

TILL

Teacher Inspiring Lifelong Learning

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Abbreviations and acronyms ¹

CPD	Continuous Professional Development
DQSE	Directorate for Quality and Standards in Education
ECDL	Computer Driving License
ETI	Executive Training Institute
INTEF	National Institute for Education Technologies and Teachers Training
ITE	Initial Teacher Education
LL	Lifelong Learning
LOMCE	Organic Regulation on the Improvement of the Quality of Education
NA	Not available
PDS	Professional Development School
SweSAT	Swedish Scholastic Aptitude Test
TEFL	Teaching English as a Foreign Language
TEPE	Teacher Education Policy in Europe

¹ Codes recommended by the legal service of the Council for EU documents

Executive summary

This report presents the first output of the TILL (Teacher Inspiring Lifelong Learning) project. TILL is an Erasmus project focused on developing an international Lifelong Learning qualification for teachers, including an online portfolio to record, recognize and accredit each teacher's learning over time. The country partners engaged in the TILL project are Belgium, France, Italy, the Netherlands, Sweden and the United Kingdom. The main purpose of this study is to present an overview of Teacher Education in the European Member States with a special focus on aspects of continuing professional development (CPD) and Lifelong Learning (LL). The second purpose is to give an overview of accreditations for foreign teachers that can enhance teacher mobility between European countries. The study finds that the most common admission requirement for Teacher Education is a certificate from secondary school or an exam or a test. There are two main models of ITE (Initial Teacher Education): the concurrent model and the consecutive model. Most countries have regulations about CPD and schools are often required to have CPD plans for teachers. Regulations concerning CPD are quite new and have been implemented during the last ten years. Aspects of LL in the accreditations systems can be found in most countries but specific regulations that concern LL are rare. The extent to which foreign Teacher Education is recognised in the studied countries varies and is often correlated with the popularity of the teaching profession in the country. The differences in teaching qualifications, curricula and language undermines teacher career mobility and makes it difficult for teachers in Europe to do an exchange or work in a school in another country. This has a negative impact on LL, as it is hard for teachers to share expertise and gain new perspectives with teachers from other European countries. Skills and knowledge of how to inspire LL in pupils are not usually a formalized aspect neither in Teacher Education nor in CPD, as the need for teachers to engage in LL themselves is not communicated, supported nor structured. There is a need to heighten the attractiveness of the teacher occupation and to support teachers to adapt to changes and challenges, use new technologies and be innovative. However, top down incentives as policy reforms takes time to implement and there is a need for more effective and equitable systems for the recognition of LL skills between and within nations, regions and schools that can facilitate and enhance teacher mobility.

Introduction

This is the first output of the TILL (Teacher Inspiring Lifelong Learning) project. TILL is an Erasmus project focused on developing an international Lifelong Learning qualification for teachers, including an online portfolio to record, recognize and accredit each teacher's learning over time. The country partners engaged in the TILL project are Belgium, France, Italy, the Netherlands, Sweden and the United Kingdom. The aim of the TILL project is to develop a European qualification of teacher competences for Lifelong Learning (LL). The main purpose of the report is to present an overview of Teacher Education with a special focus on aspects of LL and continuing professional development (CPD) of Teacher Educations in the European Member States. Another purpose is to give an overview over accreditations for foreign teachers that can enhance teacher mobility between European countries.

The on-going globalization calls for education of the 21st century citizens. To achieve their full potential, young people need to develop a wide range of skills and knowledge. A global citizenship education and

a LL perspective are key in preparing young people for the future. Teachers are cornerstones in this education. However, teachers face several challenges in their role as educators. Future world citizens need not only subject knowledge, but also a wide range of skills and attitudes; communication and collaboration skills; the ability to solve problems and make decisions; creativity; critical thinking; and positive attitudes towards learning. If teachers are expected to educate world citizens, teachers need to master the competences themselves to teach them and serve as models for their students.

The education of the global citizen calls for a wide range of skills. In research literature, these skills have been labelled variously as 21st century skills, soft skills, transversal competences, 'DQ' and so on. To describe how these skills relate to each other and to more traditional academic skills and content, a committee from the National Academy of Science (US) has identified three broad domains of competences (Pellegrino & Hilton, 2012). The academy uses the term "competencies," rather than "skills". This is to reflect that skills and knowledge are intertwined. The three identified domains of competence are: cognitive, intrapersonal, and interpersonal.

In most countries, the shortage of qualified teachers has become acute. Ranges of initiatives have aimed at boosting teacher numbers and the individual and collective quality of the education profession, but these have made little impact. For instance, of the 44,900 teachers in England entering state-funded schools in 2014, 53 percent were newly qualified, with the remainder either returning to teaching after a break or moving into the state-funded sector from elsewhere. Between 2011 and 2014, the number of teachers leaving the profession rose by 11 percent, with schools needing to recruit more teachers as a result.

The shortage of qualified teachers is a general problem within Europe, but concurrently there are some regions and countries where the pool of qualified teachers is bigger than the demand. For instance, Finland has experienced teacher redundancy while Sweden has a shortage. Due to this, municipalities in some parts of Sweden recruit Finnish teachers. The mobility of Finnish teachers partially, has decreased the teacher shortage in Sweden. However, the teaching profession is one of the least mobile professions within Europe. National accreditation systems restrain the transferability of the profession. If qualified teachers could move more freely between learning settings, jobs, regions and countries, making the most of their knowledge and competencies, it could diminish the shortages that many European regions and countries face. Enhanced teacher mobility does not only have the potential to solve the problem of shortage, it can also improve the teaching quality. TEPE Network (Teacher Education Policy in Europe) (2018) stresses the need to promote teacher mobility and to enhance the European dimension in Teachers' Education in the European countries. An enhanced mobility will support the development of cultures for quality improvement (Hudson & Zgaga, 2008) and the spread of 21st century competences. It can also improve the status and attractiveness of the teaching profession.

The Strategic Framework ET2020 (European Council, 2009) recognize ensuring the quality and attractiveness of teaching, ITE (Initial Teacher Education) and Continuing Professional Development

(CPD) as prioritized objectives. There is a need for policy reforms and support for teachers to adapt to changes and challenges, use new technologies and be innovative (Eurydice, 2018). There is a need for more effective and equitable systems for the recognition of qualifications between and within nations, regions and schools.

Chapter 1 Content and structure

This report draws from studies of the admissions processes, existing qualifications for the Teacher Education, and existing accreditations for teachers, teachers' mobility in Europe, continuing professional development (CPD) and Lifelong Learning (LL), in 35 European countries.

The findings of the study are presented in chapter four to seven.

The content of the following chapters in the report are:

- Chapter 2 presents the scope of the report and its sources of information.
- Chapter 3 presents *access to Teacher Education*. It concerns the different types of requirements for admission to the Teacher Education and the specific criteria's and methods in place.
- Chapter 4 concerns the *existing qualifications* needed to become a teacher. The chapter focuses on how many years or credits it takes to finish a degree in various countries, if there are different degrees depending on the type of teacher, and if the Teacher Education is placed at universities or colleges, or both. The chapter also includes a section that examines the content of the Teacher Education.
- Chapter 5 examines *existing acquirements*, that is, the other requirements to become a teacher other than a teaching degree. The requirements can be, for example, a license, a test or examination.
- Chapter 6 looks at *Continuing Professional Development* (CPD). It examines if there are any specific regulations about CPD, if new teachers can acquire additional training, help and advice and if schools are required to have a CPD plan for teachers. Finally, we discuss what types of CPD are being offered.
- Chapter 7 focuses on the *Lifelong Learning* aspect of Teacher Education in the studied countries and if there are any specific qualification element on Lifelong Learning competencies in initial or continuing training of teachers.
- Chapter 8 concerns *accreditations for foreign teachers* to illustrate the mobility for teachers in Europe. It mainly focuses on what foreign teachers need to do to be able to teach in the European countries.
- Chapter 9 presents a conclusion and discussion of the findings.

Chapter 2 Scope of the report and sources of information

The study covers all 28 EU Member States plus Norway, Iceland, Switzerland and Turkey. The United Kingdom (UK), that currently is one of the European Member States, comprises four countries: England, Northern Ireland, Scotland and Wales. There are some major differences between Teacher Education in these four countries and we have therefore presented them as separate countries in this report. The report covers in total 32 states, but as we regard UK as four different countries, the total number of countries is 35.

The information has been collected by the representatives from the five partner organisations of the TILL project. The 32 countries, that this report covers, have been divided between the partners. Each partner country has been assigned five or six countries. The representative from each partner country has collected information from official online sources from governments and universities or by personal contacts with country experts of the assigned countries. Some of the sources of information presented in this report have been found on the Internet. Nevertheless, in some countries, it has been difficult to find the specific information that we wanted to obtain for this report, mainly because information in English has not been available.

Upon collecting the information, the country representatives have written a short country report. These reports covered the following six areas and sub questions (see appendix 1):

- Access to teaching education
- Existing qualifications
- Existing accreditations
- Continuing professional development
- Lifelong Learning
- Accreditations for foreign teachers

Most of the country reports have been sent out to national experts who have been able to change, add or verify the information that has been collected. This was an important process for the validity of international comparisons. Consolidating with international colleagues with an expertise in their own country's educational system has been valuable for our analysis, since it decreases the risk of misunderstandings. The information presented in the country reports has then been analysed and compared. The results presented in the following chapters are based on the information presented in the country reports. The results are presented both as tables that covers all the studied countries and as country specific examples. The country specific examples are chosen to illustrate and highlight specially interesting similarities and differences between the studied countries.

Chapter 3 Access to Teacher Education

The requirements to get access to Teacher Education differ between the studied countries. The access can be based on secondary school grades, an exam or a test, a secondary school diploma or both a secondary school diploma and a test. Table 1 shows a summary of the different requirements to get access to Teacher Education in the studied countries.

Table 1. Access to Teacher Education in the studied countries

Requirements to gain access	Number of countries
Exam (or test)	6 countries
Secondary school certificate (or diploma)	7 countries
Secondary school grades	3 countries
Both exam and certificate	3 countries
NA (Not available)	11 countries

The table (Table 1) shows that in most of the studied countries a certificate from secondary school or an examination or test is required. The test or exam can be from either secondary school or university. In some countries, it is necessary to have both a secondary school certificate and to take a test or an entrance examination.

Depending on the number of applicants, hence the popularity of the teaching profession in the countries, the requirements vary. In countries where few students apply to Teacher Education, universities are not as selective as in countries with many applicants like Ireland, Spain and Finland, where universities can accept the most qualified applicants.

Two countries may have the same requirement for admission, but the requirements can be executed in different ways. Following are some country specific examples of how tests, grades, interviews and language tests are used to qualify students to be accepted to Teacher Education.

Access based on examinations and country-specific examples

The examinations required to get access to Teacher Education in the studied countries assess different aspects of knowledge. For instance, in Latvia the examination assesses students' knowledge in native language, foreign language and literature. In Slovakia, the entrance exam focuses on the study subject. In England, students need to complete Skills Tests in Numeracy and Literacy.

Grades, interviews and country-specific examples

In the Nordic countries, it is common to base the admission to Teacher Education on secondary school grades. Students that apply for Teacher Education in Norway and Iceland are required to have a specific

grade in mathematics. In Denmark and Sweden, the main admission requirement is based on grade point average. However, in these countries it is possible to take other trajectories if the applicant's grades are not good enough. In Sweden, students can take a standardised test called Swedish Scholastic Aptitude Test (SweSAT) and in Denmark, students can be admitted through interviews. In 2017, applicants applying to Danish Teacher Education needed to have a grade point average of 7, 0 which translates to a C on the ECTS-scale, to be accepted, Applicants with a grade average under 7, 0 could be called in for two interviews that could make them eligible for the programme. One interview focused on personal motivation, the other interview on reading comprehension. The idea of the interviews is to identify students who are motivated but do not have the grades needed.

Finland

In Finland, the teaching occupation is very popular; therefore, the Teacher Education institutions can choose the most qualified applicants. Only 10 percent of applicants to the class teacher (primary school teacher) education are accepted. There are no national criteria for the admission, instead every university's Teacher Education institution decides their own admission criteria. Entrance tests are often used to assess applicants' academic studying skills and aptitude for teaching. Work experience and qualifications in specific fields of teaching are then assessed. The aptitude test can include an interview and a group exercise.

Spain

In Spain entrance to all university courses is based on final exam results and an application process, including a test. The application, called the *solicitud de inscripcion*, opens during the month of April. There is also an exam process known as *selectividad* or the *Pruebas de Acceso a la Universidad*. How easy it is to get access to Teacher Education is based on demand and on the available spaces each year. Teacher Education requires that students earn the *Bachillerato certificate*. This is the certificate needed when applying to university, although students will also have to do an entrance exam (Prueba de Acceso a la Universidad or the 'Selectividad'). All students wishing to go to university must take several core subjects including Spanish, a foreign language and history, but they also must specialise in one of the areas: natural and health sciences, sciences and engineering, social sciences, the humanities or the arts. Some nine subjects are studied with the yearly exam results of each subject aggregated to provide an overall mark up to 10. Passing the Bachillerato will allow a student to take university entrance examinations (Selectividad). The Selectividad involves 7–8 examinations over three days that mimic the Bachillerato examinations. Then students are provided with an aggregate score up to 10 (like the Bachillerato system). This will be combined with their Bachillerato score to provide the overall university grade – although the Bachillerato exam results will account for 60 percent of their final aggregate mark and their Selectivo 40 percent. The final grade will define what they can study at which university.

Language assessment and country-specific examples

In some countries, there is also a requirement that the student is competent in the native language. In countries where more than one language is spoken it is also important that the students can teach in both languages.

Malta

To enter university to study primary or secondary education in Malta, students must not only meet the university's general entry requirements but also several other special course requirements, including around character. University students seeking to enter the teaching profession may also become qualified by gaining a postgraduate certificate in education after completing a first degree in a subject specialisation. As teaching in Maltese schools is bilingual, teachers at the primary level must be proficient in both Maltese and English. At the secondary level, prospective Bachelor of Education students take a proficiency test in English prior to enrolling in the degree programme. No teacher may obtain a permanent position if he or she does not meet the required standard in both languages. Since the introduction of computer literacy at all levels in all schools, prospective teachers are required to hold a European Computer Driving License (ECDL) as one of the entry qualifications.

Summary

The most common requirement for access to Teacher Education is a certificate from secondary school or an exam or a test. The test can be from either secondary school or the university. In some countries it is necessary to have both a secondary school certificate and to do a test or exam. In the Nordic countries, it is common to base the admission on grades.

Chapter 4 Existing qualifications

The existing Teacher Education qualifications in the studied countries are quite similar - you can be qualified to teach in preschool, primary school, secondary school or in upper secondary school. The number of years a teacher student must study to become a qualified teacher is closely related to what grades you want to teach. To become a preschool and or a primary school teacher it is common in most countries that the students must complete a bachelor's degree, which often is four years. To get a secondary school teacher degree it is common, either to get the degree after studying four years or to first get a bachelor's degree and then a master's degree. There are often other types of qualifications for specific specialist teachers, for example: special needs, vocational training, technical and ICT teachers. These latter qualifications are often not as extensive as teaching degrees for subject or class teachers. The Teacher Education is primarily placed at the countries' universities. The only exception is Denmark. Table 2 shows the number of years you must study in the studied countries to get the different qualifications.

Table 2. Number years to become a qualified teacher in the studied countries

Qualification	Preschool teacher	Primary school teacher	Secondary school teacher	Upper secondary school teacher
Years				
3 years	3	1	0	0
4 years	11	15	9	10
5-6 years	1	5	13	13
NA	20	14	13	12

The table shows that the length you must study to get the different qualifications in the European countries does not vary a lot.

A consecutive and a concurrent model

There are two main models of Initial Teacher Education (ITE): the consecutive model and the concurrent model. The concurrent model is the most common way to become a teacher, which implies that the pedagogical and subject studies are alternated or integrated. The consecutive model is designed to fit in the academic system. The model implies that the students first complete a bachelor's degree in subjects at a recognized university and then apply for a programme with pedagogics, methods, didactic and practical training in schools.

Content of Teacher Education country-specific examples

The content of the Teacher Education is most commonly a specialization in one or more school subjects, pedagogical and didactical knowledge, internships and methods of teaching. Focus on practical experience from schools has increased in many countries and practical training at schools is

becoming a bigger part of the Teacher Education in many countries. Many countries have around 20 weeks of school placements. These patterns of training are evident in the following specific examples:

Czech Republic

Teacher Education in the Czech Republic consists of both theoretical and practical components, which run simultaneously. In addition to lectures and seminars, a 'learning by doing' approach is used, as well as various theoretical methods, learning through practical exercises, workshops, and so on. There is no unified compulsory curriculum for Teacher Education in higher educational institutions, but certain components are always present, including general subject education, psychology, pedagogy, didactics and pedagogical practical training. The amount of teaching hours dedicated to these subjects can vary. The proportion of instruction depends on a teacher's area of specialisation. Student teachers' professional development, which includes personal profile and development of professional competency, is emphasised. Student teachers should acquire the required academic, social and didactic skills. They are expected to develop their own efficient teaching style, self-reflection skills and assessment for learning skills. Practical training runs through the whole programme, either in blocks of one to two weeks' teaching or in the form of long-term training consisting of one day per week spent in a school for a period of several terms. By the end of their studies, student teachers have usually had six weeks' teaching practice. Emphasis is placed on the student teacher's own attempts at teaching and their reflection on this practical experience. There is no transitional period between training and employment.

Ireland

In Ireland all programmes of ITE must be accredited by the Teaching Council. This requires that programmes of ITE have a clearly defined conceptual framework. The framework should be developed by providers and be informed by research and by the Council's Policy on the Continuum of Teacher Education and its Code of Professional Conduct for Teachers. The conceptual framework should identify the principles, beliefs and values about education, about Teacher Education and about teaching and learning.

Programmes should be designed in an integrated way, incorporating foundation studies, professional studies, school placement and subject disciplines. Providers should plan for, and facilitate, this through collaborative, cross-disciplinary team processes. Specifically, foundation studies should be integrated into the programme in a meaningful way and modules should explicitly focus on connections between methods and the social context of practice in classrooms. The foundation studies, professional studies, the school placement, and the subject disciplines, should be carefully planned considering changing understandings of learning and the theory-practice relationship. Programmes should be mindful of, and challenge as appropriate, the attitudes and beliefs about teaching and learning which student teachers carry with them and which inform and guide their professional practice. Student portfolios begun during the Teacher Education programme should provide the focus for personal and professional development during the newly qualified teacher's induction period.

Malta

Primary and secondary school teachers begin their Teacher Education at the University of Malta by gaining a Bachelor of Education (Honours). This programme includes teaching practice in schools. The Bachelor of Education Honours: Primary programme prepares students to teach each of the eight subject areas in the primary curriculum: English, Mathematics, Maltese, Religion/Ethics, Physical Education, Science, Expressive Arts, and Social Studies. The programme has a pedagogy component, which includes assessment, health education, disability issues, literacy difficulties, environmental education, and psychosocial and legal issues. The Bachelor of Education Honours: Secondary programme allows students to deepen their subject knowledge in both content and pedagogy. Emphasis is given to developing teachers as reflective practitioners. All ITE programmes include courses on educational psychology, philosophy, and sociology of education.

Turkey

Teacher Education programmes in Turkey must contain a mix of teaching knowledge and teaching practices. There are extended practice teaching periods and during these, ambitious students are encouraged to experience wider school issues and may take a proactive role in working with other teachers on IT skills, curriculum material development, extracurricular activity and CPD. All Teacher Education faculties must be accredited. To gain accreditation they must be linked with schools and schools must also link with the faculties at universities. Education faculty must be 'research active' and to retain accreditation the research must take them into schools. Many faculty members are recruited from abroad to ensure the international rigour of courses.

Summary

There are two main models of ITE: the concurrent model and the consecutive model. It is possible to become a teacher through the consecutive model in several countries; however, the concurrent model is most common. Four years is standard to become a Preschool and Primary school teacher. To become a Secondary school teacher, it is common with either a four-year long degree or a master's degree which may take five or six years to complete.

Chapter 5. Existing accreditations

In several countries, there are accreditations required for teachers that have completed Teacher Education and want to become a qualified teacher. The accreditation can imply a licence, certificate, qualification, exam or an introduction programme. Table 3 shows the existing accreditations in the studied countries.

Table 3. Existing accreditation in the studied countries

Type of accreditation	Number of countries
License (License, certificate or qualification)	11 countries
No (No other requirements than a teaching degree needed)	8 countries
Exam/test	6 countries
Induction programme	2 countries
NA	8 countries

Today it is common that countries require more from teachers than having a teaching degree. It is most common that teachers need to have a license or certificate that verifies that they have a teaching degree. In some countries, teachers are also required to take part in an induction programme at a school or to take an exam or test after finishing a teacher degree.

License and country-specific examples

After finishing a teaching degree, some countries require that the degree is approved or recognised by the state. Teachers can in most cases teach without having a teacher license, but often the 'unregistered' teacher may not be able to grade students, be hired for more than one year at a time or use the occupational title 'Teacher'.

Sweden

A professional certification for teachers and preschool teachers was introduced in Sweden in 2011. According to Swedish regulations, teachers need to obtain the teacher certificate to be qualified to grade students and to get a permanent position. The certificate clarifies in which types of school, years and subjects a person is qualified to teach. Teachers with a degree from Teacher Education must apply for the certificate from the Education Ministry. The certificate can be revoked if the Teachers' Board assess that a teacher has behaved inappropriately.

United Kingdom

To work in a state school all teachers must obtain Qualified Teacher Status. Teachers wishing to teach in any country in the UK, other than the in which they trained, must apply to the respective teaching council with copies of their qualifications. Qualifications from universities in each of the respective countries will often be awarded Qualified Teaching Status (QTS) in any of the other countries within the UK without further training or assessment. Anyone who has only obtained QTS as part of a School Direct Salaried or Assessment-only route will not be eligible to teach in countries other than England.

Introduction of new teachers and country-specific examples

The induction period for new teachers is often for one or a few years. After the induction period has been completed teachers are often provided with a certificate.

Estonia

In Estonia there is, according to the National Teacher Training Development Plan (2013), one year of induction needed after the completion of the degree. At the end of the introduction year, the candidates receive a Certificate of Teaching, issued by a certification board and a certificate of completion of the support programme is provided by the university. The latter requires an individual development portfolio and an evaluation of the new teacher's performance.

Teacher examinations and country-specific examples

The requirement that is most common for teachers to acquire before being hired as a teacher is a license, certificate or qualification, but there are also cases where an examination is needed. The exam can be both oral and written. In Turkey, it consists of general culture questions, a general ability section, and a session for evaluating teaching professional competencies.

Spain

After obtaining a teaching degree in Spain, candidates must take an exam called the *Oposiciones*, to work in a public school. The *Oposiciones* exam, offered every summer is notoriously difficult. It has four different parts, two oral and two written. To pass the oral exam, each candidate must have passed the written exams. The first written part involves writing an essay on a theoretical topic within the specialty you want to teach. The second part involves writing a resolution to a situation that could arise in the classroom. If a candidate passes the written parts of the exam, they take the oral exam. If a candidate does not pass both written parts, he or she will have to wait until the next two-year cycle to apply again. The first part of the oral exam involves a 30-minute defence of a plan for an entire academic year for a chosen subject area, including teaching plans and a curriculum outline. The second part involves 30-minute defence of a specific plan for one of the units they will teach during the year. Each year there will be a certain amount of available teaching positions in a certain region. For example, there may be 5000 successful candidates for 200 available positions that year in that region. In that case, the top 200 get offered a permanent job. If you do not accept the offered job, you are placed at the bottom of the list and must wait again for next year's allocation process. Teachers who have passed the *Oposiciones* but not received a full-time job can act as supply teachers or work in the private sector. Working as a supply teacher gives the applicants 'points' that can help to move up the list for future rounds.

Summary

To become a qualified teacher, it is common for countries to require that teachers acquire an accreditation. The most common requirement is a license, certificate or qualification, but there are

also cases where an exam is needed. In some countries, teachers must complete an induction year before becoming a fully qualified teacher.

Chapter 6. Continuing professional development (CPD)

Most countries have regulations about CPD and schools are often required to have CPD plans for teachers. In countries that currently do not have regulations about CPD, there are discussions about implementing such regulations. However, CPD and regulations concerning it, is not something that has existed for a long time in the European countries, it has most often been implemented during the last ten years. Table 4 shows the CDP regulations in the studied countries.

Table 4. CPD regulations

CPD regulations	Number of countries
Yes	28 countries
No	6 countries
NA	1 country

Most countries have regulations that regulate CPD for teachers (28 of 35 countries).

Mentoring and CPD plans for teachers

Mentor support for new teachers and a CPD plan for teachers is quite common in the studied countries but the support is not always institutionalized. Table 5 shows the Mentoring support for new teachers in the studied countries.

Table 5. Mentoring support for new teachers

Mentoring for new teachers	
Mentoring regulated by regulation	16 countries
Mentoring exists but not institutionalized	6 countries
Mentoring not offered	1 country
NA	12 countries

Career steps for teachers

In some countries, career steps and promotions are based on the amount of CPD in which a teacher has participated. In the UK and in the Netherlands, teachers can also keep track on their CPD through an online portfolio that works as a Curricula Vitae (CV).

Definitions of CPD

There is a wide range of definitions of CPD and what activities that counts as CPD. CPD has in the country reports been exemplified by a wide range of activities, for example: creating new contacts, seeking new experiences, furthering theoretical knowledge, contributing to school and department resources, subject specific training, first aid training and learning to use digital technologies. The time that teachers are expected to spend on CPD also varies considerably between the countries. Teachers can be expected to spend from 4-5 days per year to 4-5 hours a week on CPD.

Country specific examples of CPD

Cyprus

In Cyprus there are no strong incentives for teachers to participate in professional development, beyond those of merely self-improvement. Seniority is virtually the only characteristic used to assess and distinguish teachers from one another, in various policy areas - promotions, transfers, course loads, and even appointments. Specifically, to advance from one rank to another in the career ladder, teachers are not required to have participated in any professional development seminars or workshops according to their rank, and professional development is not formally considered when deciding promotions or transfers. Attendance of continuing professional development courses may be considered when determining a teacher's performance during teacher evaluation. Most CPD activities consist of one-time sessions with no follow-up or specific links to teachers' needs. There is limited evaluation of how CPD enhances teacher or student learning.

Finland

In Finland CPD is highly encouraged and regulated by the government. Every year teachers are required to participate in CPD activities. Municipalities, employers and teachers themselves are responsible for their in-service education. Based on the collective agreement for public servants, three days per academic year is the minimum teachers must participate in CPD. The Ministry of Education and Culture as well as the employers supports the continual education of teachers financially. New teachers have the possibility to acquire additional training, help and advice. The schools can decide which type of support they will provide. However, Finland does not focus the induction of new teacher, as they claim that teachers are already well-prepared through Initial Teacher Education.

Malta

All teachers participate in at least one CPD course per year related to their subject content or pedagogy. These courses are organized and conducted by the Directorate for Quality and Standards in Education (DQSE) and have a minimum duration of 12 contact hours and are held in July or September (at the end or the beginning of the school year, respectively). Additional 'INSET' style CPD courses are available to primary school teachers, including in private schools. These sessions are also organized by the DQSE and could be arranged as 3x2 hour sessions after school hours or as a School Development Day. The Executive Training Institute (ETI) is Malta's leading provider of CPD for teachers. ETI offers a range of CPD for local and foreign teachers and others working in the education sector, based on teachers' needs. The courses link theory and practice. A new initiative, the Professional Development School (PDS) has been designed not only to educate student teachers, but also to be a place where faculty and school staff can collaborate on research and as a source of CPD. PDS is based on the symbiotic relationships that should exist between schools and ITE. As the PDS contends, "Excellent schools need teachers prepared by excellent university programmes using knowledge generated by research, and the University needs excellent schools in which to place pre-service teachers."

Spain

CPD is a requirement (and a duty) for all teachers in Spain. Every year the Spanish Ministry of Education, Culture and Sport, through the National Institute for Education Technologies and Teachers Training (INTEF), establishes the priority lines for CPD. It also offers state CPD, through local delivery partners. In addition, the LOMCE (Organic Regulation on the Improvement of the Quality of Education) establishes a series of guidelines for CPD. Education administrations must provide teachers with a diverse range of activities and meet their training needs and provide a varied range of free training activities and encourage teacher participation in these activities (although attendance can still be low). Under the CPD programme it is also possible to facilitate teachers to access higher degree qualifications to allow mobility between the different teaching areas, including universities. The CPD programmes should adapt knowledge and teaching methods based on current research and didactics. CPD might focus on improved teaching methods, attention to diversity, and improving the quality of education and the functioning of schools. In addition, there is a requirement for specific training on equality under the terms established by the Act on Integrated Protective Measures against Gender Violence. Moreover, the LOMCE states that education administrations must foster foreign language learning and the use of information and communication technologies (ITC) for all teachers. The LOMCE says that local education administrations should also be responsible for encouraging research and innovation through the CPD offer. Furthermore, the Ministry of Education, Culture and Sport, in collaboration with the autonomous communities, foster the international mobility of teachers, teacher exchanges and visits to other countries.

Turkey

It is the expectation in Turkey that teachers should be developing themselves in every stage of their profession. Promotion is based on completing CPD and on experience and a range of 'tests. Those who successfully finished the probation are assigned as "teachers". To be "Expert Teacher" or "Head Teacher", teachers must meet additional requirements. For example, to become "Expert Teacher", a teacher needs at least seven-year experience in "teacher" status. Those who meet this requirement can apply the "Promotion Examination between Career Steps". Promotion of a candidate is carried out according to achievement grades at a range of exam points, CPD education and other 'Lifelong Learning' activities, employment record, professional success. To become "Head Teacher", a teacher needs at least six-years of experience at the "expert teacher" level. Those who meet this requirement can apply the "Promotion Examination between Career Steps". Once again, promotion depends on exam achievement, attending and organising CPD, participating in Lifelong Learning, employment record, and professional success.

Summary

Most countries have regulations about continuous professional development (CPD) and schools are often required to have CPD plans for teachers. Countries that do not have regulations about CPD are discussing it or are about to implement it. CPD and regulations concerning it, are quite new, having generally been implemented during the last ten years. Three of the five countries that do not have any

regulations about CPD are Scandinavian countries. In Sweden, Norway or Iceland there are not any regulations on CPD, however it is often offered as an option for teachers, but not mandatory.

Chapter 7. Lifelong Learning (LL)

Various formulations of Lifelong Learning (LL) can be found in the educational policies in most of the studied countries. The aspects on LL are generally about adult education in a changing world or society as we live in a competitive, knowledge-based society. The focus in the policies is mainly on adult education. Although some of the countries have a “from cradle to grave” approach that includes all life stages. The approach implies that LL should be included at all stages of the educational system; in primary and secondary education, higher education, technical and vocational education, and adult and continuing education.

Lifelong Learning in Teacher Education and country specific examples

LL aspects are uncommon in general educational policies, but it is almost completely absent in terms of Teacher Education qualifications and accreditations. Only a few countries directly address LL in Teacher Education. These countries focus on teaching the student how to communicate the importance of continuing learning to their pupils, but the LL of the teachers is not given any attention.

Hungary

The Hungarian LL paradigm is based on the premise that, in a competitive knowledge-based society, all institutionalized systems must support learning. The LL strategy aims at providing everyone with an opportunity for continuous competency development and to create a link between initial and post-initial phases of education. The strategy follows a ‘from cradle to grave’ approach that includes all life stages, from pre-school education to retirement age. It encourages work-based learning and flexibility of pathways. Moreover, the strategy prioritizes lifelong guidance and counselling and emphasizes their importance in the early phase of school education. A significant part of the strategy is a focus on the evaluation of outcomes of formal and informal learning.

Cyprus

Cyprus has developed a National Lifelong Learning Strategy: 2020 that names four priority areas: a) access to and participation in Lifelong Learning for all; b) quality improvement in Lifelong Learning by strengthening the curriculum, vocational training, guidance and national skills’ development; c) research and development and promotion of Lifelong Learning; and d) efficient governance of Lifelong Learning. The strategy refers to primary and secondary education, higher education, technical and vocational education, and adult and continuing education.

Estonia

Estonia has been promoting an interest in LL among their students since 1998, as one of the four key functions of being a teacher in Estonia. The other functions are: teaching their subject(s), using new pedagogical approaches, and engaging in self-assessment activities with teacher mentors. In the *Teacher Policy statement of the Ministry of education and research*, it is written: “The teacher is the

creator of links and designer of values and attitudes. The role of the teacher is to support the development of every student”.

Ireland

The Teaching Council in Ireland wants to ensure that tomorrow’s teachers are competent to meet the challenges that they face and are lifelong learners, continually adapting throughout their careers to enable them to support their students’ learning. To this end, all new Teacher Education programmes should include training in ‘learning to learn’ as a way of establishing teachers as lifelong learners. Student and registered teachers will need to demonstrate a commitment to lifelong personal and professional development, which is reflected in the approach taken to his/her work. This might include:

1. Maintaining a professional portfolio
2. Reviewing the effectiveness of his/her own practice through continuous reflection on that practice
3. Demonstrating a professional commitment to seeking, accepting and acting upon constructive advice
4. Actively participating in professional learning communities, which engage in group reflection, learning and practice

Programmes of ITE should introduce student teachers to the concept of the continuum of Teacher Education and develop student teachers’ capacity to plan their learning path. In this context, students should recognise that they are building the foundation of their career in the programme of ITE and understand that this will be further developed during the post-qualification induction period and ongoing CPD. Student teachers should engage in research as the foundation of their practitioner-based enquiry stance in the future.

Spain

In Spain, it is acknowledged that the speed of change and the proliferation of knowledge mean that people need LL. This has important implications for schools, which have the responsibility (in theory) to teach ‘learning to learn’ and ‘Lifelong Learning qualities’. LL aims to enable people to show ‘adaptability in post-industrial society’ through enhancing skills to ‘manage uncertainty, communicate across and within cultures, sub-cultures, families and communities, and to negotiate conflicts’. In Spain, it is noted that LL crosses sectors, promoting learning beyond traditional schooling and throughout adult life (i.e. post-compulsory education). LL in schools covers five areas, namely:

1. Learning to know - mastering learning tools rather than acquisition of structured knowledge.
2. Learning to do - equipping people for the types of work needed now and, in the future, including innovation and adaptation of learning to future work environments.
3. Learning to live together, and with others - peacefully resolving conflict, discovering other people and their cultures, fostering community capability, individual competence and capacity, economic resilience, and social inclusion.
4. Learning to be - education contributing to a person’s complete development: mind and body, intelligence, sensitivity, aesthetic appreciation and spirituality.

5. Learning to Learn - instilling creativity, initiative and responsiveness.

Turkey

Teachers in Turkey are responsible for ensuring the desired behaviours required of the system and applying the school curriculum in a high-quality manner to meet the needs of society and reforms. For a teacher, to fulfil this responsibility and duty successfully depends both on taking quality pre-service education and permanently on undertaking CPD and LL activities.

Summary

Lifelong Learning is by many governments argued to be necessary in a changing world. There is a need for people to continuously educate themselves. Most Member States include some aspects of LL as part of their accreditation systems. However, LL is rarely an explicit focus in either Teacher Education or in CPD. In some countries, there is a “from cradle to grave” approach, where LL is included in primary and secondary education, higher education, technical and vocational education, and adult and continuing education.

Chapter 8 Accreditations for foreign teachers

There is an EU convention of recognition of teaching qualifications and mobility but in most countries, foreign teachers need some additional accreditation to acquire a position as a qualified teacher in a foreign country. The most common process for foreign teachers to become a teacher in another country in Europe is to apply for an assessment of their degree to a council or directorate in the country. Their degree or diploma can then be validated which will make them eligible to teach in the country. However, in many cases teachers need to send in other documents or do language assessments as well. In Sweden a copy of the diploma of education for teachers or preschool teachers, a list of subjects with courses and grades and certificate of proficiency, translated to Swedish needs to be sent in. Table 6 shows accreditations for foreign teachers in the studied countries

Table 6. Accreditations for foreign teachers

Accreditation for foreign teachers	Number of countries
Diploma/degree being equalized	18
Language assessment	11
Both	11
NA	5

Variation of accreditation and country specific examples

The Czech Republic

The Czech Republic is actively involved in the European cooperation in education and training and implements initiatives approved at the EU level. Emphasis is placed on the increasing possibilities for mobility of students, teachers and academics. Special focus is placed on the mobility of higher education students, which should be the rule, rather than the exception according to the Bologna process and EU objectives. There is a shortage of teachers in the Czech Republic and teachers with TEFL (Teaching English as a Foreign Language) training can get a job relatively easy. Similarly, foreign teachers may get work in preschools. To teach in primary and secondary schools, there is an assessment programme of prior qualifications and an assessment of key competencies, including the Czech language. Courses are available to assist foreign or 'returning' people to become teachers.

Turkey

Most teachers from abroad tend to work in the growing 'private school' market in Turkey and do not try to become civil servants in the public system, due to the complexities around tests and probation. Also, private school teachers, especially mother tongue English speakers, are in high demand and are paid well. The number of teaching jobs in Turkey is on the rise, as the demand for ESL and English teachers increases steadily each year. English teachers in Turkey can expect a good salary which will go far, as the cost of living is relatively low and often schools offer extra benefits such as free or subsidised housing. Individual schools or school groups tend to advertise for, and directly appoint, foreign teachers.

Spain

In theory, Spain supports the EU conventions of recognition of teaching qualifications and mobility but given that to be appointed (other than in the private sector) all potential teachers must complete the *oposiciones* exam in Spanish and join the long waiting list (there is a considerable surplus of teachers in Spain), in practice it is very unlikely that a foreign teacher would get a job in a Spanish state school. The process is so complicated and involved that only the most determined of foreign teachers would consider undertaking the process.

Summary

The requirements of accreditations for foreign teachers in the European countries are related to how popular the teaching profession is in the country. If teaching is a popular profession in a country, it is often difficult for foreign teachers to become a qualified teacher in the country. It is also often easier to become a preschool teacher in a foreign country than a teacher at higher levels and it is often easier to become a teacher in private schools than in public schools. This is mainly because private schools to teach in English more often than public schools.

Chapter 9 Concluding discussion of main findings

The main purpose of this study was to present an overview of Teacher Education in the European Member States with a special focus on aspects of continuing professional development (CPD) and Lifelong Learning (LL). The second purpose was to give an overview of accreditations for foreign teachers that can enhance teacher mobility between European countries. We will, based on the results in this study, discuss the strengths and weaknesses of the existing systems according to CPD and LL.

The overview shows that, the existing teacher training qualifications and systems of CPD and regulations in the European Member States is quite new, having largely been implemented during the last ten years. The regulations do not generally focus on LL skills, although aspects of digital skills are quite common. The country specific examples show that LL skills (other than digital skills) are taken in account in some countries. For example, in Ireland, providers of Teacher Education are expected to plan for collaborative, cross-disciplinary team processes and Teacher Education should consider changing understandings of learning. Although, most countries have CPD regulations and aspects of LL in the accreditations systems can be found in most of the studied countries, CPD and LL are not explicitly linked and formalized.

The extent to which foreign Teacher Education is recognised in the studied countries varies and often correlates with the popularity of the teaching profession in the country. There is a shortage of qualified teachers in most European countries but in some countries, there is a surplus and even redundancies of teachers. Enhanced teacher mobility would benefit Europe, but the existing accreditation systems undermine teacher career mobility. The differences in teaching qualifications, curricula and language makes it difficult for teachers in Europe to do an exchange or to work in a school in another country. This has also a negative impact on LL as it is problematic for teachers to share expertise and gain new perspectives with teachers from other European countries.

The skills and knowledge of how to inspire LL in schools are neither in Teacher Education nor in CPD. The need for teacher students and teachers to engage in LL is rarely communicated, supported or structured but LL skills have become highly valued skills in a digital and globalized society.

Today, there is a mismatch between the knowledge, skills and attitudes needed by business and other organizations, and those with which pupils leave school. Due to the online world, knowledge is now everywhere – it is not the preserve of schools, further or higher education. This then brings into question the idea of the teacher as a subject expert. How relevant or appropriate will this idea be in the future? Instead, teachers will be required to be experts in learning how to learn. The tasks of the teacher will be to teach their pupils how to motivate themselves to learn, to think creatively, to work and learn in teams. Assisting pupils to develop their so-called soft skills will become increasingly important.

Changes in society mean that there will need to be more flexibility in teachers' career paths – both to retain teachers who have entered the profession and to meet the needs of children and young people of the future. In order to help pupils develop the skills, experience and knowledge, teachers may, for example, need to spend times during their careers working in non-school environments, whether doing a secondment in a business, public sector or an NGO, or they may teach in a non-school environment, as it will not necessarily be the case that all lessons in the future will take place at school. The conception of 'teaching' and 'learning' also need to evolve so that pupils can learn and practice their skills not only at school but also at workplaces and in the community. This means that schools need to build a strong network of partners from the cultural sector, business sector and social sector, including other schools.

The European Council emphasises that there is a need to heighten the quality and attractiveness of the teacher occupation and to make the profession more dynamic. There is a need for policy reforms and support for teachers to adapt to changes and challenges, use new technologies and be innovative (Eurydice, 2018). However, top down policy reforms take time to implement and there is a need for more effective and equitable systems for the recognition of LL skills between and within nations, regions and schools that can facilitate and enhance teacher mobility.

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Appendix One

Headlines for country overview

Access to Teacher Education

What are the requirements for admission to the Teacher Education?

Are there any specific selection criteria or methods in place?

Existing qualifications

How many years/credits does it take to get a degree in teaching in the country?

Are there different degrees depending on the type of teacher (preschool, primary school, secondary school)?

Is the Teacher Education placed at universities or colleges?

Existing accreditations

Are there any requirements or licenses needed for teachers to be able to teach besides a degree?

Continuing professional development

Are there any regulations about professional development?

Do new teachers have the opportunity to acquire additional training, help and advice?

Are schools required to have a professional development plan (CPD) for teachers?

Who is offering professional development? (non- formal and formal)

Lifelong Learning

How important is, in teacher qualifications, the capacity to develop the key competence of learning to learn in the students?

Is there any specific qualification element on Lifelong Learning competencies in initial or continuing training of teachers? If yes, who is providing it and certifying it? Is it well-known and supported or communicated?

Career steps for teachers

Are there any formal career steps for teachers?

Accreditations for foreign teachers

What do foreign teachers need to do to teach in the country?