

Explanation of Format

Awarding bodies

A list of nationally recognised bodies that oversee the awarding of qualifications is listed here, e.g. universities and colleges.

Accrediting agencies

National agencies that are officially mandated/ appointed to oversee the quality assurance of teacher qualifications are listed here.

Key facts

In this section key contextual data is listed from available sources, such as the UNESCO report on teachers (2006), Commonwealth Education Partnerships (2007) and various others. The data are supplemented by more recent information provided by participating countries. Key facts include: population, education expenditure as percentage of the GDP, primary, secondary and tertiary enrolment as a percentage of the relevant age groups, the number of primary and secondary teachers, the estimated number of un- and under-qualified teachers, as well as the estimated number of foreign teachers.

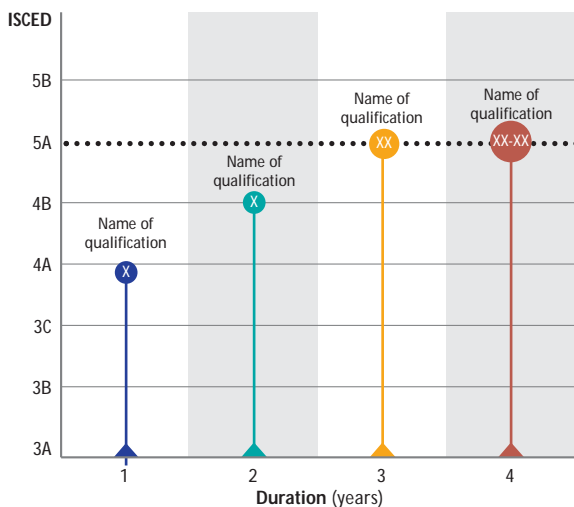
Professional requirements for teaching

Minimum qualifications are regarded as one requirement to obtain qualified professional status. In this section some of the other requirements, such as continuing professional development and professional licensing within the participating country, are described. The data are based on questionnaire responses from the countries.

Key contacts

The contact details for the main ministries and agencies involved in teacher qualifications are listed in this section. Where possible (and agreed to), the names and email addresses of the responding officials have been included to facilitate enquiries.

Initial Primary Teaching Qualifications



In this box a set of general notes is provided that further describes the initial primary teacher qualifications for are on offer within the specific country that leads to qualified primary teacher status. The notes include the minimum ISCED standard for teaching at primary level, as well as a list of the different pathways (combinations of qualifications).

A standard diagram is used to represent the initial primary teacher qualifications on offer in the specific country. The vertical axis indicates the ISCED level at which the qualification is pegged. The horizontal axis indicates the duration (full-time equivalent where relevant), qualifications of equal duration are presented side by side in each of the rectangular areas as there is no increment within the area. The entry level for the qualification is presented by a triangle linked to a circle by a line. The circle represents the qualification at the appropriate ISCED level. The number of practical weeks is indicated numerically (in the place of the 'x'). The name of the qualification is included vertically above the circle. The horizontal dotted line that is emphasised indicates the minimum ISCED level required for qualified teacher status in the country. The data reflected in the diagrams were provided by member states in a questionnaire response and verified thereafter. Owing to ongoing changes in qualification the data will have to be updated on a regular basis.

Initial Secondary Teaching Qualifications

The same approach is used for initial secondary teacher qualifications as above.