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Teacher-Education in Belgium

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1. National education system in teacher-education

In Belgium there are five basic types of teacher qualification:

a. Qualification for nursery education (3-6 years of age)
   (kleuteronderwijzer(es); instituteur/institutrice préscolaire)

b. Qualification for primary education (6-12 years of age)
   (onderwijzer(es) lager onderwijs; instituteur/institutrice primaire)

c. Qualification to teach 2 or 3 subjects in the first and second degree of secondary education (12-16 years of age)
   (Diploma van geaggregeerde voor het lager secundair onderwijs/Regent; Diplôme d'Agrégé de l'enseignement secondaire inférieur/Regent)

d. Qualification to teach technical/vocational subjects in secondary education. (12-18 years of age)
   (Diploma van geaggregeerde voor het technisch onderwijs/Regent; Diplôme d'Agrégé de l'enseignement secondaire (pour les cours techniques/Regent) or Genoegschrijf pedagogische bekwaamheid; Certificat d'aptitude pédagogiques)

e. Qualification to teach in the second and third degree of secondary education (15-18 years of age)
   (Diploma van geaggregeerde voor het onderwijs; Diplôme d'Agrégé de l'enseignement)

Each of these qualifications prepares for a specific level in the education system (see table 1 in 2). The list above does not include a qualification to teach in special education (primary and secondary) because up to the present day it is not compulsory to possess such a certificate. Teachers who teach in special education need to possess one of the qualifications mentioned above. They can follow a special course for 2 (or 3 years) in the Colleges of Education. (see 1.2.2. In-Service Training)

The various qualifications and the main characteristics of the education leading to these qualifications are summarized in table 3 (table of the teacher-training system in Belgium).

At present, there are three levels or systems of initial teacher-education which operate independently of each other and train different categories of teachers:

1) the College of Education on higher education level;
2) the so-called 'social promotion' system (part-time, vocational teachers);
3) the departments of teacher-training at university level.
The organization and contents of these programmes are under the authority of the two Ministers of Education, one for each Community, and differ in the three linguistic sectors.

1.1. General (academic) education

1.1.1. Undergraduate level

There are Colleges of Education which train for three years future teachers at nursery, primary and lower secondary school level. These colleges belong to Higher Education. The organization of Higher Education has recently been established by a Decree passed by the Council of the Flemish Community on July 13th, 1994. Higher education in the Flemish Community no longer distinguishes between high schools offering short term programmes (max. 3 years) and high schools offering long term programmes (min. 4 years).

The curriculum is of the concurrent type.

For some vocational teachers there are Technical Institutes for teacher-training. They have a structure similar to the programmes and time-tables of teacher-education for teachers in lower secondary schools.

The only prerequisite for admission to teacher-education for nursery, primary and lower secondary school teachers is a certificate of full secondary education.

Initial teacher-education consists of two main components: the disciplinary study of one or more general subjects and professional training (see 1.2 Professional Training).

It will be clear that the academic level of the subjects to be studied varies widely, depending on whether the student is preparing to teach in nursery, primary or secondary education.

Due to the three networks in the Belgian education system, it is not possible to give an exact timetable of the programme in the Colleges of Education. These networks are: community education, official subsidized education, and free subsidized education.

Flemish Community:

professional studies: nursery level
- developmental psychology
- educational sciences/pedagogy (1st year, 2nd year, 3rd year)
- didactics and study of the nursery school curriculum

primary level
- educational sciences (developmental psychology, psychology of adolescence, pedagogy, didactics) (1st, 2nd, 3rd)
- pedagogic skills (2nd, 3rd)
- computer science and media (1st, 2nd)

lower secondary level
- educational studies (psychology of adolescence, pedagogy, didactics) (1st, 2nd, 3rd)
- media and computers (1st, 2nd, 3rd)

subject studies: nursery level: mother tongue (Dutch or French), mathematics, world orientation (= integration of biology, geography and history), family education, studies of expression (music, graphic arts, physical education, manual skills)

primary level: religion/ethics, mother tongue (Dutch), second language (French), mathematics, world orientation, studies of expression.

Future teachers in primary education study a wide range of subjects, because they are the key-teachers who teach all subjects that form part of the curriculum in primary education. Exceptions are (sometimes) made for religion and ethics, physical education and sports.

lower secondary level: students have to choose a major and two minors. Future teachers in the first and second degree of secondary education study respectively three subjects or one subject.

religion/ethics, mother tongue (except if mother tongue is chosen as major), major, minor A, minor B.

Important majors are: mother tongue, second language (French), English, mathematics. Minors are: history, ethics/religion, geography, biology, physics, economics.

In the Technical Institutes for teacher-training the majors and minors are substituted by technical subject studies: woodwork, electricity, mechanics ...

French Community:

Common to all three forms of Higher Pedagogic Education (H.P.E.):
- Philosophy, logic, debate (1st year, 2nd year, 3rd year)
- Oral expression (1st)
- Belgian State institutions (1st)
- Notions of economics and social legislation (2nd, 3rd)
- Approach to cultural life (2nd)
- History of pedagogy (3rd)
- Audio-visual media/computer (2nd)

Different in the three forms of H.P.E.

- professional studies: nursery/primary/3r
d level:
  - psychology-methodology
  - didactics
  - computer education

- subject studies: nursery/primary/3r
d level:
  French, mathematics, history, geography, science, plastic arts education, musical education, physical education, sports & psycho-mobility.

In the training of teachers for lower secondary school level there are certain sub-sections:

1) education sections: physical education/sports/leisure activities;
2) education sections: French combined with history or ethics; Dutch combined with English or German; English - German; mathematics combined with physics or economics or ethics;
Module A: mastery of the language, problems of present interest (only for candidates who do not hold a full certificate of higher secondary education) (pedagogies, communication skills, media)

At present, there is a problem of diploma recognition for some of these sub-sections.

1.1.1.1. Organization of studies

All programmes are full-time education.

The Colleges of Education follow a parallel model, in which study in general subjects and professional studies take place throughout the whole 3-year curriculum. During these three years students have 30hrs/week taken up by courses (28hrs/week for lower secondary teacher education).

At the Colleges of Education the school practice period is spread over the whole course, although the length of practice strongly increases in the 3rd year.

Each year, the students are examined on subject studies and professional studies. There is a continuous evaluation of their teaching practice. Students who have passed the examinations and have received a favourable evaluation for teaching practice obtain the teacher certificate for nursery, primary or lower secondary education.

1.1.1.2. Impact of Community co-operation programmes

In the Colleges of Education there are three ways to approach an international dimension in teacher-education:

- Participation of foreign students/teachers (short periods). Requirements: teachers should have equal qualifications and fluency in Dutch or French (depending on the Community).
- Exchange programmes: Many colleges are involved in exchange programmes such as ERASMUS, LINGUA, TEMPUS, COMENIUS or BUSNET. Others have their ‘private’ connections with institutions and colleges abroad.
- European dimension within the teaching programmes. Many institutions work with specific projects in which the European dimension is central. Or they organize excursions abroad. Furthermore, they may work with language assistants from abroad (usually for a short period).

There are still some obstacles concerning exchange programmes (especially ERASMUS). First of all, there is the language problem. But problems also arise at administrative and curriculum levels. Therefore, an overall plea to implement the ECTS structure (European Credit Transfer System) is often heard.

1.1.2. Postgraduate studies

A. Certificate for Pedagogical Aptitude

In Belgium we have a so-called ‘social promotion’ system, that is to say education on a part-time basis. Teachers giving vocational training courses and some teachers giving technical courses, for which no ‘full-time’ education is available, may advance within the teaching profession by attending these ‘social advancement courses’.

This consists of 4 ‘modules’:

Module A:  mastery of the language, problems of present interest (only for candidates who do not hold a full certificate of higher secondary education) pedagogies, communication skills, media

Module B:  pedagogy, psychology, general didactics, theory of subject teaching methodology, practice of subject teaching methodology

(min. 120hrs - max. 150hrs)

Module C:  pedagogy, psychology, general didactics, theory of subject teaching methodology, practice of subject teaching methodology

(min. 100hrs - max. 360hrs)

Module D:  pedagogy, psychology, general didactics, theory of subject teaching methodology, practice of subject teaching methodology

(min. 180hrs - max. 270hrs)

(only for students with a certificate of higher education)

B. Teacher-training at university

At university, students have the opportunity to obtain an additional certificate (Geaggregeerde voor het onderwijs/Aggrege pour l'Enseignement) by taking the courses of the teacher-training curriculum, either parallel with the degree courses in their respective disciplines (during the 3rd or 4th year) or after they have finished their university studies.

The curriculum contains theoretical courses in educational studies and an initiation into educational practice. (The different departments for teacher-education of the universities have minor differences in their programmes)

An example of professional studies:

- History of education
- Educational sciences/general didactics
- Psychology of adolescence
- Empirical pedagogy
- Theory of subject-teaching methodology
- Practice of subject-teaching methodology

1.1.2.1. Organization of studies

A. Certificate of Pedagogical Aptitude

Candidates, especially vocational teachers, for whom there does not exist a full-time educational training programme, can take courses in weekend or evening classes preparing them for a test leading to the ‘Certificate of Pedagogical Aptitude’. This certificate is issued by a State jury and entitles the holder to teach technical and vocational courses at lower and higher secondary education level.

To enter this training, candidates need a certificate of (lower) (technical) secondary education and a minimum of 3 years of experience in a private firm. The minimum age is 21 years.

It is a part-time curriculum of minimum 2, maximum 4 years and consists of pedagogical and didactical courses and practical training in teaching. There are 4 modular courses (module B and C have similar courses but different hours). The students have to follow 3 modules spread over min. 4, max. 8 semesters. The training consists of 10hrs/week for 20 weeks.

B. Teacher-training at university

The university study programme follows either a parallel or a consecutive model. The student graduates as a master in a specific discipline and the professional study consists (partly) of a postgraduate course of 1 year (250-400 hrs).
In the university teacher-training course school practice is also spread over the whole programme; the total time spent at school is about 30hrs.

A certificate of full secondary education suffices as an admission requirement to university. The law of 1929 concerning teacher-education for higher secondary education prescribes that students must hold a diploma of the second cycle in their discipline before they can get their teaching certificate in that discipline. In practice, most students take the course of the teacher-education curriculum parallel with their 3rd and/or 4th year.

The students have to take examinations for professional studies and undergo a formal assessment of teaching practice (two lessons).

The future teacher in the second and third degree of secondary education studies one subject, except students who follow Latin & Greek or modern languages: they are qualified to teach, for example, Dutch & English, English & German, Latin & Greek, etc.

1.1.2. Impact of Community co-operation programmes

A. Certificate of Pedagogical Aptitude

Different schools and programmes apply for financial support to the European social funds.

No further information available.

B. Teacher-training at university

At the universities there are three ways in which the colleges deal with the international dimension in teacher-training.

- Participation of foreign students/teachers (short periods)
  
  Requirements: teachers should have equal qualifications and fluency in Dutch or French (depending on the Community).

- Exchange programmes

  Most universities are involved in exchange programmes such as Erasmus, Lingua, (Socrates), Tempus and Comenius. Others have their 'private' connections with institutions and colleges abroad.

- European dimension

  This is not so common in teacher-training at the universities, apart from a few ERASMUS networks dealing with the European dimension.

There are still some obstacles concerning exchange programmes (especially ERASMUS). First of all, there is the language problem. But problems also arise at administrative and curriculum level. Therefore, an overall plea to implement the ECTS structure (European Credit Transfer System) is often made.

1.1.3. PhD level

Not applicable.

1.2. Professional training

A. Teacher-education at Colleges of Education

Flemish Community

School practice under the supervision of the professors of professional studies:

1st year: max. 4 weeks + model lessons and group practice sessions
2nd year: max. 8 weeks + model lessons and group practice sessions
3rd year: max. 16 weeks or half of the training time

In the 3rd year of primary teacher-education a sandwich model has been introduced: students have two weeks of classes, followed by two weeks of teaching practice.

For teachers in lower secondary education, the same model is used in the third year. Here, the main objective is not to train specialists in a specific subject but to give students substantial training in three or four subjects in order to minimize the number of different teachers for the pupils in the first years of the secondary school.

French Community

For nursery, primary and lower secondary education

1st year: +/- 2 weeks;
2nd year: +/- 4 weeks;
3rd year: +/- 15 weeks;

The main goal of the subject studies is to give students a polyvalent training in the subjects which they will have to teach in primary school. Professional studies are aimed at developing a minimum of theoretical background for teaching practice.

B. Certificate of Pedagogical Aptitude

In this course, only modules B/C concern teaching practice.

C. Teacher-training at university

Students who follow the teacher-training programme at the university have 45 hours of practice. This includes 5 hours of observation in a classroom (higher secondary and/or higher education short-term), 5 lessons to teach as a trial and one week of teaching practice.

Teaching practice is linked with subject teaching methodology, in which the sandwich model (theory and practice alternate) is applied.

In the Flemish Community, most teachers are qualified to teach one or two specific subjects in higher secondary education. They also possess an adequate teaching qualification to teach other subjects on the curriculum of higher secondary education.

A distinction is made between three types of qualifications: required qualifications, qualifications deemed to be sufficient, and others. The list of required qualifications and qualifications deemed to be sufficient has been formulated by the Department of Education of the Flemish Community and laid down by Decree. This situation is similar for the French Community.

The list of required qualifications spells out exactly what teaching qualifications are required to pursue a given activity. The qualifications deemed to be sufficient state what qualifications will be accepted for a specific post in the absence of the required qualifications. The required
The Certificate of Aptitude for Special Education (Bekwaamheidsgetuigschrift tot het geven van buitengewoon onderwijs) can be obtained by following a course during 2 or 3 years at a College of Education. However, it is not compulsory to possess such a certificate to teach at special schools.

French Community

The contents of INSET are to a large extent determined by the demand from teachers and schools. The contents can be anything in the domain of pedagogic content knowledge, educational theory, classroom management, school management and administration, etc. Some teacher-training institutions offer courses leading to a certificate, e.g. courses for remedial teaching, for special education etc.

The French Community is gradually setting up continuous and complementary teacher-training courses for special education in an experimental form. These training courses were established by a decree passed by the Council of the French Community (December 14th, 1990). Subsequent measures will establish the required qualifications and functions in special education.

1.2.2.2. Organization

Flemish Community

In-service training is provided by education authorities. A new structure for state financial support for teacher in-service training was introduced in 1989 (Decree of July 5th, 1989). The financial support was allocated to three organizations: the General Council for Community Education (ARGO, which covers teaching organized by the Flemish Community), the non-profit-making organization for the in-service training of teachers in public, subsidized schools run by provincial or communal authorities and the non-profit-making association for the in-service training of teachers in subsidized denominational (mainly Catholic) schools. Each education authority controls a number of in-service training centres, which are spread throughout the regions, or which have a particular target such as special education.

No replacement can be provided for teachers who take part in short courses of in-service training. If these activities are organized during class hours, the school administration must take appropriate measures to ensure that the normal timetable is maintained. Very often in-service training is not at all an integral part of the regular teaching service.

Teachers who attend specific long courses, which are subject to a number of conditions, are entitled to an in-service training certificate, on the basis of which they are entitled to apply for a higher-level position. In-service training does not result in any financial or career advantages for teachers. Travel expenses and, in some cases, other expenses resulting from participation in in-service programmes can be reimbursed. Most of the teachers volunteer for the in-service courses, but there is no obligation for INSET programmes.

Recently, new ideas have been developed, such as new INSET subjects, based on the teachers’ need for professional development. There is a trend to give local autonomy and responsibility to individual schools or groups of schools. So these schools can identify their own needs in in-service training and they can deal directly with the in-service training institutions.

1.2.2.1. Contents

Flemish Community

The contents of INSET can be anything in the domain of a specific subject knowledge, educational theory, classroom management, school management and administration, etc. The INSET training courses are adapted to the different teaching levels: nursery and primary education, secondary and higher education.

Some teacher-training institutions offer courses leading to a certificate. Examples are courses for remedial teaching, for special education etc.
French Community

In the French-speaking Community, in-service training is organized independently by three education networks:

- the network in the French-speaking Community (public education directly organized by the Government of the French-speaking Community);
- the network of subsidized public education (education organized by the communes and provinces);
- the network of 'free' subsidized education (education organized by private institutions, in most cases by religious bodies).

The in-service training for basic and special education is covered by the Decree of 24 December 1990; in-service training for secondary education is covered by the Decree of 16 July 1993.

At primary-education level (nursery and primary) in-service training organized by the school inspectors (both the contents and the timing: journées pédagogiques). Teacher participation is compulsory. Teachers can also participate on a voluntary basis up to ten days in-service training a year (with the permission of their school principal).

At secondary education level, in-service training is organized by the Ministry of Education within the framework of the reform of the first degree of the secondary education (automatic promotion between the first and the second year). This in-service training is compulsory 2 days/year). On a voluntary basis, teachers can participate in one or more training programmes offered by the ministry (with the consent of their school principal).

1.2.3. Nationwide practical training at post-university level

No information available/Non-existent in Belgium.

1.2.4. European schools

European Schools can be found in Belgium at primary, secondary and higher education level. An important part of the education is dedicated to languages. Some of the schools provide an 'American and British education'.

Certain schools aim at a specific public, e.g. children from diplomats from certain countries (Scandinavian school, The British School, Ecole Française, etc.).

Three of these European Schools (organized and paid for by the European Parliament), are already operative in Belgium, and a fourth one will be opened (1 in Mol and 3 in Brussels). Except for E.C. civil servant children, the enrolment fee is very high.

2. New needs in teacher-education

Introduction

Many of the needs of teacher-education in Belgium will of course correspond with the needs of teacher-education elsewhere in Europe. But in Belgium there is a strong need for a fundamental reorganization of teacher-training at university level.

In Belgium, teacher-training is too limited to ensure both professional background and status (university teacher-training is based on a law of 1929). At this moment, a public debate is being conducted on the reorganization of teacher-training.

This debate is based on two teacher-education cultures: in the teacher-education colleges (a focus on the practice of teaching, less importance of subject-training and research) and in academic teacher-education departments (a focus on the study of the subject discipline and research, less importance of practical training).

The discussion focuses on the problem whether teacher-education for higher secondary education should be embedded in a university department and how the courses should be structured (concurrent or consecutive; integration of teacher-training or creating an annex?).

Universities should train and deliver qualified professionals, competent teachers and experts in education theory and research. Therefore universities should take 'teacher training' seriously (research & theory as well as the practice of teaching).

In the recent debate about the reorganization of teacher-training there has been an urgent plea for co-operation between teacher-training faculties (universities) and the teacher-training colleges.

Apart from these structural problems there are also some more substantial needs.

2.1. At College of Education and University level

From a subject-area perspective

The problem of what should be taught in schools (cultural literacy) and why. What is the nature of the subject-matter to be taught? What kind of knowledge should be taught? How do teachers make choices about teaching content, materials and methods for teaching? How do teachers respond to new, specialized knowledge and new ways of knowing? What kind of knowledge do teachers need? How up-to-date should be the knowledge of the beginning teacher? How can we organize the continuing education of qualified teachers?

The problem of the relation between what and how; problems concerning the different roles of the teaching profession: the teacher as an expert or as a communicator. Universities stress the importance of training teachers who are knowledgeable in their subject. Colleges stress the importance of training teachers who are skilled in their practice.

In teacher-training, the value of the curriculum should be discussed. This debate deals with the problems of subject-studies (the academic study of a subject, studied at a level and depth appropriate to a certain level of education), curriculum studies (comprising the study of why and how to teach a subject in primary and secondary education; subjects in schools are different from the students' subject specialisms) and special attention towards subject application (the study of the application of subject specialization to teaching, assessment and learning in schools). When dealing with the analysis of interaction in teaching, the central question is: how can subject-content be turned into pedagogic subject-content?

In the last few years, there has been much debate in which either the teaching methodology was stressed or the subject content. Towards the end of the sixties and in the seventies, full emphasis was put on the introduction of pupil-centred procedures, as a reaction against traditional teaching methods in which lecturing about content was emphasized. Today, under the impulse of the back-to-basics movement, the principles of traditional education have regained momentum, thus negating important insights yielded by the reform movement.
Education could however derive maximum benefit from a constructive combination of insights coming from both the traditional and the progressive movements. The whole of the 'content' problem is also influenced by an ongoing debate about longitudinal and latitudinal aspects, a multicultural and an interdisciplinary perspective on the teaching of (school) subjects.

2.2. At the professional level
Teachers
As far as the 'content' of teacher-training is concerned, the following questions may be raised. What constitutes the professional knowledge of teachers? On what beliefs do teachers ground this knowledge? How are we going to integrate practice and theory?
Teacher-trainees and qualified teachers find much about educational studies too theoretical, not sufficiently connected to their realities of teaching. Very often teacher-trainees favour the didactics of a subject (curriculum courses). There is a strong need to integrate theory and practice. Therefore, research into the educational practice of teachers is essential.

It is not sufficient that teachers' work should be studied; teachers need to study it themselves. They need a critical understanding of professional knowledge and practices. As professionals, they should be actively involved in the process of data-collecting, comprising analysis and evaluation of their lessons. They should also be called upon to generate hypotheses and test out suggested improvements and educational reforms (the teacher as researcher, as reflective practitioner - cf. the importance of action research).

Intending teachers and qualified teachers should be aware of the dimensions of their professional concerns, and of their complex nature.

Teacher-Trainers
The quality of teacher-education depends on the quality of teacher-educators.
Teacher-training in universities should not be 'an academic arena of secondary significance' but should become one of primary importance. Teacher-educators need to develop research in order to create dependable knowledge that can be used to educate their students and equip them as beginning teachers for work. Therefore, teacher-educators need training and qualifications. We need systematic reflection on the issue of training the trainers.

Teacher-trainers need to have the possibility of working together with colleagues from other universities and colleges. This co-operation should have an impact on their competence as a teacher-trainer.

Theory-Practice
In teacher-education we need to examine the following problems. How can we integrate specialist knowledge (educational psychology, sociology, philosophy and history) and the practical needs of teachers?

How can we integrate pedagogics, educational theory, curriculum theory, didactics, the art of teaching as a system of practices? How can we stimulate the transfer from theory to practice?
How can we implement innovations in education and teaching practice?
Special attention should be given to structural problems and 'language problems', especially those of minority languages and minority cultures. Some major problems should be taken into consideration from different perspectives.

**Subject-Area Perspective:**
- national intellectual cultures play their part in what is relevant and how it is taught
- different curricula
- different (academic) levels
- different attainment targets
- problems of integrating a European perspective in subject training and the curriculum (special problems for teaching history, literature, art etc.)

**Teacher-Training/Profession Perspective:**
- in some countries teacher-training is organized at a different level (university, higher education).
- differences in time-tables and structures of the teacher-education programmes.
- differences in teacher-training curricula (attainment targets, organization of in-service training: special problems concerning the practice of teacher-trainees).
- special problems with assessment and grade transfer (ECTS).
- problems of integrating a European perspective into teacher-training
- the recognition of diplomas (see above).
- different national teacher-roles and teaching cultures (language problem).

**Social-Cultural Perspective:**
- different cultural backgrounds, cultural clashes (ethnic minorities)
- special problem: language problem (for teaching, language proficiency is an essential aspect).

### 3. New measures for new needs

#### 3.1. At the academic training level/at professional training level perspective of the national government

**Introduction**

The professional culture of teachers and their trainers should be improved throughout Europe. In Belgium, teacher-education should be reorganized fundamentally: more time and money should be allotted to teacher-training.

- At university level, more training practice (and professional feedback) and 'better' research (focused on the problems of teachers & teacher-trainers) should be introduced.
- In colleges, the quality of 'practical advice' should be improved (it should be accompanied by theoretical reflection and empirical research) and the depth of 'subject studies' should be appropriate to a certain level of education.

**Professional Agenda**

Teacher-trainers should present their own professional agenda, where theory and practice, research and practical needs, etc., should strike a balance. Through theoretical reflection, empirical research, participation in public debate, teacher-trainers and teachers can gain respect (in public opinion, with colleagues, at governmental level). This respect will influence the level of resources which are essential for the long-term innovations on which improvement depends. Governments should stimulate research and development in topics dealing with the teaching profession and teacher-training. Universities should recruit teachers and trainees to doctoral programmes.

**Interdisciplinarity & co-operation**

Although this plea can be read as a plea in favour of teacher-training as a self-contained professional field, it should be stressed that precisely teacher-training can be described as a border-zone in which interdisciplinary teaching and research projects are essential.

The strengthening of teacher-training in universities depends on the breaking-up of traditional boundaries between faculties, and better co-operation between colleges and universities.

**Professional Status**

Our society is undergoing a period of profound political, economic and social reconstruction. Education and teacher-education is expected to play a crucial role in these changes. To give teachers a professional status implies a re-thinking of the profession. Changes - if they are to be effective - must be directed at the professional culture of teachers and their trainers. In teacher education, a professional agenda should be set up, with the essential core of the work of teacher-education, didactics and supervision. As far as teacher-training is concerned, it should be stressed that trainers should also be trained. As mentioned above, such an agenda can benefit from the increasing co-operation between different teacher-training institutions throughout the community.

The professional status will be reflected in the many ways in which teachers collaborate with professional researchers (reading research is an important component of teachers' professional background). As professionals, teachers should be more than passive implementers of someone else's ideas or curriculum. They should be reflective practitioners and intellectuals - teachers as researchers - who are involved in the evaluation and critical application of ideas in the classroom.

**In-Service Programmes**

New in-service programmes should grow out of experiences and needs of teachers taking part in them. Teacher-training institutions should promote flexible study programmes. They should focus on new teaching and learning styles (introduction of a modular course system, open & distance learning, multimedia applications).

In-service training has to deal with subject studies (refurbishing subject-matter knowledge, dealing with the knowledge explosion), with the theory and practice of teaching.

As mentioned above, we want to stress the importance of the fact that teachers should benefit from their extra 'work load' in terms of, for example, career perspectives. One of the possible options is to include in-service programmes in the teachers' career. For example, the payment of teachers could be based on two principles. The first one would be based on experience and the second one based on the participation in in-service teacher-training programmes.
3.2. At a European Union level

Co-operation between member states can add value to teaching, teacher-training and in-service training. The European experience should create a European framework for trainees, teachers and teacher-trainers.

The introduction of the European dimension should be elaborated on different levels: structural, theoretical, practical.

The European Union should create structures which stimulate co-operation between training colleges and teachers around subject-areas, competences, projects meeting and answering real needs.

The sharing of expertise and action among teacher-training institutions, should encourage the development of new curricula, the development of joint research, training and educational projects. In such a policy the recruitment of foreign staff for short-term and longer-term exchanges is of course essential.

By way of in-service exchange programmes we should introduce post-initial-training/postgraduate modules in teacher-training institutes or schools of another member state.

Universities and colleges should create networks which allow specific expertise and competences to find their way into other institutions: a European network of teacher-training colleges around which a network of schools is organized. This should be the responsibility of both the community authorities and the National Government.

The Federal Government in Belgium - meaning the Flemish and the French Communities - should stimulate the measures mentioned above, by creating appropriate decrees and structures.

Flexible legislation and structures are necessary to encourage teachers and students to spend some time teaching and studying abroad. The recognition of qualifications and periods of study abroad is crucial to study and to later work. The ECTS scheme within the ERASMUS programme and the existing inter-university agreement already provide a basis for handling claims for academic as well as for professional recognition. These kinds of measures must be extended.

As far as secondary education is concerned, we suggest the creation of structural possibilities for the mobility of teachers from the member states so that they can teach the regular curriculum but also bring a surplus value to that curriculum: a European perspective, language skills, cultural background, etc.

The European Union should create European schools with content-based language teaching. Such schools would give opportunities to teachers to acquire a real European competence and attitude. They would stimulate the creation of networks between teachers and their schools. A dissemination of the riches of the European diversity would finally be given a chance.
### EDUCATION SYSTEM IN THE FLEMISH COMMUNITY (Table 1)

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### EDUCATION SYSTEM IN THE FRENCH COMMUNITY (Table 2)

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<tr>
<th>Type I</th>
<th>Type II</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEGREE 1</td>
<td>1ST CYCLE</td>
</tr>
<tr>
<td>DEGREE 2</td>
<td>2ND CYCLE</td>
</tr>
<tr>
<td>DEGREE 3</td>
<td>3RD CYCLE</td>
</tr>
<tr>
<td>DEGREE 4</td>
<td>4TH CYCLE</td>
</tr>
<tr>
<td>ECOLES PRIMAIRES</td>
<td></td>
</tr>
</tbody>
</table>

1. Entry qualifications: *Entry qualifications are indicated in the table.*
2. Types: *Types are indicated in the table.*
3. Entries: *Entries are indicated in the table.*
4. Degrees: *Degrees are indicated in the table.*
5. Cycle: *Type II is followed by a table indicating the type of cycle.*
6. Education: *Type II is followed by a table indicating the type of education.*
7. Level: *Type II is followed by a table indicating the level of education.*
8. Duration: *Type II is followed by a table indicating the duration of education.*
9. Specialization: *Specialization is indicated in the table.*
10. Professional: *Professional qualification is indicated in the table.*

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66 Soetaert/van Heule
INITIAL TEACHER TRAINING - BELGIUM (Table 5)

<table>
<thead>
<tr>
<th>Level</th>
<th>Entrance requirements</th>
<th>Location</th>
<th>Course structure</th>
<th>Qualifications/Titles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-school education: Nursery (2½ to 6 years of age)</td>
<td>Upper secondary school certificate (CESS)</td>
<td>Pedagogische Hogeschool Instituut Supérieur Pédagogique*</td>
<td>3 years concurrent academic/pedagogical teaching observation/practice increasing over the 3 years to about 50% in the final year</td>
<td>Teaching diploma: Kleuteronderwijzer Kleuteronderwijzeres Institutie pré-scolaire Institutrice pré-scolaire</td>
</tr>
<tr>
<td>Primary education (6 to 12 years of age)</td>
<td>same as above</td>
<td>same as above</td>
<td>same as above</td>
<td>Teaching diploma: Onderwijzer Onderwizeres Instituteur Insinatrice</td>
</tr>
<tr>
<td>Lower secondary education (12 to 16 years of age)</td>
<td>same as above</td>
<td>same as above</td>
<td>3 years professional and pedagogical courses; specified subject study and further optional practice increases over 3 years to about 50% in the final year**</td>
<td>Teaching diploma: (Diploma van geregistreerd voor het lager secundair onderwijs) (Diplôme d'Agrégé de l'Enseignement Secondaire Inférieur) (Regenten) (Regentes) Genegschap Pedagogische Bekwamheid</td>
</tr>
<tr>
<td>Upper secondary education (15 to 18 years of age)</td>
<td>same as above or min. 21 years of age</td>
<td>Institute of Technical Education 'Social Promotion'</td>
<td>2 years (min.) professional and pedagogical courses (3 modules)</td>
<td>Genegschap Pedagogische Bekwamheid</td>
</tr>
<tr>
<td>University</td>
<td>same as above</td>
<td>Pedagogische Hogeschool</td>
<td>4 - 5 years academic training*** plus pedagogical training either during the last two years of their university studies, parallel to the degree courses (or the last year only) or as a (2 years) part-time course after completion of degree</td>
<td>University degree (Licentia) (Licence)**** plus Teaching diploma (Diploma van geregistreerd voor het onderwijs) (Diplôme d'Agrégé de l'Enseignement Secondaire Supérieur)</td>
</tr>
</tbody>
</table>

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* Higher education.
** Qualification to teach 2 or 3 subjects.
*** Depending on the discipline, the academic training takes 4, 5, 6 or even 7 years.
**** Depending on the discipline; this can also be engineer, veterinarian, pharmacist or physician.

Contributor:
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University of Roskilde