



European
Commission

Teachers in Europe

Careers, Development and Well-being

Eurydice Report



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Luxembourg : Publications Office of the European Union, 2021

PRINT	ISBN 978-92-9484-396-8	doi:10.2797/915152	EC-02-21-059-EN-C
PDF	ISBN 978-92-9484-395-1	doi:10.2797/997402	EC-02-21-059-EN-N

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This document is published by the Education, Audiovisual and Culture Executive Agency (EACEA, Education and Youth Policy Analysis).

Please cite this publication as:

European Commission/EACEA/Eurydice, 2021. *Teachers in Europe: Careers, Development and Well-being*. Eurydice report. Luxembourg: Publications Office of the European Union.

Text completed in March 2021.

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FOREWORD



Teachers are the front-line workers in education. Having motivated teachers is one of the essential prerequisites of a successful education system in which students from different backgrounds can flourish and reach their full potential. The transition from face-to-face to distance learning due to the global health crisis has further underlined the vital role of teachers in providing all students with equal and quality learning opportunities.

This crisis has shown the strengths of our education systems, but also weaknesses, and has taught us important lessons on how to adapt to the current context. The crisis required us to improve digital education and equip teachers with relevant and adequate skills. The crisis has also stressed the need to invest in joint efforts and further reinforce the amazing spirit of our education community across Europe. The more we cooperate, the more we can create new exciting opportunities. Among such opportunities are the Erasmus Teacher Academies and eTwinning, and teachers are essential for both initiatives. Erasmus Teacher Academies create communities of practice, notably on initial teacher education and continuous professional development, while eTwinning is a community in which teachers can learn how to adopt innovative teaching methods and support students while at home.

Our Communication on *achieving the European Education Area by 2025* puts teachers at the heart of education. We proposed concrete measures, such as a revised learning mobility framework enabling teachers to overcome obstacles and benefit from travelling abroad for learning purposes when COVID-19 restrictions will be lifted. The Commission also plans to develop a European guidance tool for the development of national career frameworks that support teachers' career progression.

This new report examines the key policy issues that have an impact on lower secondary teachers across Europe. The report connects qualitative Eurydice data on national policies and legislation with quantitative data from the Teaching and Learning International Survey (TALIS) on practices and perceptions of teachers. The analysis illustrates how national policies and regulations can contribute to enhancing and supporting the teaching profession.

I am confident that this report will be a great help to education policy makers and other stakeholders at national and European level. I hope that it will inspire and support the EU Member States to exchange best practices, to learn from each other and to work towards a strong and effective European Education Area.

Mariya Gabriel

Commissioner responsible for
Innovation, Research, Culture,
Education and Youth

TABLE OF FIGURES

Chapter 2:	Initial Teacher Education and Induction into the Teaching Profession	61
Figure 2.1:	Minimum level and minimum total duration of the mainstream initial teacher education (in years) for work in lower secondary education, 2019/20	63
Figure 2.2:	Proportion of lower secondary teachers by highest educational attainment, 2018	65
Figure 2.3:	Minimum duration of ITE, professional training and in-school placement (in ECTS), in lower secondary education, 2019/20	68
Figure 2.4:	Proportion of lower secondary education teachers who have completed a formal education or training programme that includes content, pedagogy and classroom practice, 2018	71
Figure 2.5:	Alternative pathways to a teaching qualification and their duration, lower secondary education, 2019/20	72
Figure 2.6:	Status and duration of induction for lower secondary education teachers, 2019/20	75
Figure 2.7:	Proportion of lower secondary education teachers who took part in formal or informal induction programmes as newcomers to teaching, 2018	77
Figure 2.8:	Compulsory elements of induction for teachers in lower secondary education, 2019/20	79
Figure 2.9:	Appraisal at the end of induction period of lower secondary education teachers, 2019/20	81

CODES AND ABBREVIATIONS

Country codes

EU	European Union	CY	Cyprus	UK	United Kingdom
BE	Belgium	LV	Latvia	UK-ENG	England
BE fr	Belgium – French Community	LT	Lithuania	UK-WLS	Wales
BE de	Belgium – German-speaking Community	LU	Luxembourg	UK-NIR	Northern Ireland
BE nl	Belgium – Flemish Community	HU	Hungary	UK-SCT	Scotland
BG	Bulgaria	MT	Malta	EEA and candidate countries	
CZ	Czechia	NL	Netherlands	AL	Albania
DK	Denmark	AT	Austria	BA	Bosnia and Herzegovina
DE	Germany	PL	Poland	CH	Switzerland
EE	Estonia	PT	Portugal	IS	Iceland
IE	Ireland	RO	Romania	LI	Liechtenstein
EL	Greece	SI	Slovenia	ME	Montenegro
ES	Spain	SK	Slovakia	MK	North Macedonia
FR	France	FI	Finland	NO	Norway
HR	Croatia	SE	Sweden	RS	Serbia
IT	Italy			TR	Turkey

Statistics

(:)	Data not available
(–)	Not applicable or zero

Abbreviations and acronyms

International conventions

CPD	Continuing Professional Development
ECTS	European Credit Transfer and Accumulation System
EQF	European Qualification Framework
HEI	Higher Education Institutions
ICT	Information and Communication Technologies
ISCED	International Standard Classification of Education (see the glossary)
ITE	Initial Teacher Education

National abbreviations in their language of origin

AHS	<i>Allgemeinbildende höhere Schule</i>	AT
GCSE	<i>General Certificate of Secondary Education</i>	UK-ENG/WLS/NIR
HAVO	<i>Hoger Algemeen Voortgezet Onderwijs</i>	NL
NMS	<i>Neue Mittelschule</i>	AT
PGCE	<i>Postgraduate Certificate in Education</i>	UK-ENG/WLS/NIR
VMBO	<i>Vorbereidend Middelbaar Beroepsonderwijs</i>	NL
VWO	<i>Vorbereidend Wetenschappelijk Onderwijs</i>	NL
ZŠ/G	<i>Základní škola/Gymnázium</i>	CZ

CHAPTER 2: INITIAL TEACHER EDUCATION AND INDUCTION INTO THE TEACHING PROFESSION

Initial teacher education (ITE) and induction are the first steps of the continuing process of teachers' professional development. The European Commission handbook on induction states that 'becoming a teacher should be seen as a gradual process including initial teacher education, the induction phase and continuing professional development' (1).

ITE is a starting point for this ongoing process of professional development and 'the way it is organised plays a key role in determining both the quality and the quantity of teachers' (Musset, 2010, p. 4). It aims to provide prospective teachers with core professional competences and to develop the attitudes needed for their future role and responsibilities. It offers opportunities to build awareness about the profession and usually to have a first teaching experience through in-school placements. Higher education institutions (HEIs) are the main providers of ITE in most European education systems. As a result of the developments of the European Higher Education Area (EHEA) and the Bologna process, many education systems have reformed ITE to fit a new three-cycle structure (Bachelor/Master/PhD).

Induction at the early stage of the career allows teachers to consolidate knowledge and skills and link them to the real school environment. It also aims at facilitating teachers' transition into the profession by providing individual support and by helping them to cope with the challenges they may face in the first years of teaching. Most European education systems have made available a structured induction phase for newly qualified teachers (European Commission/EACEA/Eurydice, 2018, p. 52).

Both European and national policy makers focus strongly on the quality of ITE and induction. It is widely acknowledged that teachers' quality impacts students' outcomes. The Council's conclusions on effective teacher education consider the provision of high quality ITE and induction to be a significant factor in ensuring that teachers possess the relevant competences to be effective in the classroom (2). Moreover, it has become evident that a structured induction phase plays a crucial role in ensuring continuing professionalisation for newly qualified teachers and in supporting their transition into professional activity. The Council's conclusions of 26 May 2020 on European teachers and trainers for the future stress that 'special attention should be paid to novice teachers, by providing them with additional guidance and mentoring, to facilitate their career start and help them to cope with the specific needs they are facing' (3).

The European Union political documents have been continuously underlining that quality ITE and availability of support for newly-qualified teachers play an important role in attracting and retaining high-potential candidates into the profession. As stated in the Council's conclusions in 2014, teacher education is an integral part of the broader policy objective to raise the attractiveness and quality of the profession (4). In 2020, the Council's conclusions on European teachers and trainers for the future reaffirm that the quality of ITE contributes to the attractiveness of the teaching profession and stress the need of 'a complementary and comprehensive approach at all levels and in all parts of teacher and trainer education and training including ITE, induction and mentoring' (5).

(1) European Commission Staff Working Document SEC(2010) 538 final. Developing Coherent and System-wide Induction Programmes for Beginning Teachers. A handbook for policymakers, p. 9. The document is available online at: http://ec.europa.eu/education/policy/school/doc/handbook0410_en.pdf [Accessed 18 November 2020].

(2) Council conclusions of 20 May 2014 on effective teacher education, OJ C 183, 14.06.2014.

(3) Council conclusions of 26 May 2020 on European teachers and trainers for the future, OJ C 193, 9.6.2020, C 193/12.

(4) OJ C 183, 14.06.2014.

(5) OJ C 193, 9.6.2020, C 193/11.

This chapter provides information on the structure of ITE and early career support measures. The analyses are mainly based on top-level regulations and recommendations. The secondary analyses of TALIS 2018 data feed the discussion by shedding light on the reality of teachers' educational attainment and experience. This chapter consists of two main sections. The first one addresses the way ITE for lower secondary teachers is organised and its duration. It also provides information on the minimum qualification level granted at the end of ITE. This data is interrelated with TALIS 2018 data on the highest educational attainment in-service teachers actually possess. To help address the quality of ITE, the analysis looks into the core elements of ITE by focusing on the share of professional training and in-school placement. Finally, this section reports on alternative paths to access the teaching qualification.

The second section investigates the availability, status, duration and provisions of induction programmes for newly qualified teachers. Based on the TALIS 2018 survey results, the analysis looks into the proportion of lower secondary education teachers who took part in formal or informal induction programmes as newcomers to teaching. It also addresses the relationship between regulations and participation in induction. To complement the picture, this section looks at the status and aims of the appraisal of teachers at the end of induction.

2.1. Initial teacher education

The organisation of mainstream ITE widely differs across Europe and may appear as a quite complex structure. As a result of the increasing flexibility in tertiary education, some education systems have introduced several ITE programmes preparing lower secondary teachers⁽⁶⁾. The first part of this section, however, focuses on the two main organisational models of mainstream ITE (the consecutive and the concurrent ones). It analyses how they relate to regulations concerning the minimum duration of the ITE, the minimum level of qualification they lead to and the minimum required time for professional training (see 2.1.1 and 2.1.2). This part is supplemented by the analysis of the TALIS 2018 data on the highest educational attainment of teachers in lower secondary education and the core elements included in their formal education and training.

The second part of this section (2.1.3) addresses alternative pathways into the teaching qualification, while structured descriptions of national alternative pathways can be found in Annex I.2.

2.1.1. Mainstream ITE: organisation and qualification level

Mainstream ITE programmes can be divided in two main models: concurrent and consecutive. Concurrent programmes are dedicated to ITE from their start, with general academic subjects provided alongside professional subjects. Consecutive models cover programmes where students, who have undertaken higher education in particular fields, move on to professional teacher training in a separate successive phase. Pros and cons of these models have been largely identified and described in the literature. The concurrent model of ITE is usually perceived as allowing a more integrated learning experience. The consecutive programmes are usually seen as offering a more flexible entry into the teaching qualification as they allow the professional choice to be made at a later stage of the training (Musset, 2010).

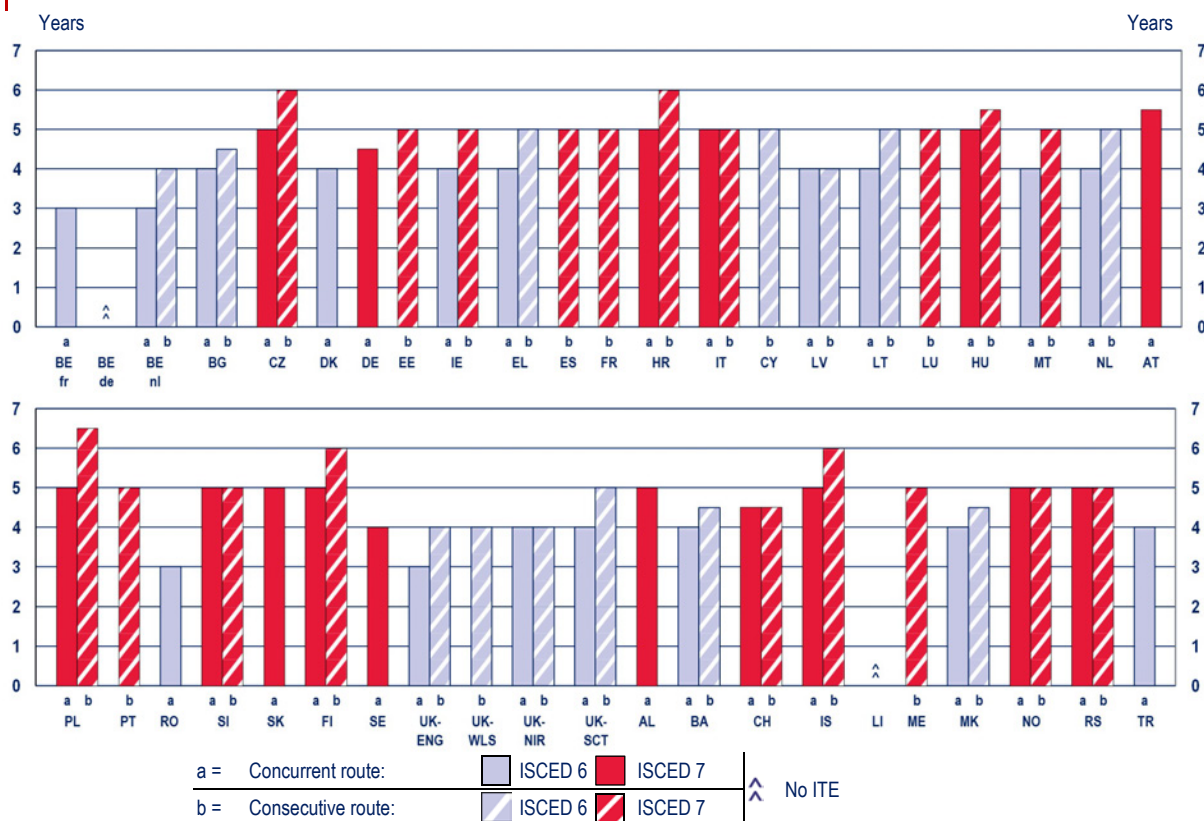
Figure 2.1 shows that more than half of the European education systems offer both training routes for lower secondary teachers. In nine education systems⁽⁷⁾, mainstream ITE is provided exclusively

⁽⁶⁾ The detailed information on all initial teacher education programmes in the European education systems, can be found on: https://eacea.ec.europa.eu/national-policies/eurydice/national-description_en

⁽⁷⁾ Belgium (French Community), Denmark, Germany, Austria, Romania, Slovakia, Sweden, Albania and Turkey.

through a concurrent model, while in eight systems ⁽⁸⁾ the consecutive route is the only one available. Nevertheless, it is worth highlighting that half of the education systems offering only one of these two models, have introduced alternative entry points into the teaching profession by developing new teacher training schemes (see the part 2.1.3).

Figure 2.1: Minimum level and minimum total duration of the mainstream initial teacher education (in years) for work in lower secondary education, 2019/20



Source: Eurydice.

Explanatory notes

The minimum qualification level is based on the [International classification of Education \(ISCED 2011\)](#). Bachelor corresponds to ISCED level 6 and masters to ISCED 7 level.

When the official documents specify the duration of ITE only in study credits (ECTS), the following conversion was applied: 1 year = 60 study credits.

Country-specific notes

Belgium (BE de): No teacher education is organised within the Community. Most teachers are trained in the French Community of Belgium. The minimum requirement for recruitment is a bachelor's degree.

Czechia: The consecutive model is defined as non-pedagogical master's degree plus 188 hours of professional training. The professional training may be followed in parallel to or after a non-pedagogical master's degree. It usually lasts from one to two years.

Germany: The minimum total duration of ITE is 4.5 to 5.5 years, depending on the length of the preparatory service (*Vorbereitungsdienst*) the duration of which varies between 12 and 24 months depending on the *Land*. The bar in the Figure displays the minimum total duration for the *Länder* with a First State Examination (*Erste Staatsprüfung*) at the end of the first phase. Generally, no ECTS credits can be acquired during the second phase of ITE.

Greece: Master and PhD graduates from Educational sciences can be qualified as teacher without following a teacher-training programme.

Luxembourg: Most of lower secondary education teachers obtain their master's degree abroad.

Malta: Due to a reform in ITE (2016/17), the concurrent Bachelor of Education programme was replaced by a consecutive five-year course leading to Master in Teaching and Learning. A small number of concurrent ITE courses are still being provided.

Hungary: The duration of ITE programmes depends on several factors (e.g. number of subject covered; study field; type of the study). The data in the Figure indicate the features of the most typical ITE programmes.

Austria: After having obtained the Bachelor diploma, trainee teachers can start working. But they have to complete a master's degree within five years, possibly on a part-time basis.

Slovenia: The consecutive programme can also last six years.

⁽⁸⁾ Estonia, Spain, France, Cyprus, Luxemburg, Portugal, the United Kingdom (Wales) and Montenegro.

Sweden: The total duration of ITE is 4 years if it prepares in two subjects, and 4.5 years if it prepares teachers in three subjects.

United Kingdom (WLS): There is no concurrent training route for lower secondary teachers in 2019/20 anymore. This programme will be reintroduced starting from 2020/21.

Liechtenstein: No teacher education is organised within the country. Most teachers are trained in Austria or Switzerland. The minimum requirement for recruitment is a master's degree.

Norway: Most ITE programmes lead to a master's degree. The exceptions are the ITE programmes preparing teachers of practical and aesthetic subjects, which final qualification being bachelor.

In the majority of the European education systems, ITE programmes for lower secondary teachers lead to master's degree (ISCED 7) ⁽⁹⁾. In others, the minimum qualification is the bachelor (ISCED 6). Some education systems – those where the bachelor's degree is the minimum level of ITE required to be a lower-secondary school teacher – offer the option of longer studies up to a master's degree. This is the case, for example, in the French Community of Belgium, Bulgaria, the Netherlands and the United Kingdom (England). In Romania and the United Kingdom (Wales), new ITE programme leading to a master's degree will be available from 2020/21 academic year.

In **Romania**, starting with academic year 2020/21, a pilot for the consecutive model of ITE offering Didactic/Educational Master (Master degree in teaching) will be implemented in eight universities.

In the **United Kingdom (Wales)**, a new postgraduate part-time route into teaching will be available from September 2020. This route will take two years to complete and lead to a Postgraduate Certificate in Education (including 60 master's level credits) and Qualified Teacher Status.

The duration of ITE may be expressed in a number of years (see Figure 2.1). As a rule, ITE programmes leading to the bachelor's degree last four years. Only in the French Community of Belgium, the Flemish Community of Belgium (concurrent model), Romania and the United Kingdom (England – concurrent model) is the duration three years. In contrast, in Greece, Cyprus, Lithuania, the Netherlands and the United Kingdom (Scotland), ITE programmes organised according to the consecutive model last five years. The master's degree is commonly granted after completing the five-year ITE programme.

In the last five years, in some education systems, different aspects of ITE related to Figure 2.1 have been reformed. In Ireland (consecutive model), Malta (consecutive model), Austria, Montenegro and Norway, the minimum level of ITE to work in lower secondary schools has been upgraded up to a master's degree.

In Greece, North Macedonia and Serbia, the consecutive model has been introduced alongside traditional concurrent routes. In contrast, two countries have reduced the number of ITE routes. In Austria and Montenegro, one single route at master's level (concurrent in Austria and consecutive in Montenegro) has replaced the previous models.

Highest qualification level achieved by teachers

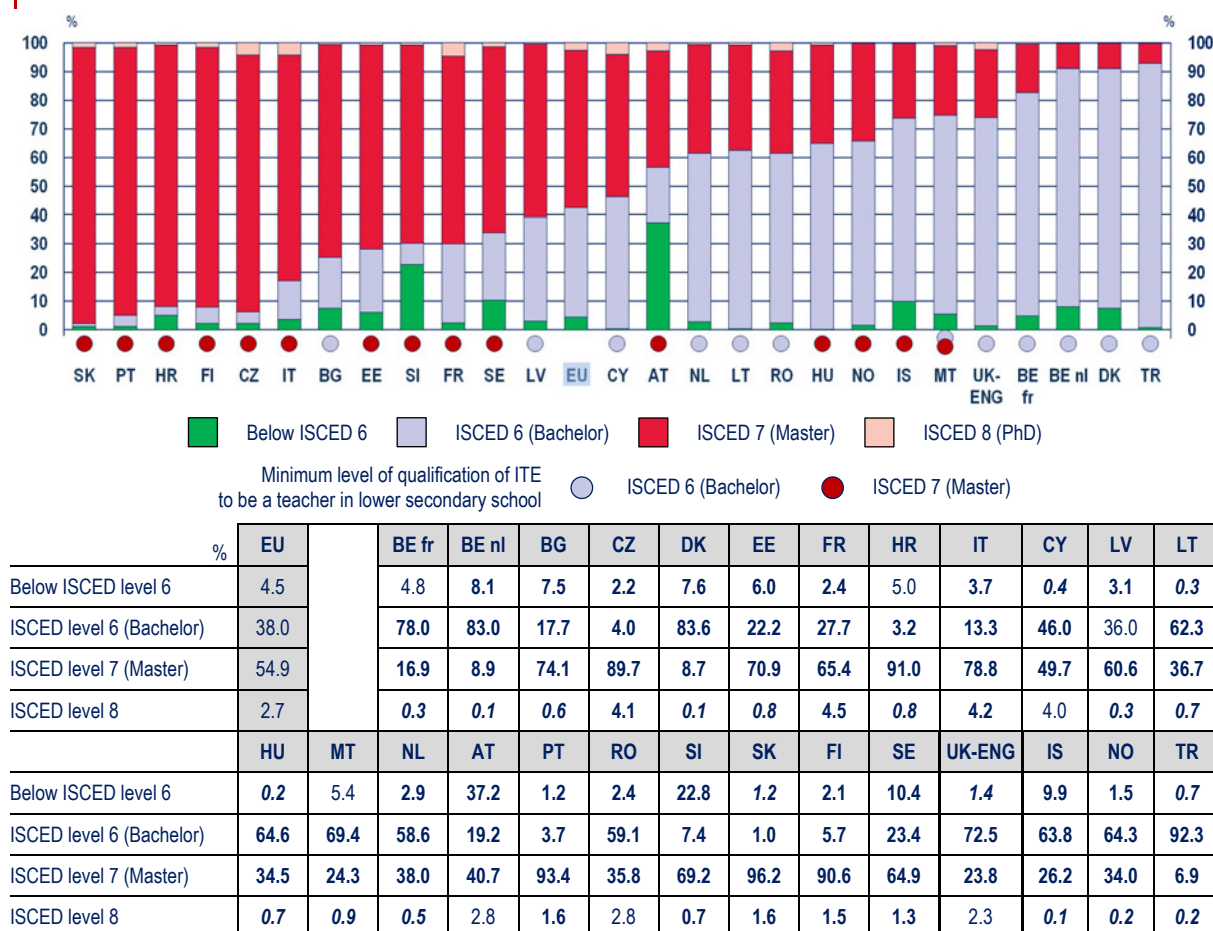
The TALIS 2018 data provides information on the teachers' highest educational attainment. This can shed light on the qualification level that in-service teachers actually have in Europe. Comparison between the two sets of data should, however, be made with caution. While Eurydice data provides information on current regulations, TALIS 2018 data includes responses from all teachers including those qualified under the previous legislation. Moreover, Eurydice data refers to the minimum qualification, while TALIS 2018 refers to teachers' highest qualification ⁽¹⁰⁾.

⁽⁹⁾ In some education systems, particularly where the initial teacher training was recently reformed, there may be a lag between the current legislation on the minimum qualification level for employment and the minimum qualification level of ITE programmes. This is the case for instance in Poland and Albania, where short-cycle tertiary education (ISCED 5) is still stated as the minimum qualification level for employment of lower-secondary teachers, while the ITE programmes starting in the academic year 2019/20 lead to the master's degrees.

⁽¹⁰⁾ It was not possible to analyse the highest education attainment of teachers who were qualified within the current legislation. The sample for recently-qualified teachers (those who are completed their formation education or training less than 5 years ago) was too small to be representative.

Despite these limitations, TALIS 2018 data indicates that the highest qualification obtained by teachers tends to correspond to the minimum requirement in regulations. In 19 education systems ⁽¹¹⁾, most teachers (75 % and more) report being qualified at least to the minimum level required by current regulations concerning ITE.

Figure 2.2: Proportion of lower secondary teachers by highest educational attainment, 2018



Source: Eurydice, on the basis of TALIS 2018 (see Table 2.1 in Annex II).

Explanatory notes

The Figure is based on teachers' answers to question 3 'What is the highest level of formal education you have completed?'. Answers to the items 1-4 are aggregated in the category 'Below ISCED 6'.

The minimum qualification level is based on the International classification of education (ISCED 2011).

EU includes the European Union countries/regions that participated in the TALIS survey in 2018. It includes UK-ENG.

Statistically significant differences from EU values are indicated in bold in the table below the figure.

The data in the Figure is arranged in descending order of all teachers whose highest formal education is a master's degree (ISCED 7).

The dots 'ISCED 6 (Bachelor)', 'ISCED 7 (Master)' show the top-level regulations on the minimum level of ITE, see Figure 2.1.

Figure 2.2 shows that in the EU, 54.9 % of teachers report holding a master's degree, while 38.0 % of teachers stated a bachelor's degree as their highest qualification. Few teachers hold an advanced research qualification. At EU level, 2.7 % of lower secondary teachers indicated that they have finished a PhD programme. In Czechia, France and Italy, a proportion of PhD graduates among lower secondary education teachers is significantly higher (4.1 %, 4.5 % and 4.2 % respectively). Finally, 4.5 % of teachers in the EU have reported to be qualified at a level below Bachelor (ISCED 6). In

⁽¹¹⁾ Belgium (French and Flemish Communities), Bulgaria, Czechia, Denmark, Estonia, Croatia, Italy, Cyprus, Latvia, Lithuania, Malta, the Netherlands, Portugal, Romania, Slovakia, Finland, the United Kingdom (England) and Turkey.

Austria (37.2 %) and Slovenia (22.8 %) ⁽¹²⁾, the proportions are particularly high. This may be related to the fact that in these countries short-cycle tertiary education programmes (ISCED 5) used to be the most common way to obtain a teaching qualification. Although new ITE programmes leading to the master's degree have been introduced, more years are needed for this share to decrease.

In several countries most teachers tend to hold the same qualification level. More than 75.0 % of teachers in Czechia, Croatia, Italy, Portugal, Slovakia and Finland hold a master's degree. In these countries, master's degree is the minimum required qualification to be a teacher in lower secondary education. More than 75.0 % of teachers reported holding a bachelor's degree in Belgium (French and Flemish Communities), Denmark and Turkey.

In six countries, although the minimum level of ITE is fixed at bachelor's level, many teachers have reported to hold a master's degree. The share of masters' graduates in Lithuania, the Netherlands and Romania is 36.7 %, 38.0 % and 35.8 % respectively, while it reaches 74.1 % in Bulgaria, 49.7 % in Cyprus and 60.6 % in Latvia. Several reasons can explain this high proportion of master's graduates. For example, it can be linked to the fact that in all these countries, except Romania, teachers can be qualified through the consecutive ITE route, which means that some hold a master's degree in the subject area before undertaking professional teacher training. Moreover, in Lithuania and Cyprus, teachers are encouraged to obtain a master's degree as this counts for career progression. While in Lithuania, a master's degree is the required qualification to become a school head, in Cyprus, teachers who hold further qualifications are credited with extra qualification points contributing towards a salary increase. Finally, in some education systems where the bachelor's degree is the minimum level of ITE, programmes lead to both bachelor's and master's degrees. For example:

In the **Netherlands**, although the bachelor's degree is the minimum required level of qualification, both concurrent and consecutive ITE routes offer longer studies leading to a master's degree.

In eight countries ⁽¹³⁾, although ITE leads to the master's degree, fewer than 75 % of teachers reported to be qualified at master's level. The share of teachers qualified below the minimum required masters' degree exceeds 50 % in Hungary, Austria, Iceland and Norway. This may be explained by the fact that in these four countries, a master's degree has recently been set as the minimum level of ITE ⁽¹⁴⁾.

2.1.2. Mainstream ITE programmes: core elements

Irrespective of which model is adopted and to which qualification level it leads to, the content of ITE is particularly important for teachers to be fully equipped to do their job. European Union policy documents have been continuously underlining the point that prospective teachers should develop not only subject knowledge, but also professional skills during their studies. In 2014, the Council of the European Union acknowledged that subject(s) knowledge and professional skills are core elements of effective ITE ⁽¹⁵⁾. The Communication from the European Commission on school development and excellent teaching stressed that quality ITE should combine subject knowledge, pedagogical theory and sufficient classroom practice ⁽¹⁶⁾.

⁽¹²⁾ In Slovenia, 22.7 % of lower secondary teachers obtained qualification with completion of old academic degree study programmes carried out until the 1990s, which correspond to the first cycle of the Bologna system. This programme was classified at ISCED 5 level because its duration (2-3 years). 0.1 % of lower secondary teachers are qualified under ISCED 5 level (see OECD, TALIS 2018 Database, Tables I.4.8).

⁽¹³⁾ Estonia, France, Hungary, Austria, Slovenia, Sweden, Iceland and Norway.

⁽¹⁴⁾ Master degree as the minimum level of ITE was set: France (2010), Hungary (2006), Austria (2015), Iceland (2008) and Norway (2017).

⁽¹⁵⁾ Council conclusions of 20 May 2014 on effective teacher education, OJ C 183, 14.6.2014.

⁽¹⁶⁾ Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions. School development and excellent teaching for a great start in life. SWD(2017) 165 final. COM(2017) 248 final. [pdf] Available at: <https://ec.europa.eu/transparency/regdoc/rep/1/2017/EN/CO M-2017-248-F1-EN-MAIN-PART-1.PDF> [Accessed 7 July 2020].

Professional training, as understood here, is a part of ITE that provides prospective teachers with both the specific theoretical knowledge and practical skills for the teaching profession. In-school placement is an integral part of professional training that can include observation of teaching and sometimes teaching itself. Usually, it is an unremunerated practical training in a real working environment that can be integrated at different stages of ITE programme(s).

The first part of this section analyses whether top-level education authorities require professional training and in-school placement to be included in the ITE of lower secondary teachers and what its minimum regulated duration is. The second part looks at the TALIS 2018 data to show the proportion of lower secondary education teachers who have completed a formal education or training that included content, pedagogy and classroom practice.

Figure 2.3 shows the total duration of ITE as well as the duration of professional training and in-school placement when it is regulated. To enable comparison of workload across the programmes, the duration is expressed in the European Credit Transfer and Accumulation System credits (ECTS). Through the framework of the Bologna process and European cooperation programmes such as Erasmus+, European education systems have developed ECTS as a key instrument for transparent curriculum design as well as to facilitate credit transfer between programmes and institutions. It enables the learning outcomes and workload of ITE programmes to be expressed in study credits. Therefore, both the duration of ITE programmes and their main components can be compared.

Figure 2.3 shows that almost all education systems require professional training to be included in ITE programmes. Most education systems also regulate a minimum duration of professional training, while in 11 education systems⁽¹⁷⁾, the share of professional training is decided by ITE institutions themselves.

In nine education systems, where the duration is regulated⁽¹⁸⁾, the workload of professional training is 60 ECTS corresponding to around a year of full-time training. In Ireland, France, Malta (consecutive programme) and Portugal professional training is twice as long. In Bulgaria, Romania, Bosnia and Herzegovina, North Macedonia and Serbia, the minimum duration of professional training does not exceed 40 ECTS, while the shortest durations are in Italy (24 ECTS), Montenegro (23 ECTS) and Turkey (25 ECTS).

When looking at the share of professional training as a part of ITE programmes, big cross-country variations can be observed. The share of professional training ranges from 50 % of the total duration of ITE in Belgium (French Community), Ireland (concurrent programme) and Malta (concurrent programme) to 8 % in Italy and Montenegro. The share of professional training is 15 % or less in Bulgaria, Italy, Romania, Bosnia and Herzegovina, Montenegro, North Macedonia, Serbia and Turkey where the duration of professional training is also the shortest.

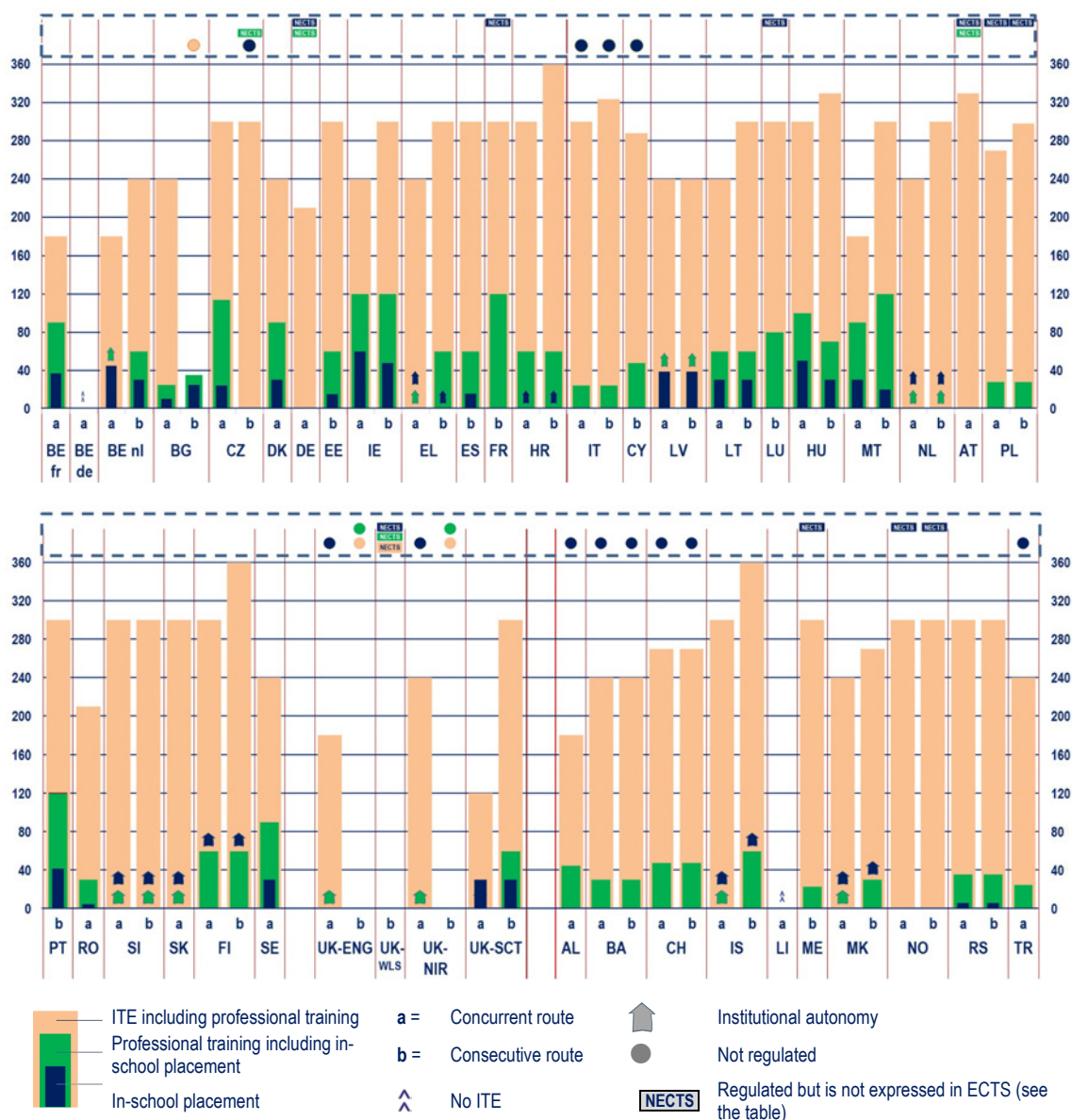
While the duration of in-school placements as part of professional training is regulated in about half of the European education systems, in others it is a matter left to the discretion of the ITE institutions or it is not regulated. Where regulated, the minimum length of in-school placement shows considerable cross-country variations. It ranges from 60 ECTS in Ireland (concurrent model) to five ECTS in Romania. In eight education systems⁽¹⁹⁾, practical training takes up around half of the time dedicated to professional training.

⁽¹⁷⁾ This applies to the concurrent models of ITE in Belgium (Flemish Community), Greece, Slovakia, the United Kingdom (England, Northern Ireland and Scotland), Iceland and North Macedonia. In Latvia, the Netherlands and Slovenia institutional autonomy applies to all mainstream ITE programmes.

⁽¹⁸⁾ Belgium (Flemish Community, consecutive programme), Estonia, Greece, Spain, Croatia, Lithuania, Finland, the United Kingdom (Scotland) (consecutive programme) and Iceland (consecutive programme).

⁽¹⁹⁾ Belgium (French Community) and Flemish Community (consecutive model), Bulgaria (concurrent model), Denmark, Ireland, Lithuania, Hungary and the United Kingdom (Scotland – consecutive model).

Figure 2.3: Minimum duration of ITE, professional training and in-school placement (in ECTS), in lower secondary education, 2019/20



Source: Eurydice.

Explanatory note

The duration of ITE corresponds to the total duration, i.e. it includes the duration of professional training and in-school placement. The duration of professional training includes the duration of in-school placement.

(ECTS, except for special mention)

	BE fr	BE de	BE nl		BG		CZ		DK	DE	EE	IE		EL		ES	FR
	a	-	a	b	a	b	a	b	a	a	b	a	b	a	b	b	b
ITE	180	>>	180	240	240	●	300	300	240	210	300	240	300	240	300	300	300
Professional training	90	>>	↑	60	25	35	114	188 hours	90	See note	60	120	120	↑	60	60	120
In-school placement	37	>>	45	30	10	25	24	●	30	See note	15	60	48	↑	↑	16	4-6 weeks

	HR		IT		CY	LV		LT		LU	HU		MT		NL		AT
	a	b	a	b	b	a	b	a	b	b	a	b	a	b	a	b	a
ITE	300	360	300	300	288	240	240	240	300	300	300	330	180	300	240	300	330
Professional training	60	60	24	24	48	↑	↑	60	60	80	100	70	90	120	↑	↑	See note
In-school placement	↑	↑	●	●	●	39	39	30	30	180 hours	50	30	30	20	↑	↑	See note

	PL		PT	RO	SI		SK	FI		SE	UK-ENG		UK-WLS	UK-NIR		UK-SCT	
	a	b	b	a	a	b	a	a	b	a	a	b	b	a	b	a	b
ITE	270	298	300	210	300	300	300	300	360	240	180	●	4 years	240	●	120	300
Professional training	28	28	120	30	↑	↑	↑	60	60	90	↑	●	1 year	↑	●	↑	60
In-school placement	150 hours	150 hours	42	5	↑	↑	↑	↑	↑	30	●	●	24 weeks	●	●	30	30

	AL	BA		CH		IS		LI	ME	MK		NO		RS		TR
	a	a	b	a	b	a	b	-	b	a	b	a	b	a	b	a
ITE	180	240	240	270	270	300	360	>>	300	240	270	300	300	300	300	240
Professional training	45	30	30	48	48	↑	60	>>	23	↑	30	0.5 year	0.3 year	36	36	25
In-school placement	●	●	●	●	●	↑	↑	>>	See note	↑	↑	100-110 days	60 days	6	6	●

a Concurrent route b Consecutive route ↑ Institutional autonomy ● Not regulated >> ITE abroad

Source: Eurydice.

Country-specific notes

Belgium (BE de): No teacher education is organised within the Community. Most teachers are trained in the French Community of Belgium.

Belgium (BE nl): 'In-school placements' are equated with the wider concept of 'practical component' in ITE. This practical component includes in-school-placements, but can also contain the practical lessons in the university college.

Czechia: The duration of the consecutive route does not include 188 hours of professional training. The professional training may be followed in parallel to or after a non-pedagogical master's degree.

Germany: The length of professional training and in-school placements is regulated, but cannot be expressed separately in ECTS. The ratio of didactics or educational sciences and school placements to studies in the subjects to be taught should be approximately 1:2. Furthermore, the preparatory service constitutes professional training in school. Their organisation and duration depend on the *Land*.

Luxembourg: Data in the Figure refers to the ITE in the University of Luxembourg.

Spain: According to the regulation, at least 16 ECTS credits must correspond to a 'practicum', which includes in-school placements as well as the final Master's dissertation.

France: For the majority of students who qualify as described in the Figure, a minimum number of weeks of observation at school is specified (4-6 weeks for students who passed the competitive examination at the end of year 4; 8-12 weeks for the others). The corresponding number of ECTS credits is at the discretion of the institution. In addition, students who passed the examination at the end of year 4 have 324 teaching hours in year 5.

Italy: To become a qualified teacher, HEIs' graduates have to pass a competition. To be admitted to this competition, the candidates have to complete 24 ECTS in anthro-psycho-pedagogical subjects as well as in teaching methodologies and technologies. These 24 ECTS can be obtained during master's degree programmes (if included) or after the completion of master's degree programmes (if not included).

Cyprus: There is no in-school placement as student teachers get a practical experience in school during induction which is a structured phase of the ITE program.

Lithuania: Students who have obtained at least a bachelor's level qualification may start teaching, provided they complete the teacher qualification (corresponding to 60 ECTS credits) at the latest within the first two years of teaching.

Austria: Professional training and in-school placement are included in 330 ECTS (ITE workload), they are not expressed in ECTS separately.

Poland: In-school placement is included in professional training (28 ECTS), but it is expressed in hours only (minimum of 150 hours).

Slovakia: A 'supplementary pedagogical study' (*Doplňujúce pedagogické štúdium*) of 200 hours (usually two years) may also be followed in parallel to or after a relevant non-pedagogical master's degree. In-school placements represent a minimum of 40 hours, but there is no ECTS equivalent.

Sweden: The total duration of ITE is 240 ECTS if it prepares in two subjects, and 270 ECTS if it prepares teachers in three subjects.

United Kingdom (ENG): For the consecutive model, the duration of the Postgraduate Certificate in Education (PGCE), which usually corresponds to a one-year programme, is not available under ECTS. For concurrent routes and consecutive routes that are not employment-based, in-school placements usually represent a minimum of 120 days (24 weeks) with no ECTS equivalent.

United Kingdom (NIR): For the consecutive model, the duration of the Postgraduate Certificate in Education (PGCE), which usually corresponds to a one-year programme, is not available under ECTS. For concurrent post-primary routes, in-school placements usually last 32 weeks, with no ECTS equivalent, while for consecutive post-primary routes, they last 24 weeks.

Liechtenstein: No teacher education is organised within the country. Most teachers are trained in Austria or Switzerland.

Montenegro: In-school placement is provided continuously throughout the semesters.

Inclusion of teaching content, pedagogy and practices in ITE

TALIS 2018 has asked teachers to report on several elements included in their formal education or training. This section focuses on the inclusion of content, pedagogy (general and subject related) and school practice.

In the EU, 92.4 % of teachers reported having studied the content of all or some subjects they teach. Most European countries follow the average trends regarding the inclusion of subject content in initial education or training. Similarly, over 80 % of teachers in the EU have followed training in subject-related and general pedagogy. There is very little variation across countries in this area. Only in Spain, France and Italy are proportions significantly lower (see Table 2.4 in Annex II).

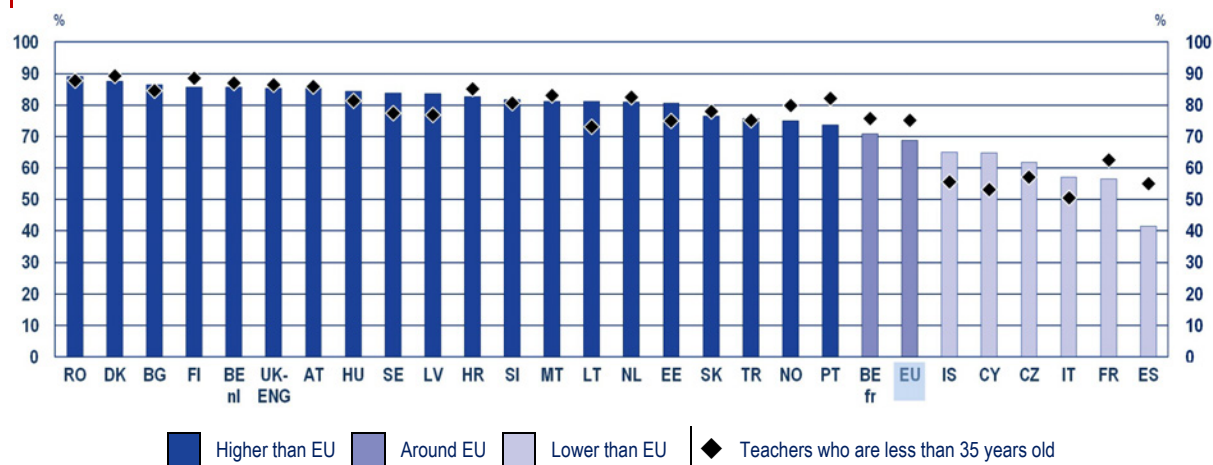
School practice is also reported to have been part of the ITE by most teachers in the EU (84.3 %). It reaches 98.1 % in Finland, 97.1 % in the United Kingdom (England) and 95.0 % in the Flemish Community of Belgium, while the lowest rate can be observed in Czechia (66.9 %) and Spain (67.3 %).

Figure 2.4 shows the percentage of teachers who report having received initial education or training that included all core components. It also shows responses from the younger generation of teachers (less than 35 years old) in order to understand if ITE is changing.

According to the TALIS 2018 results, nearly 70 % of teachers across the EU report that their formal education or training included all core components⁽²⁰⁾. In around three-quarters of the European education systems, this proportion is significantly higher than the EU level. This ratio exceeds 85.0 % in Belgium (Flemish Community), Bulgaria, Denmark, Austria, Romania, Finland and the United Kingdom (England) where there is the long tradition of combining teaching content, pedagogy and practice in ITE. In contrast, in Czechia, Spain, France, Italy, Cyprus and Iceland, the proportion of teachers who were trained in all core elements is below the EU level. In Spain, France and Italy, this share is below 60.0 %, with the lowest proportion found in Spain (41.5 %).

⁽²⁰⁾ In Spain, France and Italy (three of the biggest EU countries), the proportion of teachers who were trained in all core elements is low, which drives the EU average down.

Figure 2.4: Proportion of lower secondary education teachers who have completed a formal education or training programme that includes content, pedagogy and classroom practice, 2018



	%	EU	BE fr	BE nl	BG	CZ	DK	EE	ES	FR	HR	IT	CY	LV	LT
All teachers		68.8	70.7	85.7	86.5	61.8	87.6	80.5	41.5	56.5	82.7	57.1	64.8	83.6	81.2
Teachers who are less than 35 years old		75.0	75.6	86.9	84.5	57.1	89.2	74.9	55.0	62.4	85.0	50.4	53.1	76.8	72.9
	%	HU	MT	NL	AT	PT	RO	SI	SK	FI	SE	UK-ENG	IS	NO	TR
All teachers		84.4	81.3	81.0	85.4	73.7	89.1	81.8	76.5	85.8	83.9	85.4	65.1	74.9	75.7
Teachers who are less than 35 years old		81.2	82.9	82.4	85.8	82.1	87.7	80.6	77.8	88.5	77.4	86.4	55.5	79.7	75.0

Source: Eurydice, on the basis of TALIS 2018 (see Table 2.3 in the Appendix II).

Explanatory notes

Data based on teachers' answers to question 6 'Were the following elements included in your formal <education or training>, and to what extent did you feel prepared for each element in your teaching?' sorted by age groups according to answers given to the question 'How old are you?'.

Bars show the proportion of lower secondary teachers who completed formal education or training that included teaching content, pedagogy and classroom practice, i.e. teachers who answered 'yes' to the variables a (some or all subject(s) I teach), b (pedagogy of some or all subject(s)), c (general pedagogy) and d (classroom practice in all or some subject(s) I teach) of question 6 (A).

The intensity of the bar colour and the use of the bold in the table indicate statistically significant differences from the EU values. The data shown in bars is arranged in descending order. The data in the table is in protocol order.

EU includes the European Union countries/regions that participated in the TALIS survey in 2018. It includes UK-ENG.

Diamonds show the proportion of lower secondary teachers younger than 35 years old who completed formal education or training that included teaching content, pedagogy and classroom practice.

When comparing novice teachers with the entire teacher population, a positive trend can be observed at EU level (plus 6.2 percentage points, S.E. 0.59). In around half of the education systems, young teachers are more likely to have completed an initial training incorporating all core elements, while the biggest difference is observed in Spain and France (plus 13.6 percentage points, S.E. 2.56 and 5.9 percentage points, S.E. 1.58 respectively) (see the Table 2.3 in Annex II). This probably reflects the following recent policies that introduced changes in the structure and content of ITE:

In **Spain**, the Royal Decree of 2008 ⁽²¹⁾ established the basis of the initial teacher education for each educational stage. Therefore, since the academic year 2009/10, all ITE programmes leading to the secondary teacher's diploma have to include pedagogy, psychology and classroom management.

In **France**, since the implementation of the master's programme for teaching in 2013/14, the professional component of the initial teacher training has constantly been reinforced. This trend continues with the ongoing reform which increases professionalisation by including more internship periods and more training by teachers actually teaching in the level concerned.

⁽²¹⁾ The Royal Decree (2008), <https://www.boe.es/buscar/act.php?id=BOE-A-2008-19174>

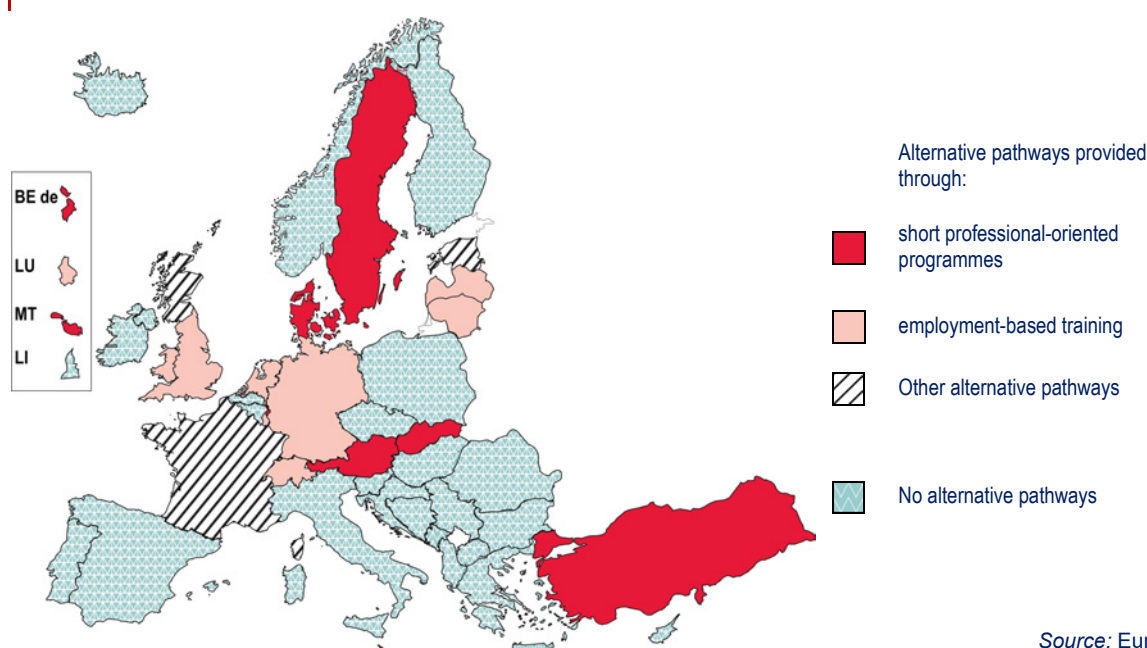
In around half of the education systems, the opposite trend can be observed whereby young teachers (less than 35) are less likely to have accomplished an education or training including the four elements. In Italy, Cyprus, Lithuania and Iceland, the difference between young teachers and the whole teacher population exceeds 6.5 percentage points.

2.1.3. Alternative pathways

Alternative pathways to a teaching qualification refer to education and/or training programmes that have been introduced alongside regular ITE programmes as an alternative entry point to a teaching qualification. Compared to mainstream ITE, these programmes are usually characterised by a high degree of flexibility, a shorter duration and being partly or entirely employment-based. In some education systems, alternative pathways have been introduced to respond to the shortage of teachers. In others, such pathways serve to diversify the profession by attracting high quality graduates and/or highly skilled professionals from other fields. Alternative programmes typically target either individuals with professional experience gained inside or outside education (lateral entrants) or graduates from other disciplines. They may offer flexible forms of enrolment such as part-time, distance or blended learning, as well as evening courses.

Across Europe, 18 education systems report the introduction of alternative pathways to the teaching qualification. Although there is no single model of alternative pathway, two main approaches can be observed.

Figure 2.5: Alternative pathways to a teaching qualification and their duration, lower secondary education, 2019/20



Duration of alternative programmes expressed in ECTS (c), years (y) or hours (h)

BE de	DE	DK	EE	FR	LV	LT	LU	MT	NL	AT	SK	SE	UK-ENG	UK-WLS	UK-SCT	CH	TR
30 c	1-2 y	150 c	●	●	650 h	60 c	230 h	180 c	●	120 c	2 y	90-120 c	○	○	○	300 c	1 y

● Duration is not regulated ○ Several alternative routes exist

Explanatory note

A brief description of the alternative pathway(s) is provided in Annex I.2.

Short professional-orientated programmes

Short professional-oriented programmes, are mainly designed for graduates from other higher education fields. As shown in Figure 2.5, seven education systems, namely Belgium (German-speaking Community) ⁽²²⁾, Denmark, Malta, Austria, Slovakia, Sweden and Turkey, have developed short professional-orientated programmes. To access such programmes, candidates have to hold at least a bachelor's degree, whereas a master's degree is required only in Slovakia. In Denmark, candidates who do not hold a higher education degree have to prove two years of professional experience in the education field in addition to having completed a vocational upper secondary education programme.

Short professional-oriented programmes have many similarities with the organisation and content of the second phase of the consecutive route. They are usually provided by teacher education institutions, and include pedagogical and psychological disciplines, methodology, didactics and practical training. These programmes generally last between one and two years. The only exception is in Belgium (German-speaking Community), where the workload of the alternative programme is 30 ECTS which corresponds to one semester of study.

Moreover, in all countries providing short professional-oriented programmes except Malta, the only regular route to obtain a teaching qualification is to complete programmes entirely dedicated to ITE (concurrent model). Looked at from this perspective, the creation of these short professional-oriented programmes in the above-mentioned education systems might be seen as a gradual introduction of the consecutive model.

Employment-based training

The students enrolled in employment-based programmes follow an individual training programme in parallel to work in a school. Candidates with professional experience as well as recent graduates with subject knowledge usually access these programmes. Eight education systems (Germany, Latvia, Lithuania, Luxembourg, the Netherlands, the United Kingdom (England and Wales) and Switzerland) offer an alternative employment-based training, besides the mainstream ITE programmes. In Latvia and Lithuania, the alternative programmes specifically target young higher education graduates. For instance, age (maximum 35 years old) is one of the admission criteria to the 'Choose to teach' programme in Lithuania. In Switzerland, in contrast, the employment-based ITE training targets candidates who are at least 30 years old and have three years of professional experience.

The Netherlands and the United Kingdom (England and Wales) have a relatively long tradition of providing alternative routes into the teaching profession.

In the **Netherlands**, the long-standing 'Minor in education' programme allows bachelor students at universities to earn a limited second-level qualification for teaching in years 1-3 at general secondary education.

Among several alternative routes offered in the **United Kingdom (England)**, the most widespread is 'Teach First' programme. It has been existing for 17 years; around 7 % of secondary school teachers are qualified through this route. The Additional Graduate Training Programme (AGTP) is the **Welsh** variant of the 'Teach First' programme. Both programmes aim at recruiting exceptional graduates from various fields into teaching in schools in disadvantaged areas.

Other alternative pathways

In Estonia, France and the United Kingdom (Scotland), the alternative pathways to the teaching qualification follow different patterns.

⁽²²⁾ Most of the teachers exercising the profession in the German-speaking Community of Belgium are trained in the French Community of Belgium. A few graduates are qualified through an alternative programme.

In **Estonia**, professionals from other fields can obtain a teaching qualification through the national professional qualifications system. The professional certificate can be obtained by anybody who demonstrates the necessary competences described in the teacher's professional standard. Training courses are not obligatory.

In **France**, the competitive examination at the end of year 4 (Master 1) is the mandatory part of the main pathway to a teaching qualification. Alternative possibilities to become a fully qualified teacher consist of passing the so-called 'third competition' or 'internal competition'. To be able to sit these competitions, the candidates need to demonstrate between three and five years of professional teaching experience.

In the **United Kingdom (Scotland)**, several additional routes into the profession have been introduced to help address recruitment challenges for teachers in priority subjects as well as in remote and rural areas. These pathways must still involve an ITE institution based within a university and must be accredited by the General Teaching Council for Scotland. Some of the new routes include a combined ITE and Induction Year and a programme to train existing local authority staff as teachers.

TALIS data on alternative pathways

Although several European education systems have introduced alternative routes into the teaching qualification, the number of teachers qualified this way remains marginal. According to the TALIS 2018, in the EU, only 4.4 %, are qualified through the fast-track or specialised teacher education programmes ⁽²³⁾ (see Table 2.2 in Annex II). The highest share was observed in Estonia (6.9 %) and the United Kingdom (England) (7.9 %), two of the countries that offer alternative possibilities to obtain the teaching qualification.

2.2. Induction into the teaching profession

The transition from initial teacher education (ITE) to professional life is a crucial phase both for teachers and education systems. As stated in the European Commission handbook for policy makers on induction into the teaching profession, 'the point at which newly educated teachers transfer from initial education and move into professional life is seen as crucial for further professional commitment and development and for reducing the number of teachers leaving the profession' (European Commission, 2010, p. 9). The European Commission's Communication on school development and excellent teaching ⁽²⁴⁾ emphasises the importance of providing specific support to teachers during the early stage of their career. In 2020, the Council's conclusions on European teachers and trainers for the future reaffirm that novice teachers should be provided with 'additional guidance and mentoring, to facilitate their career start and help them cope with the specific needs they are facing' ⁽²⁵⁾.

Induction for newly-qualified teachers ⁽²⁶⁾ is understood here as a structured support phase that lasts at least several months. During this phase, teachers carry out wholly or partially the tasks incumbent on experienced teachers, and are remunerated for their work. Induction has important formative and supportive components; it usually includes additional training as well as personalised help and advice. Moreover, in some education systems, it also acts as a probation period prior to confirming the recruitment. In some education systems, a successful accomplishment of the induction phase is a compulsory prerequisite to obtain a full teaching qualification (European Commission\EACEA\Eurydice, 2018, p. 34).

⁽²³⁾ In TALIS 2018, fast-track or specialised teacher education or training programme refer to pathways into a teaching job that are not <regular teacher education or training programmes> in terms of duration and/or content, for example short or fast-track programmes designed for specific groups such as high-profile young graduates, second-career candidates, candidates with some teaching experience, or graduates with high levels of subject knowledge. This definition fits with the definition of alternative pathways used in the present report.

⁽²⁴⁾ Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions on school development and excellent teaching for a great start in life, COM(2017)165 final.

⁽²⁵⁾ Council conclusions of 26 May 2020 on European teachers and trainers for the future, OJ C 193, 9.6.2020, p. 11.

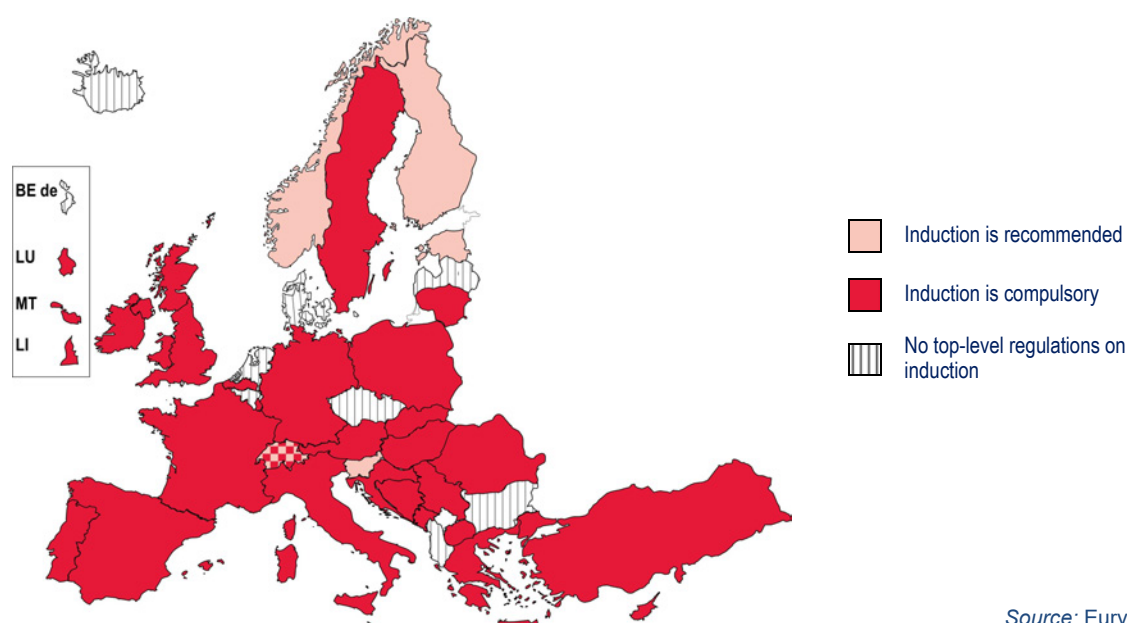
⁽²⁶⁾ In Germany, France and Cyprus, induction happens during ITE, so induction is designed for trainees/prospective teachers.

This section addresses different key aspects of induction such as its status, length, compulsory elements and the final assessment. It also analyses TALIS 2018 data on lower secondary teachers' participation in induction. As this section focuses on the transition to the teaching profession, its scope is limited solely to the induction for teachers new to the profession. The induction for in-service teachers new to a school is out of scope.

2.2.1. Status, length and organisation of formal induction

Offering early career support is a widespread practice in Europe. As shown in Figure 2.6, in most education systems, induction is compulsory, while in Estonia, Slovenia, Finland, Switzerland (in some Cantons) and Norway, it is recommended.

Figure 2.6: Status and duration of induction for lower secondary education teachers, 2019/20



Source: Eurydice.

Duration (in months)

BE fr	BE de	BE nl	BG	CZ	DK	DE	EE	IE	EL	ES	FR	HR	IT	CY	LV	LT	LU	HU	MT	NL	AT
⊗	⊗	○	⊗	⊗	⊗	12-24	12	(200 hours)	○	3.5-6	12	12	12	5	⊗	12	24	24	24	⊗	12
PL	PT	RO	SI	SK	FI	SE		UK-ENG	UK-WLS	UK-NIR	UK-SCT	AL	BA	CH	IS	LI	ME	MK	NO	RS	TR
9	12	12	10	○	○	12		12	12	12	12	⊗	12	12-24	⊗	○	9	12	24	12	12

⊗ No top-level regulations on induction ○ Minimum duration of induction is not regulated at top-level

Source: Eurydice.

Country-specific notes

Germany: Information provided in the Figure refers to compulsory remunerated preparatory service at school (*Vorbereitungsdienst*). In addition, ten *Länder* organise an induction programme for fully qualified teachers. In seven of them it is optional, while in Brandenburg and Hessen it is compulsory, and in Bremen partially compulsory.

Ireland: Since September 2020, *Droichead* is the only induction model available to newly qualified teachers. The *Droichead* process consists of two strands: school-based induction (underpinned by reflective practice, mentoring and professional conversations) and additional professional learning activities (cluster meetings and one other activity chosen in consultation with Professional Support Team (PST)). A post-primary teacher must complete a minimum of 200 hours of teaching in an eligible setting from the date on which they were first appointed to a post recognised appropriate/eligible for *Droichead* in a post-primary school. Newly qualified teachers have 36 months to meet their registration requirements.

Spain: The content and duration of the induction phase vary depending on the Autonomous Community.

Slovenia: The data provided in the Figure and the table above refer to the induction phase that applies only to trainees recruited by the Ministry. Qualified candidates, directly recruited by schools to fill vacant posts, receive mentoring for two months in order to prepare for the professional examination.

United Kingdom (SCT): Induction can be undertaken either through the Teacher Induction Scheme (TIS) or following the Flexible Route. The information on the duration of induction period refers to the Teacher Induction Scheme.

Switzerland: Induction programmes are regulated at cantonal level. A majority of Cantons have compulsory programmes, in others these are optional. In some Cantons, the duration may be tailored to individual needs.

Structured induction may be organised in different ways. In most education systems, induction is organised at the start of the first contract as a teacher and it may occur during the probationary period. In some education systems, teachers starting induction are already fully qualified, while for others, induction is an additional step towards the fully qualified teacher status (see 2.2.4). In Germany, France and Cyprus, induction takes place within the framework of ITE.

In **Germany**, preparatory service at school (*Vorbereitungsdienst*) is considered induction. It is a part of ITE and all graduates (with a First State Examination or Master's degree in ITE depending on the particular *Land*) have to undertake it in order to pass the Second State Examination which is a necessary condition to be fully qualified and obtain permanent employment.

In France and Cyprus, where teacher training is organised through the consecutive route, induction is integrated into the second phase of ITE dedicated to professional teacher training (see section 2.1.1).

In **France**, students take the competitive examination at the end of year 4 (*Master 1*). During the second year of the Master's programme (*Master 2*), the successful candidates follow an induction programme alongside the theoretical courses. During induction, they are remunerated as trainee teachers/civil servants for teaching activities. Those who fail the competitive examination at the end of year 4 can continue on to *Master 2* level. During their second year of this Master, they follow an in-school placement (8-12 weeks) instead of an induction programme and are not remunerated for teaching activities. They can take the competitive examination at the end of year 5 and if successful undertake an induction programme.

In **Cyprus**, during the last semester of the one-year Pedagogical Training, student teachers follow an induction programme in schools. They have full teacher duties and responsibilities and attend all school activities. There is no reduction in their working time. During afternoon hours, student teachers keep taking theoretical courses at the University of Cyprus.

The induction period usually lasts one year (see Figure 2.6). In Spain and Cyprus, its duration does not exceed six months, while in Luxembourg, Hungary, Malta and Norway, newly qualified teachers are entitled to a two-year induction programme. In Luxembourg, however, induction can be shortened to one year for graduates from ITE programmes that include professional training, while in Hungary, the same rule applies to graduates from the new five-year ITE programme (concurrent model) that includes one year school-based apprenticeship.

In some education systems, the duration of induction is not fixed. Nevertheless, top-level official documents might limit the period in which induction has to be completed. This is the case in the Flemish Community of Belgium and Slovakia, where induction has to be completed within the first two years of the career. In Ireland and Liechtenstein, induction takes place within three years from the start of the first appointment at a school. In Finland, the decision on the duration of induction is left to the local autonomy of the school.

Since the last Eurydice report on teaching careers (European Commission/EACEA/Eurydice, 2018), a mandatory induction for novice teachers has been introduced in the Flemish Community of Belgium (2019), Lithuania (2019) and Austria (2019). In Norway, induction for prospective/beginning teachers is now recommended.

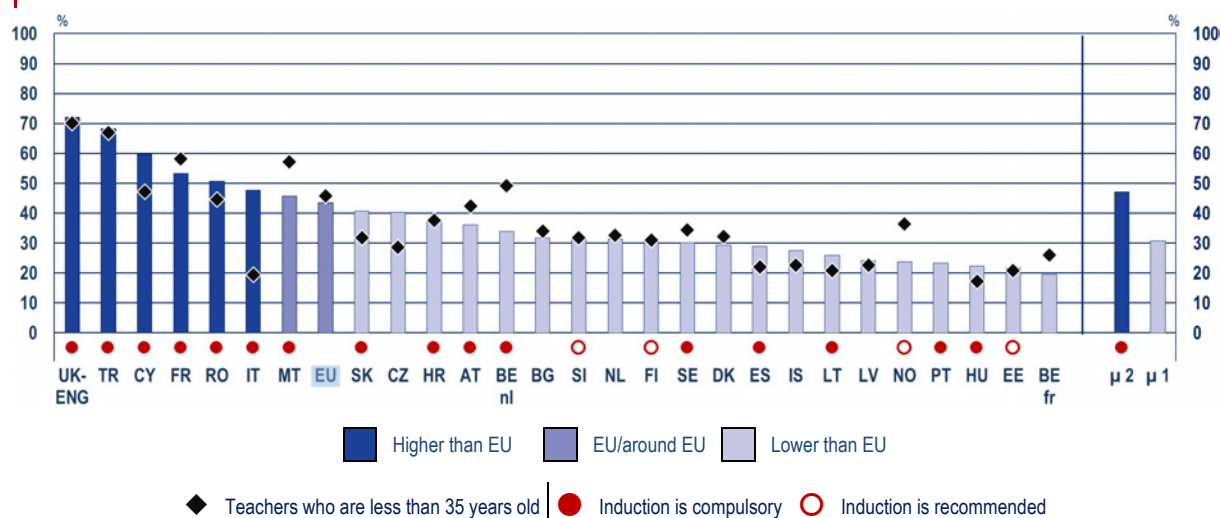
In **Norway**, in 2017, the Government signed an agreement with stakeholder unions about principles and duties regarding induction of new teachers in kindergartens and schools. These principles give guidelines and recommendations for induction, and clarify roles and duties for school heads, school owners, universities and teacher colleges.

In the **United Kingdom (England)**, the statutory induction period will be extended to two years from September 2021.

2.2.2. Participation in induction

According to the TALIS 2018 survey, in the EU, 43.6 % of teachers said that they had taken part in formal or informal induction during their first employment. In six education systems (France, Italy, Cyprus, Romania, the United Kingdom (England) and Turkey), this share exceeds the EU level, reaching 72.0 % in the United Kingdom (England). In Belgium (French Community), Estonia, Hungary, Portugal, and Norway, less than one teacher out of four reports participation in an induction.

Figure 2.7: Proportion of lower secondary education teachers who took part in formal or informal induction programmes as newcomers to teaching, 2018



	%	EU	BE fr	BE nl	BG	CZ	DK	EE	ES	FR	HR	IT	CY	LV	LT	HU
All teachers		43.6	19.6	33.9	31.8	40.4	29.3	21.7	29.0	53.3	37.6	47.7	59.6	24.1	25.9	22.3
Teachers who are less than 35 years old		45.7	26.1	49.1	33.9	28.7	32.2	20.8	22.0	58.1	37.7	19.5	47.3	22.7	20.9	17.2
	%	MT	NL	AT	PT	RO	SI	SK	FI	SE	UK-ENG	IS	NO	TR	μ 2	μ 1
All teachers		45.6	31.3	36.2	23.4	50.8	31.7	40.6	31.0	30.1	72.0	27.5	23.8	68.3	47.2	30.6
Teachers who are less than 35 years old		57.2	32.7	42.3	:	44.6	31.8	31.8	30.9	34.5	70.2	22.7	36.4	66.9		

Source: Eurydice, on the basis of TALIS 2018 (see Table 2.5 in Annex II).

Explanatory notes

Data based on teachers' answers to question 19 'Did you take part in any induction activities?' sorted by age groups according to answers given to the question 2 'How old are you?'. Only teachers having answered 'yes during my first employment' in question 19a (I took part in a formal induction programme) or 19b (I took part in informal induction programme) are considered as having taken part in a formal or informal induction. Teachers who ticked both answers a) and b), were counted only once.

The intensity of the bar colour and the use of the bold in the table indicate statistically significant differences from the EU values. The data in the Figure is arranged in descending order of all teachers who have participated in induction and in protocol order in the table.

EU includes the European Union countries/regions that participated in the TALIS survey in 2018. It includes UK-ENG.

The dots 'Induction is compulsory'/'induction is recommended' show the top-level regulations, see Figure 2.6.

μ1=average for countries where induction is recommended or there are no regulations on induction, μ2=average for countries where induction is compulsory.

Country-specific note

Portugal: For the novice teachers (<35 years old), there are too few or no observations to provide reliable estimates.

When looking at the proportion of young teachers (less than 35 years old) who reported participating in formal or informal induction compared to the total teacher population, a positive significant difference can be observed at EU level (2.1 percentage points (S.E. 0.68)). This is also the case in seven education systems⁽²⁷⁾, with the highest difference observed in the Flemish Community of Belgium, Malta and Norway. In Czechia, Spain, Italy, Cyprus, Lithuania, Hungary, Romania and Slovakia, young teachers are less likely to have participated in induction activities compared to the whole teacher population. The difference is particularly marked in Italy where barely one young teacher out of five reported taking part in induction, while this was the case for almost half of the total teacher population. In Spain and Italy, fixed-term contract seems to be a principal obstacle to the

⁽²⁷⁾ Belgium (French and Flemish Communities), France, Malta, Austria, Sweden and Norway.

participation in induction of young teachers. Induction activities in these countries are only available for teachers in a permanent employment position (Italy) or with a particular employment status equivalent to the permanent position (Spain), while according to TALIS 2018 data, the majority of young teachers there are working on fixed-term contract (70.3 % in Spain and 78.0 % in Italy) (see Section 1.2.1 and Figure 1.5).

The statistical analysis of teachers' answers suggests that the existence of top-level regulations making induction compulsory contributes to teachers' participation in induction at the beginning of their career. In countries where induction for newly qualified teachers is compulsory, 47.2 % (S.E. 0.31) of lower secondary teachers participated in induction during their first employment. In contrast, in countries where induction is recommended or not regulated, the ratio was 30.7 % (S.E. 0.46). The difference between these two estimates (16.5 percentage points) (S.E. 0.50) is statistically significant.

Overall, the TALIS 2018 results show that despite the political aspirations and the legislation in force, teachers' participation in induction remains low. On the one hand, this may be explained by the fact that in some education systems, the impact of the recent reforms introducing the induction phase is not yet visible (e.g. the Flemish Community of Belgium, Lithuania, Austria and Norway). On the other hand, this can be linked to the fact that induction is available only to some staff categories (e.g. Spain and Italy). Finally, it raises the question of which other obstacles prevent the implementation of these provisions (e.g. lack of financial support).

2.2.3. Compulsory elements of induction

Although compulsory induction for novice teachers is widely regulated across Europe, it can be designed in different ways and contain several elements. Some of these elements are stated in the official documents issued by top-level authorities, while others are left to the discretion of local authorities or schools. Figure 2.8 shows some of the most commonly regulated elements of induction such as mentoring and professional development activities (courses and seminars), and looks at team teaching and reduced teaching load during induction. It shows the education systems where these elements are mandatory. In Estonia, Slovenia and Norway, although structured induction itself is not mandatory when it is provided, it must include some elements.

Figure 2.8 shows that it is compulsory to provide mentoring support to all newly-qualified teachers in almost all education systems where induction is regulated. Mentoring is considered the main pillar of the induction programme. As a rule, the assigned mentor is an experienced teacher, sometimes trained for this role. Mentors can use a range of strategies to introduce, support and monitor novice teachers in the school community and professional life. The interaction between trainee teachers and mentors can go from simple guidance to an intensive day-to-day monitoring and support. The close collaboration may include mutual preparation of lessons, mutual class observations and regular feedback and coaching. Mentors usually participate in the trainee teachers' appraisal at the end of induction, if this applies.

Slovenia, the teaching load of trainee teachers is lower than for in-service ones, but this cannot be expressed as a percentage of total teaching load. In Lithuania and the United Kingdom (England, Wales and Scotland), the time not dedicated to teaching has to be spent on professional development activities.

Although teaching within a team has been acknowledged as one of the powerful forms of peer collaboration⁽²⁹⁾, only Germany, France, Poland, the United Kingdom (Scotland) and Montenegro mention it among the provisions to be included in induction. For example:

In **Montenegro**, the 'Rulebook on Teachers internship' states that before delivering individual lessons, candidate teachers should practice team teaching with his/her mentor.

As Figure 2.8 shows, in Germany, France and the United Kingdom (Scotland), all four provisions are compulsory elements of induction. In contrast, in Portugal, Sweden, Bosnia and Herzegovina and Serbia, only mentoring is mandatory. In Turkey, professional training is the only required element. In the Flemish Community of Belgium, Finland and some Cantons of Switzerland, the decision on the content of the induction programme is left to the discretion of the local or school authority.

In some education systems, certain activities, other than those described above, are made compulsory during induction. In Estonia and Spain, for instance, novice teachers are required to prepare a final report at the end of the induction phase. Class and/or lesson observation is a mandatory part of induction in Austria, Slovenia, Romania and Serbia, while in Croatia and Slovenia, beginning teachers are also required to keep a diary/journal.

2.2.4. Appraisal at the end of induction

Evaluating novice teachers at the end of induction period is a widespread approach across Europe. Indeed, Figure 2.9 shows that in most European education systems, where induction is compulsory or recommended, novice teachers go through a formal appraisal at the end of the induction programme. There are no top-level regulations making assessment at the end of induction compulsory in Estonia, Ireland, Greece, Finland, Sweden, Switzerland (some Cantons), Norway and Turkey.

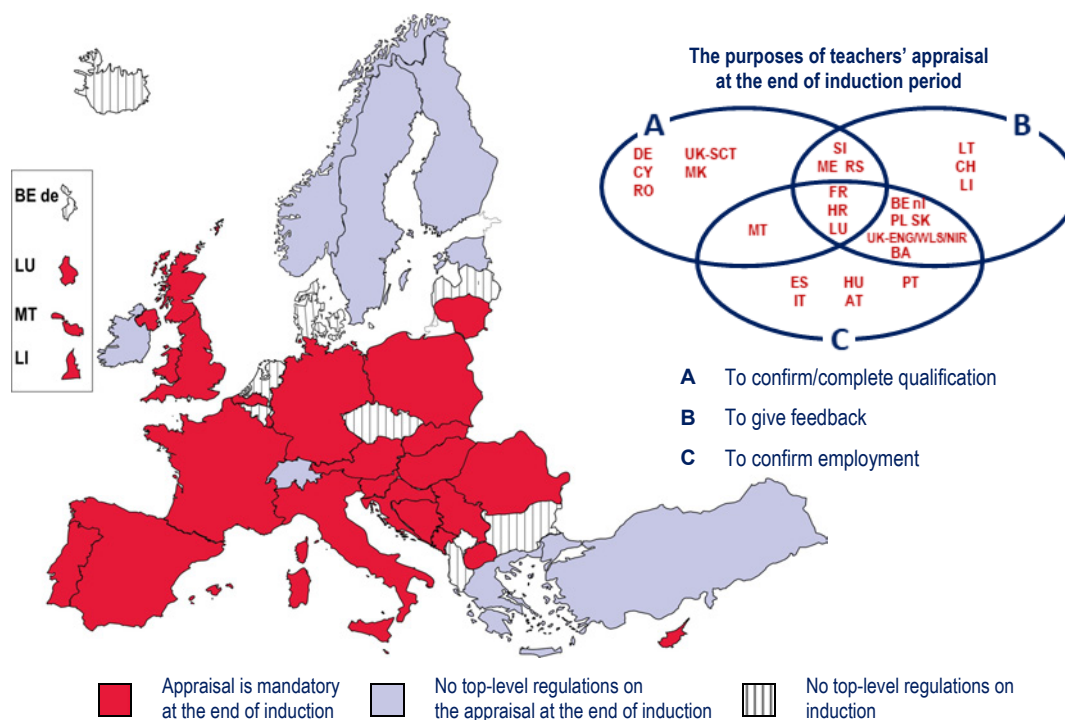
Generally speaking, appraisal at the end of induction aims at ensuring that newly qualified teachers are fully equipped with the necessary practical skills to work independently, and have acquired sufficient experience in the working environment. When induction is part of the qualification process or occurs during the probationary period, the final evaluation takes the form of a summative assessment.

Appraisal at the end of induction may be conducted for different purposes, some of which (i.e. to confirm/complete qualification, to confirm employment and to provide feedback) are shown in Figure 2.9.

The analysis reveals that in more than half of the education systems, appraisal at the end of induction is needed to confirm employment. In these education systems, induction is part of the probationary period. In Hungary and Poland, where induction corresponds to the first career step, appraisal leads from trainee teacher status to the next professional grade (see Annex I.1).

⁽²⁹⁾ Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions of 30 May 2017, on school development and excellent teaching for a great start in life, COM(2017) 248 final, p. 9

Figure 2.9: Appraisal at the end of induction period of lower secondary education teachers, 2019/20

**Country-specific note**

Luxembourg: The data in the Figure refer to teachers with the status of civil servant with contracts of indefinite duration. For teachers with the status of a public employee with a contract of indefinite duration under public law, the appraisal at the end of induction period is not mandatory.

In almost half of the education systems, appraisal at the end of induction aims at completing or confirming the teaching qualification. In Germany, France and Cyprus, where induction takes place during ITE, its results contribute to the final evaluation at the end of ITE. In Croatia, Romania, Slovenia, Montenegro, North Macedonia and Serbia, appraisal takes the form of a professional examination also called the 'state' or 'national' examination. This assessment process can be organised in different ways. For example, in Slovenia, the professional examination is oral, while in Croatia it combines written and oral tests. The professional examination can include theoretical and practical parts. This is the case in Croatia, Bosnia and Herzegovina, Montenegro and Serbia, where both theoretical knowledge and practical skills are evaluated during the professional examination. In Luxembourg, Malta and the United Kingdom (Scotland), successful accomplishment of induction contributes respectively to the final certification, registration and accreditation as a fully qualified teacher.

In around a half of the education systems, where appraisal at the end of induction is required, teachers receive feedback and recommendations based on continuing and final evaluations. In Lithuania, Switzerland and Liechtenstein, it is the only purpose of teachers' appraisal at the end of induction.

In France, Croatia and Luxembourg, appraisal aims at all three purposes.

2.3. Conclusions

There is a wide consensus among researchers and political leaders that teacher education matters for quality teaching and for students' learning outcomes. Quality ITE and effective support to new teachers help to prevent teacher attrition and have a positive impact on the attractiveness of the teaching profession in general.

Mainstream ITE in Europe is organised around concurrent and consecutive models. In more than half of the European education systems, both models are available. In addition, several education systems have introduced alternative pathways leading to a teaching qualification. However, according to the TALIS 2018 data, the number of teachers qualified through these alternative ways remains marginal.

In the majority of the European education systems, ITE programmes for lower secondary teachers lead to master's level (ISCED 7). In others, the minimum qualification required is a bachelor's degree (ISCED 6). TALIS 2018 data suggests that the highest educational qualification achieved by in-service teachers tends to correspond to the minimum requirement in top-level regulations to ITE.

The content of ITE is one of the key factors impacting its quality. Subject knowledge, pedagogical theory and sufficient classroom practice are the core elements of effective ITE ⁽³⁰⁾. Although almost all education systems require professional training to be included in ITE programmes alongside academic subjects, its duration varies considerably across countries. The share of professional training ranges from 50 % of the total duration of ITE in Belgium (French Community), Ireland and Malta to 8 % in Italy and Montenegro. In-school placement is regulated in around half of the European education systems.

According to the TALIS 2018 results, nearly 70 % of all teachers in the EU report that they were trained in all three core elements (subject content, general and subject related pedagogy, and classroom practice). However, this share is below 60 % in Spain, France and Italy. The new generation of teachers (less than 35 years old) seems to benefit more from a comprehensive teacher education compared with the overall teacher population. In the EU, 75 % of young teachers completed formal education or training including all three core elements.

Supporting teachers during the early stages of their career is crucial not only to enhance the quality of teaching but also to reduce exit from the profession ⁽³¹⁾. In most European education systems, teachers new to the profession have access to a structured induction that usually lasts one year. In almost all of them, induction is compulsory. A structured induction for newly qualified teachers has been recently introduced in the Flemish Community of Belgium, Lithuania, Austria and Norway.

Despite the political aspirations and the legislations in force, teachers' participation in induction remains relatively low. TALIS 2018 data shows that in the EU, 43.6 % of teachers have taken part in induction during their first employment. When comparing young teachers (less than 35 years old) with the total teacher population, a small positive trend can be observed at the EU level (plus 2.2 percentage points). However, in eight education systems ⁽³²⁾, young teachers are less likely to have participated in induction activities compared to the whole teacher population. This points to the possible existence of some obstacles to participation in induction (e.g. in Spain and Italy induction being available only to teachers in a permanent position).

⁽³⁰⁾ Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions of 30 May 2017, on school development and excellent teaching for a great start in life, COM(2017) 248 final.

⁽³¹⁾ Ibid.

⁽³²⁾ Czechia, Spain, Italy, Cyprus, Lithuania, Hungary, Romania and Slovakia.

The top-level regulations on induction seem to contribute to teachers' participation in induction. In countries where induction for newly qualified teachers is compulsory, 47.2 % of lower secondary teachers, participated in induction during their first employment, while this ratio was significantly lower (30.7 %) in the remaining countries.

Induction can be designed in different ways and contain various activities. Mentoring and professional development activities are the two most widespread compulsory elements of structured induction. Although a reduced teaching/working load seems to be particularly helpful during induction, only 10 education systems⁽³³⁾ regulate it. Team teaching with more experienced teachers is rarely compulsory.

Evaluating novice teachers at the end of the induction period is a widespread approach across Europe. It aims at confirming employment when induction occurs during a probationary period⁽³⁴⁾ or contributes to certify the teaching qualification when induction is part of the qualification route⁽³⁵⁾. In Lithuania, Switzerland and Liechtenstein, the only purpose of teachers' appraisal at the end of induction is to provide feedback.

⁽³³⁾ Germany, France, Lithuania, Luxembourg, Hungary, Slovenia, the United Kingdom (England, Wales and Scotland) and Norway.

⁽³⁴⁾ The Flemish Community of Belgium, Spain, France, Croatia, Italy, Luxembourg, Hungary, Malta, Austria, Poland, Portugal, Slovakia, the United Kingdom (England, Wales and Northern Ireland) and Bosnia and Herzegovina.

⁽³⁵⁾ Germany, France, Croatia, Cyprus, Luxembourg, Malta, Romania, Slovenia, the United Kingdom (Scotland), Montenegro, North Macedonia and Serbia.

ANNEXES

Annex I.2: Alternative pathways into the teaching qualification, general lower secondary education (ISCED 2), 2019/20 (Data to section 2.1.3)

Belgium – German-speaking Community

Cap+

Brief description:

Duration: 30 ECTS

Provider: AHS, Autonome Hochschule

Admission criteria: Bachelor's degree or non-qualified teachers already in service

Website: www.ahs-dg.be

Denmark

Merit-Teacher programme

The Merit-Teacher programme is designed for university/university college graduates and individuals who have obtained knowledge and experience outside teaching. After completion of this programme, they are accredited as a 'Merit Teacher'.

Duration: 150 ECTS

Provider: ITE (University Colleges)

Admission criteria: 1) the applicant has completed a master's, bachelor's or professional bachelor's degree programme, or 2) the applicant is at least 25 years old, has completed a vocational training programme (at least at vocational education level) and has at least two years of professional experience.

Website: <https://www.retsinformation.dk/Forms/R0710.aspx?id=174218#Kap8>

Germany

Practical teacher training (*Vorbereitungsdienst*)

The main teacher education institutions provide opportunities for graduates from other areas to access directly the second part of mainstream ITE programmes (*Vorbereitungsdienst*). The minimum requirements for the qualification of lateral entrants (*Seiteneinsteiger*): completion of the *Vorbereitungsdienst* (preparatory service) or a comparable training which also ensures basic educational competences through a (second) state examination (*Staatsexamen*) or an equivalent state-certified qualification. Designations of the individual programmes for lateral entrants vary between the *Länder*.

Duration: 12-24 months

Provider: ITE

Admission criteria: minimum requirements for the qualification of lateral entrants (*Seiteneinsteiger*): university Master's degree or equivalent higher education qualification from which at least two teaching-related subjects can be derived.

Website: http://www.kmk.org/fileadmin/Dateien/veroeffentlichungen_beschluesse/2013/2013_12_05-Gestaltung-von-Sondermassnahmen-Lehrkraefte.pdf

Estonia

National occupational qualifications system

Professional certificate can be obtained by anybody who demonstrates the necessary competences described in the teacher's professional standard. Training courses are not obligatory.

Provider: Estonian Qualifications Authority

Admission criteria: Master's degree or corresponding qualification

Website: Professions Act, 2008, <https://www.riigiteataja.ee/en/eli/521032019015/consolide>

France

Third competition (*le troisième concours*) and internal competition (*le concours interne*)

In France, in order for students to be fully qualified, they need to take a competitive examination at the end of year 4 (Master 1). Those who are unsuccessful can take the competitive examination at the end of year 5.

For those who have not taken or have not succeeded in the competitive examination, two additional possibilities exist.

The third competition, namely *le troisième concours*, is available for those who have at least five years of professional experience in any activity in the private sector.

Non-qualified teachers with at least three years of professional experience in public services or institutions that depend on them (whether it be a school or not, as a teacher or not, as a civil servant or not – it includes teachers from private state-funded schools) and those who are bachelor's degree or equivalent level holders can take an internal competition, namely *le concours interne*.

Admission criteria: For 3rd competition: five years of professional experience in any activity in the private sector. For internal competition: at least a Bachelor's degree and minimum three years of professional experience in the public sector.

Website: <https://www.devenirensignant.gouv.fr/pid33985/enseigner-college-lycee-general-capes.html>

Latvia

Employment-based programme NGOs Mission Possible

The NGO Mission Possible recruits Latvia's university graduates and places them as teachers in schools across the country. They have a two-year commitment of full-time teaching and learning within the framework of the programme.

Duration: two years (650 hours)

Provider: NGO Mission Possible

Admission criteria: Latvia's university graduates

Website: <https://likumi.lv/ta/id/301572-noteikumi-par-pedagogiem-nepieciesamo-izglitiba-un-profesionalo-kvalifikaciju-un-pedagogu-profesionalas-kompetences-pilnveides>

Lithuania

Choose to teach (*Renkuosi mokyti*)

'Choose to teach' (*Renkuosi mokyti*) programme is an employment-based training for recent university graduates and young professionals.

Duration: ITE part is not less than 60 ECTS

Provider: Centre for School Improvement

Admission criteria: Minimum a Bachelor's degree, not older than 35

Website: <https://www.renkuosimokyti.lt/>

Luxembourg

Teacher training certificat (*certificat de formation pédagogique*)

Brief description:

Duration: 230 hours

Provider: Administration of the Ministry of education, childhood and youth of Luxembourg (*Institut de formation de l'Éducation nationale*)

Admission criteria: Master diploma in the subject studies

Website: http://legilux.public.lu/eli/etat/leg/code/education_nationale/20200120/page/77/1223

Malta

Bachelor of education

The Bachelor of Education is offered as a series of part-time evening courses and it is considered an alternative ITE programme.

Duration: 4 years/180 ECTS

Provider: Institute for Education

Admission criteria:

- 1) Level 3 qualifications in Maltese, English and Mathematics (according to Malta Qualifications Framework (MQF)); and
- 2) a) Level 4 (general education) MATSEC qualification in one of the subjects taught in the primary curriculum; or
b) An MQF Level 4 (VET) qualification in Early Childhood Education and Care (ECEC); or
c) Three subjects at MQF Level 4 (general education) in one of the subjects taught in the primary school curriculum.

Website: https://instituteforeducation.gov.mt/en/Documents/Prospectus/lfe_Prospectus%202020-21%20Desktop%20friendly.pdf

Netherlands

Minor in Education programme

A 'Minor in Education' programme allows university bachelor students to obtain a limited second-level teaching qualification (years 1-3 of general secondary education). The Lateral Entry programme provides another option for people with tertiary education qualifications to enter the teaching profession without a prior teaching qualification. Teachers being appointed this way can work on a temporary contract for a maximum of two years while receiving the training and support needed to gain a full teaching qualification and thus, a permanent contract.

Provider: ITE institutions

Admission criteria: Minimum of ISCED 6 level (bachelor diploma)

Website: <https://www.rijksoverheid.nl/onderwerpen/werken-in-het-onderwijs/vraag-en-antwoord/leraar-voortgezet-onderwijs>

Austria

Alternative training

The alternative training allows the graduates of relevant studies (e.g. physics) to acquire a qualification to teach the corresponding subject (e.g. physics) as part of secondary-level general education. It leads to the Master's degree diploma for the teaching profession secondary level (general education) in only one subject.

This programme is offered according to the demand for graduates in the respective subjects.

Duration: 120 ECTS, at least four semesters

Provider: University colleges of teacher education

Admission criteria: Completion of a relevant study at a recognised post-secondary educational institution to the extent of at least 180 ECTS and relevant professional experience of at least 3 000 hours

Website: <https://www.bmbwf.gv.at/Themen/schule/fpp/ausb/ab.html>

Slovakia

Supplementary pedagogical study (*Doplňujúce pedagogické štúdium*)

Professionals from other fields, holding a master's degree can obtain the teaching qualification by completing the 'Supplementary pedagogical study' offered by pedagogical/philosophical faculties. This programme may also be attended in parallel to or after a non-pedagogical Master's degree. It includes pedagogical and psychological disciplines, methodology, didactics and practical training.

Duration: 200 hours (2 academic years)

Provider: Universities – pedagogical/philosophical faculties

Admission criteria: Master/PhD degree student – if it is parallel with the master/PhD study. Master/PhD degree – if it is not parallel with master/PhD study. Other criteria can vary depending on the faculty/university

Website: <https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2019/138/20191015>;
<https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2002/131/20190901?ucinost=07.01.2020>

Sweden

KPU – Kompletterande pedagogisk utbildning

Some KPU in cooperation with school organisers on the local level, make it possible for students to start working as teachers with a full-time salary while studying part time to become qualified teachers.

Duration: 90 ECTS

Provider: ITE

Admission criteria: At least 90 ECTS in a subject relevant to the school curriculum.

Website: <https://www.studera.nu/att-valja-utbildning/lararutbildningar/lararutbildningsguiden/kpu/>

VAL – vidareutbildning av lärare

In-service teachers without a teacher's degree can supplement previous studies and experiences through further training of teachers (VAL). Admission depends on previous studies and experiences. There is an individual study plan to reach the desired degree. Studies are often offered from distance and at a half-time study pace.

Duration: Depends on earlier studies but maximum 120 ECTS

Provider: ITE

Admission criteria: Depends on the previous studies

Website: <https://www.studera.nu/att-valja-utbildning/lararutbildningar/lararutbildningsguiden/val/>

ULV – utländska lärares vidareutbildning

People holding a teacher's degree from another country or with academic studies in a subject relevant to the school curriculum from another country. Individual study plan depending on what needs to be supplemented.

Duration: Depends on earlier studies but maximum 120 ECTS

Provider: ITE

Admission criteria: Depends on the previous studies

Website: <https://www.studera.nu/att-valja-utbildning/lararutbildningar/lararutbildningsguiden/ulv/>

United Kingdom (England)

Teach First

Teach First works with accredited initial teacher training (ITT) providers to provide the training, and places participants in schools in low-income communities/challenging circumstances. Trainees are paid a salary as unqualified teachers for the first year and at the end of it, they become qualified teachers. Then, they work for an additional year as newly qualified teachers (NQT) at the same school.

Participants begin their training teaching in a school on a reduced timetable; this is 60 % of the full timetable at first, rising to 80 % of the full timetable once they're more established (usually after the first half term). The in-school training follows an intensive 5-week residential summer course.

The completion of the training leads to professional accreditation (Qualified Teacher Status, QTS) at the end of the first year, and an academic qualification – the Postgraduate Diploma in Education (PGDE) – at the end of the second.

Having achieved these qualifications (QTS and the PGDE), participants can also work part-time towards a postgraduate Master's qualification in an optional third year of the programme.

Duration: 2 years. Participants achieve QTS after the first year and then they work for a further year as newly qualified teachers (NQT) at the same school. They achieve the PGDE at the end of this second year. There is an optional third year in which participants can work part-time towards a postgraduate Master's degree.

Provider: Organisation 'Teach First' – a charity – works with accredited initial teacher training providers and schools in low-income communities in providing the programme.

Admission criteria: Participants must usually have a bachelor's degree or higher. The programme is aimed, specifically, at high-attaining graduates with leadership potential who might not otherwise consider a career in teaching.

Website: <https://www.teachfirst.org.uk/training-programme>

United Kingdom (Wales)

Teach First Cymru

The Teach First initial teacher education (ITE) programme – known as the Additional Graduate Training Programme (AGTP) (Teach First) in Wales – is aimed at high-attaining graduates with leadership potential who might not otherwise consider a career in teaching. It is provided by Teach First Cymru, the Welsh arm of Teach First which is an independent charity funded by corporate contributions and fees are paid by schools and training grants for AGTP courses from the Welsh Government.

AGTP (Teach First) participants must be 'high quality' graduate entrants to the profession. They are normally placed in secondary schools in economically disadvantaged areas and Teach First Cymru works with accredited providers to provide the training.

Participants begin their training teaching in a school on a reduced timetable; this is 60 % of the full timetable at first, rising to 80 % of the full timetable once they're more established (usually after the first half term). The in-school training follows an intensive 5-week residential summer course. Trainees are paid a salary as an unqualified teacher for the first year, on the successful completion of which they are awarded qualified teacher status (QTS). Then, they work (full-time) for an additional year at the same school as newly qualified teachers (NQT) and, on the successful completion of this second year, they are awarded an academic qualification – the Postgraduate Diploma in Education (PGDE).

Having obtained these qualifications (QTS and the PGDE), participants can also work part-time towards a postgraduate master's qualification in an optional third year of the programme.

Duration: The Teach First (AGTP) programme lasts two years. Participants obtain the QTS after the first year and then they work for an additional year as newly qualified teachers (NQT) at the same school. They obtain the PGDE at the end of this second year. There is an optional third year in which participants can work part-time towards a postgraduate master's degree.

Provider: Teach First – a charity – works with accredited initial teacher training providers and schools in low-income communities in providing the programme.

Admission criteria: General entry criteria and course content are the same as for other postgraduate ITE routes, but the programme is aimed, specifically, at high-attaining graduates with leadership potential who, otherwise, would not consider a career in teaching. It is only available in South Wales and for those holding a bachelor's degree at 2:1 or higher.

Website: <https://www.teachfirst.org.uk/training-programme>

Graduate Teacher Programme (GTP)

This programme for existing school employees is intended for candidates who have a bachelor's degree or equivalent in a relevant subject. Programmes often require from teachers to spend a small amount of time for training at a different school from the one they work at, and include a minimum of 10 days of university-led training. This programme leads to professional accreditation (Qualified Teacher Status, QTS).

In 2020/21, GTP will be replaced by a new (salaried) employment-based scheme which will last two years and lead to QTS and an academic qualification (the Postgraduate Certificate of Education, PGCE).

Duration: GTP normally lasts one year (three terms) but trainees with suitable experience and qualifications (e.g. a qualification for teaching in further education or an overseas teaching qualification) may complete the programme in a shorter time (the minimum length is three months).

Provider: The GTP is managed and delivered by three regional teacher training centres in Wales: the North and Mid Wales Centre for Teacher Education, the South West Wales Centre of Teacher Education, and the South East Wales Centre for Teacher Education. The school in which the trainee is employed manages the day-to-day training in conjunction with the training

provider who manages the training process and devises the training plan which will enable a trainee to meet the QTS Standards (defined by the Professional Standards for Teaching and Leadership). At the end of the training programme, the provider/regional teacher training centre assesses the trainee and decides whether he/she should be recommended for QTS to the Education Workforce Council (EWC).

Admission criteria: There is a limited number of places available on the GTP each year and applications are sent directly to the regional teacher training centres. Applicants must meet the initial teacher education eligibility criteria, be employed in a school (i.e. have a contract of employment as unqualified teachers) and have a bachelor's degree or an equivalent qualification in a relevant subject.

Website: <https://gov.wales/sites/default/files/publications/2019-03/graduate-teacher-programme-policy-and-priorities-statement-2019-20.pdf>
<https://www.ucas.com/postgraduate/teacher-training/train-teach-wales/postgraduate-teacher-training-wales>

United Kingdom (Scotland)

Several additional routes into the profession have been introduced to help address recruitment challenges for teachers in the priority subjects as well as in the remote and rural areas of Scotland:

University of Aberdeen, Distance Learning (DLITE) Primary PGDE

University of Aberdeen, Distance Learning (DLITE) Secondary PGDE

University of Aberdeen, PG Certificate in Educational Studies

University of Dundee, PGCE Secondary Education with Supported Induction Route (SIR)

University of Edinburgh, MSc in Transformative Learning and Teaching

Reference: <https://www.gtcs.org.uk/registration/register-of-teachers/courses-postgraduate-ite.aspx>.

Switzerland

Special training programme

Universities of teacher education may offer a special training programme for people wishing to be retrained for teaching, who are at least 30 years old, and who can demonstrate professional experience. This special programme enables them to take up a paid part-time teaching position corresponding to the degree in demand (on-the-job training) the earliest at the end of the first year of training. The teaching activity is part of the full-time studies and must be supervised by the university.

Duration: 270-300 ECTS (same duration as for regular ITE)

Provider: Universities of teacher education

Admission criteria: A minimum of three years of professional experience is required and an age restriction (minimum 30 years old)

Website: <http://www.edk.ch/dyn/27621.php>

Turkey

Pedagogic Formation Certificate Program

The programme includes the theoretical courses (14 credits), professional subjects and school practicum (11 ECTS). This programme should be abolished soon.

Duration: two semesters, 25 credits (course hours) of weekly load.

Provider: Faculties of Education in accredited universities

Admission criteria: Certain majors of 4-year bachelor programmes

Website: https://www.yok.gov.tr/Sayfalar/Kurumsal/IdariBirimler/egitim_ogretim_daire_bsk/pedagojik-formasyon-usul-ve-esaslar.aspx

Explanatory note

Only the most widespread alternative pathways are described here.

Annex II: Statistical tables

Open the Excel file [Statistical Annex](#)

Chapter 2: Initial Teacher Education and Induction into the Teaching Profession

Table 2.1: Proportion of lower secondary teachers by highest educational attainment, 2018	Figure 2.2
Table 2.2: Proportion of lower secondary teachers by type of teacher education or training programme, 2018	Section 2.1.3
Table 2.3: Proportion of lower secondary teachers who completed formal education or training that included teaching content, pedagogy and classroom practice, by age groups, 2018	Figure 2.4
Table 2.4: Proportion of lower secondary teachers who completed formal education or training that included teaching content, theory and practice, 2018	Section 2.1.2
Table 2.5: Proportion of lower secondary teachers who participated in formal or informal induction during their first employment, by age groups, 2018	Figure 2.7

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Teachers in Europe

Careers, Development and Well-being

This report analyses key aspects of the professional life of lower secondary teachers (ISCED 2) across Europe. It is based on qualitative Eurydice data from national policies and legislation, and quantitative data from the Teaching and Learning International Survey (TALIS) on practices and perceptions of teachers and school heads.

Connecting these two data sources, the analysis aims to illustrate how national policies and regulations may contribute to making the teaching profession more attractive. It examines ways teachers receive their initial education, and policies that may influence the take up of continuing professional development. Among other issues, the report investigates working conditions, career prospects and teachers' well-being at work. It also explores to what extent teacher evaluation is used to provide formative feedback, and ways to encourage teachers to travel abroad for learning and working. The challenges brought by the COVID-19 pandemic, with the shift to distance teaching and learning, are briefly addressed.

The report covers all 27 EU Member States, as well as the United Kingdom, Albania, Bosnia and Herzegovina, Switzerland, Iceland, Liechtenstein, Montenegro, North Macedonia, Norway, Serbia and Turkey. The reference years are 2018-2020.

The Eurydice network's task is to understand and explain how Europe's different education systems are organised and how they work. The network provides evidence-based information and descriptions of national education systems, comparative studies devoted to specific topics, indicators and statistics. All Eurydice publications are available free of charge on the Eurydice website or in print upon request. Through its work, Eurydice aims to promote understanding, cooperation, trust and mobility at European and international levels. The network consists of national units located in European countries and is coordinated by the EU Education, Audiovisual and Culture Executive Agency. For more information about Eurydice, see <https://eacea.ec.europa.eu/national-policies/eurydice/>

