

# Indicators on Initial Teacher Education

extracted from Key Data on Education 2009

## **The concurrent model prevails in teacher education for compulsory education**

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Teacher education may be organised in various ways, but usually includes a general and a professional component. The general component is the part given over to courses covering general education and study of the one or more specific subjects to be taught and may also refer to the degree obtained in a particular subject.

The professional part provides prospective teachers with both the theoretical and practical skills needed to be a teacher and includes in-class placements.

Two main models of initial teacher education can be distinguished on the basis of the way in which these two components are combined. The professional component may be provided either at the same time as the general component (the **concurrent model**) or after it (the **consecutive model**). The upper secondary school leaving certificate is the qualification required to undertake training in accordance with the concurrent model as well as, in some cases, a certificate of aptitude for tertiary and/or teacher education. In the consecutive model, students who have undertaken tertiary education in a particular field then move on to professional training in a separate phase. In the concurrent model, students are involved in specific teacher education right from the start of their studies, whereas in the consecutive model this occurs after their degree.

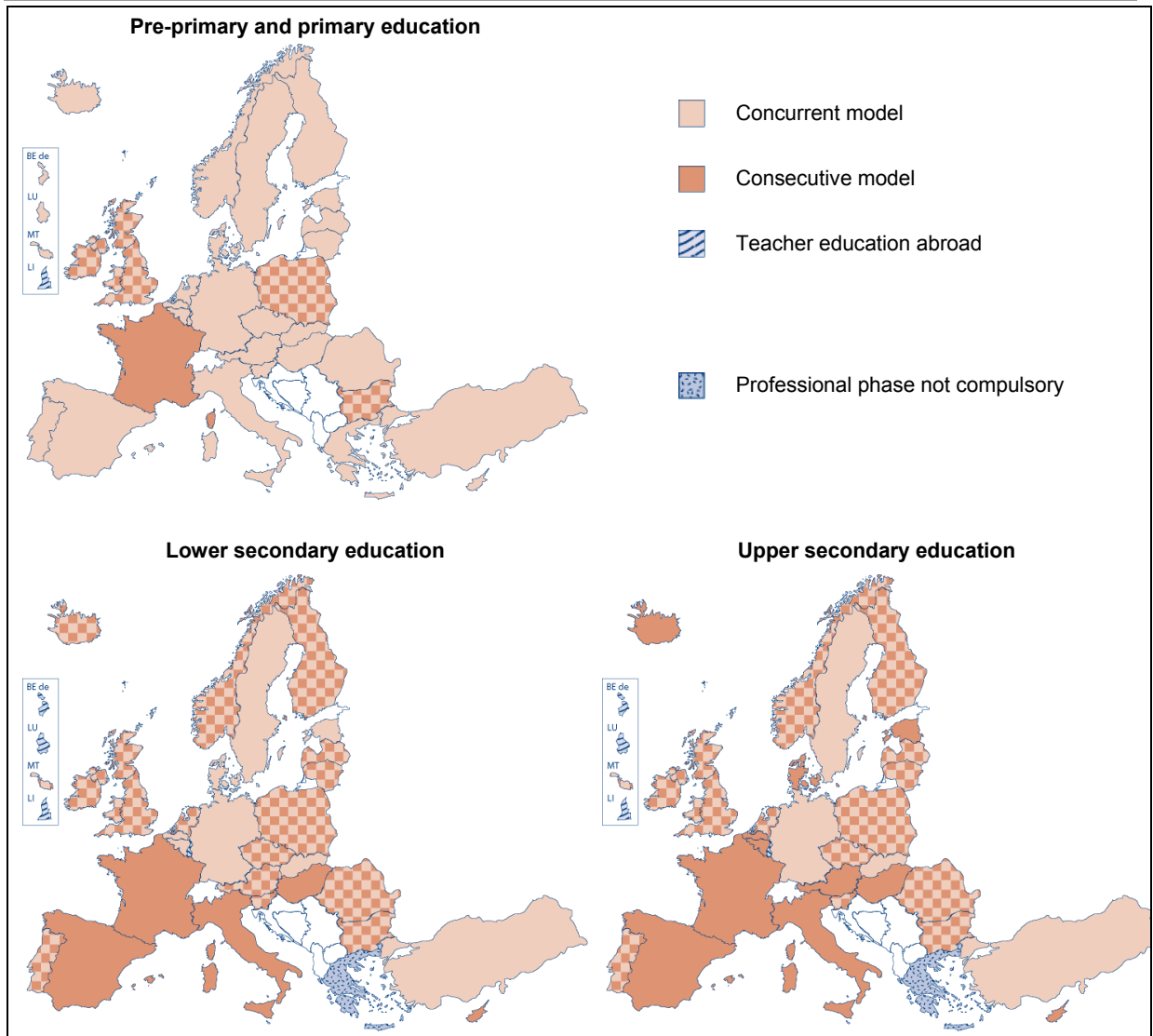
In almost all European countries, teachers at the **pre-primary** and **primary** levels of education are trained in accordance with the concurrent model. However, in France, all such teachers undergo a consecutive form of training. In the United Kingdom (England, Wales and Northern Ireland), the concurrent route was the traditional route for intending pre-primary and primary teachers, but both routes are available and the consecutive route is now common.

For general **lower secondary education**, the concurrent model exists either alongside the consecutive model or is the only possible option. In Latvia, Lithuania, Malta, Slovenia, Finland and Iceland, the concurrent model is the most widespread model for this level of education. In these countries, with the exception of Lithuania and Malta, primary and lower secondary education are organised in a single structure (Figure B1). In Spain, France, Italy, Cyprus and Hungary however, the consecutive model is the only possible pattern of training for lower secondary education.

The consecutive model is more often adopted for teacher education for general **upper secondary education**. However, all teachers studying to teach at this level in Germany, Slovakia and Sweden receive education provided in accordance with the concurrent model. Many countries offer both routes. In Bulgaria, Ireland, Portugal, Slovenia and the United Kingdom, the consecutive model is however the most widespread model for this level of education.

In Malta, Finland and Lithuania, the majority of all (lower and upper) secondary teachers are trained in accordance with the concurrent model. In Germany, Slovakia, Sweden and Turkey, the concurrent model is the only possible route into teaching for all levels of education. In France, only the consecutive model is available.

**Figure D17: Structure of initial teacher education for pre-primary, primary and general secondary education (ISCED 0, 1, 2 and 3), 2006/07**



Source: Eurydice.

**Additional notes (Figure D17)**

**Belgium (BE de):** Initial teacher education for secondary level is provided outside the German-speaking Community. Most teachers are trained in the French Community of Belgium.

**Denmark:** For teachers at upper secondary level, professional training only becomes mandatory within the first year of actual employment.

**Greece:** The provision of professional teacher training for secondary education depends on the institution and the subjects in which prospective teachers intend to specialise.

**Latvia:** Teachers of music, physical education, foreign language, visual arts, Latvian language and literature in primary education may complete a programme according to the consecutive model.

**Luxembourg:** For secondary education, only the professional training phase is provided within the country.

**Hungary:** For general lower secondary education, the concurrent model still exists until the full implementation of the new consecutive model (2009).

**United Kingdom:** The most common training route is the consecutive route, although the concurrent route is also widely available, particularly for intending pre-primary and primary teachers. In England and Wales, other routes to *Qualified Teacher Status* are also available, including part-time, flexible and employment-based training.

**Liechtenstein:** Prospective teachers are trained mostly in Switzerland and Austria.

**Turkey:** An ISCED level 2 does not exist. The entire single structure (eight years for pupils aged from 6 to 14) is considered to be ISCED 1. The map for lower secondary education illustrates the situation within this single structure.

## **Pre-primary teacher education programmes include a substantial proportion of professional training**

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Initial teacher education for **pre-primary provision** (ISCED 0) occurs in most cases at tertiary level. In Austria, it is provided either at upper secondary level or non-tertiary post-secondary level. In Malta, prospective teachers for pre-primary education are trained solely at upper secondary level. In the Czech Republic and Slovakia, teacher education for this level takes two forms, one provided at upper secondary level and the other at tertiary level.

In several European countries (Belgium, Bulgaria, France, Spain, Italy, Greece, Poland, Portugal, Romania and the United Kingdom), teacher education for those intending to work in pre-primary education is similar to or the same as initial teacher education for primary teachers. In Ireland and the Netherlands, where a distinct, school-based pre-primary level does not exist (Figure B1), four-year-olds are in primary school and taught by primary school teachers.

In most cases, the length of initial teacher education for pre-primary education is between three and four years. However, provision is five years in France and Poland (one of three possible routes), whereas in Malta it is two years. In Austria, teacher education for pre-primary education lasts five years at upper secondary level (the most widespread route) and two years at post-secondary level.

A compulsory minimum period for professional training is stipulated in almost all countries with however strong variations between countries.

The time spent on professional training seems to be linked to the level at which teacher education is provided as well as the model followed (Figure D17). For example, it is 60 % or more of the total time allocation in the German-speaking Community of Belgium, Latvia, Luxembourg, Romania and Slovenia, where it is provided at occupationally-oriented tertiary level (ISCED 5B) or upper secondary level. Provided at either of these two levels, the proportion of professional training is never less than 30 % and often at least 50 %. Conversely, at ISCED 5A- tertiary level, the proportion of professional training is often less than 50 %, except in Denmark, Hungary, Finland and Norway. In all countries providing teacher education in accordance with the concurrent model, the proportion of professional training is always at least 30 %, except in Poland and Portugal.

In many countries, providers may add professional training over the indicated minimum. Teacher education providers are free to decide the time to be spent on it solely in Bulgaria, the Czech Republic (at ISCED level 5A), Greece, Slovakia and Iceland.

### Explanatory note relating to Figures D18, D19, D20, D21

When determining the proportion of professional training in the full period of initial teacher education, only the compulsory minimum curriculum for all prospective teachers is taken into account. Within this compulsory minimum curriculum, a distinction is drawn between general education and professional training.

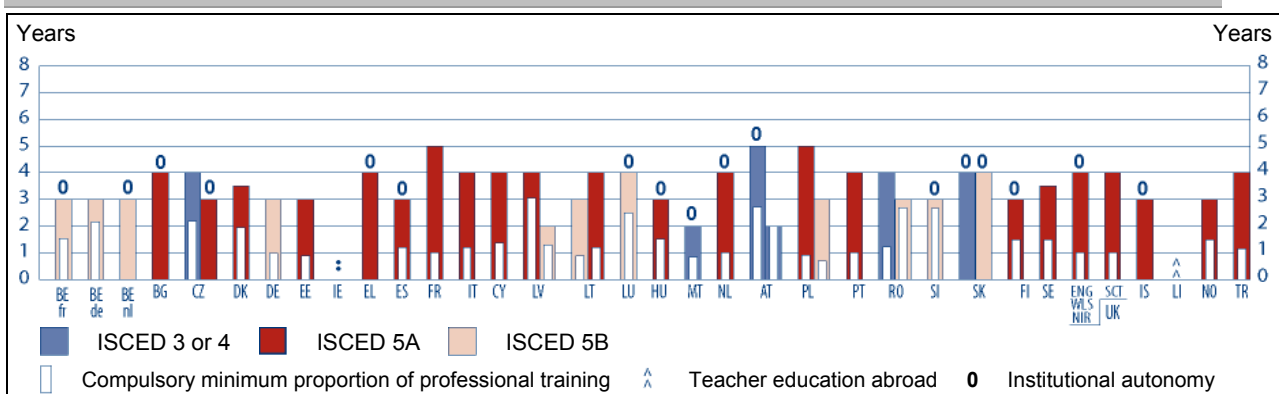
**General education:** In the concurrent model, this refers to general education courses and mastery of the subject(s) that trainees will teach when qualified. The purpose of these courses, therefore, is to provide trainees with a thorough knowledge of one or more subjects and broad general education. In the case of the consecutive model, general education refers to the degree obtained in a particular subject.

**Professional training:** Provides prospective teachers with both the theoretical and practical skills needed to be a teacher. In addition to courses in psychology and teaching methods and methodology, it includes in-class placements. In a few countries, professional training takes the form of the final 'on-the-job' qualifying phase (Figure D22). The Figures show only the compulsory minimum length of initial teacher education, and include the final 'on-the-job' qualifying phase only in those countries in which it is considered an integral part of initial teacher education.

The length of initial teacher education is expressed in years. For countries providing teacher education that follows different routes, only the most widespread route is shown.

In some countries, the amount of time in initial teacher education to be devoted to specifically professional training may be decided by the individual institution. The **autonomy of providers** may be total (meaning that no minimum amount of time is required). In these cases, only the symbol **0** has been added. However, autonomy may also be limited. In such instances, providers have to set aside a minimum amount of time for professional training as determined by the central/top-level authorities but may also increase the share of it if they wish. Here, the minimum proportion is shown, and the possibility providers have of increasing it is also indicated by the symbol **0**.

**Figure D18: Level and minimum length of initial teacher education for pre-primary level (ISCED 0), and the compulsory minimum proportion of time devoted to professional training, 2006/07**



#### Compulsory minimum proportion of professional training in percentages

BE fr	BE de	CZ	DK	DE	EE	ES	FR	IT	CY	LV	LT	LU	HU	MT	NL	AT	PL	PT	RO	SI	FI	SE	UK (!)	UK-SCT	NO	TR					
51.4	72.2	54.8	55.7	33.3	30.0	40.0	20.0	30.0	34.5	76.3	65.0	30.0	30.0	62.5	50.6	42.6	25.0	54.4	100	18.2	23.5	25.0	30.6	90.0	89.0	50.0	42.9	25.0	25.0	50.0	28.6

UK (!) = UK-ENG/WLS/NIR

Source: Eurydice.

#### Additional notes

**Belgium (BE nl):** Gradual implementation of at least 45 ECTS of in-class placements started in 2007.

**Bulgaria:** Both forms of tertiary provision (at ISCED 5B and ISCED 5A) exist, with the prevalence of ISCED 5A.

**Czech Republic:** Teacher education may also last three years at ISCED level 5B.

**Germany:** The information refers to qualified youth or community workers (*Erzieher*), who do not have the status of teachers.

**Ireland and Netherlands:** The proportion of professional training figure indicates an average, as institutions decide on the time devoted to professional training. Children aged between 4 and 6 attend primary schools. The diagram relates to initial teacher education for the primary level.

**France:** Professional training occurs during the final 'on-the-job' qualifying phase lasting one year.

**Austria:** The first 4 years of the five-year period of teacher education are ISCED 3, while the fifth year is ISCED 4. Two-year teacher education is ISCED 4.

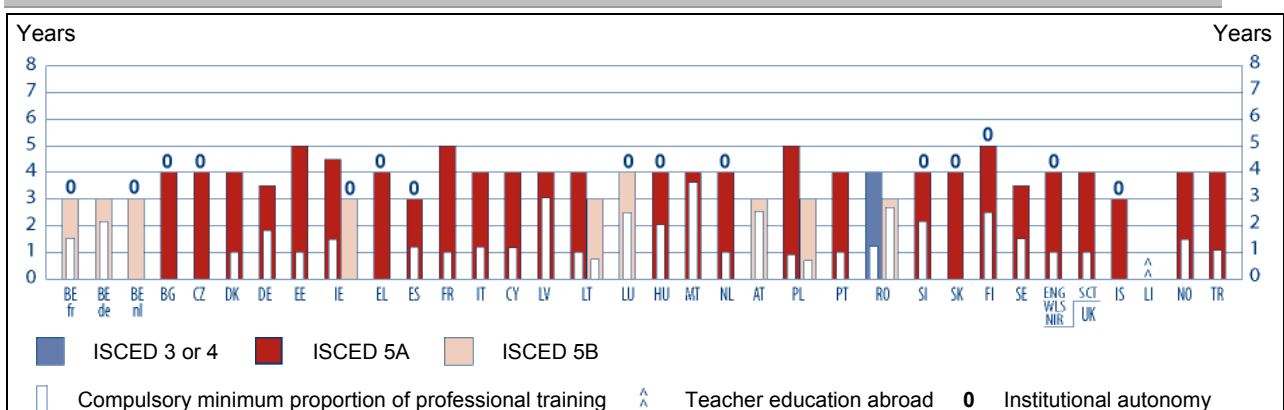
**Additional notes (Figure D18 – continued)**

**Poland:** A three-year route at ISCED 5A, ending with a bachelor's degree, is also possible for this level.  
**Portugal:** Both forms of tertiary provision (at ISCED 5B and ISCED 5A) exist.  
**Slovakia:** Providers may decide on the amount of professional training, but the minimum number of in-class placements is defined.  
**Finland:** Within the framework of national regulations, universities decide on the content and structure of their degrees, and variations in the percentage exist as a result.  
**United Kingdom (ENG/WLS/NIR):** The professional component is defined in relation to standards and skills rather than duration, although all trainees are required to spend a minimum period in schools. Information is provided for the consecutive route, but the concurrent route is also common. In England and Wales, part-time, flexible and employment-based training routes are also available.

**More professional training in occupationally-oriented courses  
for primary teachers**

In all European countries but one, initial teacher education for the **primary level** (ISCED 1) occurs at tertiary level (ISCED 5A or ISCED 5B). In Bulgaria, Lithuania, Poland and Portugal, both forms of tertiary provision exist side by side. In Belgium, Luxembourg, Austria and Romania, initial teacher education for this level occurs solely at occupationally-oriented tertiary level (ISCED 5B). The one exception is Romania, where teacher shortages have prompted the reintroduction of a teacher education programme at upper secondary level alongside a tertiary level programme.

**Figure D19: Level and minimum length of initial teacher education for the primary level (ISCED 1), and the compulsory minimum proportion of time spent on professional training, 2006/07**



**Compulsory minimum proportion of professional training in percentages**

BE fr	BE de	DK	DE	EE	IE	ES	FR	IT	CY	LV	LT	LU	HU	MT	NL	AT	PL	PT	RO	SI	FI	SE	UK (1)	UK-SCT	NO	TR			
51.4	72.2	25.0	52.0	20.0	33.3	40.0	20.0	30.0	29.6	76.3	25.0	25.0	62.5	51.1	90.8	25.0	85.0	18.2	23.5	25.0	30.6	90.0	54.2	50.0	43.0	25.0	25.0	37.5	27.3

UK (1) = UK-ENG/WLS/NIR

Source: Eurydice.

**Additional notes**

**Belgium (BE nl):** Gradual implementation of at least 45 ECTS credits for in-class placements started in 2007.  
**Bulgaria:** Teacher education may last five years depending on the institution. It also lasts three years in a very limited form of provision at ISCED 5B.  
**Czech Republic:** Teacher education is organised only in Master's programmes, which may last 4 to 6 years. In 2006/07 the newly opened programmes usually lasted 5 years.  
**France:** Professional training occurs during the final 'on-the-job' qualifying phase lasting one year.  
**Poland:** A three-year route at ISCED 5A, ending with a Bachelor's degree, is also possible for this level.  
**Portugal:** Both forms of tertiary provision (at ISCED 5B and at ISCED 5A) exist.  
**Romania:** Since 2005/06, courses at ISCED 5B have been undergoing a reorganisation process, aiming at their transformation into ISCED 5A.  
**Slovenia:** A new study programme which extends training to 5 years is being introduced in 2009.  
**Finland:** Within the framework of national regulations, universities decide on the content and structure of their degrees, and variations in the percentage exist as a result. This information relates mainly to teachers in the first six years of the *perusopetus/grundläggande utbildning*.

**Sweden:** This information relates to teachers in the first six years of *grundskola*.

**United Kingdom (ENG/WLS/NIR):** The professional component is defined in relation to standards and skills rather than duration, although all trainees are required to spend a minimum period in schools. Information is provided for the consecutive route, but the concurrent route is also common. In England and Wales, part-time, flexible and employment-based training routes are also available.

**Turkey:** Faculties may have the liberty of designating up to 25 % of the programme.

**Explanatory note:** see '[Explanatory note relating to Figures D18, D19, D20, D21](#)'.

The length of initial teacher education for primary school and the proportion of time spent on specifically professional training depend on the level of provision. Three years is the norm in countries where teacher education is provided in occupationally-oriented tertiary education (ISCED 5B), and normally over 50 % of this period is spent on professional training, with particularly high percentages in Austria and Romania. ISCED 5A training for primary teachers usually lasts four years (five in Estonia, France, Poland and Finland). The share earmarked for professional training is between 13-90 %, thus varying very widely from one country to the next, with high percentages in Slovenia, Malta and Finland. Providers are free to decide how much time should be spent on professional training in Bulgaria, the Czech Republic, Greece, Slovakia and Iceland. In several other countries, only a minimum amount of professional training is prescribed and additional provision may vary between providers.

### **Teacher education for lower secondary level is generally academically-oriented**

In all countries, initial teacher education for the **lower secondary level** (ISCED 2) is provided in tertiary education and in most cases leads to an academically-oriented qualification (ISCED 5A). However, in Belgium and Austria (in the case of *Hauptschulen*), teachers enter the teaching profession on completion of occupationally-oriented tertiary education (ISCED 5B).

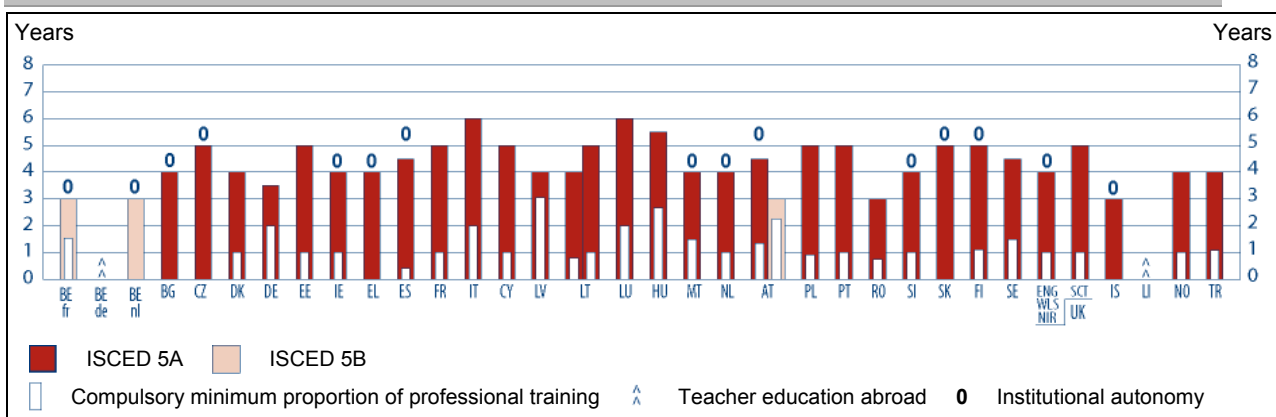
Initial teacher education for lower secondary level generally lasts between four and five years, except in Belgium and Austria (in the case of *Hauptschule* teachers), where it lasts three years. In Iceland, education according to the concurrent model lasts three years, and in the consecutive model four. Routes which follow the consecutive model tend in general to be longer as in Italy and Luxembourg.

Where teacher education conforms to the concurrent model (Figure D17), the proportion earmarked for professional training is generally greater, often higher than 30 %, as in Malta and Sweden and even more than 50 % in the French Community of Belgium, Latvia and Austria. By contrast, in the consecutive model it never exceeds 40 %, except in Hungary.

In some countries, initial teacher education for lower secondary level is provided in accordance with both models. In Austria (teachers in *allgemein bildenden höheren Schulen*), Latvia and Lithuania, teacher education based on the consecutive model lasts longest, but the proportion of professional training is greater in the concurrent model. By contrast, in Lithuania, the relative proportion of professional training within initial teacher education does not depend on the particular model of provision.

In several countries, providers are completely free to organise the time earmarked for different components of teacher education as they wish. However, many national policies lay down certain specific minimum periods for in-class placements in schools.

**Figure D20: Level and minimum length of initial teacher education for general lower secondary level (ISCED 2), and the compulsory minimum proportion of time devoted to professional training, 2006/07**



**Compulsory minimum proportion of professional training in percentages**

BE fr	DK	DE	EE	IE	ES	FR	IT	CY	LV	LT	LU	HU	MT	NL	AT	PL	PT	RO	SI	FI	SE	UK (*)	UK-SCT	NO	TR		
51.4	25.0	57.0	20.0	25.0	9.1	20.0	33.3	20.0	76.3	20.0	20.0	33.3	48.5	37.5	25.0	30.0	75.0	18.2	20.0	25.0	25.0	21.9	33.3	25.0	20.0	25.0	27.3

UK (\*) = UK-ENG/WLS/NIR

Source: Eurydice.

**Additional notes**

**Belgium:** Teachers in lower secondary education may teach in the first three years of general secondary school.

**Belgium (BE nl):** Gradual implementation of at least 45 ECTS credits for in-class placements started in 2007.

**Czech Republic:** According to the Act on Higher Education, two-cycle programmes may last from 4 to 7 years. In 2006/07, most universities opened such programmes, those for teacher education usually lasting 5 years. However, old programmes lasting four years are still provided.

**Greece:** The provision of professional training depends on the institution and the subjects in which prospective teachers intend to specialise.

**Spain:** Teacher education may also last five or six-and-a-half years. Following the new education Act (2006), a reorganisation of professional training is awaited.

**France:** Professional training occurs during the final 'on-the-job' qualifying phase lasting one year.

**Luxembourg:** The general component of teacher education has to be undertaken abroad. Professional training occurs during the final 'on-the-job' qualifying phase lasting one year.

**Hungary:** According to new legislation, initial teacher education for this level may only be organised at Master's level. This means that the former Bachelor-level qualification will no longer be acceptable for teaching at general lower secondary level after full implementation of this legislation in 2009.

**Malta:** The consecutive model may last four or five years. The proportion of professional training shown here applies solely to the concurrent model.

**Netherlands:** There are many possibilities to shorten the training; in certain cases, a certificate of secondary vocational education at a relevant level enables a reduction from half-a-year to one year. For persons qualified at higher education level, the possibility exists to do a one-year postgraduate course.

**Austria:** This diagram illustrates teacher education for (a) the *Hauptschule* and (b) the *allgemein bildende höhere Schule*. In the case of the latter, it lasts four-and-a-half years and is followed by a final 'on-the-job' qualifying phase (Figure D22) lasting one year which is an integral part of initial teacher education.

**Poland:** A three-year route at ISCED 5A, ending with a bachelor's degree, is also possible for this level.

**Romania:** As a result of the implementation of the three-cycle structure, the duration of initial teacher education corresponding to the first cycle may vary between 3 to 4 years, depending on the field of study. The variable part concerns general education.

**Slovenia:** New teacher study programmes will be introduced in 2009, extending teacher education from 4 to 5 years. There is also a route following the consecutive model, lasting four-and-a-half years.

**Finland:** The information relates mainly to specialist subject teachers in the last three years of the *perusopetus/grundläggande utbildning*. The consecutive model lasts longer but the relative proportion of professional training does not substantially change.

**Sweden:** The information relates to teachers working in the final years of the *grundskola*.

**Additional notes (Figure D20 – continued)**

**United Kingdom (ENG/WLS/NIR):** The professional component is defined in relation to standards and skills rather than duration, although all trainees are required to spend a minimum period in schools. Information is provided for the consecutive route, but the concurrent route is also common. In England and Wales, part-time, flexible and employment-based training routes are also available.

**Iceland:** The diagram illustrates the concurrent model. The consecutive model lasts four years.

**Norway:** At the *Universitet*, teacher education may last from four to seven years depending on the subject chosen.

**Turkey:** An ISCED level 2 does not exist. The entire single structure (eight years for pupils aged from 6 to 14) is considered to be ISCED 1. The Figure illustrates the situation within this single structure.

**Explanatory note:** see 'Explanatory note relating to Figures D18, D19, D20, D21'.

**Proportion of professional training in teacher education  
for the upper secondary level rather low**

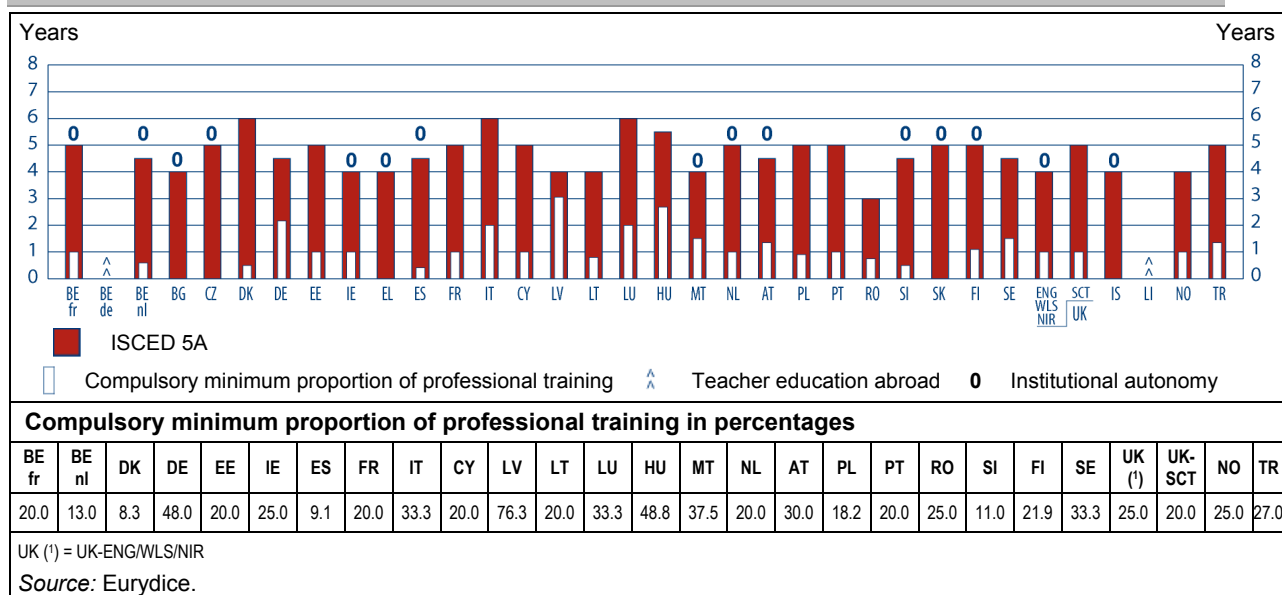
In all European countries, initial teacher education for those intending to work at **upper secondary level** (ISCED 3) is provided in academically-oriented (ISCED 5A) programmes. It lasts between four and five years in most countries. Longer periods of study (six years), organised according to the consecutive model (Figure D17), exist however in Denmark, Italy and Luxembourg.

Irrespective of the model followed (consecutive or concurrent), the proportion of professional training only exceeds 30 % in Italy, Latvia, Luxembourg, Hungary, Malta and Sweden. In most countries, the percentage of time for acquiring teaching skills varies between 11 % and 30 %.

Certain countries (Denmark and Spain) devote an even smaller proportion of time (less than 10 %) to specifically professional training.

As with the other levels of education (Figures D18, D19, D20), providers in several countries are completely free to organise the time for different components of teacher education as they wish.

**Figure D21: Level and minimum length of initial teacher education for general upper secondary level (ISCED 3), and the compulsory minimum proportion of time devoted to professional training, 2006/07**



### **Additional notes (Figure D21)**

**Belgium:** Subject to special dispensation, teachers trained for lower secondary education (Figure D20) may also teach in upper secondary education but this is limited to practical/technical subjects.

**Belgium (BE nl):** Gradual implementation of at least 30 ECTS of in-class placements started in 2007.

**Czech Republic:** According to the Act on Higher Education two-cycle programmes may last from 4 to 7 years. In 2006/07, most universities opened such programmes, those for teacher education usually lasting 5 years. However, old programmes lasting four years are still provided.

**Denmark:** The general education phase lasts 5 years followed by up to two years of professional training which only becomes mandatory within the first year of actual employment.

**Greece:** The provision of professional teacher training depends on the institution and the subjects in which prospective teachers intend to specialise.

**Spain:** Teacher education may also last five or six-and-a-half years. Following the new education Act (2006), a reorganisation of professional training is awaited.

**France:** Professional training occurs during the final 'on-the-job' qualifying phase lasting one year.

**Luxembourg:** The general component of teacher education has to be undertaken abroad. Professional training occurs during the final 'on-the-job' qualifying phase lasting one year.

**Malta:** The proportion of professional training applies solely to the concurrent model.

**Netherlands:** There are many possibilities to shorten the training; in certain cases, a certificate of secondary vocational education at a relevant level enables a reduction that depends on the institution. For persons qualified at higher education level, the possibility exists to do a one-year postgraduate course.

**Austria:** The final 'on-the-job' qualifying phase lasting one year is an integral part of initial teacher education.

**Poland:** For teachers of foreign languages, a three-year course is also provided.

**Romania:** As a result of the implementation of the three-cycle structure, the duration of initial teacher education corresponding to the first cycle may vary between 3 to 4 years, depending on the field of study. The variable part concerns general education.

**Slovenia:** New teacher study programmes will be introduced in 2009, extending teacher education from 4 to 5 years. There is also a route following the concurrent model, lasting 4 years.

**Finland:** The consecutive model lasts longer but the relative proportion of professional training does not substantially change.

**United Kingdom (ENG/WLS/NIR):** The professional component is defined in relation to standards and skills rather than duration, although all trainees are required to spend a minimum period in schools. Information is provided for the consecutive route, but the concurrent route is also common. In England and Wales, part-time, flexible and employment-based training routes are also available.

**Norway:** Depending on the subject chosen, teacher education may last from four to seven years. The relative proportion for professional training ranges from 25 % in the case of a four-year course to 14.3 % for a seven-year one.

**Turkey:** Faculties may have the liberty of designating up to 25 % of the programme.

**Explanatory note: see 'Explanatory note relating to Figures D18, D19, D20, D21'.**