

EUROPEAN NETWORK ON TEACHER EDUCATION POLICIES

The Bologna process and teacher education structures in Europe: Creating the European Teacher Education Area

APPENDIX

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The information presented in the following tables was provided by the ENTEPE country representatives

1 Initial Training of Pre-primary School Teachers

<i>Country</i>	Is a higher level degree required?	Alternative pathways to teacher status (duration)	Model : concurrent or consecutive (specify if both and give %)	Current duration of higher level degree study	Type of institution University or non-university	Year of latest reform	Main changes introduced	Have latest changes been connected to Bologna degree structure reforms? (give stage of implementation)
Austria	NO	NO	Concurrent		NO (upper secondary)	1985	1985: Education at upper secondary level changed from 4 to 5 years 1998: "Early education" as an option	NO
Czech	NO	1. Professional schools (3.5 years) 2. University degree (3 years)			Possible but not compulsory		Possible provision by universities	YES (gradual process)
Cyprus	YES	NO	Concurrent	4	University	2007 (1992)	Establishment of Private Universities (from 3 year at special higher schools to 4 year university level degree)	YES, fully the for Public Universities of Cyprus. For the Private Universities of Cyprus lots of changes have been done (e.g. 3 cycles of study) and the introduction of ECTS is in the process of applying
Denmark	YES	NO	Concurrent	3,5	University College	2006/2007	From college of Education to University College	

1 Initial Training of Pre-primary School Teachers (continued)

Country	Is a higher level degree required?	Alternative pathways to teacher status (duration)	Model : concurrent or consecutive (specify if both and give %)	Current duration of higher level degree study	Type of institution University or non-university	Year of latest reform	Main changes introduced	Have latest changes been connected to Bologna degree structure reforms? (give stage of implementation)
Estonia	YES	Professional higher education school (3)	Concurrent	3	University or Professional higher education school	2002	1. implementing 3(BA)+2 (MA) system 2. ECTS system is parallel in use 3. induction year for beginning teachers is implemented since 2004 4. national teachers' competences is introduced and voluntary certification system is implemented since 2006	YES
Finland	YES	NO	Concurrent	3,5	University	2005	Curriculum	YES
France	YES (Bachelor degree)	NO	A part is consecutive: before the competitive examination, during the academic studies, students are encouraged to join induction trainings. After success to the examination, the model becomes concurrent	3 (bachelor degree required to prepare the selective competitive examination)	University	2005	- IUFM (Initial teacher education institutions) become part of the universities, as internal schools. (Still in process for some of them) - A new framework applied since 2007 defines Initial teacher education in terms of competences. - Reflection still active to convert part of ITE in ECTS and to recognize TE at a master level	YES, in the process of accreditation

1 Initial Training of Pre-primary School Teachers (continued)

<i>Country</i>	Is a higher level degree required?	Alternative pathways to teacher status (duration)	Model : concurrent or consecutive (specify if both and give %)	Current duration of higher level degree study	Type of institution University or non-university	Year of latest reform	Main changes introduced	Have latest changes been connected to Bologna degree structure reforms? (give stage of implementation)
Germany	NO In Germany Primary School teachers (University education) as well as Kindergarten Educators (non-University education at specific schools) are working in Pre-Schools				1. Specific schools 2. HEIs			Only concerning the HEIs (in most Länder) implementing the Bologna structure, except Hesse and Bavaria.
Greece	YES	NO	Concurrent	4	University	1984 2005	1) From 2 year at special higher schools to 4 year university degree (in 1984) 2) ECTS (in 2005)	1) NO-predated 2) YES-under implementation by universities
Ireland	NO	-	-	-	-	-	-	-
Latvia	NO	College education – 1. level of higher education	Concurrent		Possible but not compulsory	2002	From 3 year at professional school to college	NO
Luxembourg	YES	NO	Concurrent	4	University	2005	From 3 year at higher education institution to 4 year university degree	YES (implemented)

1 Initial Training of Pre-primary School Teachers (continued)

Country	Is a higher level degree required?	Alternative pathways to teacher status (duration)	Model : concurrent or consecutive (specify if both and give %)	Current duration of higher level degree study	Type of institution University or non-university	Year of latest reform	Main changes introduced	Have latest changes been connected to Bologna degree structure reforms? (give stage of implementation)
Netherlands¹	n.a.	n.a	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Portugal	YES: Master	NO	Concurrent but in two cycles; the first cycle is common for pre-school and primary education	180+60 ECTS 180+90 ECTS (for pre-school and the first 4 years of primary school)	University & Teacher Education College (Higher Professional Education)	2007	ECTS BA+MA	YES. After October 2007, all subject teacher education programmes should be organized accordingly to this reform
Romania	YES	NO	Concurrent (90%)	3	University	2004	Bologna Reform – from University College to higher Education Institution	YES
Slovenia	YES	1 year part-time (30 ECTS) for graduates	Concurrent (98%) Consecutive (2%)	3	University	1995	From 2 to 3 years-same institution	YES In the process of accreditation, implementation of the new structure (3+2) under planning by 2009/10
Spain	YES	NO	Concurrent	3	University	2007	From 3 to 4 years ECTS	YES Implementation starting 2008/2009
Sweden	YES	NO	Concurrent	3.5	HEIs	2001	From 3 to 3.5 years	YES from July 2007

¹ In the Netherlands no concept of pre-primary school applies as primary school starts at the age of 4 to 12.

1 Initial Training of Pre-primary School Teachers (continued)

<i>Country</i>	Is a higher level degree required?	Alternative pathways to teacher status (duration)	Model : concurrent or consecutive (specify if both and give %)	Current duration of higher level degree study	Type of institution University or non-university	Year of latest reform	Main changes introduced	Have latest changes been connected to Bologna degree structure reforms? (give stage of implementation)
UK England-Wales	Work underway to introduce a masters degree for all new teachers	1 year Employment based route to Qualified Teacher Status (QTS), for those holding a degree. Also a work based top-up route to degree and QTS for those holding a 'Foundation degree'	Concurrent approx. 50% Consec 50% consecutive in universities and in schools	1 year full-time or equivalent part-time for masters- 3 years full time for PhD - up to 8 years part-time	Concurrent in universities and colleges of HE Consecutive in Universities and for graduates - also in schools -	New Standards implemented in September 2007.	Last major reform maintained the three/four year concurrent training and one year graduate training - and school based training and introduced for all the Standards for Qualified Teacher Status- these are not an academic qualification but a status to be achieved by all trainees regardless of route in the profession	NO - we already have generally a three year first degree- but not 3 plus 2 - we have 3 plus 1 for Masters

2 Initial Training of Primary School Teachers (continued)

Country	Is a higher level degree required?	Alternative pathways to teacher status (duration)	Model : concurrent or consecutive (specify if both and give %)	Current duration of higher level degree study	Type of institution University or non-university	Year of latest reform	Main changes introduced with latest reform	Have latest changes been connected to Bologna degree structure reforms? (give stage of implementation)
Austria	YES (B.Ed)	NO	Concurrent	3 years (B.Ed.)	University of Education	2005 Implement ation 2007	From colleges to university-type Pädagogische Hochschule. Same duration (3 years) From a diploma to a degree course (B.Ed.)	YES (3 years/180 ECTS in line with first cycle)
Czech	YES	NO		4 years Master	University	2003	From 4 to 5 years	YES (Legislation adopted- Implementation on-going)
Cyprus	YES	NO	Concurrent	4 year degree	University	2007 (1992)	Establishment of Private Universities (From 3 year at special schools to 4 year university level)	YES, fully the for Public Universities of Cyprus. For the Private Universities of Cyprus lots of changes have been done (e.g. 3 cycles of study) and the introduction of ECTS is in the process of applying
Denmark*	YES	YES: Vocational education + 2 years	Concurrent	4 years (Bach of Ed)	University college	2006/ 2007	From College of Education to University College	Partly

* It refers to teachers for both primary and lower secondary school and to general teachers as well as subject teachers

2 Initial Training of Primary School Teachers (continued)

Country	Is a higher level degree required?	Alternative pathways to teacher status (duration)	Model : concurrent or consecutive (specify if both and give %)	Current duration of higher level degree study	Type of institution University or non-university	Year of latest reform	Main changes introduced with latest reform	Have latest changes been connected to Bologna degree structure reforms? (give stage of implementation)
Estonia	YES	NO	Concurrent	5 years Master	University	2002	<ol style="list-style-type: none"> 1. implementing 3(BA)+2 (MA) system 2. ECTS system is parallel in use 3. induction year for beginning teachers is implemented since 2004 4. national teachers' competences is introduced and voluntary certification system is implemented since 2006 	YES
Finland	YES	NO	Concurrent	5	University	2005	Curriculum	YES
France	YES (Bachelor degree)	NO	A part is consecutive: before the competitive examination, during the academic studies, students are encouraged to join induction trainings. After success to the examination, the model becomes concurrent	3 degree required to prepare the selective competitive examination)	University	2005	<ul style="list-style-type: none"> - IUFM (Initial teacher education institutions) become part of the universities, as internal schools. (Still in process for some of them) - A new framework applied since 2007 defines Initial teacher education in terms of competences. - Reflection still active to convert part of ITE in ECTS and to recognize TE at a master level 	YES, in the process of accreditation

2 Initial Training of Primary School Teachers (continued)

Country	Is a higher level degree required?	Alternative pathways to teacher status (duration)	Model : concurrent or consecutive (specify if both and give %)	Current duration of higher level degree study	Type of institution University or non-university	Year of latest reform	Main changes introduced with latest reform	Have latest changes been connected to Bologna degree structure reforms? (give stage of implementation)
Germany	YES	NO	Most Länder except Hesse and Bavaria have implemented at least parallel structures as consecutive models.	3 (to 4) year univ. + 2 years in-service training with Second state Exam in the end.	University	(Hesse) 2005		In most Länder BA (where implemented already) is the standard for Primary School teachers. A few Länder are planning the MA in this sector.
Greece	YES	NO	Concurrent	4 year degree	University	1984 2005	1) From 2 year at special schools to 4 year university level (in 1984) 2) ECTS (in 2005)	1)NO- predated 2) YES –under implementation by universities
Ireland	YES	YES 18 months	Concurrent (55%) Consecutive (45%)	3 year degree	University	mid 1970s	From 2 to 3 years	NO (predated)
Latvia	YES	YES	Concurrent	4 year degree	University	1991	From 3 year at special schools to 4 year university level	NO (predated)
Luxembourg	YES	NO	Concurrent	4 year degree	University	2005	From 3 year at higher education institution to 4 year university level	YES (implemented)

2 Initial Training of Primary School Teachers (continued)

Country	Is a higher level degree required?	Alternative pathways to teacher status (duration)	Model : concurrent or consecutive (specify if both and give %)	Current duration of higher level degree study	Type of institution University or non-university	Year of latest reform	Main changes introduced with latest reform	Have latest changes been connected to Bologna degree structure reforms? (give stage of implementation)
Netherlands	YES	For people with at least a bachelor degree there are possibilities to become a teacher within two years while already teaching (school and t.e.i. work together to train the teacher)	Concurrent	4 year degree	Universities of applied sciences	2003	Introduction of BA/MA structure	YES (implemented)
Portugal	YES. Master	NO	Concurrent but in two cycles; the first cycle is common for pre-school and primary education	180+60 ECTS (For the first 4 years of primary school) 180+90 ECTS (for pre-school and the first 4 years of primary school) 180+90 to 120 ECTS (for all the six years of primary education)	University & Teacher Education College (Higher Professional Education)	2007	ECTS BA+MA	YES. After October 2007, all subject teacher education programmes should be organized accordingly this reform
Romania	YES	NO	Concurrent (90%)	3	University	2004	Bologna Reform from College to higher Education Institution	YES

2 Initial Training of Primary School Teachers (continued)

Country	Is a higher level degree required?	Alternative pathways to teacher status (duration)	Model : concurrent or consecutive (specify if both and give %)	Current duration of higher level degree study	Type of institution University or non-university	Year of latest reform	Main changes introduced with latest reform	Have latest changes been connected to Bologna degree structure reforms? (give stage of implementation)
Slovenia	YES	NO	Concurrent	4 year	University (Faculty Education)	(1987) Bologna structures adopted in 2004	In 1987 extension from 2 year at special higher schools to 4 year university level, with Bologna structures Master Degree (300 ECTS) was introduced	YES Legislation adopted –Master Degree (either 3+2 or 4+1). Implementation of the Primary Teacher Education new structure (4+1) under planning by 2009/10
Spain	YES	NO	Concurrent	3 year	University	2007	From 3 to 4 years ECTS	YES Implementation starting 2008/2009
Sweden	YES	NO	Concurrent	3.5 year	HEIs	2001	Unchanged at 3.5 years	YES from 1 July 2007)
UK England- Wales	Work underway to introduce a masters degree for all new teachers	1 year Employment based route to Qualified Teacher Status (QTS), for those holding a degree. Also a work based top-up route to degree and QTS for those holding a 'Foundation degree'	Concurrent approx. 50% Consecutive 50%. Consecutive in universities and in schools	1 year full-time or equivalent part-time for masters- 3 years full time for PhD – up to 8 years part-time	Concurrent in universities and colleges of HE Consecutive in Universities and for graduates also in schools -	New Standards implemented in September 2007.	Last major reform the three/four years concurrent training and one year graduate training – and school based training and introduced for all the Standards for Qualified Teacher Status- these are not an academic qualification but a status to be achieved by all trainees regardless of route in the profession	NO - we already have generally a three year first degree- but not 3 plus 2 – we have 3 plus 1 for Masters

3 Initial Training of Subject School Teachers*

Country	Is a higher level degree required to qualify as subject school teacher?	Model : concurrent or consecutive (specify if both and give %)	Are there any alternative pathways to subject school teacher status (explain & give duration of course)	Current duration of higher level degree study	Type of institution (University or non-university)	Year of latest reform of subject teacher education structures	Main changes introduced with latest reform	Have latest changes been connected to Bologna degree structure reforms? (give stage of implementation)
Austria: Teacher Education at Austrian Universities	YES	Concurrent + supervised teaching year after graduation	NO	9 semesters (4 ½ years)	university	1999 (introduction : 2002)	<ol style="list-style-type: none"> 1) change of type of institution? 2) change of duration? 3) Introduction of ECTS? 4) Introduction of BA/MA structure? 5) Other? 	Only introduction of ECTS
Austria: Teacher Education at Austrian Universities of Education (Pädagogische Hochschulen)**	YES (B.Ed.)	Concurrent	NO - Qualified primary school teachers will get some courses acknowledged towards a secondary education programme.	6 semesters (3 years)	Pädagogische Hochschule (University of Education)	Hochschulgesetz 2005 (Universities of Education Law)	<ol style="list-style-type: none"> 1) NO 2) YES 3) YES 4) NO 5a) competence orientation 5b) introductory phase (Studieneingangsphase) 5c) linking subject studies with didactics, education and teaching practice in one study programme 	The programme is compatible with the first cycle. Introduction of ECTS.

* with subject teachers we do NOT mean teachers of upper secondary vocational schools but mainly general secondary school teachers, although it is often the case that subject teachers also teach at vocational schools

** This refers to subject teachers for 10-14-year-old pupils in general secondary schools (Hauptschule). The same age group pupils can also go to academic secondary schools (Gymnasium) where the teachers have been educated at university.

3 Initial Training of Subject School Teachers (continued)

Country	Is a higher level degree required to qualify as subject school teacher?	Model : concurrent or consecutive (specify if both and give %)	Are there any alternative pathways to subject school teacher status (explain & give duration of course)	Current duration of higher level degree study	Type of institution (University or non-university)	Year of latest reform of subject teacher education structures	Main changes introduced with latest reform	Have latest changes been connected to Bologna degree structure reforms? (give stage of implementation)
Cyprus	YES	Concurrent	NO	For the Universities of Cyprus, the duration is 4 years Minimum 3 years depending on the country abroad that the degree was obtained.	Universities (local and abroad) and then, a one year compulsory pre-service training offered by the University of Cyprus	2007 – Establishment of Private Universities of Cyprus	1) Only Universities offer the initial training/ A short pre-service course is then offered by the University of Cyprus and the teachers have to attend it in order to be offered a permanent position at a secondary school 2) The duration of the pre-service course is 7 months. The duration of the initial training is 3- 4 years depending on the university where the degree was obtained. 3) The Public Universities of Cyprus have introduced the ECTS, and the three cycles of study (BA, MA, PhD).	YES, fully the for Public Universities of Cyprus. For the Private Universities of Cyprus lots of changes have been done (e.g. 3 cycles of study) and the introduction of ECTS is in the process of applying
Denmark*	YES	Concurrent	YES: Vocational education + 2 years	4 (Bach of Ed)	University college	2006/ 2007	From College of Education to University College	Partly

* It refers to teachers for both primary and lower secondary school and to general teachers as well as subject teachers

3 Initial Training of Subject School Teachers (*continued*)

Country	Is a higher level degree required to qualify as subject school teacher?	Model : concurrent or consecutive (specify if both and give %)	Are there any alternative pathways to subject school teacher status (explain & give duration of course)	Current duration of higher level degree study	Type of institution (University or non-university)	Year of latest reform of subject teacher education structures	Main changes introduced with latest reform	Have changes connected to Bologna degree structure reforms? (give stage of implementation)
Estonia	YES	Consecutive (90%) Concurrent (10%)	NO	3 BA level subject studies +2 MA level pedagogical studies (some basic school subject teacher education programmes include some pedagogical studies on BA level)	University	2002	1) change of type of institution? 2) change of duration? 3) Introduction of ECTS? 4) Introduction of BA/MA structure? 5) Other? 1. implementing 3(BA)+2 (MA) system 2. ECTS system is parallel in use 3. induction year for beginning teachers is implemented since 2004 4. national teachers' competences is introduced and voluntary certification system is implemented since 2006	YES
Finland	YES	Concurrent 80 %, Consecutive 20 %	NO	5-6 years	University	2005	ECTS Curriculum change	YES

3 Initial Training of Subject School Teachers (continued)

Country	Is a higher level degree required to qualify as subject school teacher?	Model : concurrent or consecutive (specify if both and give %)	Are there any alternative pathways to subject school teacher status (explain & give duration of course)	Current duration of higher level degree study	Type of institution (University or non-university)	Year of latest reform of subject teacher education structures	Main changes introduced with latest reform	Have changes been connected to Bologna degree structure reforms? (give stage of implementation)
France	YES	A part is consecutive: before the competitive examination, during the academic studies, students are encouraged to join induction trainings. After success to the competitive examination, the model becomes concurrent	NO alternative pathway: the competitive examination is the only gate to subject school teacher status.	3 or 4 years A bachelor degree is necessary to apply for one kind of competitive examination (CAPES-CAPET-CAPLP) + 1 year of preparation for the examination To apply for the other kind of competitive examination (Agrégation) a MA degree is necessary.	University	2005	1) change of type of institution? 2) change of duration? 3) Introduction of ECTS? 4) Introduction of BA/MA structure? 5) Other? 1) YES, IUFM have, for the most of them, become internal schools of universities since 2007. 2) NO 3) YES: due to IUFM as internal schools of universities, the part of academic knowledge will be credited with ECTS. Universities will determine with IUFM the elements of the training pattern that will lead to ECTS. 4) Reflection on MA is still going on.	The general structure (3+2) is similar to the Bologna process structure.

3 Initial Training of Subject School Teachers (continued)

Country	Is a higher level degree required to qualify as subject school teacher?	Model : concurrent or consecutive (specify if both and give %)	Are there any alternative pathways to subject school teacher status (explain & give duration of course)	Current duration of higher level degree study	Type of institution (University or non-university)	Year of latest reform of subject teacher education structures	Main changes introduced with latest reform	Have changes connected to Bologna degree structure reforms? (give stage of implementation)	latest been connected to Bologna degree structure reforms? (give stage of implementation)
Germany	At the moment these are still the first and second state-examination in some of the Länder parallel to models for the BAMA structure. Here the MA level has to be reached. A few Länder have completely changed to the consecutive structure and some are currently doing or planning to do so. Hesse and Bavaria are the two	For the states examination concurrent model, but for the BAMA pilots of course the consecutive model. The first can still be found in almost all of the Länder, Hamburg and Berlin are changing completely to the consecutive model. The others, as mentioned before, have pilots. But we expect a complete change to the consecutive model in the following 2 to 3 years. Most	YES, we do have several special activities to find teachers for certain subjects, where we have not enough teachers available. These are mainly mathematics, Physics, Chemistry, English, Music. Courses for qualification in this respect are presently being designed. The legal basis in Hesse for instance is in our new Law on Teacher education (HLBG). In general these "Seiteneinsteiger" have to go through the	Four and a half years including the 1. St. Exam and 2 years for the second phase including the 2. ST. Ex. Those with BA/MA have 5 years in most Länder for the MA and only 1 year for the second phase incl. 2. St. Ex., with the exception of Hamburg, where the second phase is planned to be dropped in favour of the		Presently reforms are taking place everywhere, it is impossible to up with the changes everywhere.	1) change of type of institution? 2) change of duration? 3) Introduction of ECTS? 4) Introduction of BA/MA structure? 5) Other? 1 and 2 see other comments. 3) ECTS: With ECTS we have a general problem in Germany. Only a few Länder have managed to reach 300 credits for the MA. Most Länder have a variety of 220 to 260 credits at the most, which causes a problem concerning the EU compatibility.	See other comments	See other comments

	<p>Länder that have not decided to change their system yet.</p>	<p>of the universities in Germany have modularized their study programmes, so they can react to complete changes more flexible.</p>	<p>second phase of TE and pass the second statesexam. For the first statesexam they receive recognition, if they have an academic degree from a University in at least one of the above subjects and the second subject is included within the graduation. Didactic matters and pedagogy will then be completed in the second phase and do not have to be completed at University level for this group of candidates, which is an absolute exception.</p>	<p>European models.</p>						
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3 Initial Training of Subject School Teachers (continued)

Country	Is a higher level degree required to qualify as subject school teacher?	Model : concurrent or consecutive (specify if both and give %)	Are there any alternative pathways to subject school teacher status (explain & give duration of course)	Current duration of higher level degree study	Type of institution (University or non-university)	Year of latest reform of subject teacher education structures	Main changes introduced with latest reform 1) change of type of institution? 2) change of duration? 3) Introduction of ECTS? 4) Introduction of BA/MA structure? 5) Other?	Have changes been connected to Bologna degree structure reforms? (give stage of implementation)
Greece	YES	Concurrent (mainly) +Consecutive (few)	NO	4 years under the concurrent model + 2 six-month semesters under the consecutive model	University under the consecutive model + non-university under the consecutive model for a few subjects	2005	1) NO 2) NO 3) ECTS introduced in 2005 4) BA/MA structure already existed 5) Introduction of concurrent courses in some subjects (mainly for social sciences teachers) including mainly didactics (in 2002)	1) NO 2) ECTS – YES under implementation by universities
Latvia	YES	Approximately 50/50	If the teacher has acquired education for a teaching relational subject and till the 1 st of September 2005 has had teaching experience of 8 years for this subject, a certificate, allowing to teach the subject can be acquired in 72h further education courses.	4 years of professional qualification program or 3 years of bachelor studies in scientific field + 2 years for teacher qualification	University-like programs (preschool qualification can be also in college programs)	2000	Compulsory praxis 26 (39 ECTS) credits	

3 Initial Training of Subject School Teachers (continued)

Country	Is a higher level degree required to qualify as subject school teacher?	Model : concurrent or consecutive (specify if both and give %)	Are there any alternative pathways to subject school teacher status (explain & give duration of course)	Current duration of higher level degree study	Type of institution (University or non-university)	Year of latest reform of subject teacher education structures	Main changes introduced with latest reform 1) change of type of institution? 2) change of duration? 3) Introduction of ECTS? 4) Introduction of BA/MA structure? 5) Other?	Have latest changes been connected to Bologna degree structure reforms? (give stage of implementation)
Luxembourg	YES	Consecutive	NO	4 years subject studies+ 2 years in service training	University	1997	Ad 1) Switch from higher education institution to university for the second phase (2003) Ad2) NO Ad3) NO Ad4) NO Ad5): in the second phase 400 hours, half of them dedicated to psycho-educational approaches	Not yet, but under discussion
Malta	NO	Concurrent +Consecutive	P.G.C.E. 1 year		University	1999	ECTS BA/MA route being discussed	Under review
Netherlands	YES	Concurrent (universities of applied sciences) 85% and consecutive: university 15%	For people with at least a bachelor degree there are possibilities to become a teacher within two years while already teaching (school and t.e.i. work together to train the teacher).	University of applied sciences: BA: 240 ECTS, ma 90 ECTS university: 240-300o (BA and MA) university	Universities of applied sciences and universities (only highest classes of secondary education)	a. 2002 b. 2006: new act on teachers (Wet BIO)	a. Ba/ma structure/ECTS 1. YES 2. NO 3. YES 4. YES and 5: 2006: new competences introduced based on WBIO	YES, ba/ma implemented Minors and major structure is or will be introduced in many courses

3 Initial Training of Subject School Teachers (continued)

Country	Is a higher level degree required to qualify as subject school teacher?	Model : concurrent or consecutive (specify if both and give %)	Are there any alternative pathways to subject school teacher status (explain & give duration of course)	Current duration of higher level degree study	Type of institution (University or non-university)	Year of latest reform of subject teacher education structures	Main changes introduced with latest reform 1) change of type of institution? 2) change of duration? 3) Introduction of ECTS? 4) Introduction of BA/MA structure? 5) Other?	Have latest changes connected to Bologna degree structure reforms? (give stage of implementation)
Portugal	YES. Master	Consecutive	There is not still a project of regulation regarding the vocational subjects	90 to 120 ECTS ; entrance at bachelor level	University and, for some subjects in lower secondary education, Teacher Education Colleges (Higher Professional Education)	2007	3 and 4 YES	After 2007, all subject teacher education programmes should be organized accordingly to this reform
Romania	YES	Concurrent +Consecutive (approx. 50/50)	NO	180 ECTS Licence + 60 ECTS DPPD (Department for Teacher Education)	University (Department for Teacher Education)	2004	1) YES 2) YES 3) YES (2002) 4) YES	YES

3 Initial Training of Subject School Teachers (continued)

	Is a higher level degree required to qualify as subject school teacher?	Model : concurrent or consecutive (specify if both and give %)	Are there any alternative pathways to subject school teacher status (please explain & give duration of course)	Current duration of higher level degree study	Type of institution or non-university in which teacher education takes place	Year of latest reform of subject teacher education structures	Main changes introduced with latest reform 1) change of type of institution? 2) change of duration? 3) Introduction of ECTS? 4) Introduction of BA/MA structure? 5) Other?	Have latest changes been connected to Bologna degree structure reforms? (give stage of implementation)
Slovenia	YES	Both, for some subjects, consecutive model mainly for vocational schools (95%.5%)	NO, in fact consecutive model is alternative pathway	4 year BA	University type: Faculty of Education	In 1987 extension from 2 year at special higher schools to 4 year university level, with Bologna structures (2004) Master Degree (300 ECTS) was introduced	1) YES from TT college to Faculty of Education 2) YES, from 2 to 4 years (in 1987) and from 4 to 5 in 2004 3) YES 4) possibility for MA and PhD studies	YES Current stage: legislation is adopted, faculty prepared new programs. (Model 3+2 or 4+1). Implementation of the new structure (4+1) planned by 2009/10
Spain	YES. Master	Consecutive	NO	Before reform: 5 Years. + a year for teacher qualification	University	2007	1) NO 2) YES 3) YES 4) BA (grade) 4 years, Master 1 year, 60 ECTS credits	YES Implementation starting 2008/2009

3 Initial Training of Subject School Teachers (continued)

	Is a higher level required to qualify as subject school teacher?	Model : concurrent or consecutive (specify if both and give %)	Are there any alternative pathways to subject school teacher status (please explain & give duration of course)	Current duration of higher level degree study	Type of institution or non-university in which teacher education takes place	Year of latest reform of subject education structures	Main changes introduced with latest reform 1) change of type of institution? 2) change of duration? 3) Introduction of ECTS? 4) Introduction of BA/MA structure? 5) Other?	Have changes connected to Bologna degree structure reforms? (give stage of implementation)
Sweden	For secondary and upper secondary is required 4,5-5,5 years	Concurrent	NO	4,5 –5,5 years	University	2001	A common degree for diff types of teachers but of diff length, stress on a research based education and development of educational research	YES from 1 July 2007
UK England- Wales	Work underway to introduce gradually a masters degree for all new teachers	Concurrent approx. 10% Consec 90% consecutive in universities and in schools	YES some univ are joint subject and in some modules in SEN are possible. 1 year school employment based routes to Qualified Teacher Status (QTS) possible, often delivered with a University	1 year full-time or equivalent part –time for masters- 3 years full time for PhD – up to 8 years part-time	Concurrent in universities and colleges of HE Consecutive in Universities and for graduates also in schools -	New QTS and other Teacher Standards implemented in September 2007.	Last major reform the three/four years concurrent training and one year graduate training – and school based training and introduced for all the Standards for Qualified Teacher Status- these are not an academic qualification but a status to be achieved by all trainees regardless of route in the profession	NO - we already have generally a three year first degree- but not 3 plus 2 – we have 3 plus 1 for Masters -