Besides the education faculties, the faculties of philosophy, science, mathematics and physics and physical education in the universities also offered training for teachers in lower secondary education between 1980 and 1990.

2. AIMS OF THE REFORMS

If one examines the aims of reforms concerned with initial training, two main areas of concern may be identified, namely that of improving quality and making provision more uniform. Figure 1.4 indicates the main aims of reforms that have altered teacher training for lower general secondary education since 1970 in terms of its level, length, the concurrent or consecutive model to which it corresponds or the introduction of a final 'on-the-job' qualifying phase. It does not take account of tertiary education reforms that have had implications for teacher training.

FIGURE 1.4: MAIN AIMS OF REFORMS WHICH HAVE AFFECTED INITIAL TEACHER TRAINING FOR GENERAL LOWER SECONDARY EDUCATION (ISCED 2A) SINCE 1970

Aims				
Types of reform	Improvements in the quality of training			Making training and/or the status of teachers more uniform
	Making training more professionally oriented	Making training more academically oriented	Focusing training on academic research	
Extending the length of training	B fr and B nl (1984), DK (1966-72), F (1991), S (1988), NO (1992,1994), MT (1974 and 1978)	B fr and B nl (1984), IS (1972), LV (1994), MT (1974 and 1978), PL (1974), SI (1987)	IS (1972)	D (1970), E (1995-2003), S (1988), CZ (1980), SK (1980)
Raising the level of the qualification obtained on completion of training	NL (1986), MT (1978)	A (2000), IS (1972), LV (1994), MT (1978), PL (1974), SI (1987)	A (2000), IS (1972)	D (1970), UK (E/W) (1970s to mid-1980s)
Changing the model on which training is based, or introducing a concurrent model	A (1975), P (1971), S (2001)		S (2001)	E (1970, 1990), FIN (1980), S (2001)
Introduction of a final qualifying phase	EL (2003), I (1999), L (1974), NL (2001), UK (E) (1999), UK (NI) (1996), CY (1999), SI (1996)			

Source: Eurydice.

Additional notes

Austria: The 1975 and 2000 reforms related to training for *Hauptschule* teachers.

United Kingdom (E/W): The long process in which concurrent training was made more uniform between the 1970s and the mid-1980s was aimed at improving quality. This aim has also been sustained by reforms other than structural ones undertaken in the 1980s and 1990s, some of which are referred to in Chapter 3. In Wales, a final qualifying *induction phase* lasting a year is being introduced in 2003.

Latvia: The 1987 reform, which abolished the possibility of embarking on initial teacher training without having gone through general upper secondary education, sought to reinforce the academic dimension of training by raising the general level of knowledge possessed by students at the outset.

Slovenia: Training institutions (the *pedagoška akademija*) will become *pedagoška fakulteta* in 1991.

Explanatory note

Countries not shown in this table are those that do not provide any initial teacher training for lower secondary education (the German-speaking Community of Belgium and Liechtenstein), or which have not undertaken any major structural reforms of initial training since 1970 (Hungary and Romania).

The desire to improve the quality of training is usually reflected in its acquiring a more professional focus (with theoretical and practical teacher training occupying a more prominent position), and to a lesser extent a more academic focus (reflected in more demanding requirements as regards the content of learning). In only a small number of countries to date has training been devoted to learning about the methods of academic research. More uniform training has also been an aim in several countries. This is associated with a variety of contexts, such as single structure compulsory education, the differing status of teachers or the autonomy of training institutions.

The countries concerned have generally imparted a more professional focus to training by introducing a final qualifying phase, extending the period of training, or strengthening the concurrent model. The academic dimension of training has often been boosted by raising the level of the qualification obtained on its completion, whether or not its duration is also extended.

The move towards more **professionally-oriented training** has to be seen against the background of radical changes in secondary education in recent decades, namely its 'massification' and the fresh challenges facing teachers in terms of the range of pupils with whom they have had to deal. They are increasingly expected to assume a new role calling for skills other than the ability to teach a particular subject. In the Netherlands, the 1986 reform aimed to help teachers become 'educators' in a broader sense and respond to very different kinds of pupils and their requirements, in addition to subject teaching. Since the beginning of the 1990s in Norway, training has had to do more to enable teachers to cope with many different social changes. The purpose of making the concurrent model the dominant model of training (at the expense of the consecutive model) in Sweden since 2001 has been to place greater emphasis on skills specifically characteristic of the teaching profession, which at primary and secondary levels are horizontal skills.

The **academic dimension** of training has been boosted in the French Community of Belgium, where the 1984 reform sought to attach greater importance to the knowledge teachers had of their subjects. In Austria, changes in training in the *Pädagogischen Akademien* since 2000 are intended to enable them to function more like universities with greater freedom to devise their own courses. In the 1970s, educators in Malta felt the need to improve the quality of teacher training, in view of the educational changes that were taking place both nationally and internationally. The restructuring of the University provided the opportunity for training to be transferred to it.

In 1991, training in Slovenia was brought more into line with the university model, which has not always been viewed as of long-term benefit. Training has become more academic in nature while its professional component has been shortened, with the result that some now regard it as over-theoretical rather than more pro-

professionally oriented. Furthermore, it has lacked uniformity in that the concurrent training provided in the new *pedagoška fakulteta*, which are more autonomous than the former *pedagoška akademija*, coexists with the consecutive form of training offered by the universities. These variations are associated with certain adverse consequences such as lack of uniformity in compulsory and upper secondary education and the weak professional identity of teachers.

Lack of **uniformity** in the training of teachers working at the same level or at different levels did much to drive reform in seven of the countries studied. In Spain, the aim of a new kind of professional training undergoing a period of transition up to 2003 is to integrate the different types of training that owe their existence to the wide variety of current training structures (7) resulting from the autonomy of tertiary education institutions.

In the United Kingdom, (England and Wales), the long process of change to an all-graduate profession between the 1970s and mid-1980s was a response to the fragmentation of teacher training provision. There was considerable variation in initial teacher training courses, with some institutions focusing more on professionally oriented courses (such as curriculum studies) and time spent in school, and others, including many of the 'old' universities, with a strong emphasis on theory. However, in 1983 and 1984, there was a shift of emphasis to the development of more practically focused professional preparation for teaching.

In the other countries that shared this aim, the idea was to lessen differences (in training and/or status) among teachers. Thus the desire to provide more uniform training for teachers in single structure schooling inspired the 1980 reform in Finland, while the 2001 reform in Sweden sought greater uniformity in teacher training for upper secondary education as well as for the single structure. In both countries, the goal of greater uniformity was reflected in the introduction or strengthening of the concurrent training model. The fact that training in Sweden is now provided solely in accordance with the concurrent model should henceforth make for greater flexibility in transferring teachers from one level of education to another, provided that they undergo further specialist training to supplement their first degree.

As a result of the 1980 reform in (then) Czechoslovakia, differences in the length and content of training for lower and upper secondary schoolteachers respectively were abolished. The reform occurred under somewhat unusual circumstances compared to those described so far, in that a communist regime initiated a highly voluntarist education policy as a powerful ideological tool. After the fall of the regime in what is now the Czech Republic, the 1990 reforms reasserted the distinction between lower secondary and upper secondary schoolteachers. (They also reflected determination to radically change the education system by doing away with its strong ideological dimension.)

(7) See the additional notes to Figure 1.3.

In the French Community of Belgium, the difference in the level of training received by primary and lower secondary schoolteachers, on the one hand, and by those working in upper secondary education, on the other, has been the subject of a debate which has so far resulted in the adoption of new legislation (decrees of 12 December 2000 and 8 February 2001) so that the aims of initial teacher training are the same, irrespective of the level of education concerned. Both decrees serve the twofold purpose of upgrading the teaching profession and strengthening its professional focus. Yet there is still a difference in level of qualification between those who teach in lower and upper secondary education.

In Germany and Austria, some reforms in initial training reflected concern that there should be fewer differences of status between teachers. In both countries, compulsory education is characterised by the existence of several types of education at a single level. The aim of the 1970 reforms in Germany, which transferred the training of all teachers to universities, while retaining differences of duration and content, depending on the level for which they were destined, was to attenuate differences in status between the various categories of teacher in the context of a tripartite education system.

In Austria, teacher training is at present the subject of controversy which has led, in particular, to the reform of training for *Hauptschule* teachers implemented in 2000/01. In their case, the debate has related to both the quality of their training and their social status. However, the issue of separate types of training for teachers in *Hauptschulen* and *allgemeinbildenden höheren Schulen* has not been considered in current debate. Neither has the provision of secondary education in two parallel systems been challenged.

Determination to focus training on the **methods of academic research** was a feature of the 1972 reform in Iceland. The aim at that time was to train teachers to exploit the various teaching methods and methodologies consolidated by research. Similarly, in Austria, the *Pädagogischen Akademien* have been able since 2000 to include such research among their activities. And in Sweden, training has been based on it to a greater extent since 2001 both to improve training and also to offer graduate teachers the chance to undertake further research in fields such as educational theory.

CHAPTER 2 STRUCTURE AND ORGANISATION OF INITIAL TRAINING

INTRODUCTION

Structural reforms that have affected the length and/or level of initial teacher training were examined in Chapter 1. The present chapter analyses in greater detail the situation prevailing specifically in 2000/01. It contains three sections dealing with different aspects of the structure and organisation of initial training.

The point at which professional training begins, as well as the amount of time devoted to it within initial training as a whole, has a considerable bearing on the level of insight that prospective teachers will have into the requirements of their future profession. Section 1 addresses the two main ways of distributing professional training within training overall, namely the concurrent and consecutive models. The section describes the extent to which one or other model is preferred in the various European countries, the duration and level of training and the relative share of professional training in all initial training. It shows that in the majority of European countries, professional training begins at the start of tertiary education. The decision to go into teaching is therefore taken at a very early stage by candidates who are directly and progressively initiated into the professional skills that have to be mastered by the time they qualify.

Whether or not to limit the number of places at the point of entry to initial training is a matter for the public authorities. Their decision may be determined by financial considerations and the enrolment capacity of institutions, as well as by planning policies to regulate the supply of and demand for teachers. The ways in which initial training is accessed play a role in the decision to enrol and, by this token, have implications for the attractiveness of that training. Section 2 of the present chapter is devoted to this issue and assesses the situation regarding access to initial training, possible limitations on the number of places at the point of entry and, where appropriate, the kinds of selection criteria adopted. The analysis clearly indicates that the majority of European countries have decided to limit the number of places available for initial training and, more generally, for tertiary education.

Finally, other recent alternatives to initial teacher training programmes for general lower secondary education are reviewed in section 3.

1. MAIN MODELS OF INITIAL TEACHER TRAINING

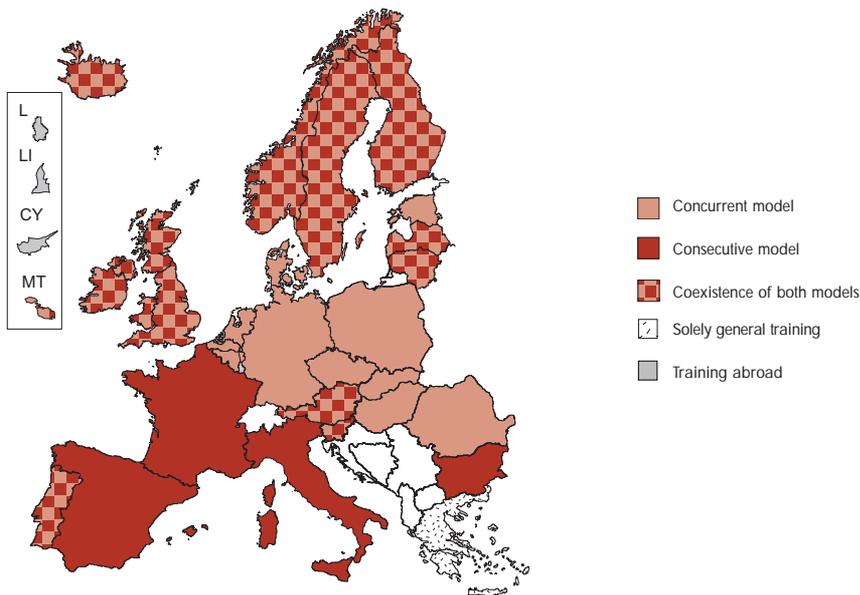
Teacher training usually includes a general and professional component. The general component is given over to courses covering general education and study of the one or more specific subjects to be taught. The professional component involves courses devoted to the required teaching skills and school teaching placements. This theoretical and practical professional training may be provided either from the outset of tertiary education and thus at the same time as general training (the **concurrent model**), or get under way in a distinct second phase in which some general courses may also be taken (**consecutive model**). An upper secondary school leaving certificate is the qualification required to undertake training in accordance with the concurrent model as is also, in some cases, a certificate of aptitude for tertiary education. In the consecutive model, students who have received tertiary education in a particular field at university then move on to postgraduate professional teacher training.

In a few countries, teacher training for general lower secondary education ends with a **final 'on-the-job' qualifying phase**. This period of transition between initial training and entry into teaching as a fully-fledged member of the profession is discussed in detail in Chapter 5.

Figure 2.1 shows how the initial training of general lower secondary schoolteachers is structured in accordance with the concurrent or consecutive model.

Most countries with only one model of training adopt the concurrent model. And among countries in which both models coexist, the concurrent model is also the dominant one, except in Ireland, Portugal and the United Kingdom in which the consecutive model is more common. At present, initial teacher training in Greece consists only of general education. All teachers must have a university degree, but whether their training includes a professional phase depends on their training institution and it is not compulsory.

FIGURE 2.1: THE STRUCTURE OF INITIAL TEACHER TRAINING FOR GENERAL LOWER SECONDARY EDUCATION (ISCED 2A), 2000/01



Source: Eurydice.

Additional notes

Belgium (B de): Initial training is provided outside the Community. Most teachers are trained in the French Community of Belgium.

Greece: Professional teacher training will be compulsory in 2003. At present, its provision depends on the training institution and the subjects in which prospective teachers intend to specialise.

France: Although training is normally classified as in accordance with the consecutive model, it may to some extent be regarded as an intermediate form (standing mid-way between consecutive and concurrent models) since, during their first years of general training at the university, students may, if they so wish, undertake preliminary professional training to prepare them specifically for teaching.

Ireland, Portugal and United Kingdom (SC): The consecutive model is the most widespread

Luxembourg: Only the final qualifying phase for trainee teachers is provided within Luxembourg.

Austria: The consecutive system is in a transitional phase that is becoming increasingly similar to the concurrent model.

Finland, Iceland, Norway, Latvia, Lithuania, Malta and Slovenia: The concurrent model is the most widespread.

Sweden: Since the 2001 school year, there has been just a single type of training for *grundskola* teachers which is provided in accordance with the concurrent model.

United Kingdom (E/W/NI): The most common training route corresponds to the consecutive model, with a first degree followed by a one-year *Postgraduate Certificate in Education* (PGCE) course. However, in England and Wales, there are a number of alternative routes to *Qualified Teacher Status*, including part-time and employment-based training.

Liechtenstein: Future teachers undergo training in Austria or Switzerland.

Bulgaria: The main model in Bulgaria is the consecutive model. However some university faculties have recently introduced the concurrent model.

Cyprus: The majority of those intending to teach are trained in Greece, even though training has been offered in Cyprus since 1992. The final qualifying phase is compulsory for all new trainee teachers recruited to a post.

1.1. Level of training

In all countries, teacher training for general lower secondary education is provided in tertiary education and leads, in most cases, to a university level qualification (ISCED 5A). However, in Belgium and Denmark, teachers enter the profession on completion of non-university tertiary education (at ISCED level 5B). This training is in accordance with the concurrent model. The consecutive model on the other hand is always at university level. In twelve countries the two models coexist and are at university level.

1.2. Length of training

The duration of teacher training for general lower secondary education may vary from one country to the next, but in many countries, training lasts between four and four-and-a-half years and is more often provided in accordance with the concurrent model than the consecutive model.

As Figure 2.2 shows, two groups of countries do not conform to this trend. First, training lasts between three and three-and-a half years in Belgium, Austria (for *Hauptschule* teachers), and Iceland. In all these cases, it is provided in accordance with the concurrent model.

By contrast, in the second group of countries, the minimum length of training is six or more years. This is the case in Germany (concurrent model), Italy, Luxembourg and Portugal (consecutive models) and Scotland (concurrent and consecutive model).

In some countries, teacher training for general lower secondary education is provided in accordance with both models. In the majority (Ireland, Finland, Sweden, the United Kingdom, Norway, Malta and Slovenia), the minimum length of training is the same for both.

In Austria, Portugal, Iceland and Lithuania, training based on the consecutive model lasts longer.

**FIGURE 2.2: MINIMUM LENGTH AND MODEL
OF INITIAL TEACHER TRAINING FOR GENERAL
LOWER SECONDARY EDUCATION (ISCED 2A), 2000/01**

LENGTH	CONCURRENT MODEL	CONSECUTIVE MODEL
3-3,5 YEARS	B, A (Hauptschule), IS	
4-4,5 YEARS	DK, IRL, NL, S, UK (W), NO, CZ, EE, LV, LT, HU, MT, RO	E, IRL, S, UK (W), IS, NO, BG, MT
5-5,5 YEARS	P, FIN, UK (E/N), PL, SI, SK	F, A (AHS), FIN, UK (E/N), CY, LV, LT, SI
6 OR MORE YEARS	D, UK (SC)	I, L, P, UK (SC)

Source: Eurydice.

Additional notes

Germany: The diagram shows the length of training for teachers qualifying for the *Gymnasium*.

Greece: The minimum length of general training is four years at university level. Professional teacher training will be compulsory in 2003. At present, its provision depends on the training institution and the subjects in which prospective teachers intend to specialise.

Luxembourg: The general training has to be undertaken abroad. Its minimum length is four years at university level. Only the final qualifying phase for trainee teachers is provided within Luxembourg. The length of initial training does not include the period required to complete a research project whose duration is variable.

Sweden: Since the 2001 school year, there has been just a single type of training for *grundskola* teachers which is provided in accordance with the concurrent model.

United Kingdom (W): From 2003 in Wales, newly qualified teachers are required to satisfactorily complete an induction year following initial teacher training.

Liechtenstein: Future teachers undergo training in Austria or Switzerland.

Estonia: Training was extended to five years in 2001/02.

Cyprus: The majority of those intending to teach are trained in Greece, even though training has been offered in Cyprus since 1992. The minimum length of general training is four years at university level. The professional training of teachers occurs during the final 'on-the-job' qualifying phase.

Lithuania: There is also a three-year concurrent training path for future teachers of foreign languages, music, art and crafts and of Lithuanian in schools whose language of instruction is other than the state language.

Explanatory note

The table shows only the compulsory minimum length of training and, where applicable, includes the final 'on-the-job' qualifying phase.

1.3. Status of professional training within training overall

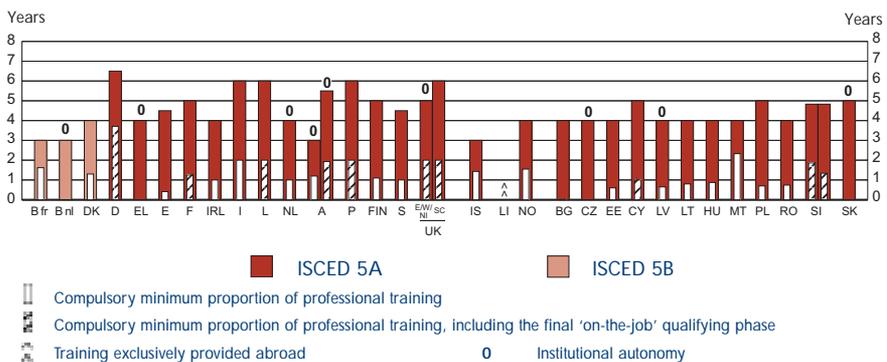
In terms of its content, the initial training of teachers has two main components:

- **general training** is devoted to general courses and mastery of the subject(s) that trainees will teach when qualified. The purpose of these courses, therefore, is to provide trainees with a thorough knowledge of one or more subjects and good general knowledge.
- **professional training** corresponds to the theoretical and practical part of training devoted to teaching as such. In addition to courses on school-related legislation, the history and sociology of education, psychology and teaching methods and methodology, it includes short and (usually) unremunerated in-class placements with the exception of the final 'on-the-job' qualifying phase described in Chapter 5. These placements are supervised by the teacher in charge of the class concerned and are periodically assessed by teachers at the training institution. This profes-

sional training provides prospective teachers with both a theoretical and practical insight into their future profession.

Figure 2.3 shows the minimum length and level of education, and the minimum proportional share of professional training within training overall and includes, where applicable, the final 'on-the-job' qualifying phase.

FIGURE 2.3: MINIMUM LENGTH AND LEVEL OF INITIAL TEACHER TRAINING FOR GENERAL LOWER SECONDARY EDUCATION (ISCED 2A) AND MINIMUM PROPORTION OF TIME DEVOTED TO PROFESSIONAL TRAINING, 2000/01



	%																
	B fr	B nl	DK	D	EL	E	F	IRL	I	L	NL	A	P	FIN	S	UK (E/W/Nl)	UK (SC)
Compulsory minimum proportion of professional training	54.1	0	32.5	0	9.1		25	33.3		25	40		35	33.3			33.3
Compulsory minimum proportion of professional training, including the final 'on-the-job' qualifying phase				57			25			33.3							
Training exclusively provided abroad																	
Institutional autonomy																	
	IS	LI	NO	BG	CZ	EE	CY	LV	LT	HU	MT	PL	RO	SI	SK		
	47.8	(-)	38.7	0.5	0	15		16.3	20	21.7	58.3	14	18.4		0		
							20							38.4	27.6		

Source: Eurydice.

Additional notes

Belgium (B de): Initial training is provided outside the Community. Most teachers are trained in the French Community of Belgium.

Germany: University level training which lasts between seven and nine semesters (three-and-a-half and four-and-a-half years) depending on the *Lehramt* (teaching qualification) at the *Universität*, *Kunsthochschule*, *Musikhochschule* or *Pädagogische Hochschule* (in one Land) is followed by two years of *Vorbereitungsdienst*. The diagram shows the length of training for teachers qualifying for the *Gymnasium*.

Greece: Professional teacher training is not compulsory. Its provision depends on the training institution of prospective teachers and the subjects in which they are specialising. With effect from 2003, future teachers will have to obtain a certificate testifying to their teaching skills.

Spain: The university qualification obtained after four-, five- or six-year courses is not a qualification for teaching at secondary level. It is necessary to take a teacher training course lasting a minimum 300 hours. The new professional training study programme, which has so far been implemented in only a few universities, comprises a total course load of 600 to 750 hours.

France: Students who have obtained a university degree and have been successful in the open competition for the *Certificat d'aptitude au professorat de l'enseignement secondaire* (CAPES) are admitted to professional training in the IUFM, which constitutes the final 'on-the-job' qualifying phase. The first year of the IUFM is optional.

Additional notes (continued)

Ireland: Whether training is provided in accordance with one or other model, it lasts four years and the relative proportion of professional training does not vary.

Italy: Since the 1999/2000 school year, the university qualification obtained after a minimum of four years has no longer been a qualification for teaching at secondary level. A professional qualification is obtained after a two-year postgraduate course culminating in an examination.

Luxembourg: The general training has to be undertaken abroad. Its minimum length is four years at university level. The length of initial training does not include the period required to complete a research project whose duration is variable. The professional training of teachers occurs during the final 'on-the-job' qualifying phase.

Netherlands: Initial training requires 168 units (equivalent to four years of study). There is no prescribed amount of time for specifically professional training with the result that the proportion of time devoted to it is an estimate based solely on school placements. From 2001 onwards, an optional final qualifying phase known as the LIO (*Leraar in Opleiding*) was introduced. This had already existed in a pilot project phase since 1995. It lasts five months when full time or ten months if part time.

Austria: This diagram illustrates the training of teachers for the *Hauptschule* (left-hand column) and the *allgemeinbildende höhere Schule* (right-hand column). Training for the latter lasts four-and-a-half years and is followed by a final 'on-the-job' qualifying phase. Institutions have some room for manoeuvre as regards the amount of professional training provided.

Portugal: This diagram illustrates the consecutive model of training of teachers for the third stage of *ensino básico*. Training in accordance with the concurrent model lasts five years. Both training routes include a final 'on-the-job' qualifying phase.

Finland: The information relates mainly to specialist subject teachers in the last three years of *peruskoulu/grundskola*. The diagram shows training provided in accordance with the concurrent model. Training in accordance with the consecutive model normally takes longer, although the relative proportion of professional training does not substantially change.

Sweden: The information relates to teachers working in the last six years of the *grundskola*. Since the 2001 school year, there has been just a single type of training for *grundskola* teachers which is provided in accordance with the concurrent model.

United Kingdom (E/W/Nl): The professional component of initial training is defined in relation to standards and skills rather than minimum quantitative requirements. However, there are specific requirements regarding the time that future teachers have to spend in schools (24 weeks within one-year of full-time postgraduate training in accordance with the consecutive model). In addition, successful completion of an induction period is necessary to continue to teach in maintained schools in England and Northern Ireland (in Wales from 2003).

United Kingdom (SC): Training lasts four or five years and is followed by up to two years of probationary service.

Iceland: The diagram illustrates the concurrent model, which is the most widespread one.

Norway: The diagram illustrates training provided in the *Høgskole*. At the *Universitet*, training may last from four to seven years depending on the subject chosen. The shorter the overall course, the greater the relative proportion earmarked for professional training (ranging from 25 % in the case of a four-year course to 14.3 % for a seven-year one).

Bulgaria: Training may last four or five years. The share devoted to professional training is 0.5 % of the entire training of mathematics teachers.

Czech Republic: Training lasts from four to five years.

Estonia: Training was extended to five years in 2001/02.

Cyprus: The majority of teachers undergo the general stage of their training abroad. Its minimum length is four years at university level. The professional training of teachers occurs during the final 'on-the-job' qualifying phase.

Latvia: Training lasts from four to six years. As the time devoted to professional training depends on the institution, the diagram only indicates professional training gained in school placements as this is centrally determined.

Lithuania: There are three training paths. The two most common models are four-year training provided in accordance with the concurrent model and five-year training in accordance with the consecutive model. A three-year training course can be taken in a teacher training college.

Malta: Training in accordance with the consecutive model may last four or five years. Professional training is provided in a PGCE course lasting one year. The proportion of professional training shown here applies solely to the concurrent model, provided at the University of Malta.

Poland: Several training routes may be identified and the most widespread model is shown here. For teachers of foreign languages, a three-year training course is also provided (with the proportion of professional training accounting for 19 %).

Additional notes (continued)

Romania: Training may last four or five years.

Slovenia: The official period of training is four years for the concurrent model excluding the 10-month final 'on-the-job' qualifying phase. Four-and-a-half year training is provided in accordance with the consecutive model. The professional training lasts 6 months. Trainee teachers are entitled to undertake their professional training phase and the final 'on-the-job' qualifying phase within the same 10-month period.

Explanatory note (Figure 2.3)

The figure only shows the compulsory minimum length of training. When determining the proportion of professional training in total initial training, only the compulsory minimum curriculum for all future teachers is taken into account. Within this compulsory minimum curriculum, a distinction is drawn between general and professional training (as defined above).

Some courses are regarded as belonging to both professional training and general, subject-oriented training. Where a course involves both study of a specific subject and the methodology required to teach it, the time earmarked for this course has been divided in two and allocated in equal amounts to general and professional training respectively.

As Figure 2.3 indicates, professional training constitutes more than 50 % of the whole only in three countries: Belgium (French Community), Germany and Malta. In all of these cases, training is organised in accordance with the concurrent model. In the other countries, where training is organised according to the concurrent model, this proportion is still very high, often more than 30 % of the whole training.

On the other hand, in countries which organise initial teacher training according to the consecutive model, the proportion of professional training within training as a whole is always lower than 30 %, with the exception of Italy, Luxembourg, Austria and Portugal.

Some countries organise their training according to the two main models of training. In Austria, Iceland, and Slovenia, the proportion of professional training is higher in training that follows the concurrent model. However, in Ireland, Finland, Sweden and Lithuania, there is no apparent correlation between the amount of professional training and the training model.

To sum up, the concurrent model predominates in initial teacher training for general lower secondary education in Europe, and it is generally within this context that the amount of time earmarked for professional training is greatest.

2. ACCESS AND SELECTION

Access to initial teacher training for general lower secondary education may normally be restricted at either one or two points in training, depending on whether it is provided in accordance with the concurrent or consecutive model. In the concurrent model, there is only one point of access. By contrast, in the consecutive model, there are two such points. The first corresponds to access to the phase of 'general education', which is normally associated with access to university-level courses and not to teacher training as such. The second corresponds to access to the second phase (professional training) of the consecutive model, which may be subject to conditions different from those of the first.

Access to initial teacher training may be defined as either open or restricted. In an **open system**, admission is subject solely to obtaining an upper secondary school leaving certificate (ISCED 3) or its equivalent. In the case of the consecutive model, a system may be regarded as open if the sole requirement for admission to the professional training phase, is the qualification obtained at the end of 'general education' (which corresponds in all cases to a university degree).

In a **restricted system**, admission is subject to a selection procedure that supplements possession of the upper secondary school leaving certificate or the qualification obtained on completion of 'general education'. This further procedure may be governed by various criteria considered separately or in combination, such as performance in upper secondary education (in terms of results obtained in the upper secondary school leaving examination and/or school records), performance in an entrance/competitive examination or the results of an interview.

Selection criteria and the number of places available may be established **centrally** (at national or regional levels), or locally by **individual training institutions**.

This section will

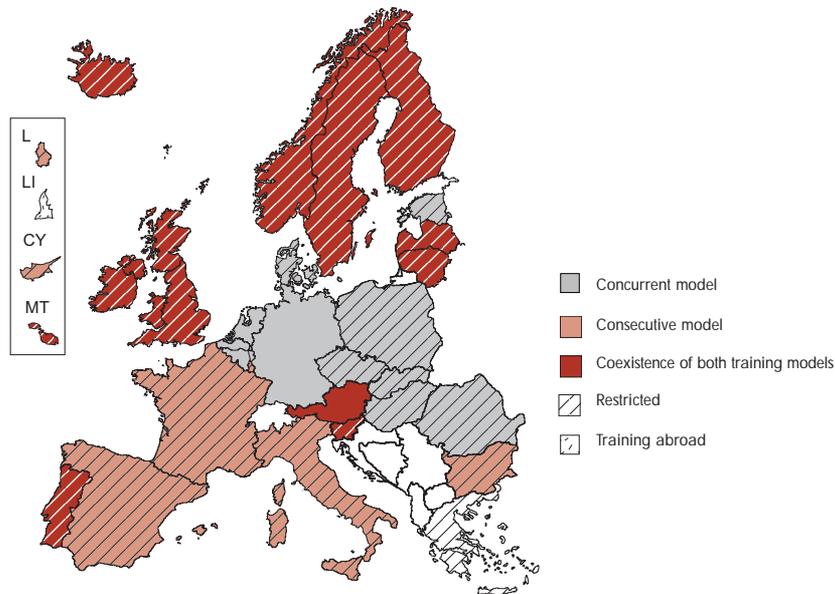
- 1) indicate those countries in which access to teacher training is limited and the point of access at which selection is practised (if there are several points);
- 2) describe the methods of selection and also indicate, in the case of either of the two models, the decision-making level(s) responsible for limiting places as well as reasons for changes in selection procedures;
- 3) introduce some statistics on the numbers of applications for the year 2000/01.

Only in the case of France and Luxembourg does the section refer to competitive recruitment examinations for securing access to the teaching profession, given that such examinations in both countries also provide access to professional training.

2.1. Restricted or open access to training

Figure 2.4 shows the countries and training model for which access to initial teacher training is open or restricted.

FIGURE 2.4: ACCESS TO INITIAL TEACHER TRAINING FOR GENERAL LOWER SECONDARY EDUCATION (ISCED 2A), 2000/01



Source: Eurydice.

Additional notes

Denmark: At half of the colleges, all applicants are freely admitted, whereas others, in the big cities, may have to apply a selection procedure.

Greece: Professional teacher training will be compulsory in 2003. At present, its provision depends on the training institution and the subjects in which prospective teachers intend to specialise.

Spain: The various institutions which award the *certificado de aptitud pedagógica* (CAP) may decide to introduce selection at the point of entry and determine the methods on which it should be based but, in practice, any such form of selection is rare.

Luxembourg: The general training part is provided at training institutions abroad. The selection procedure gives access to professional training in a final 'on-the-job' qualifying phase.

Liechtenstein: The initial training is provided at training institutions abroad, in Austria or Switzerland.

Cyprus: The selection procedure gives access to professional training in a final 'on-the-job' qualifying phase.

Access to initial teacher training is restricted in most European countries, irrespective of the training model concerned. It is open only in Belgium, Germany, the Netherlands, and Austria. In the case of half the training institutions in Denmark, the existence of a selection procedure is determined by the enrolment capacity of the training institution. As regards the consecutive model, access to the general and professional training phases is restricted in all countries (except in Austria and the general phase in France and Italy).

2.2. Decision-making levels that limit places

FIGURE 2.5: DECISION-MAKING LEVEL WHICH LIMITS THE NUMBER OF STUDY PLACES FOR INITIAL TEACHER TRAINING FOR GENERAL LOWER SECONDARY EDUCATION (ISCED 2A), 2000/01

															UK	
	B	DK	D	EL	E	F	IRL	I	L	NL	A	P	FIN	S	E/W/Ni	SC
Concurrent model	(-)	(-)/▼	(-)	(-)	(-)	(-)	●	(-)	(-)	(-)	(-)	▼	●	▼	▼	▼
Consecutive model	(-)	(-)	(-)	(-)	■	▼	▼	▼	▼	(-)	(-)	▼	●	▼	▼	▼
	IS	LI	NO													
Concurrent model	■	(-)	▼	BG	CZ	EE	CY	LV	LT	HU	MT	PL	RO	SI	SK	
Consecutive model	■	(-)	●	(-)	(-)	(-)	▼	●	●	(-)	●	(-)	(-)	▼	(-)	

▼ The number of places is limited at central level

■ The number of places is limited at institutional level

● The number of places is limited at both levels

Source: Eurydice.

Additional notes

France: There is an institutional selection procedure for entry to the first year of professional training in the IUFM, and a national competitive examination at the end of the first year providing access to a final 'on-the-job' qualifying phase.

Portugal: For both models, the number of places for the final 'on-the-job' qualifying phase is limited by the *Direcções Regionais de Educação* (DRE), which report to the ministry of education. Only the DRE of the autonomous regions Azores and Madeira are responsible to the regional governments.

Czech Republic: The number of places is limited at central level (formula funding) and institutional level (enrolment capacity), but the institution is fully autonomous and takes any final decision on its own initiative.

Hungary: The number of places is limited at central level (for state-financed places) and institutional level (depending on enrolment capacity).

Explanatory note

In the case of the consecutive model, only the limitation of places for the professional training phase is taken into account.

The number of places may be limited because it is centrally planned or determined at institutional level. Central planning may occur for budgetary reasons, including the management of state-financed places (as in Hungary), or as a way of regulating the supply and demand for qualified teachers. In this case, the measure concerned may be used either to prevent oversupply or to attract student teachers to certain subjects expected to experience staffing problems. Italy, Luxembourg, Finland, the United Kingdom, Norway and Lithuania have introduced provisions of this kind. In order to regulate access in accordance with the limited enrolment capacity of training institutions, Ireland has recently introduced selection at the beginning of the professional training stage.

Independently of the model of training, places are more often limited at central than at institutional level, with the exception of some EU candidate countries. In quite a few countries, however, places are limited at central level and further limits are also imposed by institutions.

2.3. Selection criteria

Figures 2.6 and 2.7 summarise the different selection criteria used throughout Europe in each of the two models, and indicate the level (corresponding to the ministry, other education authority or the training institution itself) which is responsible for determining the selection procedure. Not all selection procedures indicated here relate exclusively to teacher training. They may also govern access to tertiary education in general.

FIGURE 2.6: SELECTION CRITERIA FOR ACCESS TO INITIAL TEACHER TRAINING (CONCURRENT MODEL) FOR GENERAL LOWER SECONDARY EDUCATION (ISCED 2A) AND THE DECISION-MAKING LEVEL WHICH IS RESPONSIBLE FOR THE SELECTION PROCEDURE, 2000/01

	CRITERIA FOR SELECTING CANDIDATES									
	Performance criteria	Performance at upper secondary level	A tertiary education entrance examination has to be taken	An examination specifically for admission to teacher training has to be taken	Candidates are interviewed	Additional kinds of training or qualifications are considered	Administrative criteria	Place of residence	Age of candidates	Date of application
B		(-)	(-)	(-)	(-)	(-)		(-)	(-)	(-)
DK		▼			●					
D		(-)	(-)	(-)	(-)	(-)		(-)	(-)	(-)
IRL		▼			▼					
NL		(-)	(-)	(-)	(-)	(-)		(-)	(-)	(-)
A		(-)	(-)	(-)	(-)	(-)		(-)	(-)	(-)
P		●	●	●						
FIN		●		●	●	●				
S		●			●					
UK		▼●			▼●	▼●				
IS		●				●	●			
LI		(-)	(-)	(-)	(-)	(-)		(-)	(-)	(-)
NO		▼								
CZ		●	●		●				▼	
EE		●		●						
LV		●	●		●	●				
LT		▼		●	●					
HU		▼	▼	▼						
MT						●		(-)	(-)	(-)
PL		●	●	●	●					
RO		●	●	●	●					
SI		▼								
SK		●		●	●			●		

▼ The selection criterion is established at central level

● The selection criterion is established at institutional level

Additional notes (see next page)

Source: Eurydice.

Additional notes (Figure 2.6)

Ireland: The interview does not apply to all cases.

Portugal: At institutional level, this criterium only exists for future teachers of physical education.

Finland: Some universities select students at the point of entry, taking their performance at upper secondary level into account. In others, selection occurs only after one or two years of study, with due regard for their academic performance during that period.

Sweden: A national aptitude test for admission to higher education may be taken. A certain number of places are set aside for applicants that pass it.

United Kingdom: The requirements for England, Wales and Northern Ireland state that all trainees should 'possess the personal, intellectual and presentational qualities suitable for teaching; providers should seek evidence of relevant experience with children'. A similar recommendation exists in Scotland.

Latvia: A competitive entrance examination has to be taken for state-financed study places. Institutions often offer additional study places for which students have to pay. With effect from 2004, the centralised upper secondary school leaving examinations will be regarded as an entrance examination for tertiary education.

Hungary: The interview does not apply to all cases.

Poland and Romania: Not all selection criteria are necessarily taken into account at all institutions, as each tertiary education institution establishes its own combination of selection procedures.

Explanatory note

Additional kinds of training or qualifications include further diplomas or certificates, previous work experience or specific language skills. Not all these criteria are necessarily taken into account in all cases.

Specific aptitude tests for fine arts courses are not taken into account.

In all countries and irrespective of the model concerned, selection occurs prior to training although, in the case of the consecutive model, this may mean prior to either the general or professional phase of training.

Irrespective of the model, a general tertiary education entrance examination has to be taken in Spain, Portugal, Finland, the Czech Republic, Cyprus, Latvia, Hungary, Poland and Romania.

In many countries, three or more criteria govern selection for training.

In countries which practise selection in the case of the concurrent model, the main criteria are performance in upper secondary education, satisfactory performance in an examination specifically for admission to teacher training, and interviews in which candidates are asked about their reasons for embarking on training and wishing to become teachers. In the case of the consecutive model, the main selection criteria are attainment during the phase of 'general education', and performance in upper secondary education. An entrance examination for the professional training phase along with additional kinds of training or qualifications, and interviews may also be taken into account. In Luxembourg, knowledge of the three state languages (German, French and Letzeburgesch) is also examined and, in Spain, knowledge of the particular language of the Autonomous community may be a relevant factor. In Malta, an English proficiency test has to be taken.

FIGURE 2.7: SELECTION CRITERIA FOR ACCESS TO INITIAL TEACHER TRAINING (CONSECUTIVE MODEL) FOR GENERAL LOWER SECONDARY EDUCATION (ISCED 2A) AND THE DECISION-MAKING LEVEL WHICH IS RESPONSIBLE FOR THE SELECTION PROCEDURE, 2000/01

	CRITERIA FOR SELECTING CANDIDATES							Administrative criteria	Place of residence	Age of candidates	Date of application
	Performance criteria	Performance at upper secondary level for access to general training	A tertiary education entrance examination has to be taken for access to general training	Attainment in the course of the 'general education' phase	An entrance examination has to be taken for the 'professional training' or final 'on-the-job' qualifying phases	Candidates are interviewed	Additional kinds of training or qualifications are considered				
EL	▼										
E	▼	▼				▼		▼			
F					●						
IRL				▼		●					
I				▼							
L				▼					▼		
A	(-)	(-)	(-)	(-)	(-)	(-)	(-)				(-)
P	▼	●									
FIN	●	●	●		●	●					
S	●		●		●	●					
UK	▼●			▼●		▼●	▼●				
IS	●						●				
LI	(-)	(-)	(-)	(-)	(-)	(-)	(-)				(-)
NO	▼			●					▼		
BG					●	●					
CY		▼									
LV	●	●				●	●				
LT	▼			●		●					
MT				●		●	(-)				(-)
SI	▼										

▼ The selection criterion is established at central level

● The selection criterion is established at institutional level

Source: Eurydice.

Additional notes

Greece: Professional teacher training will be compulsory in 2003. At present, its provision depends on the training institution and the subjects in which prospective teachers intend to specialise.

Spain: Under the regulation on the new *curso de cualificación pedagógica* (CCP), the Autonomous Communities establish the criteria and procedures governing access to this form of professional training. Until the new CCP is fully enforced, the different institutions offering the *curso de aptitud pedagógica* (CAP) will decide on access procedures on a case-by-case basis.

France: There is an institutional selection procedure for entry to the first year of professional training in the IUFM, and a national competitive examination at the end of the first year providing access to a final 'on-the-job' qualifying phase.

Ireland: The interview is only taken at Trinity College, Dublin.

Sweden: If there are more applicants than places available, attainment in the general education phase is taken into account.

United Kingdom: The requirements for England, Wales and Northern Ireland state that all trainees should 'possess the personal, intellectual and presentational qualities suitable for teaching; providers should seek evidence of 'relevant experience with children'. A similar recommendation exists in Scotland.

Latvia: A competitive entrance examination has to be taken for state-financed study places. Institutions often offer additional study places for which students have to pay. With effect from 2004, the centralised upper secondary school leaving examinations will be regarded as an entrance examination for tertiary education.

Explanatory note (Figure 2.7)

Additional kinds of training or qualifications include further diplomas or certificates, previous work experience or specific language skills. Not all these criteria are necessarily taken into account in all cases.

The figure shows the selection criteria for both the general and professional phases of training.

Specific aptitude tests for fine arts courses are not taken into account.

2.4. Decision-making levels that determine selection procedures

In the concurrent model, selection tends to be organised at institutional rather than at central level. However, in some countries responsibilities in this respect are shared between both levels. In the consecutive model, on the other hand, selection at central level is slightly more frequent although, again, responsibilities in some countries may be shared.

In the United Kingdom, entry requirements for all courses of initial teacher training are centrally determined, along with the selection criteria for adoption by all training providers. However, these are minimum requirements and individual providers may introduce additional entry and selection criteria as appropriate.

In the 1970s and 1980s, a trend towards more centralised selection procedures was apparent in Denmark, Sweden, Greece and Cyprus. In Denmark, the purpose of greater centralisation was to establish more objective criteria for admission to teacher training whereas in Sweden, Greece and Cyprus, the aim was to regulate the growing demand for study places in general.

Because training institutions in Denmark and Sweden have been granted greater autonomy in the last decade, they now once again determine their own selection procedures with due regard, however, for the results achieved in the upper secondary school leaving examination. This also applies to Portugal and several candidate countries which have discontinued centrally administered procedures in favour of selection at institutional level. For this purpose, special attention has been devoted to ensuring that the upper secondary school leaving examination is governed by more uniform procedures.

In several other European countries (Spain, Italy, Ireland and Luxembourg) selection procedures have tended to become centralised more recently. This is expected to regulate the number of applicants, but has also been linked (except in Ireland) to the introduction of new teacher training courses, thereby guaranteeing a certain measure of quality control.

2.5. Statistics on applicants for teacher training

Statistics regarding the number of applicants for teacher training exist in only a few countries. In this respect, even less data is available on applications specifically for teaching mathematics and the mother tongue. The following information is therefore intended to do no more than provide a rough general indication.

FIGURE 2.8: TOTAL NUMBER OF APPLICANTS UNDERGOING SELECTION, AND TOTAL NUMBER AND PERCENTAGES OF APPLICANTS ACCEPTED FOR INITIAL TEACHER TRAINING (ALL SUBJECTS) FOR GENERAL LOWER SECONDARY EDUCATION (ISCED 2A), 2000/01

	Total number of applicants	Applicants accepted (%)	Total number of accepted applicants
DK	4 665	91.7	4 280
L	29	65.5	19
UK (E/W)	22 406	61.9	13 857
UK (SC)	3 019	32.8	991
CZ	11 160	26.8	2 990
EE	620	41.6	258
HU	4 460	73.5	3 276

Source: Eurydice.

Additional note

United Kingdom (E/W): Statistics refer to courses administered by the *Graduate Teacher Training Registry*, i.e. pre-service PGCE courses in England and Wales and certain Scottish institutions.

In the few countries possessing data, two extreme situations may be distinguished. More than 90 % of all applicants for teacher training are accepted in Denmark. Denmark has a relatively open system in which selection is only practised in some institutions. Among countries with a restricted system, Hungary is one in which the percentage of selected applicants is relatively high. Conversely, it is relatively low in the Czech Republic.

In the few countries in which data on applicants to teach specific subjects is available, percentages in the case of mathematics are relatively low (less than 30 %), and highest in Estonia. On the other hand, corresponding percentages in the case of the mother tongue are much higher except in the Czech Republic.

FIGURE 2.9: TOTAL NUMBER AND PERCENTAGES OF APPLICANTS UNDERGOING SELECTION, AND TOTAL NUMBER AND PERCENTAGES OF APPLICANTS ACCEPTED FOR INITIAL TRAINING TO TEACH MATHEMATICS AND THE MOTHER TONGUE IN GENERAL LOWER SECONDARY EDUCATION (ISCED 2A), 2000/01

	Applicants undergoing selection				Applicants accepted			
	Total: mathematics		Total: mother tongue		Mathematics		Mother tongue	
	No.	%	No.	%	No.	%	No.	%
L	6	20.7			4	66.7		
UK (E/W)	1 848	8.2	2 863	12.8	1 162	62.9	1 777	62.1
UK (SC)	148	4.9	449	14.9	63	42.6	145	32.3
CZ	2 137	19.1	804	7.2	587	27.5	437	54.4
EE	185	29.8	221	35.6	44	23.8	74	33.5

Source: Eurydice.

Additional note

United Kingdom (E/W): Statistics refer to courses administered by the *Graduate Teacher Training Registry*, i.e. pre-service PGCE courses in England and Wales and certain Scottish institutions.

As far as success rates are concerned, the percentage of teacher training applicants accepted for mathematics is highest in Luxembourg and the United Kingdom (E/W), with over 60 % of applicants accepted.

It is rather difficult to interpret such data as the percentage of candidates accepted for a particular subject is linked to the availability of places. The data shown here does not give any indication as to the intellectual ability of candidates or the strictness of selection procedures.

3. ALTERNATIVE PATHWAYS

In addition to the concurrent and the consecutive model, which constitute the most frequent models within initial teacher training, there are alternative training pathways.

Alternative routes to training do not exist in a lot of countries and, where they have been introduced, this has often been the result of teacher shortages, giving rise to an urgent demand for qualified teachers. These specific alternative routes to training are treated in the Report II on Supply and demand, Chapter 6, dealing with measures to boost recruitment.

Alternative models of teacher training may be found in the form of part-time training provision, as in the Netherlands, the United Kingdom (England, Wales and Northern Ireland) and Norway, or distance learning, as in Denmark, the United Kingdom (England, Wales and Northern Ireland), Norway and Estonia. In Finland, Slovenia and Slovakia, tertiary level graduates may complete professional teacher training later in life.

The *Graduate and Registered Teacher Programmes* (GRTP) in England and Wales are employment-based routes which enable schools to employ people who are not qualified to teach, and train them through an individual training programme leading to *Qualified Teacher Status* (QTS). Two programmes are available:

- *Graduate Teacher Programme* (GTP): GTP trainees must have a first degree and follow a postgraduate programme of up to a year.
- *Registered Teacher Programme* (RTP): RTP candidates are required to have successfully completed two years of higher education (or the part-time equivalent) and to spend up to two years working and training as a teacher while they complete a degree.

In the Netherlands, at universities as well as in HBOs, flexible and dual routes to initial teacher training are gradually being developed. At universities, three alternative teacher training routes are being implemented:

- a dual route during which the last two years of a university degree programme may be combined with teacher training, adding one more year;
- a route in which a large part of teacher training is offered within a non-teaching university degree;
- different routes with 'tailor-made' programmes for researchers in training, qualified teachers from the HBO sector and graduates with a few years of work experience in order to upgrade their skills or to qualify in another subject.

In 2002 all universities should have developed at least one of the first two routes besides the existing programmes.

CHAPTER 3 CURRICULAR CONTENT AND ORGANISATION

INTRODUCTION

As pointed out in the general framework to the study, teachers today – differing national concerns aside – are no longer simply expected to transfer subject knowledge and adapt their activities in line with the results of educational research and the psychology of learning.

Changes in society and the obligation of policy-makers to adapt education to new demands seem unavoidable. How far these demands have an impact on the content of teacher training is therefore a question of utmost importance.

Two aspects of the curricular content and organisation of initial teacher training are considered in this chapter, namely the curricular autonomy of training institutions and the inclusion (or otherwise) of certain specific areas of provision within the training programme.

Over the last 20 years, there has been a trend towards greater curricular autonomy in tertiary education institutions (¹). Broad guidelines have taken the place of detailed legal regulations, providing for a more flexible response to the demands of a fast-changing labour market.

In recent years however, education authorities have tended to increase regulation of initial teacher training as part of tertiary-level educational provision. The reason for this trend may well be the desire for more uniform patterns of training, so that it corresponds to national and international quality standards. More detailed regulation of initial training certainly facilitates quality control by education authorities.

However, as will be discussed in Section 1, teacher training institutions in certain countries are still largely free to organise the curriculum as they wish.

Their autonomy in this respect determines the extent to which they may or may not provide training in particular skills. Curricular autonomy may be limited by recommendations on the teaching of particular subjects, obliging training providers to secure training in specific fields. Conversely, such recommendations may not exist so that it is for the providers to decide whether or not they do this.

These various forms of professional training in particular skills, which clearly go beyond subject-oriented knowledge or teaching ability in the strict sense, are discussed in Section 2. More specifically, they concern teaching with information and communication technology (ICT), management and administration, the mainstream

(¹) For the situation in the EU and EFTA/EEA countries, see the study Eurydice. Two Decades of Reform in Higher Education in Europe: 1980 onwards. Brussels: Eurydice, 2000.

integration of pupils with special needs, work with multicultural groups of children and behaviour management.

1. CURRICULAR AUTONOMY OF TRAINING INSTITUTIONS

The degree of autonomy granted by the public authorities to training institutions, as regards the organization of content and time of the initial training they provide, varies between countries. Documents regulating initial teacher training to some extent with a view to providing a minimum level of homogeneity in teachers' qualifications exist in most European countries. Their degree of detail, however, varies considerably.

Hence, institutions for initial teacher training may either have no autonomy, limited, or total autonomy with regard to the organization of their curricula.

- **no autonomy:** institutions follow very precise regulations issued by the top-level education authority which specify compulsory subjects, core curriculum options and optional subjects and their precise time allocation.
- **total autonomy:** institutions are entirely free to decide how the training they provide will be organised in terms of both content and/or time.
- **limited autonomy:** official documents, issued by the top-level education authority, form the basis on which institutions may develop their own curricula. These regulations may specify either minimum requirements regarding compulsory groups of subjects and/or the share of provision to be devoted to general and professional training in terms of time, examination targets, or the minimum standards required of teachers on completion of their initial training.

**FIGURE 3.1: AUTONOMY GRANTED TO INSTITUTIONS PROVIDING
INITIAL TEACHER TRAINING FOR GENERAL LOWER SECONDARY
EDUCATION (ISCED 2A), 2000/01**

		Total autonomy	Limited autonomy	No autonomy
General training	In terms of content	EL, IRL, UK (E/W/NL), IS, BG, CZ, CY, LV, MT, SI	B fr, B nl, DK, E, F, I, NL, A, P, FIN, S, UK (SC), NO, EE, HU, LT, PL, RO, SK	D
	In terms of time	EL, B nl, IRL, NL, S, UK (E/W/NL), IS, BG, CZ, CY, LV, MT, SI	B fr, DK, E, F, I, A, P, FIN, UK (SC), NO, EE, HU, LT, PL, RO, SK	D
Professional training	In terms of content	IS, CZ, MT	B fr, B nl, DK, E, F, IRL, I, NL, A, P, FIN, S, UK, NO, BG, EE, HU, CY, LV, LT, PL, RO, SI, SK	D, L
	In terms of time	B nl, NL, IS, CZ, MT	B fr, DK, E, F, IRL, I, A, P, FIN, S, UK, NO, BG, EE, HU, CY, LV, LT, PL, RO, SI, SK	D, L

Source: Eurydice.

Additional notes

Belgium (B de): Initial training is provided outside the Community. Most teachers are trained in the French Community of Belgium.

Germany: The regulations which training institutions have to follow may vary from one *Land* to the next.

Luxembourg: General training is provided at training institutions abroad.

Austria: The information relates to the training of *Hauptschule* teachers at *Pädagogische Akademien*.

Iceland: The information relates to the training in *Kennaraháskóli Íslands*.

Liechtenstein: Initial training is provided at institutions in Austria or Switzerland.

Cyprus: The information relates to training provided in Cyprus. However, a large proportion of teachers are still trained abroad.

Explanatory note

There are two main components to initial teacher training:

general training is devoted to general courses and mastery of the subject(s) that trainees will teach when qualified. The purpose of these courses, therefore, is to provide trainees with a thorough knowledge of one or more subjects and good general knowledge.

professional training corresponds to the theoretical and practical part of training devoted to teaching as such. In addition to courses on school-related legislation, the history and sociology of education, psychology and teaching methods and methodology, it includes short and (usually) unremunerated in-class placements with the exception of the final 'on-the-job' qualifying phase described in Chapter 5. These placements are supervised by the teacher in charge of the class concerned and are periodically assessed by teachers at the training institution. This professional training provides prospective teachers with both a theoretical and practical insight into their future profession.

Where both models of training (consecutive and concurrent) coexist in a country, only the dominant model is taken into account. The distinction made here between general and professional training does not mean that these two phases necessarily follow each other (as in the consecutive model).

Institutions referred to here do not necessarily provide solely for teacher training. In the consecutive training model, general training is provided mainly at universities and not in specialised teacher training institutions.

As indicated by Figure 3.1, in 16 European countries, training institutions are in some respects autonomous when it comes to determining curricular content and the time to be allocated to both general and professional training.

The level of autonomy for general and professional training may differ. Autonomy is more often granted for general than for professional training.

In the United Kingdom (England, Wales and Northern Ireland), Bulgaria, Cyprus, Latvia and Slovenia, institutions are totally autonomous in the case of general training, but have limited autonomy where professional training is concerned.

Conversely, training institutions in Greece, Iceland, the Czech Republic and Malta are totally autonomous as regards the content and time for general and also for professional training. In Ireland, only teaching practice within professional training is subject to regulations, so that training institutions have considerable autonomy.

In only one country, Germany, do teacher training institutions have no autonomy whatever, whether in terms of the content of training or the time devoted to it. Neither is there any institutional autonomy in professional training in Luxembourg (the only stage of training provided in the country).

1.1. Different forms of limited autonomy

As is clear from the foregoing information, initial teacher training institutions in most European countries are at least partially autonomous. In official documents, however, their autonomy may be restricted as follows:

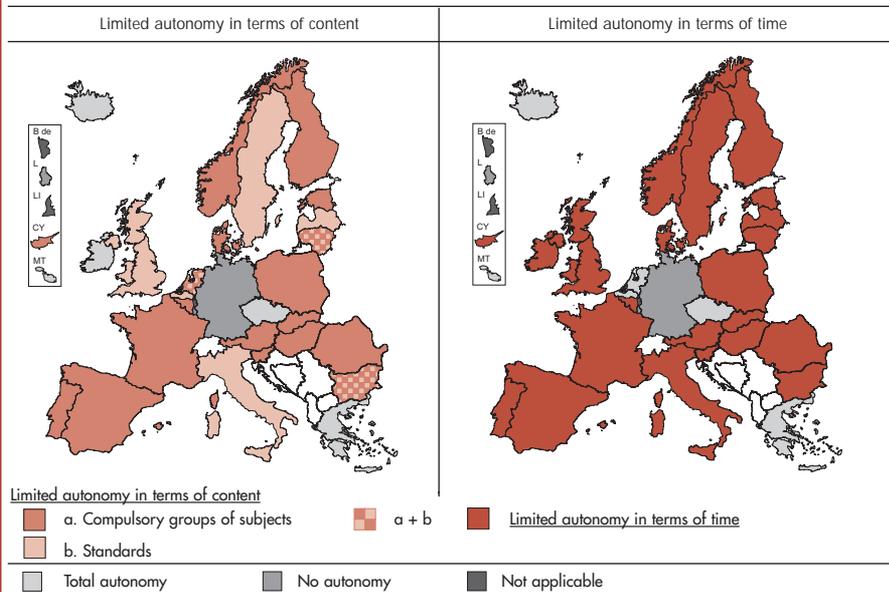
1) In minimum requirements regarding compulsory groups of subjects:

Official documents on initial training usually cite at least the following compulsory groups of subjects for inclusion in training: pedagogy, educational theory, psychology, subject knowledge, subject-related teaching and teaching practice. The time allocation for these compulsory groups is often indicated in terms of minimum hours or credits or not indicated at all.

2) Examination goals or minimum standards required of teachers at the end of initial training:

The guidelines setting out a framework for the standards/skills or final qualifications required for entry to the teaching profession, cover at least two aspects, namely subject knowledge and the ability to teach. A list of desirable attitudes on the part of teachers, such as social skills in the classroom or in contacts with parents, as well as the ability to take into account the development of individual pupils, is also often included. The time allocated for acquisition of these skills may be indicated.

FIGURE 3.2: FORMS OF LIMITED AUTONOMY GRANTED TO INSTITUTIONS PROVIDING INITIAL TEACHER TRAINING FOR GENERAL LOWER SECONDARY EDUCATION (ISCED 2A), 2000/01



Source: Eurydice.

Additional note

Austria: The information relates to the training of teachers for the *Hauptschulen*.

As shown in Figure 3.2, official documents refer more often to compulsory groups of subjects than to standards. In the Netherlands, Bulgaria and Lithuania, both are specified.

With the exception of the Flemish Community of Belgium and the Netherlands, all countries with limited autonomy prescribe a minimum period of time to be devoted to certain groups of subjects and/or skills.

As regards the indicated time allocation, it is often the relative share of time to be used for teaching practice which is specified in the regulations. This is the case in Denmark, Spain, Italy, Portugal, the United Kingdom, Bulgaria, Hungary and Lithuania.

Although teacher training institutions still have considerable autonomy in most European countries, nevertheless (as mentioned in the introduction) a trend towards less autonomy may be observed in several countries:

In Denmark, at the beginning of the 1990s, an act on decentralisation delegated decisions concerning the actual content of teacher training to individual colleges of education. Another act in 1997 reintroduced more centralised control of examinations.

A shift from autonomously decided curricula to agreements between the government and the training institutions on curricular matters can also be seen in the Netherlands in recent years.

In the United Kingdom (England and Wales) a move towards central control of initial training and more uniform programmes got under way in the 1980s and has led to a new system of common standards and procedures, linking funding of training institutions to the quality of the education they provide.

In Ireland, notwithstanding the legally guaranteed autonomy of training institutions, training has in practice to satisfy the criteria of the *Registration Council for Secondary teachers*. These criteria are due to change as a Working Group of the Department of Education and Science is going to carry out a review of content, organization and structure of programmes in teacher education at secondary level, thus limiting the autonomy of training institutions in this respect.

In Portugal, accreditation of initial training programmes is being introduced, making it impossible in future for non-accredited programmes to certify qualified teacher status. A similar accreditation process started in 1998 in Latvia and is slowly being implemented.

Contrary to these developments, the political changes in the former socialist countries at the beginning of the 1990s called for greater curricular autonomy. Yet a need for tighter control is now emerging once more. This is illustrated by the example of the Czech Republic: an analysis of the teacher training programmes in many faculties of education revealed a variety of curricula and final examinations. This led to a call for a framework to establish professional skills levels while respecting the autonomy of higher education institutions.

In Spain, also, decentralisation and the creation of the Autonomous Communities with their own particular study regulations led to widely differing arrangements in the area of initial training. The guidelines for professional training are very general, providing considerable scope for individual interpretation and a very varied range of training programmes. As a result, quality control has become more difficult. Since 1995, however, there has been a reform process towards greater uniformity.

The quality control issue is of course less problematic in smaller countries, such as Iceland and Malta, with fewer training institutions which have remained largely autonomous.

2. TRAINING IN PARTICULAR SKILLS

Several trends may be observed in secondary schools in Europe today: they include the incorporation of information and communication technology (ICT); growing autonomy of schools in management terms; and classes with pupils from increasingly varied cultural or social backgrounds, or of differing abilities.

The teaching and use of ICT are certainly key issues in schools everywhere. The other trends may not have the same impact on education in all countries, as they are more likely to depend on how the latter organise their school systems and on features peculiar to their own societies.

Skills which clearly go beyond subject-oriented knowledge or teaching ability in the strict sense, may be classifiable into five headings set out below. These skills should enable future teachers to handle situations with which their predecessors were not often confronted:

Information and Communication Technology (ICT)

Familiarity with ICT now represents a twofold challenge for the teaching profession in all countries.

Teachers need to have at least basic personal skills in this field which they have to apply directly in the classroom. For example, courses on the use of ICT may provide trainee teachers with the computer skills required to write reports or prepare lessons, whereas courses in ICT teaching applications may train them to use multimedia support specifically adapted to explaining their subject(s) in the classroom.

It is also widely recognised that teachers should not just teach pupils how to use ICT but also encourage them to develop a critical attitude to the new media.

Management and administration

In countries that promote greater school autonomy, more decisions are now taken at school level. As a result, teachers may also be involved in non-teaching tasks and expected to contribute to school development plans and internal school management.

The mainstream integration of pupils with special needs

The integration of pupils with special needs into normal mainstream schools/classes means that teachers trained to work in mainstream education should at least be familiar with the most commonly encountered special needs (even where they may have additional support). In some countries, integration is a fairly recent development, calling for the acquisition by teachers of specific skills, such as the ability to offer teaching geared to individual needs and adapt the curriculum accordingly.

Work with multicultural groups of pupils

Immigration has altered the working conditions of teachers in many European countries, and had a direct impact on the composition of classes. Teachers may be confronted with different cultures, religions, and languages in a single learning environment. Not all pupils necessarily relate to this environment in the same way and many often have insufficient knowledge of the language of instruction. Attention is therefore increasingly devoted to the acquisition of methods involving cross-cultural approaches to teaching, as well as the psychological and sociological aspects of handling situations that arise in a multicultural context.

Behaviour management

Some countries have witnessed an increase in problems related to the management of pupil behaviour and, more specifically, to discipline in the classroom. Different types of conflict (among pupils, or between pupils, teachers and parents) require careful intervention on the part of teachers and cause stress. If violence occurs, these problems may be exacerbated. As a result, aspects of the psychological preparation of future teachers, as well as the acquisition of knowledge regarding the rights and duties of both teachers and pupils all have to be taken into account.

This section will discuss how far national policies for initial teacher training ensure that new entrants to the teaching profession receive appropriate grounding in the five foregoing areas.

It will therefore consider:

- 1) whether subjects related to the above-mentioned concerns are a compulsory part of training, or provided as core curriculum options, whether institutions are free to decide on the training they offer in the corresponding skills, or whether no training whatever is provided;
- 2) whether there are recommendations regarding the content, as well as the amount of time, that should be devoted to such training.

2.1. Status of these particular skills in the initial training

Figure 3.3 indicates the position of training in the above-mentioned skills in the official guidelines of countries covered by the analysis. There are four main possibilities, as follows:

- 1) the guidelines stipulate that training in the skills concerned is compulsory;
- 2) the guidelines stipulate that such training corresponds to core curriculum options;
- 3) the guidelines state that provision of training in the skills concerned is at the discretion of individual training institutions;
- 4) the guidelines make no reference to the need for such training.

FIGURE 3.3: TRAINING IN PARTICULAR SKILLS AS PART OF INITIAL TEACHER TRAINING FOR GENERAL LOWER SECONDARY EDUCATION (ISCED 2A), 2000/01

	ICT	Management/ Administration	Special needs	Multicultural groups of pupils	Behaviour management		ICT	Management/ Administration	Special needs	Multicultural groups of pupils	Behaviour management
B fr	●	○	●	○	○	IS	●	●	●	○	●
B nl	●	●	●	●	●	LI	(-)	(-)	(-)	(-)	(-)
DK	●	○	●	●	○	NO	●	○	●	●	●
D	●	○	●	●	●						
EL	○	○	○	○	○	BG	●	○	○	○	○
E	●	●	●	●	●	CZ	●	●	●	●	●
F	●	○	●	●	●	EE	●	●	●	●	●
IRL	●	○	○	●	○	CY	●	○	○	○	●
I	●	●	●	●	●	LV	●	●	●	●	●
L	●	○	●	●	●	LT	●	●	●	○	●
NL	●	●	●	●	●	HU	●	●	●	○	●
A	●	○	●	●	●	MT	●	●	●	●	●
P	●	●	●	●	●	PL	●	●	●	●	●
FIN	●	●	●	●	●	RO	●	○	○	○	○
S	●	●	●	●	●	SI	●	○	○	○	○
UK	●	●	●	●	●	SK	●	○	●	○	○

● Compulsory ● Core curriculum option ○ Training not provided ● Institutional autonomy

[Additional notes](#) (see next page)

Source: Eurydice.

Additional notes (Figure 3.3)

Belgium (B fr): Since the academic year 2001/02, a new curriculum for teacher training institutions has been introduced. Management skills, multicultural education and behaviour management are included in it.

Belgium (B de): Initial training is provided outside the Community. Most teachers are trained in the French Community of Belgium.

Greece: Professional training is not compulsory.

Spain: The information relates to training for the *Certificado de Aptitud Pedagógica* (CAP, or Certificate of Pedagogical Aptitude).

Luxembourg and Cyprus: The situation relates solely to the final 'on-the-job' qualifying phase.

Netherlands: Compulsory teacher training in ICT is concerned with basic skills.

Austria: The information shown relates to the training of teachers for the *Hauptschulen*.

Portugal: Initial training in ICT is compulsory for all future teachers since the start of the 2001/02 school year, and institutions will therefore be obliged to provide it.

United Kingdom (E/W/NI): Skills tests have recently been introduced for trainee teachers in England which must be passed in order to achieve *Qualified Teacher Status* (QTS). The tests, including one for ICT, are designed to ensure that teachers have acquired the skills and knowledge needed in their wider professional role in schools, rather than the subject knowledge required for teaching. Skills tests are not currently required in order to achieve QTS in Wales or eligibility to teach in Northern Ireland.

Liechtenstein: The initial training is provided outside of the country, in Austria or Switzerland.

Estonia: An official document on the general skills expected of teachers, which was adopted in November 2000, includes ICT in their training, in line with the 1998 Ministry of Education regulation emphasising the development of skills and the use of ICT in class.

Romania: From the 2002/03 academic year, ICT, management and administration, special needs education and intercultural education will become core curriculum options.

Explanatory note

The term 'core curriculum option' refers to one of a range of subjects offered by training institutions, from which trainees have to select a limited number in order to cover part of their compulsory minimum curriculum. As used here, therefore, the term implies that all institutions are obliged to include training in the area indicated (ICT, Management/Administration, etc.) in the range of subjects they offer.

'Institutional autonomy' means that training institutions are free to decide whether training offered in the area indicated (ICT, Management/Administration, etc.) is compulsory or otherwise.

As Figure 3.3 makes clear, ICT is either a compulsory part of initial teacher training or incorporated into training as a core curriculum option in the vast majority of all European countries. In nine countries, training institutions are free to offer training in ICT to future teachers in general lower secondary education and may decide to arrange for this provision as a compulsory subject, a core curriculum option or an optional subject.

Training for special needs education and work with multicultural groups of pupils is either compulsory or a core curriculum option during initial training in the majority of European countries.

Behaviour management is taught in slightly fewer than half of the countries. Training in school-administration / management skills is not provided in many of them and is a compulsory part of training in only five.

Training in ICT is therefore provided more frequently in Europe than in the case of any of the remaining four areas shown in Figure 3.3. Next, in terms of frequency, comes special needs, multicultural education and behaviour management.

2.2. Recommendations on content and amount of time devoted to training in particular skills

2.2.1. Recommendations on content

In countries in which training in skills associated with the foregoing five areas is compulsory or corresponds to a core curriculum option, official guidelines on teacher training may contain certain recommendations regarding the content of the training concerned or simply state that it is compulsory.

FIGURE 3.4: LEVEL OF DETAIL OF OFFICIAL RECOMMENDATIONS REGARDING TRAINING IN PARTICULAR SKILLS AS PART OF INITIAL TEACHER TRAINING FOR GENERAL LOWER SECONDARY EDUCATION (ISCED 2A), 2000/01

	ICT	Management/ administration	Special needs	Multicultural groups of pupils	Behaviour management		ICT	Management/ administration	Special needs	Multicultural groups of pupils	Behaviour management
B fr	○	●	●	●	●	IS	●	●	●	●	●
B nl	○	○	●	●	●	LI	(-)	(-)	(-)	(-)	(-)
DK	○	●	●	○	●	NO	●	●	●	●	●
D	●	●	○	○	○						
EL	●	●	●	●	●						
E	○	●	●	●	●	BG	●	●	●	●	●
F	●	●	○	○	○	CZ	●	●	●	●	●
IRL	●	●	●	○	●	EE	●	●	●	○	○
I	○	●	○	○	○	CY	●	●	●	●	●
L	●	●	●	●	●	LV	○	●	○	●	○
NL	●	●	●	○	○	LT	●	○	○	●	○
A	○	●	○	○	○	HU	●	●	●	●	●
P	●	●	●	●	●	MT	●	●	●	●	●
FIN	●	●	●	●	●	PL	●	●	●	●	●
S	●	●	○	○	○	RO	●	●	●	●	●
UK (E/W/NI)	●	●	●	○	●	SI	●	●	●	●	●
UK (SC)	●	●	●	●	●	SK	●	●	○	●	●

Source: Eurydice.

As shown in Figure 3.4, the recommendations of the education authorities in many countries do no more than state that training in one, several or all of these skills is compulsory, without specifying what this implies in terms of content.

The area in which training recommendations are most detailed is ICT. In the majority of countries in which ICT is compulsory or a core curriculum option, recommendations specify what are the desirable skills in detail.

Of the European countries, the United Kingdom and, in particular, Scotland make the most detailed recommendations regarding all – or almost all – of the skills concerned here.

Luxembourg and Norway are similar in this respect, while the Netherlands and Estonia have specific recommendations relating to three fields.

In the questionnaire used to obtain the comparative data shown here, specific areas have been chosen as examples of what might be regarded as desirable skills in the field concerned. This list is not exhaustive and the skills referred to do not necessarily correspond to the precise titles of the courses in each country.

Information and communication technologies

Figure 3.5 shows that in a lot of cases, such recommendations are very general in nature.

In the majority of countries in which the areas to be taught are specified, as much importance is attached to a practical command of ICT for personal use, as mastery of it for teaching purposes. In Sweden, priority goes to teaching applications (which are compulsory). The skills to which importance is most frequently attached during initial training of teachers for lower secondary education are the use of word processing and data processing programmes. Recommendations less frequently emphasise the command of skills such as the use of educational software and the Internet.

In only a few countries (Germany, the Netherlands, the United Kingdom, Norway and Slovenia) are all fields referred to here recommended.

In France, Luxembourg, Bulgaria and Cyprus, the recommendations are also relatively precise. In France, the Netherlands and the United Kingdom (England, Scotland), the content of training is determined to some extent by the standards specified for the award of the teaching qualification, although in England and Scotland there is, in addition, a detailed curriculum for the use of ICT in teaching other subjects. However, the way in which the content is structured and delivered depends largely on the individual institution.

FIGURE 3.5: DESIRABLE ICT SKILLS ACCORDING TO OFFICIAL RECOMMENDATIONS FOR INITIAL TRAINING OF TEACHERS FOR GENERAL LOWER SECONDARY EDUCATION (ISCED 2A), 2000/01

	BE	BG	FR	DK	D	EL	E	F	IRL	I	L	NL	A	P	FIN	S	UK (E, SC)	UK (W)	
ACQUIRING SKILLS IN ICT FOR PERSONAL USE																			
Use of word-processing programmes			●		●		●				●	●				○	●	●	
Use of data-processing programmes					●		●				●	●				○	●	●	
Use of educational software programmes					●		●				●	●				○	●	●	
Use of the Internet							●				●	●					●	●	
ICT FOR TEACHING APPLICATIONS																			
Use of word-processing programmes			●		●		●				●	●				●	●	●	
Use of data-processing programmes					●		●				●	●				●	●	●	
Use of educational software programmes					●		●				●	●				●	●	●	
Use of the Internet					●		●				●	●				●	●	●	
NO DETAILED RECOMMENDATIONS																			
	● (-)			●		● (-)	●		●	●			●	●	●				

	IS	LI	NO	BG	CZ	EE	CY	LV	LT	HU	MT	PL	RO	SI	SK
ACQUIRING SKILLS IN ICT FOR PERSONAL USE															
Use of word-processing programmes		●		●		●	●		●						●
Use of data-processing programmes			○	●		●									●
Use of educational software programmes			●												●
Use of the Internet			●	●		●									●
ICT FOR TEACHING APPLICATION															
Use of word-processing programmes		●		●		●		●							●
Use of data-processing programmes			○	●											●
Use of educational software programmes			●				○								●
Use of the Internet			●	●		●									●
NO DETAILED RECOMMENDATIONS															
	● (-)				●			●		●	●	●	●	●	

Compulsory
 Institutional autonomy
 Optional

Source: Eurydice.

Additional notes

France: The ministerial text on the use of ICT in IUFM states: ‘The IUFM have an essential part to play in this development: they have to prepare all future teachers for the use of ICT and anticipate the skills any of them will need in the future, in order to incorporate them from now on in the various aspects of teacher training’.

Luxembourg and Cyprus: The situation relates solely to the final ‘on-the-job’ qualifying phase.

Netherlands: In 1998, the Ministry and institutions reached an official agreement under which the fields shown are compulsory.

Austria: The information shown relates to the training of teachers for the *Hauptschulen*.

Portugal: Initial training in ICT is compulsory for all future teachers with effect from the 2001/02 school year, and institutions are therefore obliged to provide it.

United Kingdom (NI): ICT for teaching applications only.

Norway: In the year 2000, the Ministry of Education and Research initiated a special project to enhance the ICT skills of teacher trainers and thereby improve the quality of ICT training for prospective teachers.

Lithuania: In December 2001, the Teachers’ Computer Literacy Standard was adopted. It also stipulates ICT-related requirements for initial teacher training.

Romania: From the 2002/03 academic year, ICT will become a core curriculum option.

Malta: All students undergoing teacher training must have passed an ICT proficiency test which includes the use of word- and data-processing skills

Explanatory note

Definition of concepts used in the key

Compulsory: Also includes core curriculum options.

Institutional autonomy: Teacher training institutions are free to decide whether or not they offer courses for these skills.

Optional: Subjects recommended as optional courses.

Explanatory note (continued)

The areas listed were chosen as examples of what might be regarded as desirable skills in the field concerned. They do not necessarily correspond to the precise titles of the courses in each country.

In the case of the consecutive training model, the content of teaching refers solely to the professional stage of training.

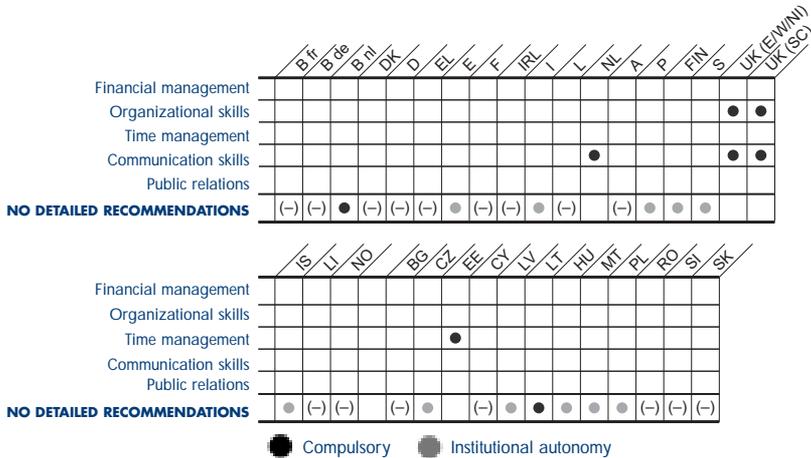
Management skills

Very few countries include management and administration skills in their initial teacher training and those that do, do not usually specify precise skills. So-called 'hard' skills of a clearly administrative nature, such as financial management, are not among the skills officially recommended for consideration in initial teacher training. Special importance is attached to the acquisition of communication skills (the Netherlands and the United Kingdom) and organisational skills (the United Kingdom and Estonia).

In the Netherlands and the United Kingdom, schools enjoy considerable autonomy as regards certain aspects of management, and decentralisation may also have a bearing on the demand for teachers trained in this field.

In the French Community of Belgium, organisational skills and time management and communication skills feature in the official recommendations for new training in 2001/02.

FIGURE 3.6: DESIRABLE MANAGEMENT SKILLS ACCORDING TO OFFICIAL RECOMMENDATIONS FOR INITIAL TRAINING OF TEACHERS FOR GENERAL LOWER SECONDARY EDUCATION (ISCED 2A), 2000/01



Source: Eurydice.

Additional notes

Belgium (B fr): Since the academic year 2001/02, a new curriculum for teacher training institutions has been introduced. The importance of organisational skills and time management and communication skills is referred to in its official recommendations.

Luxembourg and Cyprus: The situation relates solely to the final ‘on-the-job’ qualifying phase.

Netherlands: In 1998, the Ministry and the institutions reached an official agreement under which the field shown is compulsory.

Austria: The information shown relates to the training of teachers for the *Hauptschulen*.

Lithuania: The minimum standards expected of teachers in the field of management/administration are: ‘To know the basic principles of school organisation, and requirements for the different types of schools, and be able to apply management methods’.

Romania: From the 2002/03 academic year, management and administration will become a core curriculum option.

Explanatory note

Compulsory: Also includes core curriculum options.

Institutional autonomy: Teacher training institutions are free to decide whether or not they offer courses in acquiring these skills.

The areas listed were chosen as examples of what might be regarded as desirable skills in the field concerned. They do not necessarily correspond to the precise titles of the courses in each country.

The fields ‘time management’ and ‘communication skills’ here clearly refer to non-educational aspects of the teaching profession. The management of teaching time and classroom interaction with pupils are not included in this context.

In the case of the consecutive training model, the content of teaching refers solely to the professional stage of training.

Special needs education

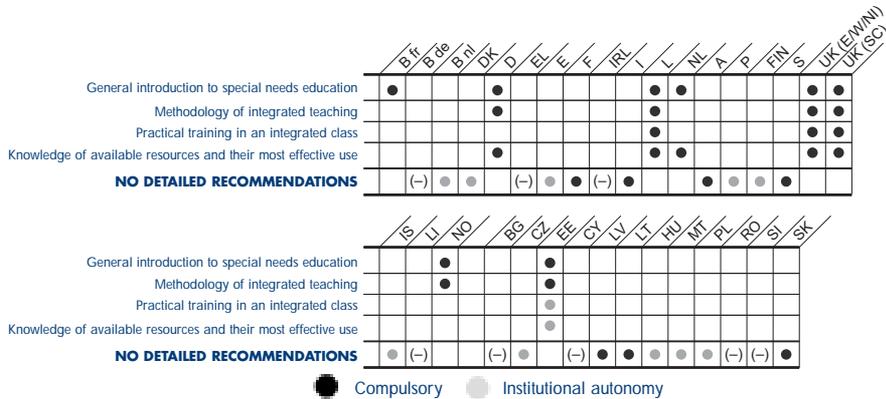
In countries in which recommendations are relatively specific, considerable importance is attached, firstly, to a general introduction to special needs education during the initial training of teachers and, secondly, to the methodology of integrated teaching and familiarity with the educational resources available to cater for special needs. Recommendations less frequently emphasise practical training in an integrated class.

In Luxembourg, the United Kingdom and Estonia, most or all of the topics that are associated with special education and referred to here are recommended for training.

Some countries do not have a single approach to special needs education (integration in mainstream provision) or a choice between two options (mainstream or special provision). Instead, they make available a range of services reflecting features of both options and may thus consider it appropriate to include training for special needs education in initial teacher training. Multiple approaches along these lines exist in Luxembourg, the United Kingdom and Estonia.

On the other hand, the absence of detailed recommendations in countries such as Italy and Spain, which have adopted an integrated approach, may be attributable to the fact that teachers in these countries are normally supported by a teacher qualified specifically in special needs education.

FIGURE 3.7: DESIRABLE SKILLS IN SPECIAL NEEDS EDUCATION ACCORDING TO OFFICIAL RECOMMENDATIONS FOR INITIAL TRAINING OF TEACHERS FOR GENERAL LOWER SECONDARY EDUCATION (ISCED 2A), 2000/01



Source: Eurydice.

Additional notes

Luxembourg and Cyprus: The situation relates solely to the final ‘on-the-job’ qualifying phase.

Netherlands: In 1998, the Ministry and the institutions reached an official agreement under which the field shown is compulsory.

Austria: The information shown relates to the training of teachers for the *Hauptschulen*.

Norway: As integration is a feature of nearly all classes in lower secondary schools, school practice generally takes place in integrated classes.

Lithuania: The minimum standards expected from teachers in the field of special needs are: ‘Be able to offer competent psychological and education/pedagogical assistance to children and pupils of special needs while educating them together with their peers’.

Romania: From the 2002/03 academic year, special needs education will become a core curriculum option.

Explanatory note

Compulsory: Also includes core curriculum options.

Institutional autonomy: Teacher training institutions are free to decide whether or not they offer courses for these skills.

The areas listed were chosen as examples of what might be regarded as desirable skills in the field concerned. They do not necessarily correspond to the precise titles of the courses in each country.

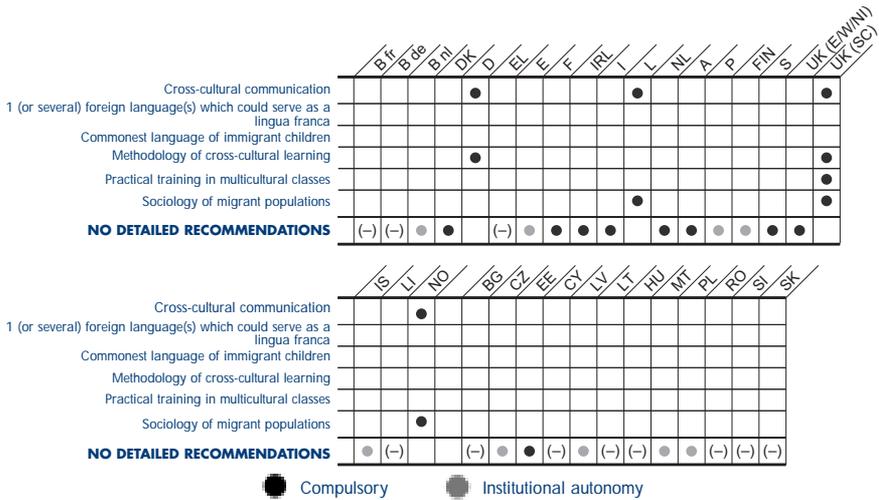
In the case of the consecutive training model, the content of teaching shown refers solely to the professional stage of training.

The information shown here does not relate to the training of teachers for pupils with special educational needs.

Work with multicultural groups of pupils

In the majority of countries in which this training is compulsory, the recommendations are not detailed.

FIGURE 3.8: DESIRABLE SKILLS FOR TEACHING MULTICULTURAL GROUPS OF PUPILS ACCORDING TO OFFICIAL RECOMMENDATIONS FOR INITIAL TRAINING OF TEACHERS FOR GENERAL LOWER SECONDARY EDUCATION (ISCED 2A), 2000/01



Source: Eurydice.

Additional notes

Belgium (B fr): Since the academic year 2001/02, a new curriculum for teacher training institutions has been introduced. The importance of cross-cultural communication is referred to in its official recommendations.

Luxembourg and Cyprus: The situation relates solely to the final 'on-the-job' qualifying phase.

Netherlands: In 1998, the Ministry and the institutions reached an official agreement under which the field shown is compulsory.

Austria: The information shown relates to the training of teachers for the *Hauptschulen*.

United Kingdom (E/W/N/I): New Standards and Requirements for the award of *Qualified Teacher Status* (QTS) which take effect from September 2002, require teachers to 'have high expectations of all pupils; respect their social, cultural, linguistic, religious and ethnic backgrounds'. In Northern Ireland the competences required by trainee teachers include the need to 'take account of cultural differences among children'.

Romania: From the 2002/03 academic year, intercultural education will become a core curriculum option.

Explanatory note

Compulsory: Also includes core curriculum options.

Institutional autonomy: Teacher training institutions are free to decide whether or not they offer courses for these skills.

The -areas listed were chosen as examples of what might be regarded as desirable skills in the field concerned. They do not necessarily correspond to the precise titles of the courses in each country.

In the case of the consecutive training model, the content of teaching shown refers solely to the professional stage of training.

The importance of cross-cultural communication is specified in the recommendations in Germany, Luxembourg, Scotland and Norway, whereas only those in Scotland and Norway refer to sociological issues related to migration. The significance of cross-cultural communication is also included in the official recommendations for the new teacher training curriculum in Belgium (French Community) since 2001/02. Among the countries in which such training is envisaged, Scotland has the most detailed recommendations.

It is noteworthy that no country includes the linguistic aspects of multicultural education in its official teacher training recommendations.

Training in behaviour management and school discipline

As regards training in behaviour management and school discipline, recommendations are of a fairly general nature and go into significant detail in only a few countries.

A general introduction to potential conflicts in classrooms is the aspect most frequently identified as important.

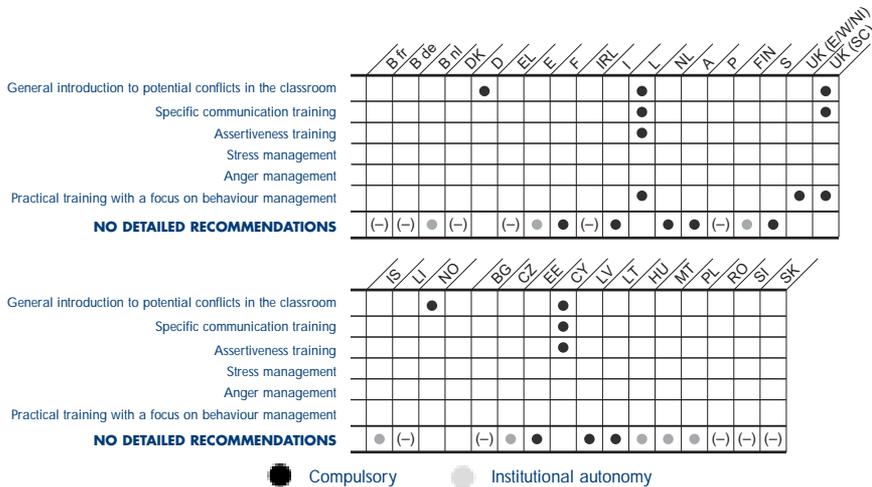
The recommendations in Luxembourg, Scotland and Cyprus attach special emphasis to specific communication training.

Assertiveness training is included in the curricular recommendations in Luxembourg and Cyprus, and practical training with a focus on behaviour management in those of the United Kingdom.

No country includes the management of stress and anger in its official teacher training recommendations.

All the fields referred to here are included in the official recommendations for the new teacher training curriculum in Belgium (French Community) in 2001/02.

FIGURE 3.9: TRAINING IN BEHAVIOUR MANAGEMENT AND SCHOOL DISCIPLINE ACCORDING TO OFFICIAL RECOMMENDATIONS FOR INITIAL TRAINING OF TEACHERS FOR GENERAL LOWER SECONDARY EDUCATION (ISCED 2A), 2000/01



Source: Eurydice.

Additional notes

Belgium (B fr): Since the academic year 2001/02, a new curriculum for teacher training institutions has been introduced. All the fields referred to here are included in its official recommendations.

Luxembourg and Cyprus: The situation relates solely to the final 'on-the-job' qualifying phase.

Netherlands: In 1998, the Ministry and the institutions reached an official agreement under which the field shown is compulsory.

Austria: The information shown relates to the training of teachers for the *Hauptschulen*.

Lithuania: The minimum standards expected from teachers in the field of behaviour management and school discipline: 'To know the characteristics of the psycho-physical development of children and pupils of relevant age groups, be able to identify arising difficulties in pupils' socialisation, development and learning processes, and help tackle them'.

Explanatory note

Compulsory: Also includes core curriculum options.

Institutional autonomy: teacher training institutions are free to decide whether or not they offer courses for these skills.

The areas listed were chosen as examples of what might be regarded as desirable skills in the field concerned. They do not necessarily correspond to the precise titles of the courses in each country.

In the case of the consecutive training model, the content of teaching shown refers solely to the professional stage of training.

In the 2000/2001 academic year, the position of the particular skills discussed above and the extent to which they are taught during initial training vary from one country to the next. In most cases, only familiarity with ICT is now viewed as essential, in comparison with the other four areas that still retain a degree of novelty.

In some countries, some or all of the five areas are regarded as desirable outcomes of training and/or key elements in the professional competence of future teachers and, as a result, they have been incorporated into training. However, the organisational form in which the teacher training concerned should be delivered is only rarely specified given the extent to which individual institutions are free to devise and structure their own curricula.

In Spain, methodologies focused specifically on the resolution of classroom conflict have been developed and designed with a view to their incorporation into the initial training of secondary school teachers. However, their practical use in initial training courses has been limited to a handful of universities.

The fact that training in the foregoing skills is not often a compulsory part of initial teacher training may be attributable to the ‘academic’ attitude that still characterises teacher training in many countries. This is reportedly the case in Spain and Slovenia.

The focus on subject specialisation may discourage interdisciplinary approaches on which an increasingly high premium is being placed in modern teacher training, particularly as regards the skills discussed here.

A recent evaluation of university teacher training in Finland pointed to a positive growing tendency to train teachers in a wide range of skills. However, the same report said that it was impossible for trainees to familiarise themselves with all the demanding tasks now confronting teachers. This suggests that some of the content of initial teacher training should be transferred to in-service training.

Recent ministerial recommendations in Hungary also state that new qualifications should only call for training in basic content and not the acquisition of in-depth knowledge which can similarly be derived from in-service training.

The qualification requirements for prospective teachers in Lithuania are much the same, referring only to the importance of acquiring basic knowledge as far as the skills discussed here are concerned.

Indeed, numerous countries have developed scope for the acquisition of these particular skills during in-service training in order to enlarge the knowledge and skills of teachers already daily confronted with new challenges ^(?). Naturally, a more fun-

(?) Key aspects of how in-service training is organised will be the subject of the study Eurydice. The teaching profession in Europe: Profile, trends and concerns. Report III: Conditions of service of teachers. General lower secondary education. Key topics in education in Europe, Volume 3. Brussels: Eurydice, 2003.

damental structural change in teacher education courses may of course also facilitate changes in content. This applies to Luxembourg which introduced skills training for all areas discussed in the present section (except management and administration) during the reform of its professional training phase in 1998.

In the French Community of Belgium, a reform is under way to introduce a new curriculum into teacher training institutions with effect from the 2001/02 academic year. It will include all the skills mentioned here and will emphasise the importance of developing a critical approach to new media in ICT.

2.2.2. Recommendations on the amount of particular skills training

The time officially recommended for these skills in initial training can only be calculated in the case of a few countries (the French Community of Belgium, Luxembourg, Sweden, Estonia, Cyprus, Lithuania and Slovenia) and in most cases not for all skills recommended, except in Luxembourg and Estonia.

Such calculations are generally estimates and variations may exist from one institution to the next.

FIGURE 3.10A: PERCENTAGE SHARE OF COMPULSORY TEACHING RELATED TO PARTICULAR SKILLS (WHERE KNOWN) IN INITIAL TEACHER TRAINING FOR GENERAL LOWER SECONDARY EDUCATION (ISCED 2A), 2000/01

	ICT	Management/ administration	Special needs	Multicultural groups of pupils	Behaviour management		ICT	Management/ administration	Special needs	Multicultural groups of pupils	Behaviour management
B fr	●	(-)	1.8	(-)	(-)	IS	●	●	●	(-)	(-)
B nl	●	●	●	●	●	LI	(-)	(-)	(-)	(-)	(-)
DK	●	(-)	●	●	(-)	NO	○	(-)	○	○	○
D	●	(-)	●	●	●						
EL	(-)	(-)	(-)	(-)	(-)	BG	●	(-)	(-)	(-)	(-)
E	●	●	●	●	●	CZ	●	●	●	●	●
F	●	(-)	●	●	●	EE	1.4 or 2.8	0.7	1.4	0.7 or 1.4	2.8
IRL	●	(-)	(-)	●	(-)	CY	4.9	(-)	(-)	(-)	2.8
I	●	●	●	●	●	LV	●	●	●	●	●
L	3.33	(-)	3.33	3.33	3.33	LT	1.3 or 2.6	1	1.3	(-)	○
NL	●	●	●	●	●	HU	●	●	●	(-)	●
A	●	(-)	●	●	●	MT	●	●	●	●	●
P	●	●	●	●	●	PL	●	●	●	●	●
FIN	●	●	●	●	●	RO	●	(-)	(-)	(-)	(-)
S	2.8	●	2.8	2.8	●	SI	0.5 or 1	(-)	(-)	(-)	(-)
UK	●	●	●	●	●	SK	●	(-)	●	(-)	(-)

● Full autonomy (organisation and time) ● Autonomy (time only) ○ Integrated provision

Source: Eurydice.

Explanatory note

Definition of concepts used in the key

Autonomy: The specific skill is part of the compulsory curriculum or is a core curriculum option, but training institutions are free to decide how much time should be devoted to each subject in the curriculum.

Integrated provision: The teaching is compulsory, but an integral part of provision in other subjects.

Full autonomy: Institutions are free to decide whether or not they offer courses in this field and if they do so, they are free to decide the amount of time devoted to it.

Calculation: The numbers of units devoted to the field are expressed as percentages of the total number of compulsory training units. These units are also expressed in hours.

In the case of the consecutive model of training, the share of teaching devoted to these skills refers solely to the professional stage of training.

FIGURE 3.10B: NUMBER OF HOURS DEVOTED TO TEACHING RELATED TO PARTICULAR SKILLS IN INITIAL TEACHER TRAINING FOR GENERAL LOWER SECONDARY EDUCATION (ISCED 2A), 2000/01

Number of compulsory hours	B fr	L	S	EE	CY	LT	SI	
Total	2 250	450	7 200	5 760	567	6 080	2 374	2 288
ICT	(-)	15	200	80 or 160	28	80 or 160	11.3	22.5
Management	(-)	(-)	(-)	40	(-)	60	(-)	(-)
Special needs	40	15	200	80	(-)	80	(-)	(-)
Multicultural groups of pupils	(-)	15	200	40 or 80	(-)	(-)	(-)	(-)
Behaviour management	(-)	15	(-)	160	16	○	(-)	(-)

Source: Eurydice.

Additional notes – Figures 3.10A and 3.10B

Germany: It is each *Land*, and not the teacher training institution, that is free to determine the scale of provision.

Luxembourg and Cyprus: The situation relates solely to the final 'on-the-job' qualifying phase.

Austria: The information relates to the training of teachers for the *Hauptschulen*.

Sweden: The calculation is based on an average of five units. One unit represents a week, which normally corresponds to 40 hours. The figures indicated represent the approximate minimum time spent on these activities.

Estonia: The amount of time indicated relates to the concurrent model, which is the most widespread.

Estonia, Lithuania and Slovenia: Differences in the percentage shares and amounts of time indicated generally correspond to variations between one institution and the next. In Slovenia, these percentages and amounts also depend on the courses for the particular subject(s) which trainees are intending to teach.

Differences in the proportion of time devoted to special skills training may be twice as much in some of these countries as in others and the proportion for ICT is especially high in Cyprus.

It should therefore be noted that, in all these countries, teacher training for lower secondary education is based on the concurrent model, except in the case of Luxembourg and Cyprus (in which the calculation is based on the professional stage). In the former, solely the professional stage of training based on the consecutive model is nationally provided.

In general, the amount of time recommended is highest in the case of ICT, except in Sweden and Luxembourg, where the amount of time recommended is the same for all skills mentioned.

The percentage share of these skills in teacher training as a whole is no pointer to the actual number of hours devoted to it. This varies enormously and there is no correlation between it and the foregoing percentage. This is largely attributable to differences, from one country to the next, in the amount of time in the entire compulsory curriculum for initial teacher training.

CHAPTER 4

PROFESSIONAL QUALIFICATIONS AND LEVEL OF SPECIALISATION

INTRODUCTION

The range of subjects for which graduate teachers may claim to be fully qualified, along with any scope their qualification may give them for working at levels other than that of general lower secondary education, are pointers to the flexibility of education systems in terms of their human resources when they have to recruit fully qualified teachers.

As regards management of supply and demand, teachers who have specialised in one or two subjects and/or qualified for work at a single level may represent a real restriction for schools in the event of an increase in demand for teaching staff or, conversely, a fall in demand vis-à-vis a particular subject. This phenomenon may give rise to shortages in the first case, or oversupply in the second.

The present chapter is devoted to these matters and examines the professional opportunities that may be available to teachers on completion of their training. As the analysis will demonstrate, initial teacher training for general lower secondary education involves a high level of specialisation in one or two subjects. The range of subjects for which graduate teachers may be fully qualified is therefore quite limited.

In many countries in which obtaining a teaching qualification involves intensive specialisation, work by teachers in any other than their own area of specialisation is regarded as an emergency measure, adopted solely in times of teacher shortage (see Chapter 5 of Report II on teacher supply and demand). In only a few countries is a qualification enabling them to teach a variety of subjects the norm.

A good command of appropriate subjects is unquestionably essential as far as teacher training is concerned and subject area specialisation definitely contributes to it. However, it carries with it the risk that teachers will focus exclusively on their own area of specialisation so that courses become too compartmentalised.

The challenge is therefore to provide specialised education and training in such a way that teachers are open to inter-disciplinary cooperation and team-work. This important aspect of their activities is not considered in discussing their training. Instead, the expectations placed on them in this respect, both in their contract of employment and its accompanying terms and obligations, are analysed in Report III on the conditions of service of teachers.

1. LEVEL OF SPECIALISATION

The qualifications of teachers may be classified in accordance with three main categories:

- **general (non-specialist) teachers** are trained to teach all subjects in the curriculum;
- **semi-specialist teachers** are trained to teach a group of at least three subjects;
- **specialist teachers** are trained to teach just one or two specific subject(s), one of which is normally subsidiary. In certain cases, specialist teachers are trained for three subjects, the third of which is subsidiary.

In the majority of European countries, teachers at general lower secondary level are trained as specialists. Only in Denmark, Sweden and Iceland, where compulsory education has a single continuous structure, are teachers at (what corresponds to) this level trained as semi-specialists. In Estonia, teachers of mathematics may be trained either as specialists or semi-specialists, depending on the teacher training institution attended. In Norway, teachers at lower secondary level are either general teachers or specialists. This also applies to Liechtenstein, in which general teachers may only teach at a certain kind of general lower secondary school (the *Oberschule*).

1.1. Subjects that specialist teachers are qualified to teach

In the 25 countries in which teachers are trained as specialists, ten of them limit specialisation to a single subject. In the others, specialist teachers are qualified to teach one, or at most, two other subjects.

When specialist teachers are qualified to teach only one subject, this normally applies both to teachers of mathematics and teachers of the mother tongue.

However, Portugal, Cyprus and Latvia are exceptions in that, whereas specialist teachers of mathematics in these three countries are normally only qualified to teach this subject alone, specialist teachers of the mother tongue are qualified to teach one or two additional subjects. The area of specialisation chosen by teachers may therefore determine whether or not they also provide instruction in other subjects.

In a somewhat unusual situation, teachers in Ireland who are qualified for one subject may teach any other subject in the secondary school curriculum, if asked by their school principal to do so. The reason for this flexibility is that Irish general secondary schools are mostly privately owned and managed (although government-dependent), so that the power of the State to dictate practice is limited. Teachers in the public-sector community and comprehensive schools must generally teach those subjects in which they have specialised. In Greece too, specialist teachers may be asked to teach related subjects without

necessarily having the corresponding formal qualifications. In Austria, *Hauptschule* teachers may also teach almost any other subject in the secondary school curriculum.

In the case of specialist teachers of more than one subject, the two or three subjects concerned are normally closely interrelated. Thus the second or third subject of most specialist mathematics teachers is natural sciences whereas, in the case of teachers of the mother tongue, it is literature, one (or more) foreign language(s), ancient languages or human sciences.

In Germany, some *Länder* prescribe subject combinations to their trainee teachers, whereas others do not. In Austria, the subject combination is restricted for prospective *Hauptschule* teachers in that the first subject studied has either to be mathematics, German (mother tongue) or English. However, in the case of the *allgemeinbildenden höheren Schulen* in Austria, as well as in Finland, the United Kingdom and the Czech Republic, the subject combination of specialist teachers depends on their individual choices during training. It is therefore less restricted than in the other countries.

In Slovenia, student teachers either specialise in one subject alone or also select a second one, the choice of which may be limited to an interrelated subject or entirely unrestricted. Different faculties offer different options, not all of which are systematically available.

1.2. Subjects that semi-specialist teachers are qualified to teach

As already noted, in only four countries are teachers at lower secondary level trained as semi-specialists and thereby qualified to teach a specific group of at least three subjects.

In Denmark, student teachers at the *Lærerseminarium* (college of education) have to choose four main subjects from three different subject groups, at least two of which have to be represented in the selection. Furthermore, in all cases, either Danish (as mother tongue) or mathematics must be selected. In Sweden, teachers of mathematics also teach natural science subjects, while teachers of the mother tongue are qualified to teach social science subjects. In Estonia, the situation is the same for teachers of mathematics. In Iceland, semi-specialist teachers are authorised to teach all subjects offered during compulsory education, and may effectively be regarded as general teachers.

FIGURE 4.1: SUBJECTS WHICH TEACHERS OF MATHEMATICS AND THE MOTHER TONGUE AT GENERAL LOWER SECONDARY LEVEL (ISCED 2A) ARE QUALIFIED TO TEACH, 2000/01

	B fr	B de	B nl	DK	D	EL	E	F	IRL	I	L	NL	A	P	FIN	S	UK (E/W/Nl)	UK (SC)	IS	LI	NO	BG	CZ	EE	CY	LV	LT	HU	MT	PL	RO	SI	SK
Mathematics only						○	○	○			○		○												○	○	○				○	○	
Mathematics + natural sciences		●	●	●	●											▼		▼				●		●									
Mathematics + individual choice	●		▼	●								●	●	●	▼	●	●	▼	●	●	●	●		●			●				●		
Mother tongue only						○	○			○	○															○			○		○	○	
Mother tongue + human sciences	●	●			●					●						▼		▼										●			●		
Mother tongue + literature/ancient languages					●	●					●						▼					●	●	●							●		
Mother tongue + foreign languages	●												●		▼		▼			●							●	●		●	●		
Mother tongue + individual choice	●			▼	●							●	●	●	▼	●	●	●	●	●	●	●	●				●				●		

Specialists

○ One subject

● One or two others

Semi-specialists

▼

Source: Eurydice.

Additional notes

Belgium (B fr): Following a decree on initial teacher training which came into force in the 2001/02 academic year, prospective teachers may be trained to teach mathematics only, or the mother tongue and either religious/moral education or French as a foreign language.

Belgium (B de): The initial training is provided outside the Community. Most teachers are trained in the French Community of Belgium, where they can study their mother tongue, German, only as a foreign language.

Germany: In some *Länder*, trainee teachers may not choose their subject combinations.

Greece: Teachers of mathematics are also legally qualified to teach natural sciences. However, this happens only rarely, such for example in small schools on islands.

Spain: Mother tongue and literature count as a single subject. There is no separate subject known as 'mother tongue'.

United Kingdom (E/W/Nl): Teachers may teach one or more other subjects depending on the choices taken during their course of study or the particular requirements of the school.

United Kingdom (SC): Mathematics and mother tongue teachers can train to teach other subjects providing they have taken an adequate number of corresponding courses at degree level.

Liechtenstein: Teachers are trained outside the country.

Iceland: Semi-specialist teachers are authorised to teach all subjects.

Czech Republic: The combination of subjects is determined by the faculty.

Additional notes (continued)

Estonia: Teachers of mathematics may be trained as semi-specialists or specialists.

Lithuania: Prospective teachers are normally qualified to teach just one subject unless they themselves choose to follow the additional course required in any other subject.

Hungary: Hungarian as mother tongue and literature count as a single subject. There is no separate study of Hungarian as ‘mother tongue’. Students are free to choose any other subject in addition to the mother tongue and literature.

Malta: Mathematics will be offered as a single subject of specialisation from October 2002 onwards.

2. LEVELS OF EDUCATION FOR WHICH TEACHERS ARE QUALIFIED

In the vast majority of European countries, teachers who are trained to work at lower secondary level are also qualified to teach at other levels of education. Only in Belgium, the Netherlands and Austria (in the *Hauptschulen*) are they restricted solely to the lower secondary stage.

However, in Denmark, Sweden, Iceland and Hungary, these teachers may only work in compulsory education including, therefore, primary as well as lower secondary level since compulsory schooling in these four countries is provided within a single continuous structure. In the French Community of Belgium and in Romania, only graduates trained to teach foreign languages and physical education (French Community of Belgium) and the mother tongue (Romania) are also considered for employment at primary level.

However, in most countries in which teachers are qualified for work in lower secondary education, they may also teach at upper secondary level. In Germany (in the *Gymnasium* only), Austria (in the *allgemeinbildende höhere Schule*), Poland and Romania, this possibility is restricted to those who have been trained at university level while, in Liechtenstein and Norway, only those who are qualified as specialist teachers may also teach in upper secondary education.

Teachers in Finland, the United Kingdom (England, Wales and Northern Ireland), Poland, Estonia and Slovenia (in the last two countries subject to certain restrictions) are normally qualified to teach at the three levels of primary, lower secondary and upper secondary education.

In the United Kingdom (England and Wales), however, they would normally teach the subject and level for which they had trained, although the award of QTS enables them to teach at all three.

In two countries, the range of educational levels at which teachers are qualified to work may be extended to include tertiary education. In Spain, a teacher trained for employment at lower secondary level may also teach at general and vocational upper secondary level and in vocational tertiary education. And in Finland, specialist teachers qualified to work at lower secondary level may also teach at tertiary level, if they have thorough knowledge and experience in the field concerned.

FIGURE 4.2: EDUCATIONAL LEVELS FOR WHICH TEACHERS TRAINED FOR EMPLOYMENT IN GENERAL LOWER SECONDARY EDUCATION (ISCED 2A) ARE QUALIFIED TO TEACH, 2000/01

																	UK																							
B	fr	B	de	B	nl	DK	D	EL	E	F	IRL	I	L	NL	A	P	FIN	S	E/W/Ni	SC	IS	LI	NO	BG	CZ	EE	CY	LV	LT	HU	MT	PL	RO	SI	SK					
Primary level																																								
					●														●	●	●		●	●			●								●		●			
General lower secondary level																																								
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
General upper secondary level																																								
					●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Only lower secondary																			B, NL, A (<i>Hauptschule</i>)																					
Compulsory (primary + lower secondary)																			DK, S, IS, NO, EE, HU																					
Lower + upper secondary																			D (<i>Gymnasium</i>), EL, E, F, IRL, I, L, A (AHS), P, UK (SC), LI, NO, BG, CZ, LV, LT, RO, SK																					
All three levels																			FIN, UK (E/W/Ni), EE, PL, SI																					

Source: Eurydice.

Additional notes

Belgium: Teachers in lower secondary education (ages 12-14) can also teach in the first two years of general upper secondary education (ages 14-16) which belong to full-time compulsory education, as well as in vocational upper secondary institutions.

Germany: The information here refers solely to teachers with a qualification for the *Gymnasium*.

Austria: Teachers trained for work in the *Hauptschulen* may also teach at a one-year vocational school (the *Polytechnische Schule*).

United Kingdom (SC): Teachers are also trained for work at upper secondary level and in further education colleges.

Estonia: Semi-specialist teachers are only qualified to teach in the last two years of primary education, unless they receive additional training. Teachers of mathematics are only qualified to teach at upper secondary level if they are specialists.

Malta: The exact level for which teachers are trained is not specified in any official document. There is no teacher training specifically for upper secondary level.

Poland: Only graduates from five-year university courses are qualified to teach in upper secondary education.

Romania: Only graduates from 'long' university courses are qualified to teach in upper secondary education.

Slovenia: Teachers of mathematics who are specialist teachers in two subjects are only allowed to teach in lower secondary education and upper secondary vocational schools, whereas single-subject specialists may also teach at primary and general upper secondary level.

In short, the countries that offer the most 'restricted' training in terms of specialisation and levels of education for which teachers are qualified are Belgium, the Netherlands and Austria (this applies to *Hauptschule* teachers only). These three countries train their future teachers as specialists who are generally only qualified for employment in lower secondary education. However, in countries in which teachers are trained at university level in one subject alone, they are normally qualified to teach at both lower and upper secondary levels. In Poland, these teachers may even be qualified to work at primary level too. And in Finland and the United Kingdom (England, Wales and Northern Ireland), student teachers may freely

choose their second subject and are qualified for three educational levels, which extends their range of professional options further still. Semi-specialist teachers in Denmark, Sweden and Iceland may be considered as 'all-rounders' who are broadly qualified both in terms of the number of subjects they teach and the fact that they may provide instruction at any stage during compulsory single structure education.

CHAPTER 5

FINAL ‘ON-THE-JOB’ QUALIFYING PHASE

INTRODUCTION

The **final ‘on-the-job’ qualifying phase** may be defined as a period of transition between the initial training of teachers and their entry into professional life as fully-fledged teachers. It generally constitutes the final phase of initial training. This stage includes an important supportive and supervisory dimension, as well as formal evaluation to certify the teaching skills of those concerned, without which they would be unable to enter the profession. Prospective teachers always receive support from a ‘tutor’. Some form of compulsory training is generally an important component of the programme. In most cases, it is organised in close cooperation with the institution at which the teacher concerned was trained.

During this period, teachers are still not fully qualified and are usually regarded as ‘candidates’ or ‘trainees’. They spend a significant amount of time in a real working environment (a school) in which they carry out wholly or partially the tasks incumbent on fully qualified teachers, and are remunerated for their activity. They become fully qualified teachers at the end of this stage after satisfying a set of evaluation criteria. It is therefore definitely a qualifying phase of training that they have to complete before securing the fully qualified status essential for recognition as full members of the teaching profession.

In 2000/01, nine European countries provided for a final ‘on-the-job’ qualifying phase as defined here. In most of them (Germany, France, Luxembourg, Portugal, Austria and Scotland), this provision had already existed in the 1970s or even earlier. In the Netherlands, the United Kingdom (England and Northern Ireland), Cyprus and Slovenia, it dates from the end of the 1990s. Finally, it is planned in Wales and Estonia.

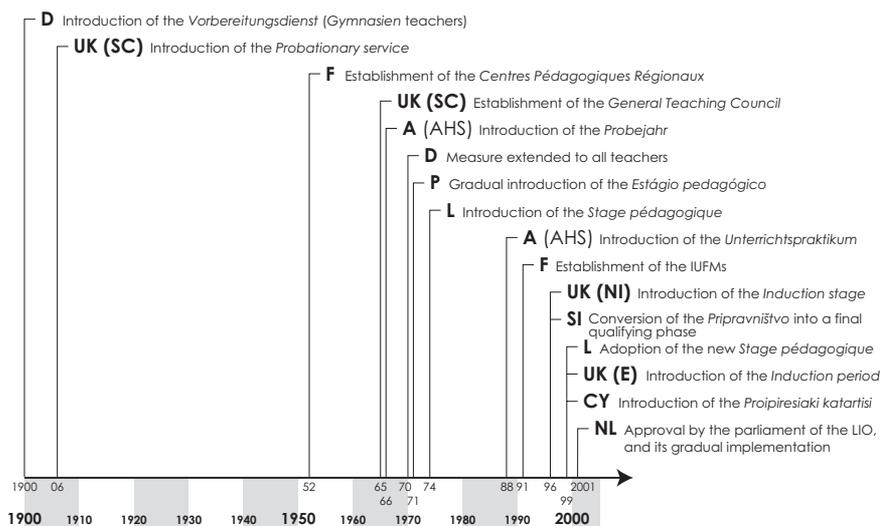
Even in countries in which the final ‘on-the-job’ qualifying phase has existed for a long time, it has undergone a variety of changes in the last two decades and, more particularly, the last few years. For example, the French Ministry of Education has recently (September 2001) tabled proposals for substantial changes in the organisation and content of courses at the *Instituts universitaires de formation des maîtres* (IUFMs, or University Teacher Training Institutes) established in 1991. Luxembourg has also recently (1999) reformed its training course for future secondary school-teachers, making more of its practical and research aspects.

This qualifying stage should be clearly distinguished from other procedures which teachers may have to undergo before securing employment on permanent tenure. For example, in some countries, fully qualified teachers are selected for admission

to the profession on completion of training. Following successful performance in a competitive examination, they are appointed to a post and acquire ‘provisional’ or temporary status prior to securing permanent tenure. This is the situation in Greece, Spain (*periodo de prácticas*) and Italy (*anno di formazione*). In these countries, compulsory in-service training for new teachers is normally administered by an approved teacher who has already acquired several years of professional experience. The new teachers also receive support from a tutor during this period.

Given that teachers are regarded as fully qualified when they begin their first year in service, these transitional measures are not considered here as a final ‘on-the-job’ qualifying phase, even though permanent appointment to the post depends on the evaluation obtained at the end of the year. In Poland, the situation is somewhat similar. Beginning teachers are fully qualified, employed under contract and supported by a tutor.

FIGURE 5.1: YEARS IN WHICH COUNTRIES INTRODUCED A FINAL ‘ON-THE-JOB’ QUALIFYING PHASE AND/OR ONGOING INITIATIVES FOR TEACHERS IN GENERAL LOWER SECONDARY EDUCATION (ISCED 2A)



Years in which ongoing initiatives began

UK (W)	2001: Subject to consultation (to be introduced from September 2003).
EE	2001-2004: Planning stage.

Additional notes (Figure 5.1)

France: The *Instituts Universitaires de Formation des Maîtres* (IUFMs, or university teacher training institutes) were introduced in 1991, in accordance with a law of 1 July 1989. In September 2001, a ministerial circular provided for greater continuity and coordination between initial training in the IUFMs and in-service training.

Luxembourg: The reform relating to the new teacher training placement was prepared in 1998. The provisional regulation introduced was amended in 1999.

Netherlands: Candidate teachers at primary and lower and upper secondary levels of education are involved in pilot projects of the *Leraar in opleiding* (LIO) conducted since 1995. The LIO is not going to replace the current system of practical school placements for future teachers but will be an alternative to them.

Austria: The final ‘on-the-job’ qualifying phase is solely for university-trained teachers intending to work in the *Allgemeinbildende höhere Schule*.

Portugal: Teachers in lower secondary education are trained in accordance with two possible models. The one that predominates includes a final ‘on-the-job’ qualifying phase. The introduction of the *Estágio pedagógico*, which now constitutes this phase, occurred gradually during the 1970s.

United Kingdom (E): The 1959 regulations stated that, on first appointment, qualified teachers had to serve a period of probation, normally limited to one year, in which they had to satisfy the *Secretary of State* as to their professional ability. In practice this involved a visit to the school and an inspection either by a member of *Her Majesty’s Inspectorate* (HMI) or an adviser of the *Local Education Authority* (LEA) concerned. The probationary year ended in 1992 and an *induction period* was subsequently introduced. The induction period applies to all *Newly qualified teachers* (NQTs) wishing to teach in *maintained schools* who have qualified since 7 May 1999. It builds on what teachers have learned in meeting the Standards for the award of *Qualified teacher status* (QTS) and takes account of the strengths and areas of development as set out in their Career Entry Profiles received on leaving initial teacher training.

United Kingdom (W): A probationary year existed, as for England, until 1992. An induction period will be introduced from September 2003.

United Kingdom (NI): A probationary year existed until 1997, while the *induction stage* was introduced in 1996.

Cyprus: In 1987, it was decided to introduce a final ‘on-the-job’ qualifying phase which was not implemented until 1999.

Slovenia: The *Pripravníštvo* existed for several decades as a compulsory placement year for new teachers who were fully qualified. At the end of this year, they had to take the national examination to obtain the teacher certificate. The *Pripravníštvo* became a final qualifying phase in 1996.

Explanatory note

By ‘planning stage’ or ‘subject to consultation’ is meant the existence of a draft law, policy document or any other official preparatory document emanating from the educational bodies concerned.

However, in order to be promoted and obtain a permanent contract, they have to satisfy a variety of evaluation criteria. The situation in these four countries is described in Chapter 6 devoted to supporting measures for beginning teachers.

This transitory period prior to securing full tenure is not incompatible with a final ‘on-the-job’ qualifying phase. In Germany, for example, teachers who have successfully completed the qualifying phase also have to complete a *Probezeit* (period of ‘proof’) before they obtain their permanent status as civil servants.

FIGURE 5.2: DESIGNATION, IN THE LANGUAGE OF THE COUNTRY CONCERNED, OF THE FINAL 'ON-THE-JOB' QUALIFYING PHASE FOR TEACHERS IN GENERAL LOWER SECONDARY EDUCATION (ISCED 2A), 2000/01

D	<i>Vorbereitungsdienst</i>
F	<i>Second year of training in Institut universitaire de formation des maîtres (IUFM)</i>
L	<i>Stage pédagogique</i>
NL	<i>Leraar in Opleiding (LIO)</i>
A (AHS)	<i>Unterrichtspraktikum</i>
P	<i>Estágio pedagógico</i>
UK(E)	<i>Induction period</i>
UK (NI)	<i>Induction stage</i>
UK (SC)	<i>Probationary service</i>
CY	<i>Proipiresiaki katartisi</i>
SI	<i>Pripravništvo</i>
Final qualifying phase planned or under discussion	
UK (W)	<i>Induction period</i>
EE	<i>Kutseasta</i>

Source: Eurydice.

1. ORGANISATION, STRUCTURE AND CONDITIONS GOVERNING ENTRY

Irrespective of whether the final qualifying phase is an integral part of initial training, **admission to it requires compliance with a set of conditions**. In general, candidates should be holders of a first general tertiary-level (and in most cases university) qualification, which they will have obtained after passing exams during initial training. However, in France and Luxembourg, satisfactory performance in a competitive examination is a further condition that has to be met. In France, admission to the second year in an IUFM is dependent on doing well enough in a competitive examination to obtain the *Certificat d'aptitude au professorat du second degré* (CAPES) or the *Certificat d'aptitude au professorat d'éducation physique et sportive* (CAPEPS). In Luxembourg, candidates for the *Stage pédagogique* have to pass preliminary language examinations, testifying to their knowledge of the country's three state languages (Letzeburgesch, French and German). They then have to perform satisfactorily in a competitive examination in the subject in which they have been trained abroad (¹).

In most of the countries concerned, the final 'on-the-job' qualifying phase lasts at least **one school year**, except in the Netherlands (in the case of students who opt for the LIO), Cyprus and Slovenia where it is shorter. When the qualifying phase is longer, this is often because it is itself broken down into several further stages. Accordingly, as illustrated in Figure 5.3, it is divided into two or three parts covering more than two school years in all, in Germany and Luxembourg. Each of these subdivisions corresponds to different (professional and training) obligations for future teachers, which may also imply substantial changes in their level of remuneration.

(¹) In Luxembourg, there are no institutions for the initial training of teachers for secondary education, who obtain their first qualification on satisfactory completion of a university course abroad lasting at least four years.

FIGURE 5.3: STRUCTURE AND DURATION OF THE FINAL ‘ON-THE-JOB’ QUALIFYING PHASE FOR TEACHERS IN GENERAL LOWER SECONDARY EDUCATION (ISCED 2A), 2000/01

	STRUCTURE	DURATION
D	During the initial introductory phase, the <i>Eingangsphase</i> , trainees become familiar with the institutions in which they are working; the purpose of the second phase, the <i>Intensivphase</i> , which lasts one year, is to test them in the practice of teaching. The <i>Vorbereitungsphase</i> prepares them for the second state examination.	A total of 18-24 months.
F	A self-contained whole comprising theoretical training modules, practical placements in which trainees are both supported and given responsibility for classroom teaching and the preparation of a professional dissertation.	12 months, including 4-6 hours in the classroom each week.
L	Period of theoretical and practical training (first 15 months). ‘Probationary’ period or practical placement in which trainees assume full responsibility for teaching (3 months). Preparation of a research assignment (22 months maximum).	24-40 months.
NL (LIO)	A self-contained whole.	5 months full time or 10 months part time.
A (AHS)	A self-contained whole.	One school year.
P	Second year of <i>estágio pedagógico</i> which constitutes two years (consecutive model).	One school year.
UK (E)	A self-contained whole, comprising an individualised programme of structured guidance, monitoring and support.	One school year.
UK (NI)	One stage of an integrated, partnership-based approach to teacher education comprising initial teacher education, the induction stage and <i>early professional development</i> programme in the second and third years of teaching.	One school year.
UK (SC)	A self-contained whole.	2 school years in one or several schools, or 1 school year if the teacher has had professional experience in a <i>further education college</i> .
CY	A self-contained whole comprising theoretical courses on education, an area of curricular specialisation and teaching practice.	7 months (133 working days).
SI	A self-contained whole consisting of theoretical and practical training.	10 months.

Additional notes

Source: Eurydice.

United Kingdom (E/NI): Successful completion of initial teacher education leads to QTS in England or ‘eligible to teach’ status in Northern Ireland. New entrants to the teaching profession receive a *Career-Entry Profile* (CEP) which is a summary assessment of their skills, as well as an indication of their strengths and development needs. The CEP provides the basis for their future development during the *induction stage*.

Slovenia: Teacher trainees for lower secondary education have to complete 10 months of a final ‘on-the-job’ qualifying placement which, up to September 2002, may be extended by two months during the summer holidays so that they can prepare for the final *Teacher Certification Examination*.

Although the final ‘on-the-job’ qualifying phase is compulsory ⁽²⁾ in all the countries concerned, **certain candidates may be exempt from it**. These special cases of exemption are described in detail country by country in the Annex to this report.

⁽²⁾ Except in the Netherlands where, for students in the dual system of training (in which work and study are combined), the *Leraar in Opleiding* (LIO) constitutes an optional pathway alongside the normal system of compulsory practical teaching placements during initial training.

They often apply to teachers who are EU citizens and hold a qualification entitling them to teach in their own country. Another frequent possible reason for exemption is that teachers may provide evidence of prior professional experience.

2. TYPES OF SUPPORT AND 'TUTORING'

All countries which organise a final 'on-the-job' qualifying phase for teachers in lower secondary education have taken steps to provide them with arrangements for support to ensure their gradual transition into full occupational activity. Support offered to them during this period is multidimensional and, generally speaking, displays the following characteristics:

- **A training dimension:** candidate or trainee teachers are catered for as part of an overall plan for both theoretical and practical training; at the outset and in the course of training, they are informed about the professional skills they will be expected to have acquired on its completion. This kind of support appears to be more formalised in Germany, France and Luxembourg, in which the final qualifying phase is an integral part of initial teacher training.
- **A dimension concerned with the working environment:** teachers gradually integrate within the school environment in which they spend a considerable part of their time during this transitional stage; they are looked after and supervised by school staff members.
- **A dimension concerned with monitoring and evaluation:** teachers receive special support geared to their successful completion of this 'on-the-job' qualifying phase. Their progress is assessed and they are assisted whenever they encounter any difficulty; the aim of assessment during and at the end of the period is to testify that they are fully qualified.

This support is reflected in assistance with all tasks related to teaching as such (planning of lessons, class management, pupil assessment, etc.), as well as with other activities more focused on human relations, which are organised to encourage candidate teachers to take part in the life of the school to which they have been assigned (relations with parents, knowledge of school management, etc.). Teachers may also be observed during their work in the classroom to help them overcome their difficulties and formally assess their progress.

The regularity of the assistance offered to teachers varies widely depending on how the final 'on-the-job' qualifying phase is organised. Support may be offered on a daily and/or weekly basis in the case of tasks concerned with the practice of teaching when candidate teachers are not fully responsible for their class (for example, in Luxembourg, during the first and second periods of their training, trainee teachers are supervised by their tutors for at least six lessons a week). Support is less regular when the tasks they have to perform call for less systematic monitoring.

Yet, in general, supervisory arrangements in the various countries are fairly flexible so that they can as far as possible be adapted to the changing needs of candidate teachers throughout the whole transitional period. In the United Kingdom (England and Northern Ireland), for example, the programme for the *induction period* or *induction stage*, respectively, should be planned in consultation with the *newly qualified teacher* (England) or *beginning teacher* (Northern Ireland) in order to provide a programme of monitoring and support which is tailored to individual needs, and will help the teacher to meet the requirements for the satisfactory completion of the induction period.

Arrangements for this kind of support mobilise a whole network of people, including the ‘tutor’ who, depending on the particular country, may be called the ‘counsellor’, ‘coordinator’, ‘mentor’, ‘orientator’, etc. and who has a crucial part to play in supervising prospective teachers during the final qualification phase. As shown in Figure 5.4, all the countries concerned have appointed at least one person who is directly responsible for the teacher throughout this phase. In Luxembourg, the concept of tutoring was introduced for the first time during the 1998 reform, with a view to ensuring that trainee teachers were supervised throughout their entire course of training. This has implied the emergence of several persons each with a complementary part to play: first, the tutor who is responsible for the gradual integration of trainees during their teaching activities; secondly, a counsellor responsible for work on the training modules provided by the teacher training department of the *Centre Universitaire de Luxembourg* and the gradual initiation of trainees into the practice of teaching; and, finally, a coordinator who ensures that theoretical and practical training are appropriately interrelated and may also carry out the tasks of tutor and counsellor.

Tutors or counsellors are fully qualified in-service teachers on the school staff and have often achieved a significant level of seniority in their profession. However, only rarely have they had to undergo special training for the role they perform. In Northern Ireland, the *Education and Library Boards* offer tutors a training and development programme in aspects of the management and coordination of the *induction* and *early professional development* process. The *Boards* also offer in-school support to tutors, including support for observing lessons and giving feedback. In Slovenia, tutors receive a few days of special training provided by a university or the Institute of Education.

Where they exist, the incentives offered to tutors relate either to the teaching workload (Luxembourg, Portugal and Cyprus), or are of an economic nature. A salary increase or allowance may be offered, at the discretion of the authorities concerned, to those who perform the task in France, Austria, the United Kingdom (England and Northern Ireland), and Slovenia.

FIGURE 5.4: CHARACTERISTICS AND BENEFIT ENTITLEMENTS OF STAFF WHO OVERSEE THE FINAL 'ON-THE-JOB' QUALIFYING PHASE FOR TEACHERS IN GENERAL LOWER SECONDARY EDUCATION (ISCED 2A), 2000/01

	Designation	Normal qualifications and duties	Salary increases /other benefits	Special training
D	<i>Mentor</i>	A fully qualified and experienced specialist teacher who supervises the classroom work of prospective teachers.	None	None
	<i>Fachleiter</i>	A fully qualified and experienced specialist, who has an excellent teaching record. Unlike that of <i>Mentor</i> , the position of <i>Fachleiter</i> is a life-long assignment, and those who occupy it take care of the training of all teacher trainees in a certain subject, or in general education or psychology.	Successful completion of a one-year probationary period as a <i>Fachleiter</i> , results in a move from salary scale A14 to A15 (3 930.65 Euros gross monthly).	No special regulations. However, those who occupy the position are expected to have successfully undertaken in-service training, obtained excellent marks in their examinations, and published articles on teaching practice and methodology.
F	<i>Conseiller pédagogique</i>	A fully qualified and experienced teacher with tenure, appointed by the recteur of the <i>académie</i> on the basis of a proposal by the IUFM director, in agreement with the inspectorate and the school heads concerned.	A special allowance for supervising placements. This is calculated on the basis of a weekly rate, and the number of trainees in the case of placements in which the latter assume responsibility for their teaching.	Since 2001, they have been able to receive special training organised on the initiative of recteurs.
L	<i>Tuteur</i>	A fully qualified and experienced teacher with tenure, responsible for one or several classes.	None of these three roles carries a salary increase but the number of teaching hours may be reduced in a way that varies.	No specific training for any of the three roles.
	<i>Formateur</i>	A fully qualified and experienced teacher.		
	<i>Coordinateur</i>	A fully qualified lycée teacher with five years' experience. Staff in the three categories are appointed by the Ministry of Education.		
NL (LIO)	<i>Begeleider</i>	Qualified and experienced teacher. Appointed by the school head.	Schools receive an amount of EUR 680 for an LIO teacher	Special training may be offered.
A (AHS)	<i>Betreuungslehrer</i>	An experienced teacher appointed by the school head in agreement with the inspectorate.	Salary increase of EUR 181.50 and EUR 302.60 per term for three and five lessons respectively.	Special training may be offered.

Source: Eurydice.

FIGURE 5.4 (continued): CHARACTERISTICS AND BENEFIT ENTITLEMENTS OF STAFF WHO OVERSEE THE FINAL ‘ON-THE-JOB’ QUALIFYING PHASE FOR TEACHERS IN GENERAL LOWER SECONDARY EDUCATION (ISCED 2A), 2000/01

	Designation	Normal qualifications and duties	Salary increases /other benefits	Special training
P	<i>Orientador de estágio</i>	Fully qualified and experienced teacher appointed by the school following a recommendation from the group of teachers responsible for the subject(s) concerned.	A reduction in the amount of weekly teaching time and a small salary increase.	Special training may be offered. Since 1997, courses on supervision have been offered (250 hours).
UK (E)	<i>Induction tutor</i>	A fully qualified and experienced teacher who is appointed by the school head (and is, in some cases, the school head in person).	May receive allowances at the discretion of the <i>school governing body</i> .	Special training may be offered.
UK (NI)	<i>Teacher-tutor</i>	A fully qualified and experienced in-service teacher appointed by the school head.	May receive allowances at the discretion of the <i>school governing body</i> .	Systematic support (special programme) offered by the <i>Education and Library Board</i> .
UK (SC)	<i>Probation manager</i>	A fully qualified and experienced in-service teacher appointed by the school head.	None	None
CY	<i>Mentor</i>	An experienced teacher appointed by the training institution concerned.	Reduction in teaching duties by two class periods per week.	Special programme offered by the Pedagogical Institute.
SI	<i>Pripravniku – Mentor</i>	A fully qualified and experienced teacher who has been trained in the same field as the trainee and held for at least three years the title of <i>Mentor</i> in accordance with the rules prescribed for promotion; (s)he is appointed by the school head.	A 4.8 % salary increase and payment of a bonus that varies depending on the increased workload and the supervisory skills required.	At least five days of compulsory training at a university or the Institute of Education.

Source: Eurydice.

Explanatory note

Training staff at the initial teacher training institution are not shown in this table unless they act as tutors.

3. VOCATIONAL AND TRAINING CONTENT

3.1. Professional duties and activities

During the final ‘on-the-job’ qualifying phase, candidate teachers are regarded as professionals and, as a result, are generally expected to undertake the same activities as their fully qualified colleagues. Figure 5.5 illustrates this similarity in the tasks that the two categories of teacher are obliged to perform. Even though the status of candidate teachers in the final qualifying phase may be different from that of fully-fledged teachers (corresponding to ‘trainee’ in Germany, France, Luxembourg and Austria, and ‘newly qualified teacher’ in England), the nature of the duties entrusted to them is not significantly different.

FIGURE 5.5: TASKS THAT HAVE TO BE PERFORMED BY TEACHERS IN THE FINAL 'ON-THE-JOB' QUALIFYING PHASE AND BY FULLY QUALIFIED TEACHERS IN GENERAL LOWER SECONDARY EDUCATION (ISCED 2A), 2000/01

Tasks	D	F	L	NL	P	A	UK (E/NI)	UK (SC)	CY	SI
Organisation and preparation of lessons in accordance with the requirements of pupils for whom teachers are responsible	■	■	■	■	■	■	■	■	■	■
Tasks concerned with the assessment of pupils and the drafting of their school reports	■	■	■	■	■	■	■	■	▼	■
Standing in for absent teachers	■	□	■	□	▼	■	■	■	■	■
Educational teamwork for the preparation and development of courses	■	■	■	■	■	□	■	■	■	▼
Preparation of school teaching materials	▼	□	▼	■	■	■	■	■	▼	▼
Responsibility for the supervision and discipline of pupils	■	■	■	■	■	■	■	■	■	■
Participation in the extra-curricular activities of pupils	■	□	■	■	■	□	■	■	■	▼
Surveillance of pupils outside teaching hours	▼	□	■	□	(-)	■	■	■	■	■
Participation in staff meetings, and contributions to school reviews and fund-raising	▼	■	■	■	■	■	■	■	■	■
Contact with persons outside the school	▼	■	■	■	■	■	■	■	▼	■
International activities	▼	□	□	□	■	▼	■	■	▼	■
In-service training and professional development	▼	▼	▼	▼	▼	■	■	■	■	■
Participation at parent/teacher meetings	▼	■	▼	■	■	■	■	■	■	■

□ Fully qualified teachers, and teachers in their final 'on-the-job' qualifying phase under certain circumstances

▼ Solely fully qualified teachers

■ Teachers in the final 'on-the-job' qualifying phase and fully qualified teachers

Source: Eurydice.

Additional notes

Portugal: Surveillance is the responsibility of auxiliary staff and not teachers.

United Kingdom (E/NI): The regulations and guidance for the induction period in England and Northern Ireland focus on standards and competences rather than specific tasks. A *newly qualified teacher* (NQT), or 'beginning teacher' in Northern Ireland, undergoing an *induction period* would take on a normal teaching role in a school. Job descriptions which detail the specific tasks and duties of individual teachers are decided at school level, but the head teacher should ensure that the duties of newly qualified teachers do not put unreasonable demands on them. Participation in extra-curricular activities, surveillance of pupils outside teaching hours and international activities are not obligatory either for teachers undergoing their induction period or fully qualified teachers.

Slovenia: Participation by teachers in staff meetings and meetings with parents only occurs in the last quarter of the final 'on-the-job' phase.

In most countries, activities relating to the organisation and practice of regular class teaching are expected of teachers in the final qualifying phase, as well as of those who belong to the permanent staff of a school. However, the former are less frequently required to undertake activities calling for more advanced expertise or a certain level of seniority, such as the preparation of school teaching materials, or participation in international activities or in-service training.

3.2. Level of responsibility

While the actual work expected of the two categories of teacher is to all intents and purposes fairly similar, their responsibilities vis-à-vis the class(es) with which they are entrusted may be different (see Figure 5.6). Theoretically, in the majority of countries concerned, candidate teachers in the final qualifying phase are responsible for the conduct of their classes as far as the subjects they teach are concerned. Everywhere, however, a tutor or counsellor is assigned to teachers in order to monitor their activity during this stage. The tutor may assume joint responsibility for it and supervise or assist candidates with their work in class throughout the entire period or just a part of the final qualifying phase.

FIGURE 5.6: LEVELS OF RESPONSIBILITY, VIS-À-VIS THEIR CLASSES, OF TEACHERS DURING THEIR FINAL ‘ON-THE-JOB’ QUALIFYING PHASE IN GENERAL LOWER SECONDARY EDUCATION (ISCED 2A), 2000/01



Source: Eurydice.

Additional notes

Portugal: During the *estágio pedagógico*, teachers supervised by an *orientador* are responsible for two classes, preferably in different distinct stages of schooling.

United Kingdom (E): The induction tutor, or another colleague, of a *newly qualified teacher* (NQT) should observe the way he or she works in the classroom during the *induction period* at least twice each term, as soon as the first four weeks of this period have been completed.

Thus in Luxembourg, Austria and Slovenia, the tutor attends the classes given by trainee teachers, supervises their work and occasionally becomes involved in certain tasks. In Luxembourg, for example, trainees and tutors share responsibility for classes during the initial 15-month period of theoretical and practical training. Even though trainees become increasingly involved in teaching duties as their training progresses, they only assume entire responsibility for a class with effect from the subsequent *période probatoire* (placement or 'probationary' period) lasting 3 months. In Slovenia, too, activities related to the organisation and preparation of lessons, as well as the assessment of pupils, are supervised by the tutor.

Finally, class responsibilities assumed by trainee teachers may be reduced only if their tutors consider that they have not acquired the necessary expertise. In such cases, they have to be assisted by a fully qualified colleague (as in Germany). In other countries, shared responsibility for teaching activity is inherent in the very nature of the training. For example, during the second year of an IUFM in France, trainees initially have to complete a placement involving supervised practical activity (lasting 40 hours on average), prior to the 140-216 hour placement in which they are entirely responsible for their own teaching. The supervised placement must, first, provide for close observation of what actually goes on in the classroom and, secondly, enable trainees increasingly to take charge of teaching sessions while remaining ultimately under the responsibility of qualified teachers/counsellors.

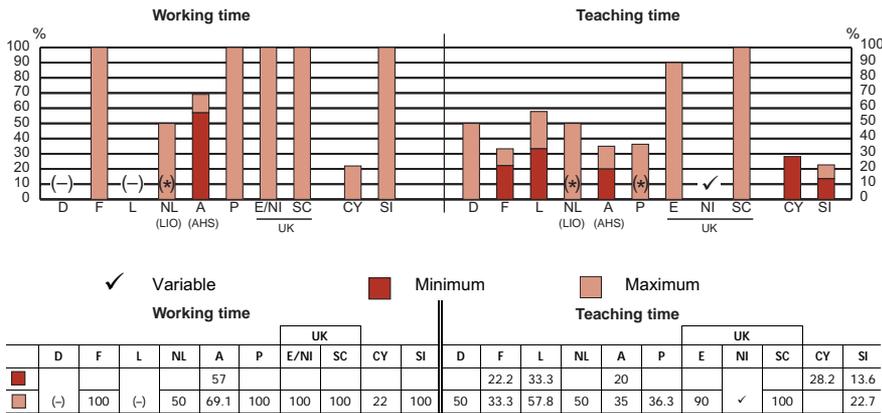
3.3. Workload

In most cases, the workload of candidate teachers in the final qualifying phase is indicated in regulations determining the content and conduct of this transitional period. Often, the contract or regulations refer explicitly to the number of hours or class periods that teachers have to work each week, even specifying the time during which they will give lessons and the time to be spent carrying out other tasks distinct from teaching.

As may be noted in Figure 5.7, when the annual workload of teachers in their final qualifying phase is less than that allocated to their fully qualified colleagues, it corresponds roughly to a part-time commitment. The most marked difference compared to a qualified teacher is in terms of teaching hours. In the final qualifying phase, teachers everywhere are entitled to a reduction in the normal amount of time spent teaching, so that they can comply with their obligations as regards training, which is also generally a compulsory aspect of the final phase. For example, in Luxembourg, trainee teachers are allocated less time for teaching during the first 15 months of their course, so that they can attend training sessions given by the teacher training department at the *Centre Universitaire* and at the same time perform teaching tasks with supervision from tutors. In Northern Ireland, the school princi-

pal should enable the trainee teacher (beginning teacher) and teacher-tutor to have sufficient time to carry out the activities involved in the *induction* and *early professional development* programme.

FIGURE 5.7: PERCENTAGE OF THE WORKLOAD OF INDIVIDUAL TEACHERS IN THE FINAL ‘ON-THE-JOB’ QUALIFYING PHASE AS COMPARED TO FULLY QUALIFIED TEACHERS DURING THEIR FIRST YEAR OF SERVICE IN GENERAL LOWER SECONDARY EDUCATION (ISCED 2A), 2000/01



Source: Eurydice.

Additional notes

Germany: There is no distinction between working time and teaching time. Teachers in the final ‘on-the-job’ qualifying phase have only half of the workload of fully-fledged teachers. The other half corresponds to their training, mainly at the teacher training institute (*Studienseminar*).

Luxembourg: There is no distinction between working time and teaching time. The minimum percentage is calculated with respect to the weekly teaching load during the first two periods (six months) of the training course. The maximum percentage is calculated with respect to the weekly teaching load during the third to the fifth period (nine months) of the *Stage pédagogique*. The sixth period corresponding to the three months of the practical placement in which prospective teachers are fully responsible for their class is not shown.

Netherlands: The percentages given for working and teaching time are estimates.

Portugal: The percentages given for teaching time are estimates.

United Kingdom (E): The percentage of teaching time is calculated with respect to the normal average teaching time.

United Kingdom (NI): The percentage of teaching time may vary. Schools should provide an appropriate timetable and give consideration to an appropriate amount of non-contact time.

Slovenia: Teacher holidays (at least 18 days) are included in working time.

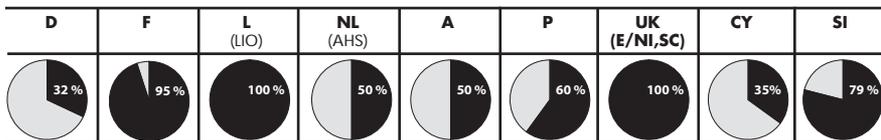
Explanatory note

The working and/or teaching time percentages during the final qualifying phase are calculated with respect to the minimum working and/or teaching time of a fully qualified teacher over a period lasting as long as the final qualifying phase.

3.4. Salaries

During their final 'on-the-job' qualifying phase, teachers are remunerated for their work irrespective of their status (as trainees, students or employees). In all the countries concerned, except Luxembourg and the United Kingdom (E/Ni, SC), the monthly salary of candidate teachers is less than that of fully qualified teachers during their first year of service. In some countries, this monthly remuneration is only half of the initial salary of fully qualified teachers at the start of their careers (the Netherlands and Austria), or even less than half (Germany and Cyprus).

FIGURE 5.8: PERCENTAGE OF THE (MONTHLY OR ANNUAL) REMUNERATION OF PROSPECTIVE TEACHERS DURING THE FINAL 'ON-THE-JOB' QUALIFYING PHASE, COMPARED TO THE REMUNERATION OF FULLY QUALIFIED TEACHERS DURING THEIR FIRST YEAR OF SERVICE IN GENERAL LOWER SECONDARY EDUCATION (ISCED 2A), 2000



Source: Eurydice.

Additional notes

Germany: In the case of the *Realschule*, remuneration is 31 % of the starting salary.

France: For three months, trainee teachers get a salary corresponding to the lowest grade on the teacher salary scale. An increase is planned on 1 May 2001. It then moves into the second grade (from the fourth to the ninth month inclusive) corresponding to 95 % of the salary. Teachers with tenure therefore begin their career on the third grade.

Luxembourg: The salary remains the same throughout the entire placement. Fully qualified teachers receive increases related to seniority, their research activity during the placement and their previous experience.

Netherlands: 50 % corresponds to a part-time salary.

Austria: This percentage is calculated with respect to the lowest salary received by an AHS teacher.

United Kingdom (E/Ni, SC): Teachers in the final qualifying phase are paid the minimum starting salary. However, many newly qualified teachers would be paid above this minimum, as additional points are available for good honours graduates and for previous experience in areas other than teaching.

Slovenia: Following a salary increase in 2002, the basic salary will represent 65 %.

3.5. Training obligations

Over and above the professional activities that teachers have to carry out, part of the final 'on-the-job' qualifying phase generally includes more theoretical training (educational concepts and teaching methods in the strict sense). They may, therefore, be obliged to attend a range of training sessions (including conferences, seminars, workshops, etc.) the content of which is concerned with various aspects of the teaching profession, and/or to prepare reports so as to satisfy the evaluation criteria at the end of this phase.

In general, these training sessions are organised flexibly enough to match the changing needs experienced by teachers throughout the final qualifying phase. The nature of the training programme is often the responsibility of initial teacher training institutions (such as the *Studienseminare* in Germany, the IUFMs in France, or the universities or polytechnic institutes in Portugal). On its completion, teachers often have to write a report on one or more topics covered during training. At the end of their *période probatoire*, teachers in Luxembourg must also submit a research project on an issue relating to their national education system. Although such a project is not strictly compulsory, its successful completion entitles teachers to tenure and a higher salary.

4. EVALUATION

4.1. Content and types of evaluation

The quality of the work of candidate teachers during the final ‘on-the-job’ qualifying phase is appraised with a view to granting them final certified recognition of their status as fully qualified teachers capable of entering permanent occupational activity. Tutors everywhere are especially active in the assessment of future teachers, at least during training. The evaluation of the school head is taken into account in the definitive report on candidates. It often takes into consideration the appraisal of tutors on their candidates, since it is they who have monitored their progress during the entire final stage.

Candidate teachers have to comply with a set of evaluation criteria, the choice of which is at the entire discretion of schools in Portugal and the Netherlands (in the latter, teacher training institutions are also autonomous). All the other countries that arrange for a final qualifying phase, with the exception of Austria and the United Kingdom, organise compulsory examinations or tests on theoretical and practical aspects. Teachers may be very active when undergoing assessment (with oral presentations and/or reports to submit, etc.) and may sometimes even have to undertake self-evaluation. For example, in England and Northern Ireland, the outcomes of self assessment by *newly qualified teachers* and *beginning teachers* respectively, constitute an important part of the evaluation process for the *induction period/stage*.

Where countries divide the final qualifying phase into several different stages, satisfactory completion of the first may be an essential precondition for admission to successive phases. In Luxembourg, for example, trainees have to secure a favourable assessment on completion of their 15 months of theoretical and practical training in order to secure admission to the subsequent *période probatoire* (practical placement). Examinations at the end of this practical placement then determine whether they will become qualified teachers with permanent tenure. However, it is very unusual for them not to do so, since the main point of selection is at entry to the course as a whole.

FIGURE 5.9: EVALUATION OF TRAINEES/CANDIDATES DURING THE FINAL 'ON-THE-JOB' QUALIFYING PHASE FOR TEACHERS IN GENERAL LOWER SECONDARY EDUCATION (ISCED 2A), 2000/01

	Types and content of evaluation
D	<i>Zweites Staatsexamen</i> (second state examination) based on oral and written examinations mainly on academic aspects of the two subjects of specialisation and their teaching methods, and two lessons given in the presence of an assessment panel. One of these two lessons may be replaced by a report on a series of lessons given by the trainee teacher.
F	A panel made up of members of the inspectorate and IUFM teachers assesses trainees with reference to IUFM records and the mark awarded for the professional dissertation. The various aspects have to be evaluated positively.
L	During the training period (15 months): oral report by trainee teachers themselves, appraisal by coordinators of the training modules undertaken by trainees and appraisal by tutors of trainees' work in the classroom, the knowledge they have acquired, and skills developed in the course of tutoring. During the practical placement (3 months): oral and written examinations/report, including knowledge of the legislation in force, on which admission to the profession depends; evaluation of two lessons in two classes for which the teacher is responsible; preparation of a teaching record. Optional preparation (22 months maximum) of a research assignment or work for teaching purposes which makes a positive contribution to education in Luxembourg. This project is taken into account for appointment with tenure and subsequent career advancement.
NL	Autonomy of schools and teacher training institutions.
A (AHS)	Evaluation takes account of the final report of the school head based on observation of classroom practice, the assessment of the tutor, participation in the prescribed programmes and the inspection of the trainee teacher by the regional school inspectorate. Four determining factors are considered (teaching behaviour, educational ability, cooperation with staff and parents and administrative tasks).
P	The university (which is autonomous) is ultimately responsible for evaluating candidates.
UK (E)	Newly qualified teachers are assessed against the national standards for completion of induction. Teachers must demonstrate that they have continued to meet the standards for Qualified teacher status (QTS) obtained following initial teacher training. Evaluation arrangements combine two aspects: an individualised programme of monitoring and support and an assessment of performance. This includes observations and meetings to review progress at least twice every term, and formal assessments of teaching and progress based on termly meetings between the head teacher, or the induction teacher acting on behalf of the head teacher and the new teacher.
UK (NI)	The induction action plan agreed at the start of the induction period provides a focus for the teacher-tutor to coordinate the monitoring and evaluation of the beginning teacher's progress. Monitoring and evaluation are addressed formally and informally through support, discussion and classroom observation. Evaluation includes examples of lesson plans, pupils' work and record keeping, and the record of self-evaluation made by beginning teachers. The final report identifies their strengths and weaknesses. It establishes the core criteria and is based on observations of teaching by senior colleagues and peers and a portfolio of professional development.
UK (SC)	Written report by the school head which contains an evaluation of how prospective teachers have carried out their tasks and establishes whether the skills needed for full registration have been acquired.
CY	The evaluation is based on written exams and written assignments, and a report from the school head which provides for continuity between the training institution and the trainee's placement school. Evaluation is also based on classroom observations by the tutor. The three aspects of training (educational theory, subjects of specialisation and teaching practice) have to be evaluated positively.
SI	Evaluation during the placement includes observation and assessment by a tutor of at least 30 lessons (the school head is also involved in assessing the final three lessons). At the end of the training period, a final report is sent to the State Teaching Examination Board. The report contains the overall evaluation of the courses and 30 lessons, the progress achieved and the ability of those concerned to teach independently. The final exam for State Teacher Certification includes an oral part (legislation, law, command of the language of instruction) and a written part (ability to teach).

Source: Eurydice.

4.2. Staff responsible for evaluation

Several persons and/or bodies are involved in assessing candidate teachers. Responsibilities are often shared between those who issue intermediate reports on the progress of candidates and/or the difficulties they encounter and those who form a final positive or negative judgement of the entire final ‘on-the-job’ qualifying phase. As Figure 5.10 shows, tutors who have observed prospective teachers throughout this stage are generally required to take part in the evaluation process, often working with the head teacher of the school at which trainees have been carrying out their activities.

At the end of the qualifying period, prospective teachers usually receive a positive or negative appraisal from a competent education authority at a level higher than that of the tutor and school head. In England, the *Local Education Authority* (LEA) is normally the appropriate body responsible for deciding whether the newly qualified teacher has met the induction standards on the basis of the head teacher’s recommendation.

In Germany and Slovenia, candidates have to take a state examination.

FIGURE 5.10: BODIES AND/OR PERSONS RESPONSIBLE FOR EVALUATION OF THE FINAL ‘ON-THE-JOB’ QUALIFYING PHASE FOR TEACHERS IN GENERAL LOWER SECONDARY EDUCATION (ISCED 2A), 2000/01

	Bodies and/or persons responsible for evaluating the final qualifying phase	Bodies and/or persons with final/overall responsibility for evaluation
D	The <i>Seminarleiter</i> and the <i>Fachleiter</i> at the initial training institution take the decisions. The school head and the <i>Mentor</i> are entitled to make recommendations.	The state examining board (<i>Kommission für die Zweite Staatsprüfung</i>) is appointed by the Ministry of Education and Science or by an intermediate <i>Land</i> education authority. Generally the board consists of at least one senior inspector as chairperson, the director or deputy-director of the <i>Studienseminar</i> and two <i>Fachleiter</i> from the training institution.
F	<i>Tuteur, conseiller pédagogique.</i>	Examining board consisting of members of the inspectorate and IUFM trainers.
L	Training module coordinator, <i>tuteur</i> , board of the teacher training department of the <i>Centre Universitaire de Luxembourg</i> for the period of theoretical and practical training.	Committee comprising a government commissioner, a <i>lycée</i> director and three teachers with civil servant status (at least one of whom has been involved in the <i>stage pédagogique</i>) in the case of the final <i>période probatoire</i> .
A	<i>Betreuungslehrer.</i>	The school head on behalf of the school and a regional inspector on behalf of the Board.
P	<i>Coordenador de estágio.</i>	Higher training establishments responsible for the course.
NL	Autonomy of schools and teacher training institutions.	Autonomy of schools and teacher training institutions.

Source: Eurydice.

FIGURE 5.10 (continued): BODIES AND/OR PERSONS RESPONSIBLE FOR EVALUATION OF THE FINAL 'ON-THE-JOB' QUALIFYING PHASE FOR TEACHERS IN GENERAL LOWER SECONDARY EDUCATION (ISCED 2A), 2000/01

	Bodies and/or persons responsible for evaluating the final qualifying phase	Bodies and/or persons with final/overall responsibility for evaluation
UK (E)	<i>Induction Tutor</i> and school head.	In maintained schools, the local education authority (LEA) is the 'appropriate body' responsible for deciding whether the NQT has met the induction standards on the basis of the head teacher's recommendation.
UK (NI)	<i>Teacher-tutor, Principal.</i>	Board of Governors on the recommendation of the principal.
UK (SC)	School head.	<i>General Teaching Council (GTC).</i>
CY	Director of the Pedagogical Institute or his/her representative, Director of Secondary Education, Director of Technical Education, Head of the Department of Vocational Training, representative of the University of Cyprus, trade unions of secondary schoolteachers, OELMEK and OLTEK.	Evaluation board.
SI	Tutor and school head.	State Teacher Certification Examination Board.

Source: Eurydice.

4.3. Procedures in case of failure

If the result of evaluation proves negative and candidate teachers are not regarded as capable of embarking on full professional activity, further training or even repetition of the entire final qualifying phase (as in the case of Germany, France, Portugal and the Netherlands) may be recommended by those who conduct evaluation. Nevertheless, according to the data available, the failure rate is low.

FIGURE 5.11: ARRANGEMENTS IN THE CASE OF UNSATISFACTORY PROGRESS, AND FAILURE RATES IN THE FINAL ‘ON-THE-JOB’ QUALIFYING PHASE FOR TEACHERS IN GENERAL LOWER SECONDARY EDUCATION (ISCED 2A), 2000/01

	Arrangements in case of unsatisfactory evaluation	Failure rate
D	Repetition of the final qualifying phase.	Rates not available.
F	The entire second year of training in an IUFM is repeated.	Around 5 % of trainees. On completion of the further year, less than 1 %.
L	Additional training: it is possible to undertake three additional terms to cover the unsatisfactory parts of training.	Rates not available but they are very low.
A	No job is offered. However, dropout often occurs where there is unsatisfactory progress during training.	Failure rate is close to 0 % but this does not include dropout.
P	The whole placement is repeated.	Very low.
NL	The final qualifying phase is repeated.	Rates not available.
UK (E)	In the case of failure to complete the induction period satisfactorily, NQTs can exercise their right to appeal against the decision.	Rates not available.
UK (NI)	In cases of unsuccessful induction, the final report would normally recommend a further period of induction, i.e. a term.	Rates not available.
UK (SC)	Extension of the <i>probation period</i> and provisional suspension of registration with the <i>General Teaching Council (GTC)</i> .	Rates not available.
CY	Those parts of training (educational theory, subjects of specialisation or teaching practice) that the trainee has failed are taken again.	Rates not available.
SI	Additional training possible in certain specific subjects (legislation and the mother tongue) The state examination may be taken again after two months and any number of times thereafter. When failure occurs for the first time, only the unsatisfactory subjects have to be taken again. On subsequent occasions, the exam must be taken in its entirety.	5 % approximately.

Source: Eurydice.

CHAPTER 6

SUPPORTING MEASURES FOR NEW TEACHERS

INTRODUCTION

In their first year of service, fully qualified teachers may experience particular difficulties as beginners in a working environment with which they are still relatively unfamiliar. Even though they will certainly have come into direct contact with school teaching practices, this will be the first time that they are confronted with the reality of daily working activity as fully qualified teachers. Under these circumstances, support offered by capable and experienced staff may help them to overcome difficulties that they may encounter as new entrants to their profession. Easing gradual entry into the teaching profession and, in certain cases, reducing the likelihood of early drop-out by teachers are the two main aims of supporting measures in several countries for new teachers who are fully qualified⁽¹⁾. Teachers in their initial post are offered formal introductory facilities, in terms of assistance from staff able to guide and advise them so that they can gradually adapt as effectively as possible to professional life. Such arrangements for assistance in the transition to professional life are referred to here as ‘supporting measures for new teachers’.

They amount to a system of organised arrangements for supporting and monitoring fully qualified teachers at the start of their careers. Arrangements of this kind therefore apply to teachers who are fully-fledged members of their profession. Their purpose is to satisfy specific needs that new teachers may experience and provide for their professional development.

The provision of in-service training for new teachers may undoubtedly help to smooth their entry into professional life. However, it is not considered here as a supporting measure as such.

Such measures for the support of new entrants to the teaching profession have also to be clearly distinguished from those for candidate teachers during their final ‘on-the-job’ qualifying phase described in Chapter 5. Support for new teachers is no longer concerned with formal assessment of their professional ability, as in the final ‘on-the-job’ qualifying phase. Supervision of them as they carry out their daily teaching duties is also less intensive. The aim may be to help them integrate with other staff and get their bearings so that they can overcome any problems due to lack of experience, or to foster development of the teaching skills they have acquired during their initial training and/or the final ‘on-the-job’ qualifying phase.

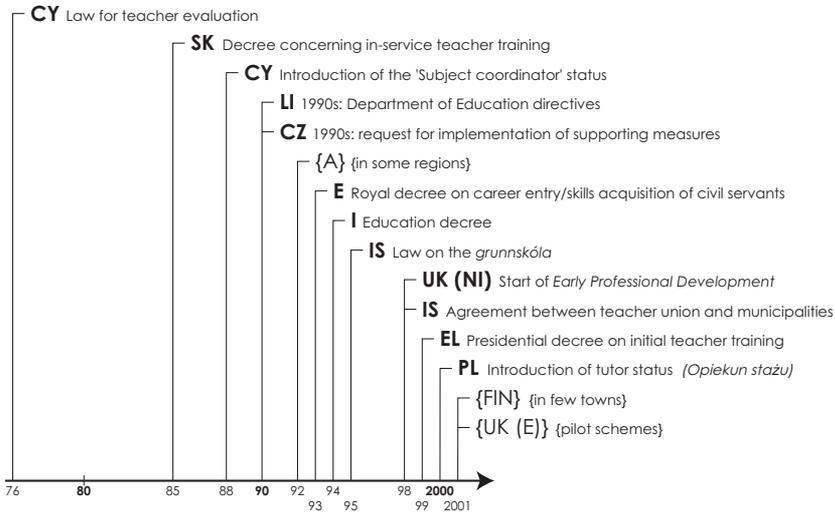
(1) Arrangements for the support of all teachers, regardless of their seniority, are not dealt with in the present report. However, they will be examined in Report III on the conditions of service of teachers.

Arrangements for the support of teachers at the start of their careers may be more or less formal in nature depending on the context in which they were adopted. In countries with arrangements for formal support, the measures concerned are of two main kinds which may sometimes complement each other:

- **support specially devised** to provide guidance, assistance and advice to new teachers when they take up their first post as fully qualified professionals, as is the case of all countries offering help of this kind;
- **compulsory training during the first year in service** as, for example, in Greece, Spain or Italy, in which teachers appointed to their first post (after reaching the required standard in the competitive examination for entry into the profession) have to undertake a series of theoretical and practical training sessions. This compulsory training corresponds to a twofold aim: it (a) provides young teachers with a special system of support and (b) serves to confirm their appointment.

Even more than in the case of the final 'on-the-job' qualifying phase, these supporting measures are a very recent trend, and only a minority of countries have already introduced them. Ten countries offer assistance to new fully qualified teachers in the form of a special classroom support programme and/or arrange training specifically for their benefit, generally during the first year of their careers. In three other countries, arrangements for support have been launched solely in certain regions or towns. For example, since 1992 in several regions of Austria the *Pädagogische Institute* have organised initiatives including various forms of support for teachers in their first year of service. In Finland, too, initiatives for support to new teachers got under way in a few towns in the autumn of 2001. In England, a pilot scheme to support the professional development of new teachers in the second and third years of their careers has existed since September 2001. The scheme is part of the government's strategy for the continuing professional development of teachers and aims to support, develop and retain teachers beyond their induction period. In the other countries, no such supporting measures are in operation.

FIGURE 6.1: YEARS MARKING THE INTRODUCTION OF SUPPORTING MEASURES AND/OR ASSOCIATED WITH PLANNED MEASURES FOR NEW ENTRANTS TO THE TEACHING PROFESSION IN GENERAL LOWER SECONDARY EDUCATION (ISCED 2A)



Years associated with planned measures

<p>Already agreed timetable</p>	<p>B fr: December 2000 decree providing for special support at the start of a teacher's career. It is being introduced with effect from September 2004 (given that the first teachers to benefit from the new provisions will complete their three years of study in June of that year).</p> <p>F: 2001 ministerial circular concerning support for entry into the profession. From the start of the 2002/03 school year, measures for support and training are gradually being introduced during the first two years of service.</p> <p>UK (W): Framework for <i>early professional development</i> to be introduced from September 2003.</p> <p>EE: Planned for 2003/04. Although, at present, schools appoint an experienced teacher to supervise a new teacher, the responsibilities of the former are not determined at national level.</p> <p>HU: A 2002 proposal for a tutor system to help new teachers is subject to consultation. The career model for teachers is planned for gradual introduction up to the end of 2006.</p>
<p>Discussion under way</p>	<p>D: Recommendation approved by the KMK in 1999.</p> <p>L: Undergoing discussion.</p> <p>P: The decrees of 1990 and 1998, which provide for supporting measures during the initial in-service period (<i>período probatório</i>) of new teachers, have not yet been implemented.</p>

Additional notes

Source: Eurydice.

Spain: The 1993 royal decree may have varying implications from one Autonomous Community to the next.
Iceland: The agreement between the Icelandic teachers' union and the municipalities relates to the 1998-2000 period.

Explanatory note

'Undergoing discussion' or 'subject to consultation' implies the existence of a draft law, policy document or any other official preparatory document emanating from the educational bodies concerned. Pilot projects or experimental schemes may also be under way.

However, many other countries are becoming increasingly interested in the development of special arrangements for the supervision of new fully qualified teachers, and have placed such measures firmly on the agenda for debate. In some countries, proposed measures have already been drafted and a timetable for their introduction has also been prepared. In the French Community of Belgium, for example, the December 2000 decree provided for special support for teachers at the start of their careers which is being introduced from September 2004. In France, the present lack of support for teachers who have just secured appointment on full tenure after leaving an IUFM is offset, with effect from the 2002/03 school year, by a minimum of three weeks of training during the first year in service with tenure and two weeks during the second year. Set out specifically in a circular of July 2001, these new arrangements for support include supervised discussions and exchanges involving new teachers and 'supporting teachers' with some experience. Certain pilot experiments got under way at the start of the 2001/02 school year. In Wales, a special early professional development programme for new teachers is being introduced with effect from September 2003. The educational authorities in Estonia are currently preparing a system for monitoring and supporting new entrants: experienced teachers are training to act as 'guides' and to assist their young colleagues with effect from 2003/04. As part of the teaching career model in Hungary, a tutoring system is planned for gradual introduction up to the end of 2006.

It is thus clear that action to develop support for new teachers when they embark on their careers is now well under way. Several countries are openly debating the need for formal arrangements to ensure that new entrants to the teaching profession are supportively assisted by their colleagues. Schemes still at proposal or discussion stage have been initiated in this way in Germany, Luxembourg and Portugal.

1. TYPES OF CONTENT AND ASSISTANCE

Assistance for new entrants to the teaching profession is not subject to special conditions. Where a programme of supervision and support exists, it is offered unconditionally to all young teachers. In Northern Ireland and in Poland (trainee and contractual teachers), this assistance is not optional. The *Early Professional Development* (EPD) phase in Northern Ireland is regarded as essential to the professional development and continuity of training of all teachers. Similarly, in Greece, Spain, Italy and Cyprus, involvement in the training programme for the first year(s) of actual teaching is compulsory.

The context in which assistance is provided may call for some degree of organisation. As part of in-service training provision in Greece, for example, there are arrangements for teachers to receive advice and guidance, between October and March in their first year of activity. This is provided by several appropriately qualified staff members, including an educational counsellor who acts as a tutor. The school head and other experienced colleagues may also be involved. Throughout this period, teachers are observed as they perform their work in the classroom and then hear the opinion of all those who have been observing them. In the second half of June, they also have an opportunity to discuss problems they have encountered in their teaching and possible solutions to them. Besides their special compulsory training, new teachers in Spain receive support from a tutor who teaches the same subject. In Cyprus, newly appointed teachers receive help and assistance from three sources. The subject inspector observes classroom performance throughout the school year, which lasts from September to June, with such classroom visits usually taking place between October and May. The other two sources from which the newly appointed teacher may get help and advice are the school head and the deputy head, acting as departmental head.

In general, however, countries arranging for support do so in more informal ways, by becoming more attentive to the individual needs of new entrants to the teaching profession. Figure 6.2 shows that the latter are helped primarily through observation of their work in the classroom, and discussions about their progress and any problems, in meetings with those responsible for supervising them. They are also able to take part in other activities carried out by school colleagues (such as the planning of lessons and pupil assessment).

In Northern Ireland, information and guidance on the structure and reporting of professional development activities are included in *The Teacher Education Partnership Handbook*. The handbook contains information on the roles and responsibilities of the various teacher education partners in Northern Ireland in all three of the integrated stages of teacher education, namely initial teacher education, the *induction stage* and EPD.

FIGURE 6.2: TYPES OF SUPPORT AND SUPERVISION AVAILABLE TO NEW ENTRANTS TO THE TEACHING PROFESSION IN GENERAL LOWER SECONDARY EDUCATION (ISCED 2A), 2000/01

Type of support	EL	E	I	UK (NI)	IS	LI	CZ	CY	PL	SK
Formal/semi-formal meetings (for the discussion of progress or problems)	●	●	●	●	●	●		●	●	●
Opinions, information and informal reaction	●	●	●	●	●	●	●	●	●	
Assistance with the planning of lessons	●	●	●		●	●			●	●
Assistance with the assessment of pupils/writing their school reports		●	●	●	●	●			●	●
Participation in classroom activity and/or classroom observation	●	●		●	●	●	●	●	●	●
Advice concerning skills	●	●	●	●	●			●	●	●
Organisation of seminars/workshops/ discussion groups	●	●						●	●	●
Visits to other schools/resource centres		●							●	
Special compulsory training	●	●	●							
Others				Introductory booklet						

Source: Eurydice.

Additional notes

Greece: The training known as *eisagogiki epimorfossi* for new teachers consists of three stages lasting a total 100 hours.

Spain: Organisation of the first year of actual teaching is the responsibility of the Autonomous Communities and may vary slightly from one school or Community to the next.

Italy: During the *anno di formazione*, teachers receive 40 hours of training (25 hours of on-line distance provision and 15 hours of seminars).

2. DURATION OF SUPPORT

The time that support lasts varies from one country to the next in accordance with practice characterising these measures but, in general, it is provided at least during the first year of service. In Spain, the period varies between a term and a school year depending on the Autonomous Community concerned. Teachers in Northern Ireland are involved in the *Early Professional Development* scheme during the first two years of their careers. In Cyprus, too, supporting measures for new teachers cover their first two years in service. In the Czech Republic, arrangements for new entrants to the teaching profession, which are available in the first instance for 12 months, may be extended if necessary. Support is compulsory in the first two employment contracts in Poland, lasting nine months (*Staż*) and two years nine months, respectively, during which fully qualified teachers have a fixed-term contract and the status of trainee and then 'contractual teacher'. Subsequently, when they secure permanent status, they themselves take the initiative in requesting support and decide how long it should last.

3. WORKLOAD

In general, new entrants do not have a teaching workload that is any less than that of more senior teachers. However, in Northern Ireland, school heads should ensure that new teachers have adequate time and resources to engage in *Early Professional Development*. In Iceland teachers have a reduced teaching workload, and in Liechtenstein they give two class periods fewer a week.

4. STAFF RESPONSIBLE FOR PROVIDING SUPPORT

A designated person is always responsible for supporting new fully qualified teachers.

FIGURE 6.3: CONDITIONS ASSOCIATED WITH STAFF RESPONSIBLE FOR SUPPORT OFFERED TO NEW ENTRANTS TO THE TEACHING PROFESSION IN GENERAL LOWER SECONDARY EDUCATION (ISCED 2A), 2000/01

	Persons responsible for support	Body/person who appoints those responsible for support	Special training of persons responsible for support	Salary increases/other benefits received by persons responsible for support
EL	Educational adviser	Ministry of Education	None, but they have at least 20 years of professional experience	Monthly salary increase
E	Tutor (teacher who teaches the same subject as the beginner)	Evaluation committee (whose membership depends on the Autonomous Community concerned)	None, but there is an ongoing draft regulation for the training of tutors	None
I	Tutor (teacher who preferably teaches the same subject as the beginner)	School head on the advice of the teachers' assembly	None	None
UK (NI)	Tutor	School head	Yes, training is given by the <i>Education and Library Boards</i> and other initial training institutions	A salary increase is possible at the discretion of the school head or <i>Board of Governors</i>
IS	Experienced teacher and school head	School head	None	Salary increase
LI	Experienced teacher	School head	Optional training	Two lessons fewer a week
CZ	School deputy head	School head	Yes, by in-service training centres or universities	Any salary benefits are at the entire discretion of the school head
CY	Subject inspector, school head and departmental head	Education service commission	Yes, special training and academic credentials	Salary scale for the position they hold
PL	<i>Opiekun stażu</i> (tutor)	School head	Yes, by in-service training centres or universities	A salary increase and a reduction in teaching time
SK	Experienced teacher	School head	Yes, by in-service training centres or universities	Salary increase

Source: Eurydice.

In general, those exercising such oversight are experienced teachers who have acquired a given level of seniority in their career and/or school heads. In Northern Ireland, *Early Professional Development* provides for the assistance of a tutor appointed by the head of the school in which a new teacher has begun work. In Greece, educational counsellors (with at least 20 years of professional experience) are specially appointed by the Minister of Education to perform this supportive role for new entrants during their first year of service.

Those who act as 'supporting teachers' or 'guides' often receive special training in order to carry out this work with new teachers. Such training is provided by universities or in-service training centres.

In some countries, teachers working as tutors may receive a salary increase for carrying out their duties. In Poland, they may also be entitled to a slight reduction in their teaching workload.

5. EVALUATION

Although the foregoing arrangements are not followed by any ‘qualifying’ assessment, in the strict sense, of progress achieved by teachers in their first (and second) year(s) of work, the majority of countries concerned require those responsible for the support to draft a final report on the professional development of new teachers. This is a way of examining the effectiveness of particular arrangements for support.

In Northern Ireland, for example, school heads are responsible for helping the inspectorate to sustain the quality of Early Professional Development. Work done by new teachers on professional development activities may qualify as credit towards postgraduate courses at certain universities or colleges in Northern Ireland. When new teachers have completed their first year in service in Slovakia, the school head or leader of the district council convenes a panel to undertake a final assessment of them. In Italy, teachers prepare a final activity report for submission to an evaluation committee which, in nearly all cases, confirms their appointment. The committee consists of the school head and, depending on the size of the school, two to four teachers elected by the general assembly of teachers. In Spain, a committee for qualification whose membership varies from one Autonomous Community to the next, is responsible for organising training and assessing the final report that teachers have to draft. This report, together with the one from the tutor, is taken into account when deciding on the final appointment. In Poland, a commission is established for the first two evaluation phases providing entitlement to a salary increase and promotion in terms of status. It consists of the school head, the tutor and a union representative in the case of the first promotion after nine months (the *Staż*). Where appointment with tenure is concerned, three experts representing the ministry and a representative of the school governing body are also present.

| SUMMARY AND CONCLUSIONS

Enhancing the academic and professional dimensions of initial teacher training

The status of a profession and its recognition by society naturally depend on the level of qualification required by those who practise it. Teachers are no exception. A review of measures introduced since 1970 to increase qualification requirements (Chapter 1) has demonstrated that concern with raising the level and/or extending the period of study required has everywhere been central to reform. Recognition of the importance of theoretical and practical professional training specifically for teachers, and general education (implying academic knowledge) has also inspired the major reforms of initial teacher training for lower secondary education.

Today, it is still clear that policy-makers are striving to find the best possible balance between two competing requirements, namely the need to place greater emphasis on academic knowledge and/or to improve professional skills. The compromise depends on the situation formerly prevailing in the country concerned. In one way or another, reforms in most countries are geared to making some form of specifically professional training compulsory and/or to increasing the share of professional training within training as a whole. In Italy, for example, professional training in universities has recently been made compulsory and a similar measure is being implemented in Greece with effect from 2003. Yet it would appear that in some countries in which training has clearly been transferred to a university setting, enhancement of its academic dimension is assuming greater importance than professional training as such. This trend is partly attributable to traditional values associated with a university education but also to the considerable autonomy granted to institutions with university status (Chapter 3).

In the great majority of countries in 2000, the minimum period of initial teacher training was four or five years, the main exceptions being Belgium, Austria (for *Hauptschule* teachers) and Iceland, all of which offered solely three-year courses. The qualification obtained on completion of training was classified as level 5A, equivalent to conventional university level; only Belgium and Denmark retained (non-university) level 5B. It is therefore highly likely that reforms in the years ahead will not now affect the actual organisation of courses (in terms of their level and duration) except in the case of changes expected in the organisation of higher education following the joint declarations of European education ministers (For a European Area in Higher Education) at Bologna (June 1999) and its follow-up in Prague in May 2001. On the other hand, they will almost certainly be concerned with course content, and place emphasis on the acquisition of specific skills (see Chapter 3).

The concurrent model is increasingly dominant

The period of compulsory education has been extended in many countries in the last 30 years and lower secondary education is now an integral part of compulsory provision in all European countries. For many years, the Nordic countries and half the European Union candidate countries have fully integrated this level of education into a single structure together with primary schooling. In all EU candidate countries which adopt such a structure, the initial training of teachers for these final years of compulsory education is customarily provided in accordance with the so-called concurrent model.

Over the last few decades, most Nordic countries have carried out reforms leading to adoption of this model. In most cases, policy-makers have initially introduced it alongside the conventional consecutive model. They have then abolished the latter or ensured that the concurrent model becomes the dominant one (see Chapter 1). As a result of these reforms, therefore, the qualifications of teachers at ISCED levels 1 and 2 have become increasingly similar, or have been merged.

The other countries that have retained a clear separation between primary and secondary education have also adopted or are seeking to adopt a concurrent model of teacher training for lower secondary education, sometimes in combination with the consecutive model (see Chapter 2).

Spain, France, Italy and Bulgaria are the exceptions. In these countries, all initial training for teachers intending to work at this level is provided in accordance with the consecutive model. In Spain, changes in the model adopted have clearly corresponded to changes in the organisation of basic education. During the whole period in which compulsory education was provided within a single structure, teachers were trained in accordance with the concurrent model. Following the 1990 LOGSE reform which divided compulsory education into two clearly separate levels, teacher training for lower secondary education has been adjusted in accordance with training for upper secondary level, on the basis of a consecutive model.

France is the only country in which, in 1982, it was decided to bring the model of teacher training for primary education gradually into line with the corresponding pattern for lower secondary level.

It should be emphasised that, in the case of concurrent models of training, students decide to become teachers at a very early stage. Their training thus amounts to a commitment extending over a substantially longer period. On the other hand, in consecutive systems, the decision to join the teaching profession is taken much later, after obtaining a first tertiary education qualification, so that the period of teacher training as such is relatively short. In the case of the consecutive model, therefore, it is harder for those who plan for the provision of training to estimate several years in advance the number of graduate teachers who will be available to meet future demand.

In most countries, limits are set on the number of places at the point of entry to teacher training

Very few European countries provide for free or open access to initial teacher training for secondary education (Chapter 2). In general, this number is centrally determined. In some EU candidate countries and Spain, the decision is decentralised. As regards the criteria adopted for selection, they are generally left to the discretion of training institutions, or established jointly with the central authorities. In several countries, decisions on selection criteria are increasingly being taken at central level and this trend will most probably become more marked in the years ahead with the implementation of quality assurance measures. The academic proficiency of candidates remains the commonest selection criterion, and is assessed either with reference to marks obtained in previously awarded qualifications, or by means of an entrance examination. Criteria associated with interpersonal aspects or motivation for working with adolescents are less frequently considered. In some countries, training institutions take account of interviews conducted as part of their selection procedures. Yet, where factors that are more psychological and concerned with teaching itself are taken into consideration, this appears important both for candidates who must decide whether to commit themselves fully to preparation for the profession, and for trainers who administer selection and have to provide quality training.

Achieving an appropriate balance between teacher supply and demand seems to be the main reason for setting a limit on the number of places. In many cases, the enrolment capacity of institutions also justifies limiting admissions at the point of entry. These two concerns are thus sometimes liable to work against each other when the number of teachers required is greater than the number of vacant training places. In such instances, the expenditure on additional infrastructure and teaching resources that the public authorities are able to authorise for training purposes may be subject to strict budgetary limits.

Institutions with substantial autonomy in the curricular domain

Besides the selection of candidates, matters relating to the training curriculum itself will no doubt also be more tightly controlled. In Europe, major changes in the actual content of initial training, in terms of the skills that teachers should acquire, are to be expected in the next few years. As Chapters 2 and 3 have clearly demonstrated, the greatest disparities between countries and within individual countries are to be found in two essential components. The relative share of professional training (theoretical and practical teacher training) in training as a whole varies from one country to the next and within individual countries. The same variation is observable in the minimum skills expected of teachers in certain areas that have become gradually essential to their occupational activity. Admittedly, many national policies stipulate that training institutions should devote at least a minimum amount of time

to professional training. However, in over half of the countries, less than 25 % of training is concerned specifically with teaching skills. Indeed, in some countries, institutions have complete autonomy in this area.

Chapter 3 examines more closely the extent to which training institutions are free to determine the content and/or the time to be set aside in the curriculum for particular skills in five major new areas, namely the use of ICT to enhance teaching activity, professional skills in management and administration, skills required to support children with special needs and those from migrant families and, finally, communicating with pupils and managing their behaviour. Almost everywhere, ICT is a compulsory part of training. Conversely, training in management and administration is rarely included in the compulsory curriculum. This may be largely attributable to the fact that the increased management autonomy granted to schools has altered the occupational responsibilities of school heads but had very little impact on those of teachers. The three other areas are included in the curriculum of around half of European countries. Variations are doubtless attributable to their own particular circumstances. For example, the inclusion of these areas in the curriculum at least partly depends on whether children with special needs are educated within separate or mainstream provision and on the position of migrants in the country concerned.

Over and above the mandatory inclusion (or otherwise) of these five areas in training, this part of the study indicates that the recommendations are very general and that institutions may have considerable room for manoeuvre in deciding how much time should be devoted to them and/or what should constitute their content. Only six countries are noteworthy for their detailed recommendations in all or nearly all of the foregoing areas. Luxembourg and Estonia have defined both the aspects that should be covered and the time that should be spent on them. The Netherlands and the United Kingdom have specified the skills that should be acquired. Everywhere else, the skills of teachers on completion of their training may vary with the training institution they have attended.

The issue of how a policy for the management autonomy of institutions can be combined with quality assurance of the skills acquired by trainees is a matter of concern for a number of countries. Just as the precise key skills that young people should have on completion of compulsory education are now a matter for debate, so identification of the skills that all teachers should possess on completion of their training is among the key concerns of many policy-makers. This issue is of critical importance. It has a direct bearing, first, on whether and how the status of the teaching profession will be enhanced in line with persistent demands to this end and, secondly, on efforts to ensure that teachers at the start of their careers are properly equipped to engage in full professional activity and offer their pupils a sound education.

Teachers remain subject specialists but may generally be recruited at several levels of the education system

In most European countries, as Chapter 4 has shown, initial teacher training for lower secondary education remains highly specialised in just one or two subjects. The range of subjects for which graduate teachers may claim to be fully qualified is thus very limited. As far as managing supply and demand is concerned, this may represent a real handicap for institutions whenever there is a rise or fall in the demand for teachers of particular subjects. Such trends may give rise to shortages and/or oversupply, respectively (¹). The few countries in which teachers are trained as semi-specialists or even regarded as generalists are less frequently obliged to recruit teachers who are fully but inappropriately qualified. In cases of this kind, only a widespread general lack of teachers amounts to a real shortage.

It may also be argued that highly specialised training should attach special importance to ensuring that trainees become aware of the importance of team-work. Indeed, it is at least plausible that, without appropriate training, subject specialisation inhibits team-work and, with it, the development of new approaches to cross-disciplinary provision so widely recommended.

Moves to ease the transition to full professional life

Chapters 5 and 6 together describe all measures implemented in Europe to ensure that the entry of newcomers into the teaching profession is fully satisfactory. For these beginners, the point at which they transfer from a training institution which has provided them for some years with the necessary grounding, to a real school environment, is of considerable importance. This transition may occur gradually and involve teachers completing several stages in turn before they are regarded as fully-fledged professionals.

Features of the transition between the initial training and full professional activity of teachers have been reviewed, by directly examining the measures implemented in different countries in order to support and guide them at this stage which has such critical implications for their subsequent professional commitment.

Depending on the country concerned, there are two main ways of arranging for this transition as follows:

- by preparing teachers for the start of their careers during a final 'on-the-job' qualifying phase (Chapter 5). During this stage, they are still regarded as 'candidates', since they are not completely qualified to begin their careers as fully-fledged members of the teaching profession. Their professional development is closely monitored and the training and assessment aspects of this phase are crucial.

(¹) For an in-depth analysis of the issue of supply and demand, see Eurydice. The teaching profession in Europe: Profile, trends and concerns. Report II: Teacher supply and demand. General lower secondary education. Key topics in education in Europe, volume 3. Brussels: Eurydice, 2002.

- supporting measures for new teachers (Chapter 6) who are already regarded as fully qualified professionals and employed as such. Measures of this kind are not intended to provide newcomers with any further qualifications (since they already possess all those that are necessary to teach), but to help them overcome any difficulties they may encounter as beginners in their profession.

Finally, the two kinds of arrangement may exist in combination. At present, only Northern Ireland in the United Kingdom and Cyprus have introduced these two types of measure, but a certain number of countries are planning similar initiatives.

The two sorts of arrangement examined here do not reflect a deeply rooted tradition in European systems for the training and recruitment of teachers. At present, the final 'on-the-job' qualifying phase and supporting measures for new teachers do not yet correspond to widespread practice in the world of teaching in Europe, but they are moving in this direction. An increasing number of education authorities are now recognising that transition is an important issue and are planning programmes to enable new teachers to move more easily and successfully into professional life. In 2000/01, nine European countries provided for a final 'on-the-job' qualifying phase and ten had also established measures for support and systematic assistance to new teachers. As Figure A illustrates, certain countries that have established a final qualifying phase are planning measures for the support of new teachers. The two types of provision are thus becoming complementary.

Furthermore, a number of other countries which currently have no arrangements for 'on-the-job' training or support for new teachers are also planning to implement new programmes to address these areas (French Community of Belgium, Finland, Wales in the United Kingdom, Estonia and Hungary). The foregoing types of provision are thus now coming fully into the open and have been developing in the short period since the end of the 20th century.

**FIGURE A: PROVISION OF A FINAL 'ON-THE-JOB' QUALIFYING PHASE
AND/OR SUPPORTING MEASURES FOR NEW TEACHERS IN GENERAL LOWER SECONDARY
EDUCATION (ISCED 2A), 2000/01**

	Final 'on-the-job' qualifying phase		No final 'on-the-job' qualifying phase
		at planning stage or subject to consultation	
Supporting measures for new teachers	UK (NI), CY		EL, E, I, IS, LI, CZ, PL, SK
Supporting measures for new teachers at planning stage or subject to consultation	D, F, L, A (AHS), P, UK (E)	UK (W), EE	B fr, FIN, HU
No supporting measures for new teachers	NL (LIO), UK (SC), SI		B de, B nl, DK, IRL, NL, S, NO, BG, LV, LT, HU, MT, RO

Source: Eurydice.

Additional notes

Netherlands: For students in the dual system of training in which work and study are combined, the *Leraar in Opleiding* (LIO) constitutes an optional pathway alongside the normal system of compulsory practical teaching placements during initial training.

Austria: The final 'on-the-job' qualifying phase is solely for university-trained teachers intending to work in the *allgemeinbildenden höheren Schulen*. Supporting measures for new teachers are operational only in certain regions.

Finland: Initiatives for support to new teachers are operational solely in a few towns.

United Kingdom (E): The induction period applies to all those wishing to teach in maintained secondary schools, who have secured qualified teacher status (QTS) since May 1999.

Explanatory note

By 'at planning stage' or 'subject to consultation' is meant the existence of a draft law, policy document or any other official preparatory document emanating from the educational bodies concerned. Pilot projects or experimental schemes may also be under way.

Even though these two types of measure for the supervision of prospective or new teachers pursue fairly similar aims, their organisational features differ somewhat. Figure B summarises the similarities and differences between them.

These two types of measure may be distinguished from each other above all by differences in salary and evaluation criteria. Thus during the final qualifying phase, the support offered to new teachers is conditioned by the fact that they are still regarded as trainees and must undergo a final appraisal of their professional ability. By contrast, the supporting measures for new teachers are not devised for assessment purposes in a way that might hinder continuation of their career.

FIGURE B. SIMILARITIES AND DIFFERENCES BETWEEN THE FINAL 'ON-THE-JOB' QUALIFYING PHASE AND SUPPORTING MEASURES FOR NEW TEACHERS, GENERAL LOWER SECONDARY EDUCATION (ISCED 2A), 2000/01

	Final 'on-the-job' qualifying phase	Supporting measures for new teachers
Organisation/timing	During or after initial training. Normally prior to permanent recruitment.	After initial training. After recruitment.
Duration	Variable (between 7 and 40 months).	Variable (generally 1 year).
Conditions for admission	Possession of an initial qualification (in certain cases, successful performance in a competitive examination).	The person concerned must be a fully qualified teacher and have satisfied the conditions for entry to the teaching profession and/or been allocated a first post.
Responsibility vis-à-vis the class	Total and/or supervised.	Total
Teaching workload	Generally less than that of a fully qualified teacher.	The same as that of other more experienced colleagues.
Salary	Normally lower than that of a fully qualified teacher.	The normal salary of a new teacher.
Obligations linked to training	Yes, other than in exceptional circumstances.	In some countries.
Supervised by a tutor	Yes, an experienced teacher. Tutors may receive salary increases or other benefits. They rarely receive special training.	Yes, an experienced teacher. Tutors may receive salary increases or other benefits. They rarely receive special training.
Assessment	Yes, with formal certification that the person concerned is fully qualified to teach.	No, but a report on the progress of new teachers may be requested.

Source: Eurydice.

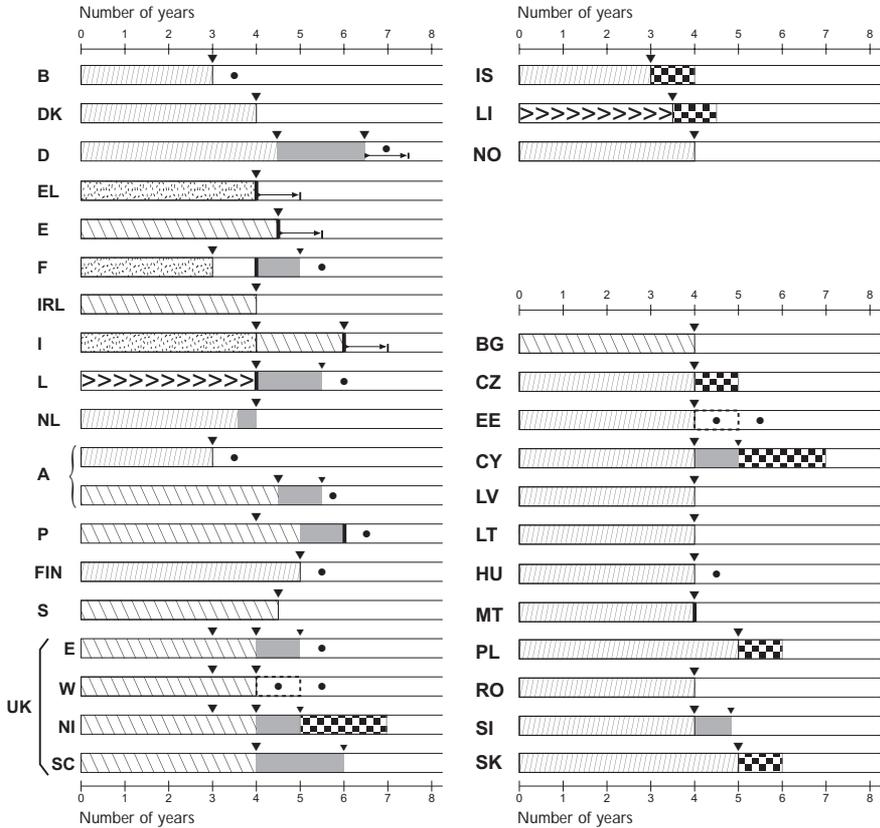
The provision of one of the two foregoing kinds of support for prospective or new teachers does not mean that the country concerned will necessarily provide training in accordance with a particular model, whether concurrent or consecutive. Either form of support may coexist with either model. Neither is the method of recruitment (?) associated with one or other type of support.

In short, on completion of initial training, teachers may have satisfied very different types of requirement to qualify for their profession

From the foregoing, it may be concluded that the distinctive background and qualifications of graduates who have been trained to teach in lower secondary education vary widely from one country to the next. They have received different types of training of differing duration. Their ages vary and some of them will have spent a considerable period of time in schools, with the status of salaried 'beginner teacher'. In other countries, they assume full responsibilities as soon as their career gets under way, without having acquired real professional experience outside their supervised practical placements during training. This wide variety of situations in the world of teaching in Europe is summarised in the following diagrams which set out, country by country, each stage of initial training and the transition to full professional activity.

(?) See Chapter 3 on types of recruitment methods of the study Eurydice. The teaching profession in Europe: Profile, trends and concerns. Report II: Teacher supply and demand. General lower secondary education. Key topics in education in Europe, volume 3. Brussels: Eurydice, 2002.

FIGURE C: LENGTH AND STRUCTURE OF STAGES IN THE INITIAL TRAINING OF TEACHERS FOR GENERAL LOWER SECONDARY EDUCATION (ISCED 2A) AND IN ARRANGEMENTS FOR THEIR TRANSITION TO PROFESSIONAL LIFE, 2000/01



	Concurrent model of initial training		Consecutive model of initial training
	General education		Educ. or training provided exclusively abroad
	Competitive examination		Final 'on-the-job' qualifying phase
	Supporting measures for new teachers		
	Period of provisional appointment with support and training		
	One or more certification stages during and at the end of initial training		
	Certification on completion of the final 'on-the-job' qualifying phase		
	Final 'on-the-job' qualifying phase planned or under discussion		
	Supporting measures for new teachers planned or under discussion		
	Professional career		

Additional notes (Figure C)

Belgium: Measures in hand for the support of new teachers relate solely to the French Community.

Germany, Greece, Spain, United Kingdom (SC), Norway, Bulgaria, Czech Republic, Estonia and Latvia: Only the minimum period of initial teacher training is shown here. For any detailed information concerning variations in the length of initial training in these countries, see Chapter 2, Figures 2.2 and 2.3.

Greece: The procedure for selection using a list of candidates will be permanently replaced by one of competitive examination in 2003. The professional training programme will become compulsory and an integral part of the general university course.

France: During their first three years in higher education, students may, if they wish, undertake preliminary professional training at university. The first year of IUFM training (shown in white) is not compulsory but the customary path is two years of (general and professional) training in an IUFM.

Ireland, Portugal, Finland, Sweden, United Kingdom, Iceland, Norway, Lithuania, Malta and Slovenia: Only the dominant model of training is shown here. For any detailed information concerning both models of training in these countries, see Chapter 2, Figure 2.1.

Italy: According to the new regulations, university graduates receive two years of theoretical and practical training in specialisation schools before taking the competitive recruitment examination. In 2000/01, a transition period, they were still able to sit the examination (*cattedre di insegnamento*) without having had to complete the two years of specialisation.

Luxembourg: The research assignment that teachers have to carry out in their final qualifying phase (*stage pédagogique*) must take no longer than 22 months. This period is not shown.

Netherlands: For students in the dual system of training in which work and study are combined, the *Leraar in Opleiding* (LIO) constitutes an optional pathway alongside the normal system of compulsory practical teaching placements during initial training.

Austria: The concurrent model corresponds to teacher training for the *Hauptschulen* and the consecutive model to training for the AHS.

United Kingdom (E/W/NI): A first degree is followed by a one-year *Postgraduate Certificate in Education* (PGCE) course.

United Kingdom (SC): The length of the final 'on-the-job' qualifying phase may be two school years in one or several schools, or one school year if the teacher concerned has acquired professional experience in a further education college.

Poland: Support is compulsory in the first two employment contracts, lasting nine months and two years nine months, respectively. On permanent appointment, teachers themselves decide how long they wish to benefit from supporting measures.

Slovenia: Trainee teachers for lower secondary education have to complete a final 10-month 'on-the-job' qualifying placement which, until September 2002 may be extended by two months during the summer holidays so that they can prepare for the final Teacher Certification Examination.

More specifically, the diagrams illustrate for each country the minimum duration of full initial training (distinguishing between the concurrent or consecutive model), and the point at which the first and/or second qualification(s) are awarded. In addition to this basic information, the diagrams also represent, for the countries concerned, the duration of the final 'on-the-job' qualifying phase, the arrangements for selection at the point of entry into the profession (the existence of a competitive examination), supporting measures for new teachers and, in certain cases, the period of provisional appointment following successful completion of procedures for entering the profession (with in-service training).

Because the majority of supporting initiatives intended to facilitate the entry of teachers into their profession have been implemented only recently, an evaluation of their effectiveness would still be premature. Nevertheless, in countries in which a final 'on-the-job' qualifying phase has already existed for some years, experts are starting to evaluate the approach, and to consider the real effectiveness of this kind of arrangement, as well as the possible need for reforms. For example, in Germany, the final qualifying phase known as *Vorbereitungsdienst*, which is an integral part of initial teacher training, has been subject to some criticism regarding its real value in the professional development of teachers. It has been noted that the training institutions (*Studienseminare*) responsible for this phase often run the risk of training teachers in 'total isolation'. Any such isolation is arguably attributable to a weakening of links between universities and teacher training institutions, as well as to a lack of cooperation between the latter and the schools to which they allocate their trainee teachers. Also emphasised is the inadequate attention devoted to the training of trainers for these institutions, who receive no form of special grounding for them to carry out their responsibilities effectively. In France, concern has been expressed over the lack of training for tutors or 'teachers of teachers' who work in the IUFMs.

By adopting a set of supporting measures for new teachers, those responsible for education in various European countries are attempting to provide appropriate assistance to those who have chosen teaching as a career, during the crucial transitional period between their initial training and full professional activity. In this way, they are hoping to at least partly counter the sense of disillusion currently affecting the teaching profession in some countries, while ensuring that they give teachers the skills they require to fulfil their responsibilities as educators.

Let us hope that by drawing on the experience already available, these countries will be able to meet to the full the expectations associated with this major enterprise.

ANNEXE

ANNEXE 1

**PRECONDITIONS FOR ADMISSION TO AND EXEMPTION
FROM THE FINAL 'ON-THE-JOB' QUALIFYING PHASE**

	Preconditions for admission	Exemption
D	A first qualification (after passing the <i>Erstes Staatsexamen</i> – first state examination).	Qualified teachers who are citizens of EU Member States, provided they have acquired the status of fully qualified teachers in their own country.
F	Successful performance in the competitive examination for the CAPES or CAPEPS.	Qualified teachers who are citizens of EU Member States.
L	Preliminary language examinations + competitive examination in the subject in which candidates specialised at university.	Candidates able to provide evidence that they have completed a course of combined theoretical and practical teacher training at a private or public-sector educational institution in Luxembourg or another country in the European Union.
NL	No regulations at present. In the new law: acquisition of 126 credits (± 3 years of study).	The possibility of exemption depends on whether a teacher training institution offers opportunities for a more substantial LIO practical period and whether enough places can be found at schools.
A (AHS)	Successful completion of the entire initial teacher training course. First qualification (<i>Magister</i>).	Candidates who have successfully completed the entire initial training course for AHS teachers and already hold a certificate qualifying them to teach at primary schools or at <i>Hauptschulen</i> , and who have additionally acquired three years of professional experience.
P	Successful completion of the entire special teachertraining programme.	<ul style="list-style-type: none"> • Teachers with over six years of service. • Candidates who hold a <i>Licenciatura</i> in education. • Candidates who hold a qualification in education at the Distance University (<i>Universidad Abierta</i>). • Citizens of EU Member States according to the <i>Despacho Normativo 48/97 of 19 August 1997</i>.
UK (E/NI)	In England: <i>Qualified Teacher Status</i> (QTS). In Northern Ireland: successful completion of initial teacher education leads to eligible to teach status.	In England: <ul style="list-style-type: none"> • Teachers who obtained QTS on or before 7 May 1999; • Teachers who have satisfactorily completed induction or probation in Scotland, Northern Ireland, Guernsey, Jersey or Gibraltar. In Wales, a person who qualifies as a teacher in England or Wales after 7 May 1999 and who takes up a first teaching post in Wales will be exempt from the requirement to serve induction when moving on to a post in England, provided at least two terms are completed in post before the introduction of induction arrangements in Wales.

ANNEXE 1 (continued)

*PRECONDITIONS FOR ADMISSION TO AND EXEMPTION
FROM THE FINAL 'ON-THE-JOB' QUALIFYING PHASE*

	Preconditions for admission	Exemption
UK (E/NI)		<ul style="list-style-type: none"> • A person who does not yet have QTS but who, subject to certain conditions, may be employed in education, such as: <ol style="list-style-type: none"> a) a person undergoing employment-based training on the Graduate or Registered teacher programmes b) an instructor employed when no suitable qualified teacher is available c) an overseas-qualified teacher employed for up to four years. • Teachers who are nationals of the EEA and fall within article 3 of the EEC Council Directive 89/48 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. <p>In Northern Ireland, similar conditions exist as, for example, in the case of teachers who have completed an induction period in England or a probationary period in Scotland, or teachers qualified to teach in other EU Member States. Where appropriate, other teachers may be assessed against the induction competences and allowed to proceed to Early Professional Development.</p>
UK (SC)	<ul style="list-style-type: none"> • Successful completion of the full requirements of an initial teacher training programme. • Acquisition of a first qualification, a university degree of 3 or 4 years. • Appointment (temporary or permanent) to a teaching position in a school 	<ul style="list-style-type: none"> • If a teacher possessing a <i>Teaching Qualification in Secondary Education</i>, has taught in a <i>Further Education College</i> and wishes to obtain full registration in secondary education, he/she will only be required to complete one year of satisfactory probationary service in a secondary school. • <i>Fully Qualified Teachers</i> from England, Wales and Northern Ireland are acceptable for registration with the General Teaching Council for Scotland and no further probationary service may be necessary. • Teaching experience outside the UK is also acceptable for registration with the <i>General Teaching Council for Scotland</i>, provided the experience is deemed equivalent to the Teaching Qualification and the medium of instruction is English. In this situation also, a period of probationary service may not be necessary.
CY	Successful completion of a bachelor's degree in the area of specialization.	Only from certain modules, depending on the duration and the content of graduate studies.
SI	Successful completion of the initial teacher training programme. First qualification.	<ul style="list-style-type: none"> • Persons returning to teaching. • Those who have completed the traineeship in other professions, such as librarianship. <p>Where there is a shortage of teachers, those who are newly qualified may start teaching independently. Their salary is calculated similarly to that of a teacher who has passed the traineeship without yet obtaining the teacher certification examination. If a school tries to employ an experienced teacher and none are available, it may employ a newly graduated teacher (with the consent of the Ministry of Education).</p>

ANNEXE 2

*LEVEL OF EDUCATION COVERED BY THE STUDY:
FULL-TIME GENERAL LOWER SECONDARY EDUCATION (ISCED 2A), 2000/01*

	LEVEL OF FULL-TIME COMPULSORY EDUCATION (*) Except for B, F, NL, A, UK (E/W/Nl)		POST-COMPULSORY
	SINGLE STRUCTURE		
	First years	Final years or stage	
	PRIMARY EDUCATION	LOWER SECONDARY	UPPER SECONDARY
B fr	ENSEIGNEMENT PRIMAIRE	SECONDAIRE DE TRANSITION GÉNÉRAL first 2 years	last 4 years
B de	PRIMARUNTERRICHT	ALLGEMEINBILDENDER ÜBERGANGSUNTERRICHT first 2 years	last 4 years
B nl	LAGER ONDERWIJS	ALGEMEEN SECUNDAIR ONDERWIJS first 2 years	last 4 years
DK	FOLKESKOLE first 6 years	last 3 years	HF GYMNASIUM HHX HTX
D	GRUNDSCHULE	GYMNASIUM GESAMTSCHULE REALSCHULE SCHULARTEN MIT MEHREREN BILDUNGSGANGEN HAUPTSCHULE	GYMNASIALE OBERSTUFE BERUFLICHES GYMNASIUM FACHGYMNASIUM GESAMTSCHULE
EL	DIMOTIKO SCHOLEIO	GYMNASIO	ENIAIO LYKEIO
E	EDUCACIÓN PRIMARIA	EDUCACIÓN SECUNDARIA OBLIGATORIA	BACHILLERATO
F	ÉCOLE ÉLÉMENTAIRE	COLLÈGE	LYCÉE GÉNÉRAL ET TECHNOLOGIQUE
IRL	PRIMARY SCHOOL	SECONDARY/VOCATIONAL/COMPREHENSIVE SCHOOL COMMUNITY SCHOOL AND COLLEGE first 3 years	last 2/3 years
I	SCUOLA PRIMARIA	SCUOLA MEDIA	SCUOLA SECONDARIA SUPERIORE
L	ENSEIGNEMENT PRIMAIRE	LYCÉE GÉNÉRAL first 3 years	last 4 years
NL	BASISONDERWIJS	VWO first 3 years HAVO first 3 years VMBO first 2 years	last 3 years last 2 years
A	VOLKSSCHULE	HAUPTSCHULE first 4 years	AHS (OBERSTUFE) OBERSTUFENREALGYMNASIUM last 4 years
P	ENSINO BÁSICO (1st and 2nd stages)	(3rd stage)	CURSOS GERAIS
FIN	PERUSOPETUS – GRUNDLAGGANDE UTBILDNING first 6 years	last 3 years	LUKIO GYMNASIUM
S	GRUNDSKOLA first 6 years	last 3 years	GYMNASIESKOLA
UK (E/W/Nl)	PRIMARY SCHOOL	SECONDARY SCHOOL first 3 years	last 4 years
UK (SC)	PRIMARY SCHOOL	SECONDARY SCHOOL first 4 years	last 2 years

(*) Full-time compulsory education does not necessarily come to an end in all countries on completion of lower secondary education and may continue for one or more years. This is the case in B, F, NL, A (1 year), UK (E/W/Nl) (2 years).

ANNEXE 2 (continued)

*LEVEL OF EDUCATION COVERED BY THE STUDY:
FULL-TIME GENERAL LOWER SECONDARY EDUCATION (ISCED 2A), 2000/01*

	LEVEL OF FULL-TIME COMPULSORY EDUCATION ^(?) Except for BG, HU and SK		POST-COMPULSORY
	SINGLE STRUCTURE		
	First years	Final years or stage	
	PRIMARY EDUCATION	LOWER SECONDARY	UPPER SECONDARY
IS	GRUNNSKÓLI first 7 years	last 3 years	MENNTASKÓLI FJÖLBRAUTASKÓLI
LI	PRIMARSCHULE	OBERSCHULE REALSCHULE GYMNASIUM UNTERSTUFE	GYMNASIUM OBERSTUFE
NO	GRUNNSKOLE (1st and 2nd stages)	(3rd stage)	VIDEREGÅENDE SKOLE
BG	NATCHALNO UTCHILISHTE	PROGIMNAZIALNO UTCHILISHTE	GIMNAZIA PROFILIRANA GIMNAZIA
CZ	ZÁKLADNÍ ŠKOLA		
	first 5 years	last 4 years	
EE	PÕHIKOOL		GÛMNAASIAM
	first 6 years	last 3 years	
CY	DIMOTIKO SCHOLEIO	GYMNASIO	LYKEIO
LV	PAMATIZGLĪTĪBA first 4 years	last 5 years	VIDĒJĀ IZGLĪTĪBA
LT	PRADINĖ MOKYKLA	PAGRINDINĖ MOKYKLA GIMNAZIJA first 2 years	VIDURINĖ MOKYKLA GIMNAZIJA last 2 years
HU	ALTALÁNOS ISKOLA		
	first 4 years	last 4 years	
MT	GIMNÁZIUM		
	first 4 years	last 4 years	
MT	PRIMARY SCHOOL	JUNIOR LYCEUM SECONDARY SCHOOL BOYS' GIRLS' SCHOOL	JUNIOR COLLEGE HIGHER SECONDARY SCHOOL
PL	SZKOŁA PODSTAWOWA	GIMNAZIUM	LICEUM OGÓLNOKSZTAŁCĄCE LICEUM PROFILOWANE
RO	ȘCOALĂ PRIMARĂ	GIMNAZIU	LICEU
SI	OSNOVNA ŠOLA (8 YEARS)		
	first 4 years	last 4 years	
SI	OSNOVNA ŠOLA (9 YEARS)		
	first 6 years	last 3 years	GIMNAZIJA
SK	ZÁKLADNÁ ŠKOLA		
	first 4 years	last 5 years	
SK	GIMNÁZIUM		
	first 4 years	last 4 years	

(?) Full-time compulsory education does not necessarily come to an end in all countries on completion of lower secondary education and may continue for one or more years. This is the case in BG (1 year), HU (4 years) and SK (1 year, *Gymnázium* 2 years).

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