



Department
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An assessment of international teacher training systems: equivalence for England

**The National Recognition Information
Centre for the United Kingdom (UK NARIC)**

The views expressed in this report are the authors' and do not necessarily reflect those of the Department for Education.

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Executive Summary

Background

In September 2011, UK NARIC undertook a comprehensive comparative analysis of current international initial teacher training (ITT) systems in relation to the ITT system in England.

The aim of the study, conducted on behalf of the Department for Education (DfE), was to identify any countries where the ITT systems were sufficiently similar to the English ITT system that teachers trained in those countries should be able to apply directly for qualified teacher status (QTS) in England without needing to undertake further training.

Methodology

There were two main phases to the project.

First, as the focus of this study was on minimum standards for ITT, an initial filter was conducted to ensure that only those countries meeting comparable minimum qualification requirements in England were included in the analysis; namely, the minimum qualification requirement to teach met British Bachelor degree standard or above and a level of home language and mathematics¹ comparable to GCSE (grades A* - C) standard. Countries not meeting these two requirements were omitted from the analysis.

Secondly, on completion of the initial filter, the minimum standards of each country's ITT system were assessed against the specifications of the English ITT system. UK NARIC developed 11 indicators against which international ITT systems could be assessed. This was informed by the 2012 standards expected of new teachers and ITT programmes as discerned from the *Teachers' Standards* and a review of ITT programme materials. The scoring bands for each indicator identify the minimum threshold acceptable for comparability with the English system.

Quality assurance mechanisms for ITT and professional conduct expected of teachers were also considered. Where quality assurance of ITT was considered suitably robust to ensure consistent standards of training on a national level, countries were given an overall score based on the similarity to the English ITT system and ranked accordingly.

It must be emphasised that the purpose of this report is to highlight areas of convergence and divergence with the features and requirements of the English system of ITT rather than presenting an assessment of the overall quality of international ITT systems.

¹ A standard equivalent to GCSE grade C is required in English and mathematics, and in a science subject for those wishing to teach at primary level or key stage 2/3.

Results

There are no countries with teacher training systems sufficiently similar to England's to allow their teachers to apply directly for QTS without further training or conditions. In applying a strict interpretation of the methodology, none of the countries examined passed all the minimum thresholds of the indicators for their similarity to the current English ITT system.

A series of country rankings were produced to illustrate how different countries compared. These rankings were determined by factors such as overall score for similarity with the English ITT system, the total number of minimum thresholds passed, the similarity and suitability of ITT training programmes and the pedagogical approach underpinning training. Singapore was the highest scoring country overall and along with Hong Kong and South Africa, consistently appeared in the top six countries across the different rankings.

1. Context and Scope

Teachers trained outside of the European Economic Area (EEA) who wish to teach in England are required to obtain qualified teacher status (QTS) within four years of first teaching in England. This is most often achieved through the Overseas-Trained Teacher Programme (OTTP).

The aim of this study, conducted on behalf of the Department for Education (DfE), is to identify any countries where the initial teacher training (ITT) system is demonstrably comparable to England's. This would mean that teachers trained in these countries might be suitable to apply directly for QTS without needing to undertake further training.

For this purpose, the ITT routes for every country and principality in the world were examined with the exception of Australia, Canada, New Zealand and the USA. Teachers trained in these four countries may currently apply directly for QTS as the ITT systems within these countries are considered to be suitably similar to the system in England.

Countries covered by *Directive 2005/36/EC of the European Parliament and of the Council of 7 September 2005 on the recognition of professional qualifications*² were also exempt from the analysis.

As standards, requirements and content of teacher training continually develop, it should be noted that this study is a reflection of the ITT routes available and examined at the time of writing.

² Directive 2005/36/EC states that 'persons having acquired their professional qualifications in a Member State...have access to the same profession...in another Member State with the same rights as nationals'. In essence this means that those who have qualified to teach in a Member State must be permitted to teach in another, without further training. Countries covered by this directive, in addition to the UK, are Austria, Belgium, Bulgaria, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Latvia, Liechtenstein, Lithuania, Luxembourg, Malta, the Netherlands, Norway, Poland, Portugal, Romania, Slovakia, Slovenia, Spain, Sweden and Switzerland.

2. Methodology

This section outlines the methodological approach used to compare international teacher training systems against the standards expected of teachers in England. The outcome of this evaluation is a number of lists ranking countries according to the similarity of their ITT systems with that in England.

The methodological process was divided into two key phases:

- 1) initial research and filter;
- 2) development and application of a scoring system through reference to standards in England;

2.1 Initial Research and Filter

The basic requirements to enter the teaching profession in England are:

- a Bachelor degree;

The teaching profession in England is open to graduates only. Individuals may train at undergraduate level through a Bachelor of Arts/Science with QTS or a Bachelor of Education degree at a recognised university. They may also train at postgraduate level through one of the many routes open to Bachelor degree holders such as a Postgraduate Certificate in Education (PGCE), School-Centred Initial Teacher Training (SCITT) and the Graduate Teacher Programme (GTP).

- a standard equivalent to GCSE at grade C in English and mathematics.

Desk-based research enabled identification of countries where the minimum teacher training qualifications and requirements fell below the criteria for QTS in England. These countries were not included within the subsequent analysis. The outcomes of the initial filter stage are outlined in Appendix 2.

2.2 Development of a Scoring System through Reference to Standards in England

It was important to understand the qualitative and quantitative elements of the various teacher training possibilities in England and the standards that underpin them in order to provide a suitable scoring framework. For this, reference was made to the *Teachers' Standards*³ and the requirements in place for ITT.

These informed the criteria used to assess international ITT systems and determine the extent to which particular international systems prepared trainees to meet the standards expected of new teachers in England.

³ The *Teachers' Standards*, which will come into force on 1st September 2012, are designed to provide a single, overarching definition of the professional knowledge, skills and attributes expected of all teachers irrespective of their career stage. As such, the Teachers' Standards absorb the key aspects of the QTS and core professional standards previously published by the Training and Development Agency for Schools (TDA).

A number of scoring categories and sub-categories were identified:

- similarity and suitability of the ITT programmes
 - modes of learning and assessment;
 - training programme content; and
 - subject and curriculum preparation.
- requirements and core components of any practical placements
 - time spent in schools or appropriate settings;
 - age ranges addressed by training;
 - range of settings; and
 - level and type of teaching practice.
- pedagogical approach
 - similarity of pedagogical principles underpinning training; and
 - classroom control.
- expected skills
 - communication and relationship skills; and
 - level and application of English language.

It should be noted that although informed by the *Teachers' Standards*, the individual categories were not designed to correspond directly to particular standards. Instead, consideration of all categories was necessary to encompass the full set of standards. In order to present a fully transparent and flexible scoring system, the indicators were not weighted.

Most indicators used a six-point scoring scale so as to enable sufficient scope to differentiate between countries that simply met the requirements and those that were more closely comparable to the English system.

Specific scoring bands were defined for each of the eleven sub-categories outlined above. These were based on the following broad structure (a full break-down may be found in Appendix 1):

Table 1: Scoring band structure

Score	Definition
0	Standard/associated competencies not addressed. This score was also assigned where there was insufficient information available to make any assessment.
1	Some coverage of the knowledge, skills and competencies defined within the standard but minimum requirements not met.
2	Meets minimum threshold, important differences may exist though.
3	Exceeds the minimum threshold, differences may exist between England and national provision.
4	Extremely similar to the English ITT system, with only minor variations evident.
5	At least identical to provision in the English system.

Using the information obtained during the data gathering stage, each ITT system was examined against the scoring bands defined. As the aim of this project was to identify whether teachers trained in a particular country could be considered to meet the requirements of new teachers in England without additional training, it was essential that the scores reflected the minimum standards in place.

A total score was calculated for countries where the quality assurance of ITT was considered satisfactory. The number of minimum thresholds met and the average score achieved across the different indicators were also calculated. These informed the final rankings, the top-ranking countries being those where the ITT systems have been deemed most similar to the English ITT system.

2.3 Challenges and Considerations for the Research and Comparative Analysis

2.3.1 Historical Awards/On-going Reforms

As stated in Section 1, it was acknowledged that teaching requirements often change, develop and evolve. The focus of this study is on requirements for ITT as they exist at the time of writing. The country narratives contained in the study indicate, where information is available, when the current teaching requirements came into being or where reforms are on-going. The analysis for each country takes into consideration the extent to which these reforms have been implemented and the scoring reflects this.

2.3.2 Professional/Non-Qualification Routes

Outside of the primary routes into the teaching profession, many countries now have alternative routes that take account of an individual's experience either in teaching, as an unqualified or under-qualified teacher or in a particular industry. In some cases, this experience may be validated through a process of Recognition of Prior Learning (RPL). This grants certain exemptions within an ITT programme and allows experienced individuals to be awarded the same qualification and status upon course completion as those who have undertaken the full programme.

In other cases, individuals without a degree or formal training may be awarded a teaching licence on the basis of their experience in teaching or industry, particularly those teaching vocationally-oriented subjects. Often this licence is temporary or has a different status to those awarded on completion of an ITT programme and as such these routes have been excluded from comparison.

2.3.3 Quality Assurance

The criteria used when assessing quality assurance mechanisms is detailed in Appendix 1. It should be noted here that the analysis considers the official mechanisms in place. Quality assurance may also be considered unsatisfactory where there is insufficient clear information on the processes employed to monitor ITT provision.

2.4 Sources of Information

The project was conducted through desk-based research although the study also made use of information collated through a number of recent UK NARIC in-country visits.

UK NARIC's *International Comparisons* database was the main source of information used for the initial review and filter, particularly for determining the comparability of countries' ITT programmes and secondary qualifications to British Bachelor degree standard and GCSE (grades A* - C standard) respectively. UK NARIC is the national agency responsible for providing advice on the comparability of international qualifications to the UK education system. UK NARIC also has an on-going information development plan which ensures the continuing accuracy and validity of UK NARIC's data and assessment through a combination of desk-based research and in-country visits.

Countries that met the initial filter criteria were subject to an in-depth comparative review and analysis of each of the remaining countries' national ITT guidelines and training course content along with quantitative data based on appropriate indicators.

For each country the website of the relevant education authorities or equivalent body was the first resource examined. Data was also collated from other official sources such as websites of, or contacts within: Ministries of Education, embassies, teacher regulation bodies, training providers and credential evaluation bodies.

The research was supported by course overviews, sourced both online and from UK NARIC's internal certificate bank. National reports and country profiles created by organisations such as UNESCO, DFID or credential evaluation bodies also served as a useful reference. The UNESCO Institute for Statistics in particular provides general education statistics, such as the pupil:teacher ratio by level and by country.

Where there was a limited range and depth of information available, a qualitative judgement was made based on the available information and any issues with data availability were highlighted in the individual country profile.

3. Analysis and Conclusions

This section presents a summary of the project findings and the various country rankings resulting from the comparative analysis of the international ITT systems with the standards prescribed for ITT in England. Full country profiles may be found in the Appendix document, *An Assessment of International Teacher Training Systems: Country Profiles*.

3.1 Understanding the Project Findings

3.1.1 Identification of Minimum Standards in Place

As outlined in the methodology, the scores assigned for all countries are intended to reflect the minimum standards in place for ITT. This does hold implications for countries where the ITT system is less closely regulated, or where regulations are in place but less prescriptive than those for ITT in England. In both cases there is often clear variation in ITT content, structure and requirements.

For example, particular variation was observed in the requirements of the practical placements. Some were limited to three weeks or potentially not enforced by some universities while in other cases universities would have structured placements amounting to 20 weeks or more.

It is therefore emphasised that, as a result of focussing on minimum standards, the scores assigned may not necessarily be a reflection of the ITT system through which *most* teachers are trained but of the minimum standards to which *all* teachers are trained.

3.1.2 Use of Minimum Thresholds

In order to determine comparability with the English ITT system, UK NARIC developed minimum thresholds that described the defined guidelines in place for ITT programmes and the standards expected of qualified teachers in England. These minimum thresholds were then used to examine and score international ITT systems. This rigorous examination has impacted heavily on the final rankings: none of the international systems examined met all of the minimum thresholds.

Many countries met the requirements for subject and curriculum preparation but the failure rates were relatively high on other indicators, most notably for Indicator 6, "Range of Settings"⁴. Primarily, this was due to a lack of national-level regulation in this scoring category. In certain countries, individual institutions may require their students to visit multiple settings but a national requirement may not be appropriate or indeed possible, particularly in rural settings where there may only be one school for trainee teachers to attend.

⁴ One of the criteria for ITT in England is that each trainee should practise teaching in at least two schools. As such this was used as one of the indicators against which international ITT systems were assessed with the requirement to practise in two settings representing the minimum threshold for equivalence.

3.2 Rankings

As outlined above, no countries met the minimum thresholds across all indicators. This implies that no country's trained teachers could automatically bypass the ITT system without conditions or further training. The following section nevertheless presents a variety of rankings, demonstrating how different countries rank in terms of similarity to the English ITT system.

Please note that any countries that did not meet the required standards for quality assurance of ITT have been excluded from the final ranked lists. Unless quality assurance was fully in place and suitably robust, compliance with the minimum thresholds described could not be confirmed for all teachers qualifying within that system.

3.2.1 Ranking Based on Overall Scores

Based on overall scores for similarity to the English ITT system, the countries examined within the comparative analysis can be ranked as follows:

Table 2: All countries ranked by overall score

Rank Position	Country/Principality	Total Score
1	Singapore	35
2	Hong Kong	32
3	Israel	28
4	South Africa	27
5	Bahrain	25
5	Brunei Darussalam	25
7	Croatia	23
7	Cuba	23
7	Qatar	23
10	Turkey	21
11	Albania	20
11	Chile	20
11	Japan	20
14	Peru	19
14	Puerto Rico	19
16	Jordan	17
16	Montenegro	17
16	Oman	17
19	Colombia	16
19	Russian Federation	16
21	Azerbaijan	15
22	Algeria	14
22	Belarus	14
24	Brazil	13
24	Costa Rica	13
26	Georgia	11
27	Iran	10
28	China	5

3.2.2 Ranking Based on Overall Scores Excluding English Language

The next ranking by overall score, excludes scores for 'Indicator 11: Level and Application of English Language' since suitable proficiency could be ascertained on an individual level if necessary when applying for QTS.

Table 3: All countries ranked by overall score, excluding English language

Rank Position	Country	Total Score
1	Singapore	31
2	Hong Kong	28
3	Israel	26
3	South Africa	26
5	Croatia	23
5	Cuba	23
7	Bahrain	22
7	Brunei Darussalam	22
7	Qatar	22
10	Turkey	21
11	Albania	20
11	Chile	20
11	Japan	20
14	Peru	19
15	Montenegro	17
15	Oman	17
15	Puerto Rico	17
18	Colombia	16
18	Russian Federation	16
20	Azerbaijan	15
20	Jordan	15
22	Algeria	14
22	Belarus	14
24	Brazil	13
24	Costa Rica	13
26	Georgia	11
27	Iran	10
28	China	4

3.2.3 Ranking Based on Minimum Thresholds

Countries were assessed against 11 indicators, with the minimum thresholds representing the minimum acceptable standards for a particular aspect of ITT in England. The following table presents a ranked list of countries according firstly to the number of thresholds met, and then by total score.

Table 4: All countries ranked by number of minimum thresholds met

Rank Position	Country	No. of thresholds met (11)	Total Score
1	Hong Kong	9	32
2	Israel	9	28
3	Bahrain	9	25
3	Brunei Darussalam	9	25
5	Singapore	8	35
6	South Africa	8	27
7	Croatia	8	23
7	Cuba	8	23
7	Qatar	8	23
10	Peru	8	19
10	Puerto Rico	8	19
12	Turkey	7	21
13	Chile	7	20
13	Japan	7	20
15	Jordan	7	17
15	Oman	7	17
17	Colombia	7	16
18	Albania	6	20
19	Russian Federation	6	16
20	Azerbaijan	6	15
21	Montenegro	5	17
22	Algeria	5	14
23	Belarus	4	14
24	Brazil	4	13
25	Costa Rica	3	13
26	Georgia	3	11
27	Iran	3	10
28	China	1	5

3.2.4 Rankings Based on Achievement of Minimum Thresholds for Qualitative Indicators

A number of countries meet the minimum thresholds for the following indicators:

- modes of learning and assessment;
- training programme content;
- subject and curriculum preparation;
- level and type of teaching practice;
- similarity of pedagogical principles;
- classroom control; and
- communication skills.

They do not meet all of the prescribed levels for the following indicators though:

- time spent in schools;
- age ranges addressed by training;
- range of settings; or
- the use and application of English language.

Table 5: Countries meeting minimum thresholds for qualitative indicators⁵, ranked by total score

Rank Position	Country	Total Score
1	Singapore	35
2	Hong Kong	32
3	South Africa	27
4	Bahrain	25
4	Brunei Darussalam	25
6	Cuba	23
6	Qatar	23
8	Turkey	21
9	Chile	20
9	Japan	20
11	Puerto Rico	19
12	Colombia	16

Table 6: Countries meeting minimum thresholds for qualitative indicators⁶, ranked by total score with the exception of 'Indicator 11: level and application of English language'

Rank Position	Country	Total Score
1	Singapore	31
2	Hong Kong	28
3	South Africa	26
4	Cuba	23
5	Bahrain	22
5	Brunei Darussalam	22
5	Qatar	22
8	Turkey	21
9	Chile	20
9	Japan	20
11	Puerto Rico	17
12	Colombia	16

⁵ modes of learning and assessment, training programme content, subject and curriculum preparation, similarity of pedagogical principles, level and type of teaching practice, classroom control and communication skills.

⁶ As above.

Table 7: Countries meeting minimum thresholds for qualitative indicators, ranked by total number of minimum thresholds met

Rank Position	Country	No. of minimum thresholds met (11)	Total Score
1	Hong Kong	9	32
2	Bahrain	9	25
2	Brunei Darussalam	9	25
4	Singapore	8	35
5	South Africa	8	27
6	Cuba	8	23
6	Qatar	8	23
8	Puerto Rico	8	19
9	Turkey	7	21
10	Chile	7	20
10	Japan	7	20
12	Colombia	7	16

3.3 Conclusion

As illustrated above, there are a number of ways in which the results can be analysed. These lead to some variations in the countries' rank positions.

For example, Singapore, though the highest scoring country overall, was placed sixth when ranking countries based on the number of minimum thresholds passed. Where the Singaporean ITT system did meet the minimum thresholds though, it is important to note that the content was much more closely harmonised with English practices than in other countries researched in this study.

Ranking according to the minimum thresholds passed could be considered more relevant than ranking by overall score. This is because it identifies those countries that meet more of the minimum expected standards in England rather than those that may score particularly well for one or more indicators.

Two of the ranked lists exclude scores for Indicator 11, 'Level and Application of English Language' to give a balanced view of all international ITT systems examined so that English-speaking countries cannot be considered at an advantage.

While no countries meet all of the requirements to apply directly for QTS, Singapore, Hong Kong and South Africa were the only countries to consistently rank among the top six countries⁷ irrespective of the ranking criteria and in this regard, their ITT systems may be considered the most similar to the English ITT system.

⁷ Singapore ranked in the top four countries across five of the six rankings and within the top six countries for one of the six rankings. Hong Kong ranked in the top four countries for all rankings. South Africa ranked in the top four countries for four of the six rankings and within the top six countries for two of the six rankings.

4. Bibliography

This section provides a detailed but not exhaustive list of sources used to conduct the research and analysis of international ITT systems. Qualification transcripts held by UK NARIC, in addition to course overviews and syllabi sourced online provided a valuable insight into the duration, content and structure of teaching qualifications, while education authorities and other national/professional agencies websites and contacts were used to determine national standards and regulations in place.

Links are correct at time of writing but may be subject to change.

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Appendix 1: Scoring Criteria

The scoring bands applied to the analysis of each country are outlined below.

a) Similarity and Suitability of the ITT Programmes

Specific core content and modes of learning and assessment are not explicitly stipulated for ITT in England. ITT providers are responsible for both the design and development of ITT curricula. They must also define the ways in which their courses are delivered and assessed to ensure their graduates are able to meet the necessary standards. As such the scoring bands defined below were informed both through consideration of the national standards and a broad selection of training programme overviews of various levels and types as detailed within the report bibliography.

Indicator 1: Modes of Learning and Assessment

Table 8: Scoring bands for modes of learning and assessment

Score	Descriptor
0	Course tuition and assessment is completely theoretical with no opportunities for practice or practical activities, either simulated or in a real life setting. This score may also be assigned where no information is available on learning and assessment modes.
1	Course is predominantly theoretical with few opportunities for practice or practical activities.
2	The course provides both theory and practice and a <u>compulsory</u> practical component in a real-life situation.
3	The course provides a balance between theory and practice. The course must include a practical component in a real-life situation and the assessment should involve observed practice.
4	The course provides a balance between theory and practice. The course must include a practical component in a real-life situation: some simulated practice may be involved but there should be sufficient opportunities to develop practical skills in real-life situations (linked to time in schools scoring). Assessment should involve observed practice, ideally within different age/subject contexts. Written examination, coursework or oral assessments should be in place to test trainees' professional knowledge related to training programme content.
5	The course provides a similar ratio of theory and practice to the closest ITT method in England. Assessment should include observed practice (ideally within different age/subject contexts), review of lesson plans and other assignments, theory papers and trainee questioning to ensure thorough testing of pedagogical theory and practice that is closely aligned with ITT assessment objectives in England.

Indicator 2: Training Programme Content

It is also important to consider the content of training programmes when determining the comparability of an international ITT system to the English system. This was achieved through review of national requirements and subject benchmark statements for teacher education, where available. Where, as in England, responsibility for ITT curriculum design lies with providers, consideration was given to a sample of ITT providers' programme learning objectives and outcomes/syllabi/course overviews where available.

Table 9: Scoring bands for training programme content

Score	Descriptor
0	<p>It is possible to qualify as a teacher without taking particular ITT studies (e.g. solely through a licensing exam).</p> <p>This score may also be assigned where information on programme content was unavailable.</p>
1	<p>Limited or substantially different coverage of professional studies. This score may also be assigned where only basic course outlines are available, providing insufficient detail to determine whether minimum coverage of professional studies has been achieved.</p>
2	<p>Minimum coverage of professional studies to include knowledge of a variety of teaching strategies and lesson planning.</p>
3	<p>Good coverage of core professional studies. Subjects to include:</p> <ul style="list-style-type: none">• knowledge and application of a variety of teaching strategies;• behaviour management; and• lesson planning within specific contexts and for varying abilities.
4	<p>Good coverage of core professional studies. Subjects to include:</p> <ul style="list-style-type: none">• knowledge and application of a variety of teaching strategies;• behaviour management; and• lesson planning within specific contexts and for varying abilities. <p>With some coverage of:</p> <ul style="list-style-type: none">• questioning and the use of informal assessment techniques to monitor progress; and• facilitating group work.
5	<p>Excellent coverage of core professional studies to include:</p> <ul style="list-style-type: none">• knowledge and application of a variety of teaching strategies;• behaviour management;• lesson planning for inclusion (low and high attainers, non-native students), for specific groups, with reference to a national curriculum or framework, and with a clear understanding of the use of learning outcomes in the planning process; and• questioning and the use of informal assessment techniques to monitor progress.

Indicator 3: Subject and Curriculum Preparation

Scoring was based on any subject-specific training or entry requirements. Desk-based research and analysis also sought to answer the following questions:

- What, if any, subject requirements are in place for admission to ITT programmes? Are teachers expected to demonstrate a particular level of knowledge in core curriculum subjects either upon admission to the ITT programme or as part of it?
- Do the programmes contain modules to enable trainees to develop their subject knowledge in accordance with the age and ability range they are intending to teach?

Table 10: Scoring bands for subject and curriculum preparation

Score	Descriptor
0	Teacher training programmes teach generic skills with no differentiation according to subject or level. No subject specific admission requirements are in place.
1	Teacher training programmes do contain a subject specialisation but this is not addressed in sufficient depth to ensure new teachers could teach that subject at an appropriate level.
2	Training programmes include specific subjects or require specific subjects for admission ensuring teachers should either have a subject specialisation or be suitably prepared to teach across a range of subjects.
3	Teacher training includes specific subjects or requires specific subjects for admission. Training is linked closely to the country or education system's requirements with subject-specific teaching methodology at an appropriate level.
4	Teacher training is linked closely to the country or education system's requirements with lesson planning reflective of the country's curriculum content, aims and structures and the level at which they have trained to teach.
5	Teacher training is linked closely to the country or education system's requirements with lesson planning reflective of the country's curriculum content, aims and structures and the level at which they have trained to teach. Subject provision covers the National Curriculum in England with broadly similar aims and structure.

b) Requirements and Core Components of any Practical Placements

Teaching practice in schools constitutes an integral and compulsory part of ITT in England, ensuring that (prior to the award of QTS) trainee teachers have considerable opportunities to observe other teachers, deliver lessons and develop their own practice in response to peer feedback and self-evaluation.

In some countries it was found that different training routes varied in their requirements for practical teaching placements: for example an undergraduate degree programme may require 20 weeks of teaching practice while a postgraduate ITT programme may require less than 10. Such variations in requirements were highlighted within the country analysis section and reflected in the scores assigned, which were based on the minimum standards.

Indicator 4: Time Spent in Schools or Appropriate Settings

This considered any time spent in schools or appropriate settings either within the main ITT programme, or within a mandatory induction taken *prior* to the award of qualified/licenced teacher status.

Table 11: Scoring bands for time spent in schools or appropriate settings

Score	Descriptor
0	No compulsory practice or less than 10 weeks.
1	10 to 17 weeks.
2	18 weeks.
3	19 to 21 weeks.
4	22 to 23 weeks.
5	24 weeks or more.

Indicator 5: Age Ranges Addressed by Training

The different age ranges for the purpose of teacher training in England are as follows:

- ages three to five (foundation stage);
- ages five to seven (school years 1-2);
- ages seven to nine (school years 3-4);
- ages nine to 11 (school years 5-6);
- ages 11 to 14 (school years 7-9);
- ages 14 to 16 (school years 10-11); and
- ages 16 to 19 (school years 12-13).

When considering the age ranges for which overseas trained teachers prepare to teach, the following scoring system was used:

Table 12: Scoring bands for age ranges addressed by training

Score	Descriptor
0	No specified age range: ITT is generic to all levels of education.
1	Teachers may prepare for a specific age range which does not correspond sufficiently to those outlined for England.
2	Training programmes prepare trainee teachers to teach a range of ages that broadly correspond to two consecutive age ranges in England. The exact age groupings outlined above may not necessarily apply – due to differences in school structures ⁸ .
3	Training programmes prepare trainee teachers to teach a range of ages that broadly correspond to two or more consecutive age ranges, where the school structure shares similarities with that in England.
4	Training programmes and practical placements prepare teachers to teach a range of ages that broadly correspond to two consecutive age ranges in England. The school structure shares similarities with that in England.
5	Age ranges addressed by the training programmes and practical placements correspond exactly to two or more consecutive age ranges, with the aims and key stages of school curriculum markedly similar to those in England.

⁸ One of the challenges presented in this indicator is a lack of consistency in how countries' age ranges are defined across current literature and Ministerial sites. It is acknowledged that one school year for students aged 12, for example, may have students of two ages (11/12 or 12/13). To account for this, Band 2 allows for the age ranges to differ by one year and still be deemed comparable.

Indicator 6: Range of Settings

In order to ensure thorough and comprehensive practical training, ITT in England involves training and actual teaching in at least two schools. This requirement was reflected in the scoring system, as outlined below:

Table 13: Scoring bands for range of settings

Score	Descriptor
0	Either no practical requirement or practice is wholly simulated.
1	Placement in one setting or no national requirement to practise in two settings. Alternatively, trainee teachers may undertake placements in two schools but only undertake actual teaching practice in one setting (where the other setting provides only the opportunity to observe practising teachers).
2	Teaching practice is required in two schools or learning environments.

Indicator 7: Level and Type of Teaching Practice

Although the duration and range of the practice in schools is important, it is acknowledged that in some countries the expectations placed on trainee teachers may differ. In certain schools trainees may be required only to deliver lessons based on prescribed lesson plans rather than constructing their own. Additionally, trainees may not be required to deliver full lessons but instead focus on observation of existing teachers with limited opportunities to develop practical skills.

In view of the expectations placed on teachers in England as observed within the Ofsted Framework for Inspection of ITT, a selection of ITT course overviews and the *Teachers' Standards*, six scoring bands were developed. To meet the minimum threshold, trainees must deliver some full lessons. Higher scores were available where it was evident that a certain proportion of practice is spent delivering full lessons. The proportions used (a third and 60%) were determined through a review of integrated teaching practice requirements observed within a selection of current ITT programmes offered in England:

Table 14: Scoring bands for the level and type of teaching practice

Score	Descriptor
0	No practice or practice involves observation only.
1	Strong emphasis on observation of other teachers with few opportunities or requirements for trainees to deliver lessons or parts of lessons.
2	Trainees are required to deliver full lessons within their placement in order to successfully pass the placement component.
3	<p>The placement should involve:</p> <ul style="list-style-type: none"> • analytical observation of other teachers; • a third or more of the placement should be dedicated to teaching part or full lessons with trainees required to plan lessons accordingly; and • trainees are required to monitor learners' progress.
4	<p>The placement should involve:</p> <ul style="list-style-type: none"> • analytical observation of other teachers; • 60% or more of the placement should be dedicated to teaching part or full lessons with trainees required to plan lessons accordingly; and • trainees are required to monitor learners' progress.
5	<p>The placement should involve:</p> <ul style="list-style-type: none"> • analytical observation of other teachers; • 60% or more of the placement should be dedicated to teaching full lessons with trainees responsible for lesson planning both of individual lessons and groups of sequential lessons; • lesson planning should require differentiated tasks with clear links to learning outcomes and potential barriers to learning; trainees are required to monitor learners' progress and use it to inform future teaching approaches and lesson content; and • trainees are required to self-evaluate and respond to feedback for their own development.

c) Pedagogical Approach

Indicator 8: Similarity of Pedagogical Principles

Where possible, the pedagogical principles have been discerned from teacher training curricula and standards. Where this information was unavailable, UK NARIC referred to reliable information on school assessments. The type of assessment undertaken by students would give some indication of the style of learning in place. For example, if secondary school assessment involves extended and analytical essay questions, it is clear that students in that country are expected to demonstrate critical thinking skills. In other countries, examinations are designed to test students' factual knowledge through short-answer and/or multiple choice questions. This focus on knowledge transmission and repetition is typically addressed in schools through more teacher-centred strategies.

Table 15: Scoring bands for similarity of pedagogical principles underpinning training

Score	Descriptor
0	Teachers train for and deliver lessons wholly focussed on rote and teacher-centred learning.
1	Some student-centred learning may exist but teachers train for and deliver lessons largely focussed on rote and teacher-centred learning.
2	Teachers can use appropriate teaching style to encourage independent thinking.
3	Teachers have a flexible approach and are able to adapt the approach to develop a range of higher order thinking skills within their students.
4	Teachers have a flexible approach and are able to adapt the approach to develop a range of higher order thinking skills within their students. Teachers should know how to use structured learning and active engagement techniques.
5	Teachers should have knowledge of the principles and application of structured learning, active engagement techniques, guided learning and modelling or similar, to facilitate development of National Curriculum Thinking Skills/Personal Learning and Thinking Skills (PLTS) corresponding to the level for which they are trained.

Indicator 9: Classroom Control

The ability to maintain classroom control is important to ensure students' safety and learning. To determine the score assigned to each country for classroom control requires consideration both of behavioural management techniques, whether included in the course curriculum or assessed within the practical placement model. Where there has been reliable information available, the respective cultural context, including aspects such as attitudes towards the teaching profession, types of school and class sizes⁹, has also been considered.

⁹ The approach used by various countries to calculate the pupil:teacher ratio can vary making it difficult to provide a meaningful comparison. To ensure a consistent approach, data collated by the UNESCO Institute for Statistics was used. Using a single source ensured consistency in the data though it is acknowledged that the UNESCO Institute for Statistics collates data only for the UK, rather than England in isolation. It should also be noted that data on the UK may differ by year among the country profiles. This is because UK data was selected for the same year as data sourced on the country under analysis so as to ensure that the fairest comparison was given in view of fluctuating ratios by year.

Table 16: Scoring bands for classroom control

Score	Descriptor
0	Classroom control is not covered in the syllabus and there is no compulsory practical placement.
1	Classroom control is not explicitly defined in the curriculum but the programme contains a compulsory practical placement in a real-life setting. The focus of this placement is largely on observation (below minimum threshold for Indicator 7, 'Level and Type of Teaching Practice').
2	<p>Elements of classroom control or behavioural management should be included in the syllabus <i>or</i> the programme contains a practical placement in a real-life setting. During practice trainees will be required to deliver full lessons, some of which should be observed and assessed (meets or exceeds the minimum threshold for Indicator 7, 'Level and Type of Teaching Practice').</p> <p>Teachers may, on average, have smaller classes than in the UK or there may be particular cultural considerations meaning that they may be less prepared for delivery in English classrooms.</p>
3	<p>Elements of classroom control or behavioural management should be included in the syllabus <i>and</i> the programme contains a compulsory practical placement in a real-life setting. During practice trainees will be required to deliver full lessons, some of which should be observed and assessed (meets or exceeds the minimum threshold Indicator 7, 'Level and Type of Teaching Practice').</p> <p>Teachers may, on average, have smaller classes than in the UK or there may be particular cultural considerations meaning that they may be less prepared for delivery in English classrooms.</p>
4	Curriculum should include specific teaching on behavioural management techniques including strategies for dealing with disruptive learners. The programme contains a practical placement in a real-life setting where trainees are required to deliver full lessons, some of which should be observed and assessed.
5	<p>Curriculum should include teaching on behavioural management covering a range of strategies for dealing with disruptive learners. Curriculum or practical placement includes the setting of clear expectations for behaviour.</p> <p>The pupil:teacher ratio should be close to that in the UK.</p>

d) Expected Skills

The Teachers' Standards define the soft skills and attributes teachers should be able to demonstrate so that ITT providers are able to observe and assess their trainees against these standards. Where assessment was made of a country's national training system though, it was necessary to consider a range of sources to determine whether development of these skills was nurtured and/or required by the ITT system.

Indicator 10: Communication and Relationship Skills

When considering this indicator, sources referenced (where available) were:

- level descriptors or marking criteria for assessing trainee performance in lessons, such as those stipulated by Ofsted (2008) in the English context;
- background cultural information, where reliable and appropriate; and
- any coverage or learning outcomes detailed within appropriate ITT programmes.

Table 17: Scoring bands for communication and relationship skills

Score	Descriptor
0	Curriculum does not address communication skills development and there is no compulsory placement to ensure trainees have the opportunity to develop these skills in a real-life setting.
1	Curriculum does not address communication skills development. A practical placement may be integral to ITT programmes but there is insufficient evidence, at the national level, that communication skills would correspond to the minimum threshold defined.
2	Curriculum should cover general communication skills <i>or</i> include a compulsory assessed practical placement that tests trainees' ability to communicate effectively.
3	Curriculum should cover giving feedback and general communication skills <i>and</i> include a compulsory assessed practical placement that tests trainees' ability to communicate effectively.
4	Curriculum should cover giving feedback and specific communication skills for teachers <i>and</i> include a compulsory assessed practical placement that tests trainees' ability to communicate effectively and (linked to 'level and type of teaching practice') where at least 60.0% of the placement is spent delivering full lessons.
5	<p>Curriculum should cover giving feedback and specific communication skills for teachers <i>and</i> include a compulsory assessed practical placement that tests trainees' ability to communicate effectively and (linked to 'time spent in schools' and 'level and type of teaching practice') where the practical placement is at least 18 weeks in duration, at least 60.0% of which is spent delivering full lessons'.</p> <p>Strong communication skills, strategies for providing constructive feedback to pupils, parents and other staff, and effective response to questions is either covered within the curriculum or implied within the national standards for registration.</p> <p>The ability of a trainee to communicate in a way in which encourages and engages students is linked with pedagogical principles and teaching methods. Trainees should be able to adapt phrasing and explanations to match learners' levels and progress.</p>

Indicator 11: Level and Application of English Language

An integral element of the assessment process in this study is the consideration of the level and application of English language within international teacher training contexts. It is important to note that, although English may be an official language within a particular country, it may not be used as the main spoken language or as the medium of instruction. UK NARIC therefore considered the following questions:

- Is English the sole language used in the country? If not how is it used, if at all?
- Is English used as the medium of instruction and assessment for all of the identified teacher training routes?
- Are there any English language requirements for admission to the ITT programme?

Table 18: Scoring bands for level and application of English language

Score	Descriptor
0	English is not an official first or second language and no English language requirements are set for admission to ITT programme.
1	English is not an official first or second language. Whilst it may be a compulsory subject studied by students in secondary school however no formal English language requirements are set for admission to ITT programme.
2	English is a widely spoken language within the country. A level of English, as a second language, comparable to GCSE standard is required for admission to the ITT programme and applicants must possess effective oral and written communication skills in Standard English.
3	English is an official or widely spoken language in the country. English language (second language) requirements, comparable at least to GCSE standard, are in place for programme admission and the programme contains English language modules to further develop proficiency.
4	English is an official language in the country. English language (first language) requirements are in place for programme admission.
5	English is the sole official and spoken language in the country. English is used as the medium of instruction and assessment of ITT programmes and teachers will be required to teach in English upon completion. Any students who are not native speakers should be required to undertake an English language proficiency test or equivalent for admission.

e) Quality Assurance and Monitoring Processes

In order to ensure the accuracy and validity of the results, consideration of quality assurance mechanisms and procedures is essential. There must be sufficient quality assurance and monitoring mechanisms in place to ensure that appropriate standards are consistent and maintained across the profession.

This involved consideration of any higher education or ITT programme regulation, professional registration requirements or regulatory measures, accreditation and recognition procedures.

The criteria outlined above enabled UK NARIC to make an overall qualitative judgement on the rigour of current quality assurance practices. Therefore where this aspect was considered unsatisfactory, the country in question was excluded from the final ranked lists.

Appendix 2: Summary of Initial Filter Stages

Table 19: Summary table for all countries

Country	Consideration in Study	Comments
Afghanistan	Excluded following initial filter.	Does not meet criteria for inclusion - Bachelor degree.
Albania	Included in the analysis.	Science is an elective subject and would not be studied by all students at a level comparable to GCSE. The analysis applies to all teacher training routes.
Algeria	Included in the analysis.	Science is an elective subject and would not be studied by all students at a level comparable to GCSE. The analysis applies to training routes for lower and upper secondary school teachers only.
Andorra	Excluded following initial filter.	Does not meet criteria for inclusion - Bachelor degree.
Angola	Excluded following initial filter.	Does not meet criteria for inclusion - GCSEs.
Antigua and Barbuda	Excluded following initial filter.	Does not meet criteria for inclusion - Bachelor degree.
Argentina	Excluded following initial filter.	Does not meet criteria for inclusion - GCSEs.
Armenia	Included in the analysis.	The analysis applies to training routes for secondary school teachers only.
Australia	Exempt from study.	Exempt. Teachers qualified in this country will be awarded QTS in England without further training ¹⁰ .
Austria	Exempt from study.	Covered by Directive 2005/36/EC.
Azerbaijan	Included in the analysis.	The analysis applies to training routes for secondary school teachers only.
Bahamas	Excluded following initial filter.	Does not meet criteria for inclusion - GCSEs.
Bahrain	Included in the analysis.	The analysis applies to all teacher training routes.
Bangladesh	Excluded following initial filter.	Does not meet criteria for inclusion - GCSEs.

¹⁰ Department for Education (2012a)

Barbados	Excluded following initial filter.	Does not meet criteria for inclusion - Bachelor degree.
Belarus	Included in the analysis.	Science is an elective subject and would not be studied by all students at a level comparable to GCSE. The analysis applies to training routes for secondary school teachers only.
Belgium	Exempt from study.	Covered by Directive 2005/36/EC.
Belize	Excluded following initial filter.	Does not meet criteria for inclusion - Bachelor degree.
Benin	Excluded following initial filter.	Does not meet criteria for inclusion - GCSEs.
Bermuda	Excluded following initial filter.	Does not meet criteria for inclusion - Bachelor degree.
Bhutan	Excluded following initial filter.	Does not meet criteria for inclusion - Bachelor degree.
Bolivia	Excluded following initial filter.	Does not meet criteria for inclusion - GCSEs.
Botswana	Excluded following initial filter.	Does not meet criteria for inclusion - Bachelor degree.
Brazil	Included in the analysis.	The analysis applies to secondary school teacher training routes only.
Brunei Darussalam	Included in the analysis.	Science is an elective subject and would not be studied by all students at a level comparable to GCSE. The analysis applies to all teacher training routes.
Bulgaria	Exempt from study.	Covered by Directive 2005/36/EC.
Burkina Faso	Excluded following initial filter.	Does not meet criteria for inclusion - Bachelor degree.
Burundi	Excluded following initial filter.	Does not meet criteria for inclusion - Bachelor degree.
Cambodia	Excluded following initial filter.	Does not meet criteria for inclusion - Bachelor degree.
Cameroon	Excluded following initial filter.	Does not meet criteria for inclusion - GCSEs.
Canada	Exempt from study.	Exempt. Teachers qualified in this country will be awarded QTS in England without further training ¹¹ .
Cape Verde	Excluded following initial filter.	Does not meet criteria for inclusion - Bachelor degree.
Central African Republic	Excluded following initial filter.	Does not meet criteria for inclusion - Bachelor degree.

¹¹ Department for Education (2012a)

Chad	Excluded following initial filter.	Does not meet criteria for inclusion - GCSEs.
Chile	Included in the analysis.	The analysis applies to all standard teacher training routes though some professional routes have been excluded from analysis.
China	Included in the analysis.	The analysis applies to training routes for upper secondary school teachers only.
Colombia	Included in the analysis.	Science is an elective subject and would not be studied by all students at a level comparable to GCSE. The analysis applies to training routes for secondary school teachers only.
Comoros	Excluded following initial filter.	Does not meet criteria for inclusion - Bachelor degree.
Congo	Excluded following initial filter.	Does not meet criteria for inclusion - GCSEs.
Cook Islands, the	Excluded following initial filter.	Does not meet criteria for inclusion - Bachelor degree.
Costa Rica	Included in the analysis.	The analysis applies to training routes for secondary school teachers only.
Cuba	Included in the analysis.	The analysis applies to all teacher training routes.
Cyprus	Exempt from study.	Covered by Directive 2005/36/EC.
Czech Republic, the	Exempt from study.	Covered by Directive 2005/36/EC.
Democratic People's Republic of Korea	Excluded following initial filter.	Does not meet criteria for inclusion - Bachelor degree.
Democratic Republic of the Congo	Excluded following initial filter.	Does not meet criteria for inclusion - Bachelor degree.
Denmark	Exempt from study.	Covered by Directive 2005/36/EC.
Djibouti	Excluded following initial filter.	Does not meet criteria for inclusion - Bachelor degree.
Dominica	Excluded following initial filter.	Does not meet criteria for inclusion - Bachelor degree.
Dominican Republic, the	Excluded following initial filter.	Does not meet criteria for inclusion - Bachelor degree.
Ecuador	Excluded following initial filter.	Does not meet criteria for inclusion - GCSEs.
Egypt	Excluded following initial filter.	Does not meet criteria for inclusion - GCSEs.

El Salvador	Excluded following initial filter.	Does not meet criteria for inclusion - Bachelor degree.
Equatorial Guinea	Excluded following initial filter.	Does not meet criteria for inclusion - Bachelor degree.
Eritrea	Excluded following initial filter.	Does not meet criteria for inclusion - Bachelor degree.
Estonia	Exempt from study.	Covered by Directive 2005/36/EC.
Ethiopia	Excluded following initial filter.	Does not meet criteria for inclusion - Bachelor degree.
Fiji	Excluded following initial filter.	Does not meet criteria for inclusion - Bachelor degree.
Finland	Exempt from study.	Covered by Directive 2005/36/EC.
France	Exempt from study.	Covered by Directive 2005/36/EC.
Gabon	Excluded following initial filter.	Does not meet criteria for inclusion - GCSEs.
Gambia	Excluded following initial filter.	Does not meet criteria for inclusion - Bachelor degree.
Germany	Exempt from study.	Covered by Directive 2005/36/EC.
Ghana	Excluded following initial filter.	Does not meet criteria for inclusion - Bachelor degree.
Greece	Exempt from study.	Covered by Directive 2005/36/EC.
Grenada	Excluded following initial filter.	Does not meet criteria for inclusion - Bachelor degree.
Guatemala	Excluded following initial filter.	Does not meet criteria for inclusion - Bachelor degree.
Guinea	Excluded following initial filter.	Does not meet criteria for inclusion - Bachelor degree.
Guinea-Bissau	Excluded following initial filter.	Does not meet criteria for inclusion - Bachelor degree.
Guyana	Excluded following initial filter.	Does not meet criteria for inclusion - Bachelor degree.
Haiti	Excluded following initial filter.	Does not meet criteria for inclusion - Bachelor degree.
Honduras	Excluded following initial filter.	Does not meet criteria for inclusion - Bachelor degree.
Hong Kong	Included in the analysis.	Science is an elective subject and would not be studied by all students at a level comparable to GCSE. The analysis applies to certain teacher training routes only.
Hungary	Exempt from study.	Covered by Directive 2005/36/EC.

Iceland	Exempt from study.	Covered by Directive 2005/36/EC.
India	Excluded following initial filter.	Does not meet criteria for inclusion - GCSEs.
Indonesia	Excluded following initial filter.	Does not meet criteria for inclusion - Bachelor degree.
Iran	Included in the analysis.	The analysis applies to secondary school teacher training routes only.
Iraq	Excluded following initial filter.	Does not meet criteria for inclusion - Bachelor degree.
Ireland	Exempt from study.	Covered by Directive 2005/36/EC.
Israel	Included in the analysis.	Science is an elective subject and would not be studied by all students at a level comparable to GCSE. The analysis applies to all teacher training routes.
Italy	Exempt from study.	Covered by Directive 2005/36/EC.
Ivory Coast, the	Excluded following initial filter.	Does not meet criteria for inclusion - Bachelor degree.
Jamaica	Excluded following initial filter.	Does not meet criteria for inclusion - Bachelor degree.
Japan	Included in the analysis.	Science is an elective subject and would not be studied by all students at a level comparable to GCSE. The analysis applies to teacher training routes leading to a General Type I Teaching Certificate only.
Jordan	Included in the analysis.	The analysis applies to all teacher training routes.
Kazakhstan	Included in the analysis.	Science is an elective subject and would not be studied by all students at a level comparable to GCSE. The analysis applies to training routes for secondary school teachers only.
Kenya	Excluded following initial filter.	Does not meet criteria for inclusion - Bachelor degree.
Kiribati	Excluded following initial filter.	Does not meet criteria for inclusion - Bachelor degree.
Kosovo	Included in the analysis.	The analysis applies to all teacher training routes.
Kuwait	Excluded following initial filter.	Does not meet criteria for inclusion - GCSEs.
Kyrgyzstan	Included in the analysis.	The analysis applies to training routes for secondary school teachers only.
Laos	Excluded following initial filter.	Does not meet criteria for inclusion - Bachelor degree.

Latvia	Exempt from study.	Covered by Directive 2005/36/EC.
Lebanon	Excluded following initial filter.	Does not meet criteria for inclusion - GCSEs.
Lesotho	Excluded following initial filter.	Does not meet criteria for inclusion - Bachelor degree.
Liberia	Excluded following initial filter.	Does not meet criteria for inclusion - Bachelor degree.
Libya	Excluded following initial filter.	Does not meet criteria for inclusion - Bachelor degree.
Liechtenstein	Exempt from study.	Covered by Directive 2005/36/EC.
Lithuania	Exempt from study.	Covered by Directive 2005/36/EC.
Luxembourg	Exempt from study.	Covered by Directive 2005/36/EC.
Macao	Excluded following initial filter.	Does not meet criteria for inclusion - Bachelor degree.
Macedonia	Excluded following initial filter.	Does not meet criteria for inclusion - GCSEs.
Madagascar	Excluded following initial filter.	Does not meet criteria for inclusion - Bachelor degree.
Malawi	Excluded following initial filter.	Does not meet criteria for inclusion - Bachelor degree.
Malaysia	Excluded following initial filter.	Does not meet criteria for inclusion - Bachelor degree.
Maldives, the	Excluded following initial filter.	Does not meet criteria for inclusion - GCSEs.
Mali	Excluded following initial filter.	Does not meet criteria for inclusion - Bachelor degree.
Malta	Exempt from study.	Covered by Directive 2005/36/EC
Marshall Islands	Excluded following initial filter.	Does not meet criteria for inclusion - Bachelor degree.
Mauritania	Included in the analysis.	Science is an elective subject and would not be studied by all students at a level comparable to GCSE. The analysis applies to training routes for upper secondary school teachers only.
Mauritius	Excluded following initial filter.	Does not meet criteria for inclusion - GCSEs.
Mexico	Excluded following initial filter.	Does not meet criteria for inclusion - GCSEs.
Micronesia	Excluded following initial filter.	Does not meet criteria for inclusion - Bachelor degree.
Micronesia	Excluded following initial filter.	Does not meet criteria for inclusion - Bachelor degree.

Moldova	Excluded following initial filter.	Does not meet criteria for inclusion - GCSEs.
Monaco	Excluded following initial filter.	Does not meet criteria for inclusion - Bachelor degree.
Mongolia	Included in the analysis.	Science is an elective subject and would not be studied by all students at a level comparable to GCSE. The analysis applies to training routes for secondary school teachers only.
Montenegro	Included in the analysis.	The analysis applies to all teacher training routes.
Morocco	Included in the analysis.	The analysis applies to training routes for upper secondary school teachers only.
Mozambique	Excluded following initial filter.	Does not meet criteria for inclusion - Bachelor degree.
Myanmar	Excluded following initial filter.	Does not meet criteria for inclusion - Bachelor degree.
Namibia	Excluded following initial filter.	Does not meet criteria for inclusion - Bachelor degree.
Nauru	Excluded following initial filter.	Does not meet criteria for inclusion - Bachelor degree.
Nepal	Excluded following initial filter.	Does not meet criteria for inclusion - Bachelor degree.
Netherlands, the	Exempt from study.	Covered by Directive 2005/36/EC.
New Zealand	Exempt from study.	Exempt. Teachers qualified in this country will be awarded QTS in England without further training ¹² .
Nicaragua	Excluded following initial filter.	Does not meet criteria for inclusion - Bachelor degree.
Nigeria	Included in the analysis.	The analysis applies to training routes for upper secondary school teachers (leading to a Category C Licence) only.
Norway	Exempt from study.	Covered by Directive 2005/36/EC.
Oman	Included in the analysis.	The analysis applies to all teacher training routes.
Pakistan	Excluded following initial filter.	Does not meet criteria for inclusion - GCSEs.
Palau	Excluded following initial filter.	Does not meet criteria for inclusion - Bachelor degree.

¹² Department for Education (2012a)

Palestinian National Authority	Included in the analysis.	The analysis applies to all teacher training routes.
Panama	Excluded following initial filter.	Does not meet criteria for inclusion - GCSEs.
Papua New Guinea	Excluded following initial filter.	Does not meet criteria for inclusion - GCSEs.
Paraguay	Excluded following initial filter.	Does not meet criteria for inclusion - Bachelor degree.
Peru	Included in the analysis.	The analysis applies to all teacher training routes.
Philippines	Excluded following initial filter.	Does not meet criteria for inclusion - Bachelor degree.
Poland	Exempt from study.	Covered by Directive 2005/36/EC.
Portugal	Exempt from study.	Covered by Directive 2005/36/EC.
Qatar	Included in the analysis.	The analysis applies to all teacher training routes.
Republic of Korea	Included in the analysis.	The analysis applies to all teacher training routes.
Romania	Exempt from study.	Covered by Directive 2005/36/EC.
Russian Federation, the	Included in the analysis.	Science is an elective subject and would not be studied by all students at a level comparable to GCSE. The analysis applies to training routes for upper secondary school teachers only.
Rwanda	Excluded following initial filter.	Does not meet criteria for inclusion - Bachelor degree.
Samoa	Excluded following initial filter.	Does not meet criteria for inclusion - Bachelor degree.
San Marino	Excluded following initial filter.	Does not meet criteria for inclusion - Bachelor degree.
Sao Tomé and Príncipe	Excluded following initial filter.	Does not meet criteria for inclusion - Bachelor degree.
Saudi Arabia	Excluded following initial filter.	Does not meet criteria for inclusion - GCSEs.
Senegal	Excluded following initial filter.	Does not meet criteria for inclusion - GCSEs.
Serbia	Excluded following initial filter.	Does not meet criteria for inclusion - GCSEs.
Seychelles	Excluded following initial filter.	Does not meet criteria for inclusion - Bachelor degree.
Sierra Leone	Excluded following initial filter.	Does not meet criteria for inclusion - Bachelor degree.

Singapore	Included in the analysis.	The analysis applies to certain teacher training routes only.
Slovakia	Exempt from study.	Covered by Directive 2005/36/EC.
Slovenia	Exempt from study.	Covered by Directive 2005/36/EC.
Solomon Islands, the	Excluded following initial filter.	Does not meet criteria for inclusion - Bachelor degree.
Somalia	Excluded following initial filter.	Does not meet criteria for inclusion - Bachelor degree.
South Africa	Included in the analysis.	The analysis applies to certain teacher training routes only.
Spain	Exempt from study.	Covered by Directive 2005/36/EC.
Sri Lanka	Excluded following initial filter.	Does not meet criteria for inclusion - Bachelor degree.
St Kitts and Nevis	Excluded following initial filter.	Does not meet criteria for inclusion - Bachelor degree.
St Lucia	Excluded following initial filter.	Does not meet criteria for inclusion - Bachelor degree.
St Vincent and Grenadines	Excluded following initial filter.	Does not meet criteria for inclusion - Bachelor degree.
Sudan	Excluded following initial filter.	Does not meet criteria for inclusion - Bachelor degree.
Suriname	Excluded following initial filter.	Does not meet criteria for inclusion - Bachelor degree.
Swaziland	Excluded following initial filter.	Does not meet criteria for inclusion - Bachelor degree.
Sweden	Exempt from study.	Covered by Directive 2005/36/EC.
Switzerland	Exempt from study.	Covered by Directive 2005/36/EC.
Syria	Excluded following initial filter.	Does not meet criteria for inclusion - GCSEs.
Taiwan	Excluded following initial filter.	Does not meet criteria for inclusion - Bachelor degree.
Tajikistan	Excluded following initial filter.	Does not meet criteria for inclusion - GCSEs.
Tanzania	Excluded following initial filter.	Does not meet criteria for inclusion - Bachelor degree.
Thailand	Excluded following initial filter.	Does not meet criteria for inclusion - GCSEs.
Timor-Leste	Excluded following initial filter.	Does not meet criteria for inclusion - Bachelor degree.
Togo	Excluded following initial filter.	Does not meet criteria for inclusion - GCSEs.
Tokelau	Excluded following initial filter.	Does not meet criteria for inclusion - Bachelor degree.

Tonga	Excluded following initial filter.	Does not meet criteria for inclusion - Bachelor degree.
Trinidad and Tobago	Excluded following initial filter.	Does not meet criteria for inclusion - Bachelor degree.
Tunisia	Excluded following initial filter.	Does not meet criteria for inclusion - GCSEs.
Turkey	Included in the analysis.	The analysis applies to all teacher training routes.
Turkmenistan	Included in the analysis.	Science is an elective subject and would not be studied by all students at a level comparable to GCSE. The analysis applies to training routes for secondary school teachers only.
Tuvalu	Excluded following initial filter.	Does not meet criteria for inclusion - Bachelor degree.
Uganda	Excluded following initial filter.	Does not meet criteria for inclusion - Bachelor degree.
Ukraine	Excluded following initial filter.	Does not meet criteria for inclusion - GCSEs.
United Arab Emirates, the	Excluded following initial filter.	Does not meet criteria for inclusion - GCSEs.
United States of America, the	Exempt from study.	Exempt. Teachers qualified in this country will be awarded QTS in England without further training ¹³ .
Uruguay	Excluded following initial filter.	Does not meet criteria for inclusion - GCSEs.
Uzbekistan	Included in the analysis.	The analysis applies to all teacher training routes.
Vanuatu	Excluded following initial filter.	Does not meet criteria for inclusion - Bachelor degree.
Venezuela	Excluded following initial filter.	Does not meet criteria for inclusion - Bachelor degree.
Vietnam	Included in the analysis.	Science is an elective subject and would not be studied by all students at a level comparable to GCSE. The analysis applies to training routes for upper secondary school teachers only.
Yemen	Excluded following initial filter.	Does not meet criteria for inclusion - Bachelor degree.
Zambia	Excluded following initial filter.	Does not meet criteria for inclusion - Bachelor degree.
Zimbabwe	Excluded following initial filter.	Does not meet criteria for inclusion - Bachelor degree.

¹³ Department for Education (2012a)

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