

Section 3 Teacher Qualifications in the Commonwealth

Introduction

This section provides an overview of the initial primary and secondary teacher qualifications offered in the 35 participating Commonwealth member states, based on the data that were collected between September 2008 and February 2009. This section is an analysis of the more detailed information on each country that can be found in the Annex to this report in the format of a comparability table.

This discussion and presentation of data and results are located within the conceptual framework described in Section 2 of this report. The premise on which it is built is an acknowledgment that comparability is at best a limited endeavour using available technologies, but that it is nonetheless an important endeavour that can contribute to the ongoing search for technologies and theories that can eventually make comparison more meaningful than it is possible at present.

Methodology

Data collection took place by using an online survey hosted by SurveyMonkey.com. The survey instrument was developed in consultation with the Commonwealth Steering Committee on Teacher Qualifications, and drew on the earlier pilot study conducted in 2007 (SAQA 2007). A formal request to participate in the study was sent to ministries of all member states of the Commonwealth in the third quarter of 2008. These initial requests were followed by reminders from the Commonwealth Secretariat and the researchers.

The decision to use an online survey, while somewhat ambitious, was taken mainly to facilitate the data collection and analysis. The questionnaire required a substantial amount of information from the respondent, which was made easier through the non-sequential possibilities offered by the electronic survey. As an example, the respondent could opt to move to another section of the questionnaire without paging through irrelevant sections. The ease of drop-down lists also limited the information to be typed. The online mode relied on internet access within the member states and, as was expected, some difficulties were experienced. However, these were limited and were

accommodated through alternative options sent via fax and post, which were then captured and included in the set of data.

In an attempt to avoid duplication and placing undue strain on respondents, data from the 2007 pilot study formed the basis for the responses from Australia, England, India, Jamaica, Northern Ireland and South Africa. With the exception of India and Northern Ireland, additional data and verification from the countries included in the pilot study were subsequently received. Where available, data were supplemented with secondary data, including the UNESCO report on teachers and educational quality (UNESCO 2006). Respondents were given an opportunity to verify the country-specific presentation of data as contained in the comparability table.

As noted above, the primary source of data on initial primary and secondary teacher qualifications in the member states was ministry officials. The comparability table summarises this data in an accessible and condensed graphical format, supplemented by key contextual data, such as the population of the country, numbers of teachers, and professional requirements for teaching. The main purpose of the comparability table is to improve transparency by providing updated information to senior officials, credential evaluators, academics, and even individual teachers.

The comparability table is attached as an Annex so that it can be copied and distributed separately. The following is an analysis of the data contained in the comparability table.

Participating Member States

A total of 35 of the 53 member states (66 per cent) actively participated in the survey by providing recent data on initial primary and secondary teacher qualifications, as well as other contextual data. The member states are:

Antigua and Barbuda, Australia, The Bahamas, Bangladesh, Barbados, Belize, Brunei Darussalam, Cameroon, Canada, Cyprus, Dominica, The Gambia, Guyana, India, Jamaica, Kenya, Lesotho, Malaysia,

Maldives, Malta, Mauritius, New Zealand, Nigeria, St Vincent and the Grenadines, Samoa, Seychelles, Sierra Leone, Singapore, South Africa, Tanzania, Tonga, Trinidad and Tobago, Uganda, United Kingdom, and Vanuatu.

A further nine member states (17 per cent) participated, but were unable to complete the survey before the cut-off date⁴. Nine member states did not participate⁵ (17 per cent). Countries with federal systems, such as Australia, Canada and Nigeria, had the option of providing provincial/territorial data. In the case of United Kingdom, individual requests were made to England, Northern Ireland, Wales and Scotland, after which the data were collated in the comparability table. In keeping with similar international studies and for purposes of analysis, the participating member states were grouped into five regions:

- ◆ East Asia and the Pacific
- ◆ Latin America and the Caribbean
- ◆ North America and Western Europe
- ◆ South and West Asia
- ◆ Sub-Saharan Africa

The data on teacher qualifications are preceded by a brief overview of contextual data across the participating countries, including population, education expenditure (as a percentage of the GDP), enrolment (primary, secondary and tertiary), the number of teachers, the number of un- and under-qualified teachers, and the number of foreign teachers. Following the more detailed presentation of the data on initial primary and secondary teacher qualifications, a summary of the professional requirements for recognised teachers in participating countries is also included.

Overview of Contextual Data

Population

The populations of the 35 member states range considerably. Seychelles is the smallest, with 80,000 (or 0.08 million). The largest is India, with 1,065 million (see Table 1). Latin America and the Caribbean is the least populous region with an average population of only 0.64 million per country.

Table 1: Populations of participating member states (2007)⁶

| Region Country or territory | Population (millions) | Average regional population (millions) |
|---|--------------------------|---|
| East Asia and the Pacific | | 6.88 |
| Australia | 21.37 | |
| Brunei Darussalam | 0.36 | |
| Malaysia | 24.40 | |
| New Zealand | 4.20 | |
| Samoa | 0.18 | |
| Singapore | 4.25 | |
| Tonga | 0.10 | |
| Vanuatu | 0.21 | |
| Latin America and the Caribbean | | 0.64 |
| Antigua and Barbuda | 0.07 | |
| The Bahamas | 0.31 | |
| Barbados | 0.27 | |
| Belize | 0.26 | |
| Dominica | 0.08 | |
| Guyana | 0.77 | |
| Jamaica | 2.60 | |
| St Vincent and the Grenadines | 0.12 | |
| Trinidad and Tobago | 1.30 | |
| North America and Western Europe | | 22.80 |
| Canada | 31.00 | |
| Cyprus | 0.80 | |
| Malta | 0.39 | |
| United Kingdom | 59.00 | |
| South and West Asia | | 403.77 |
| Bangladesh | 146.00 | |
| India | 1,065.00 | |
| The Maldives | 0.31 | |
| Sub-Saharan Africa | | 26.30 |
| Cameroon | 16.00 | |
| The Gambia | 1.40 | |
| Kenya | 31.99 | |
| Lesotho | 1.80 | |
| Mauritius | 1.30 | |
| Nigeria | 124.00 | |
| Seychelles | 0.08 | |
| Sierra Leone | 4.97 | |
| South Africa | 45.00 | |
| Tanzania | 36.98 | |
| Uganda | 25.80 | |
| Average across the participating countries | | 47.22 |

⁴ Botswana, Mozambique, Namibia, Papua New Guinea, Sri Lanka, St Kitts and Nevis, St Lucia, Tuvalu and Zambia.

⁵ Fiji Islands, Ghana, Grenada, Kiribati, Malawi, Nauru, Pakistan, Solomon Islands, and Swaziland.

⁶ Source: Commonwealth Education Partnerships (2007) and self-reported.

Table 2: Education expenditure as percentage of GDP of participating member states (2002/3)⁷

| Region Country or territory | Education expenditure (% of GDP) | Average expenditure per region (% of GDP) |
|---|-------------------------------------|---|
| East Asia and the Pacific | | 6.4 |
| Australia | ^{2005/6} 4.8 | |
| Brunei Darussalam | 4.4 | |
| Malaysia | 8.1 | |
| New Zealand | 6.7 | |
| Samoa | ^{2001/2} 4.8 | |
| Singapore | - | |
| Tonga | 4.9 | |
| Vanuatu | 11.0 | |
| Latin America and the Caribbean | | 7.7 |
| Antigua and Barbuda | 3.8 | |
| The Bahamas | ^{2005/6} 17.7 | |
| Barbados | 7.6 | |
| Belize | 5.2 | |
| Dominica | - | |
| Guyana | 8.4 | |
| Jamaica | 4.9 | |
| St Vincent and the Grenadines | 10.0 | |
| Trinidad and Tobago | 4.3 | |
| North America and Western Europe | | 5.6 |
| Canada | ^{2001/2} 5.2 | |
| Cyprus | ^{2005/6} 7.1 | |
| Malta | 4.6 | |
| United Kingdom | ^{2001/2} 5.3 | |
| South and West Asia | | 3.4 |
| Bangladesh | 2.4 | |
| India | ^{2000/1} 4.1 | |
| The Maldives | ^{2001/2} 3.7 | |
| Sub-Saharan Africa | | 4.9 |
| Cameroon | 3.8 | |
| The Gambia | 2.8 | |
| Kenya | 7.0 | |
| Lesotho | 10.4 | |
| Mauritius | ^{2006/7} 3.2 | |
| Nigeria | - | |
| Seychelles | 5.2 | |
| Sierra Leone | ^{2001/2} 3.7 | |
| South Africa | 5.3 | |
| Tanzania | - | |
| Uganda | 2.5 | |
| Average across the participating countries | | 5.9 |

Education expenditure

Education expenditure (as a percentage of GDP) for the 35 member states ranged from 2.4 per cent for Bangladesh, to 17.7 per cent for The Bahamas. Across the regions, the average expenditure on education varied between 3.4 per cent (South and West Asia), to 7.7 per cent (Latin America and the Caribbean). At the one extreme, it is important to note that Latin America and the Caribbean, as the least populous region, spends the most on education. At the other extreme, the most populous region – South and West Asia – spends, on average, the least on education. These figures are given in Table 2.

Enrolment

The ongoing emphasis placed on primary enrolment is evident across the regions, ranging between 83.8 per cent in Sub-Saharan Africa to 99 per cent in North America and Western Europe (see Table 3). Secondary enrolments are lower, ranging between 47.5 per cent for South and West Asia and 93.8 per cent for North America and Western Europe. As expected, tertiary enrolments are even lower, ranging between 8.9 per cent for Sub-Saharan Africa, to 55 per cent for North America and Western Europe.

Number of teachers

The number of primary teachers in the participating countries varies between only 670 for Seychelles to 3.39 million for India. Similarly, the number of secondary teachers varies between 548 for Seychelles and 2,586,200 for India. These figures are set out in Figures 6 and 7.

While it is recognised that the ratio of the school-going age population to the total number of teachers will be more significant, the ratio of the total number of teachers to the total population in each member state does show some interesting differences (see Table 4). The average teacher-population ratio across all 35 member states is 111.5, with only a few countries that have a significantly low teacher-population ratio. These are Brunei Darussalam (47.4), the Maldives (48.7), Tonga (55.6) and The Bahamas (59.0). Countries with high teacher-population ratios are Bangladesh (213.9), The Gambia (209.0), Sierra Leone (199.6) and Singapore (191.4). In terms of regions, Sub-Saharan Africa and South and West Asia have significantly higher teacher-population ratios than the other regions (151.0 and 147.0 respectively, compared to 87.5, 85.4 and 82.7 for the other regions).

⁷ Source: Commonwealth Education Partnerships (2007) and self-reported.

Table 3: Learner enrolment (2007)⁸

| Region Country or territory | Enrolment (as % of relevant age group) | | | | | |
|---|--|----------------------------------|-----------|------------------------------------|----------|-----------------------------------|
| | Primary | Average Primary per region | Secondary | Average Secondary per region | Tertiary | Average Tertiary per region |
| East Asia and the Pacific | | 95.8 | | 71.0 | | 30.7 |
| Australia | 99.6 | | 82.7 | | 84.0 | |
| Brunei Darussalam | - | | - | | 13.0 | |
| Malaysia | 93.0 | | 70.0 | | 29.0 | |
| New Zealand | 100.0 | | 93.0 | | 74.0 | |
| Samoa | 98.0 | | 62.0 | | 7.0 | |
| Singapore | - | | - | | - | |
| Tonga | 90.0 | | 90.0 | | 4.0 | |
| Vanuatu | 94.0 | | 28.0 | | 4.0 | |
| Latin America and the Caribbean | | 94.7 | | 81.3 | | 14.4 |
| Antigua and Barbuda | - | | - | | - | |
| The Bahamas | 92.4 | | 84.3 | | - | |
| Barbados | 100.0 | | 90.0 | | 38.0 | |
| Belize | 99.0 | | 69.0 | | 2.0 | |
| Dominica | 81.0 | | 92.0 | | - | |
| Guyana | 99.0 | | 76.0 | | 6.0 | |
| Jamaica | 95.0 | | 75.0 | | 17.0 | |
| St Vincent and the Grenadines | 100.0 | | 92.0 | | - | |
| Trinidad and Tobago | 91.0 | | 72.0 | | 9.0 | |
| North America and Western Europe | | 99.0 | | 93.8 | | 55.0 |
| Canada | 100.0 | | 98.0 | | 59.0 | |
| Cyprus | 100.0 | | 95.0 | | 67.0 | |
| Malta | 96.0 | | 87.0 | | 30.0 | |
| United Kingdom | 100.0 | | 95.0 | | 64.0 | |
| South and West Asia | | 88.0 | | 47.5 | | 9.0 |
| Bangladesh | 84.0 | | 44.0 | | 6.0 | |
| India | 88.0 | | - | | 12.0 | |
| The Maldives | 92.0 | | 51.0 | | - | |
| Sub-Saharan Africa | | 83.8 | | 49.9 | | 8.9 |
| Cameroon | - | | - | | 5.0 | |
| The Gambia | 79.0 | | 33.0 | | - | |
| Kenya | 66.0 | | 25.0 | | 3.0 | |
| Lesotho | 86.0 | | 22.0 | | 3.0 | |
| Mauritius | 101.0 | | 74.0 | | 40.0 | |
| Nigeria | 67.0 | | 29.0 | | 8.0 | |
| Seychelles | 100.0 | | 100.0 | | - | |
| Sierra Leone | - | | - | | 2.0 | |
| South Africa | 89.0 | | 66.0 | | 15.0 | |
| Tanzania | 82.0 | | - | | 1.0 | |
| Uganda | - | | - | | 3.0 | |
| Average across the participating countries | | 91.8 | | 70.2 | | 22.4 |

⁸ Source: Commonwealth Education Partnerships (2007) and self-reported.

Figure 6: Number of primary teachers (2004) ⁹

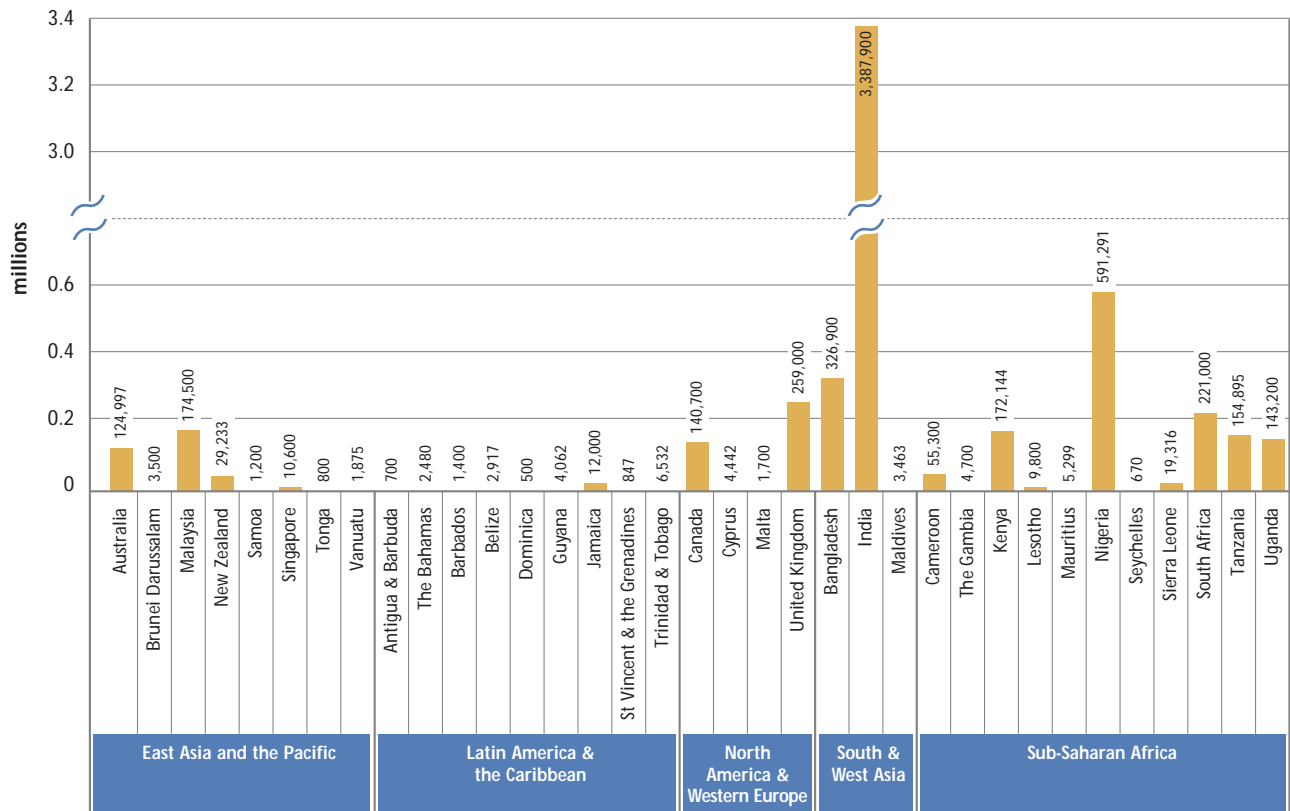
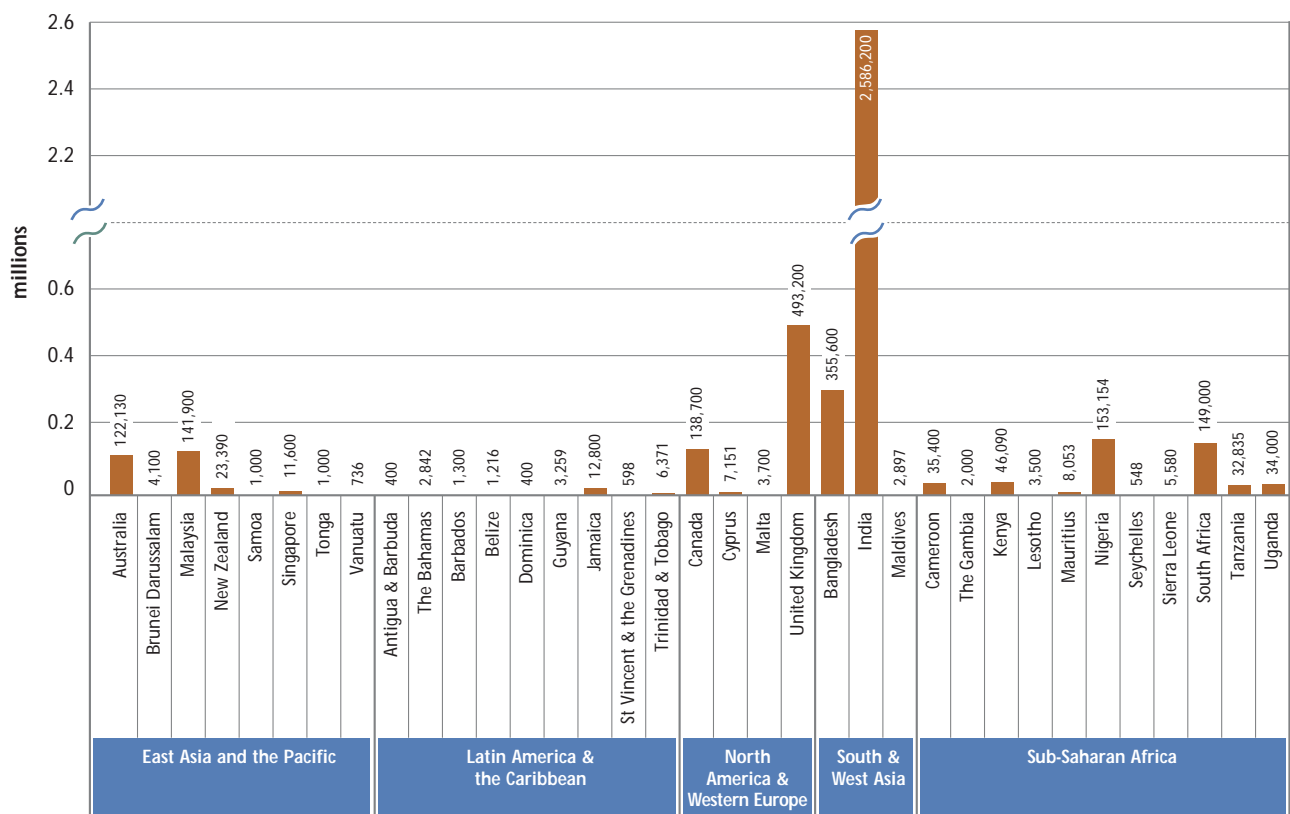


Figure 7: Number of secondary teachers (2004) ¹⁰



⁹ & ¹⁰ Source: UNESCO (2006) and self-reported. Year in which number of teachers were determined is 2004, except for Australia (2008), Malaysia (2003), New Zealand (2008), Samoa (2000), Singapore (1996), Tonga (2002), Vanuatu (2009), The Bahamas (2007), Belize (2008), Guyana (2008), St Vincent and the Grenadines (2009), Trinidad and Tobago (2008), Canada (2000), Cyprus (2006), Maldives (2009), Kenya (2009), Mauritius (2008), Sierra Leone (2008), Nigeria (2009), Seychelles (2009), Tanzania (2008) and Uganda (2005).

Table 4: Teacher-population ratios (2004)¹¹

| Region Country or territory | Population (2007, in millions) | Number of teachers | | | Teacher- population ratio | Average population ratio per region |
|---|--------------------------------------|--------------------|-----------|-----------|---------------------------------|---|
| | | Primary | Secondary | Total | | |
| East Asia and the Pacific | | | | | | 87.5 |
| Australia | 21.37 | 124,997 | 122,130 | 247,127 | 86.5 | |
| Brunei Darussalam | 0.36 | 3,500 | 4,100 | 7,600 | 47.4 | |
| Malaysia | 24.40 | 174,500 | 141,900 | 316,400 | 77.1 | |
| New Zealand | 4.20 | 29,223 | 23,390 | 52,613 | 79.8 | |
| Samoa | 0.18 | 1,200 | 1,000 | 2,200 | 80.9 | |
| Singapore | 4.25 | 10,600 | 11,600 | 22,200 | 191.4 | |
| Tonga | 0.10 | 800 | 1,000 | 1,800 | 55.6 | |
| Vanuatu | 0.21 | 1,875 | 736 | 2,611 | 81.2 | |
| Latin America and the Caribbean | | | | | | 85.4 |
| Antigua and Barbuda | 0.07 | 700 | 400 | 1,100 | 66.4 | |
| The Bahamas | 0.31 | 2,480 | 2,842 | 5,322 | 59.0 | |
| Barbados | 0.27 | 1,400 | 1,300 | 2,700 | 100.0 | |
| Belize | 0.26 | 2,917 | 1,216 | 4,133 | 61.9 | |
| Dominica | 0.08 | 500 | 400 | 900 | 87.8 | |
| Guyana | 0.77 | 4,062 | 3,259 | 7,321 | 104.5 | |
| Jamaica | 2.60 | 12,000 | 12,800 | 24,800 | 104.8 | |
| St Vincent and the Grenadines | 0.12 | 847 | 598 | 1,445 | 83.0 | |
| Trinidad and Tobago | 1.30 | 6,532 | 6,371 | 12,903 | 100.8 | |
| North America and Western Europe | | | | | | 82.7 |
| Canada | 31.00 | 140,700 | 138,700 | 279,400 | 111.0 | |
| Cyprus | 0.80 | 4,442 | 7,151 | 11,593 | 69.0 | |
| Malta | 0.39 | 1,700 | 3,700 | 5,400 | 72.2 | |
| United Kingdom | 59.00 | 259,000 | 493,200 | 752,200 | 78.4 | |
| South and West Asia | | | | | | 147.0 |
| Bangladesh | 146.00 | 326,900 | 355,600 | 682,500 | 213.9 | |
| India | 1065.00 | 3,387,900 | 2,586,200 | 5,974,100 | 178.3 | |
| The Maldives | 0.31 | 3,463 | 2,897 | 6,360 | 48.7 | |
| Sub-Saharan Africa | | | | | | 151.0 |
| Cameroon | 16.00 | 55,300 | 35,400 | 90,700 | 176.4 | |
| The Gambia | 1.40 | 4,700 | 2,000 | 6,700 | 209.0 | |
| Kenya | 31.99 | 172,144 | 46,090 | 218,234 | 146.6 | |
| Lesotho | 1.80 | 9,800 | 3,500 | 13,300 | 135.3 | |
| Mauritius | 1.30 | 5,299 | 8,053 | 13,352 | 97.4 | |
| Nigeria | 124.00 | 591,291 | 153,154 | 744,445 | 166.6 | |
| Seychelles | 0.08 | 670 | 548 | 1,218 | 66.5 | |
| Sierra Leone | 4.97 | 19,316 | 5,580 | 24,896 | 199.6 | |
| South Africa | 45.00 | 221,000 | 149,000 | 370,000 | 121.6 | |
| Tanzania | 36.98 | 154,895 | 32,835 | 187,730 | 197.0 | |
| Uganda | 25.80 | 143,200 | 34,000 | 177,200 | 145.6 | |
| Average across all countries | | | | | | 111.5 |

¹¹ Source: UNESCO (2006) and self-reported. Year in which number of teachers were determined is 2004, except for Australia (2008), Malaysia (2003), New Zealand (2008), Samoa (2000), Singapore (1996), Tonga (2002), Vanuatu (2009), The Bahamas (2007), Belize (2008), Guyana (2008), St Vincent and the Grenadines (2009), Trinidad and Tobago (2008), Canada (2000), Cyprus (2006), Maldives (2009), Kenya (2009), Mauritius (2008), Sierra Leone (2008) and Uganda (2005).

Number of un- and under-qualified teachers

Data on the number of un- and under-qualified teachers were very limited (see Table 5). No data were provided for the North America and Western Europe region.

Number of foreign teachers

Data on the number of foreign teachers was equally limited (see Table 6). As the data was used for contextualisation purposes, no further attempts were made to find alternative sources, although this is to be recommended for future studies (see Section 4 of this report).

Overview of Qualifications

The following section presents an overview of data on minimum initial primary and secondary (junior and senior secondary are combined) teacher qualifications received from the participating countries, and where available, supplemented by published data where required. Postgraduate and vocational qualifications are excluded, as are qualifications that prepare early childhood development (ECD)/pre-primary teachers and lecturers teaching at tertiary institutions. The detailed country-specific information is available in the Annex.

Levels of minimum initial teacher qualifications

Initial primary teacher qualifications across the 35 participating countries show a preference for ISCED 4 qualifications (post-secondary non-tertiary), yet this preference is not substantial: 20 (57 per cent) use ISCED 4 qualifications, while 15 (43 per cent) use ISCED 5 qualifications (see Figure 8). Sub-Saharan Africa stands out as a region where ISCED 4 (or lower) qualifications form the majority of qualifications on offer for primary teachers (82 per cent, or 9 of the 11 countries in the region). North America and Western Europe stands out as a region where the majority of countries offer ISCED 5 qualifications (75 per cent, or 3 of 4 countries in the region).

For initial secondary teacher qualifications the preference is the opposite (see Figure 8), with the majority of countries offering ISCED 5 qualifications (first stage of tertiary): 15 (43 per cent) use ISCED 4 qualifications, while 19¹³ (54 per cent) use ISCED 5 qualifications. The South and West Asia and Sub-Saharan Africa regions have the opposite trend, offering mostly ISCED 4 qualifications.

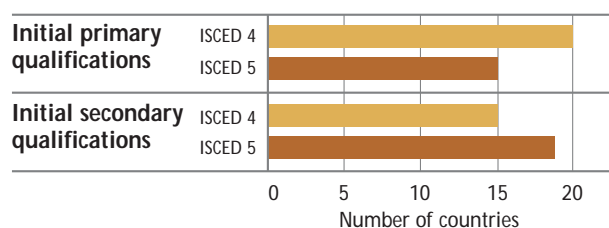
Table 5: Number of un- and under-qualified teachers as percentage of total number of teachers (2009)¹²

| Region | Un- and underqualified teachers (2009, as % of total) |
|--|---|
| East Asia and the Pacific | |
| New Zealand | 1.6 |
| Samoa | 11.3 |
| Vanuatu | 39.2 |
| Latin America and the Caribbean | |
| The Bahamas | 12.2 |
| Belize | 64.0 |
| Guyana | 54.0 |
| Trinidad and Tobago | 9.3 |
| South and West Asia | |
| Maldives | 20.2 |
| Sub-Saharan Africa | |
| Kenya | 0.2 |
| Lesotho | 28.8 |
| Sierra Leone | 32.1 |
| Uganda | 26.4 |

Table 6: Number of foreign teachers (2009)¹⁴

| Region | Foreign teachers | |
|--|--------------------------------|--------------|
| | As percentage of workforce | Number |
| East Asia and the Pacific | | |
| Australia | 14% (primary), 19% (secondary) | |
| New Zealand | | 1,300 |
| Vanuatu | | 50 |
| Latin America and the Caribbean | | |
| The Bahamas | 20% | |
| Guyana | | 50 |
| South and West Asia | | |
| Maldives | | 152 |
| Sub-Saharan Africa | | |
| The Gambia | | 87 |
| Mauritius | | 4 |
| Seychelles | | 133 |
| Total | | 1,776 |

Figure 8: ISCED levels of initial teacher qualifications



¹² Self-reported data as in 2009, with the exception of New Zealand (2008), Samoa (2005), The Bahamas (2006), Guyana (2008), Lesotho (2003) and Uganda (2004).

¹³ Data on secondary qualifications offered in Brunei Darussalam was not available.

¹⁴ Self-reported data as in 2009, with the exception of Australia (2006/7), New Zealand (2008), The Bahamas (2003/4).

Table 7: ISCED levels of minimum initial teacher qualifications by region

| Region Country or territory | Minimum initial primary qualification | | Minimum initial secondary qualification | | | |
|---|---------------------------------------|---|---|-------------------------|---|---|
| | Primary (ISCED level) | Number of countries with ISCED 4 as minimum | Number of countries with ISCED 5 as minimum | Secondary (ISCED level) | Number of countries with ISCED 4 as minimum | Number of countries with ISCED 5 as minimum |
| East Asia and the Pacific | | 4/8 | 4/8 | | 3/8 | 4/8 |
| Australia | 5 | | | 5 | | |
| Brunei Darussalam | 5 | | | - | | |
| Malaysia | 4 | | | 5 | | |
| New Zealand | 5 | | | 5 | | |
| Samoa | 4 | | | 4 | | |
| Singapore | 5 | | | 5 | | |
| Tonga | 4 | | | 4 | | |
| Vanuatu | 4 | | | 4 | | |
| Latin America and the Caribbean | | 4/9 | 5/9 | | 2/9 | 7/9 |
| Antigua and Barbuda | 4 | | | 4 | | |
| The Bahamas | 4 | | | 5 | | |
| Barbados | 5 | | | 5 | | |
| Belize | 5 | | | 5 | | |
| Dominica | 4 | | | 4 | | |
| Guyana | 5 | | | 5 | | |
| Jamaica | 5 | | | 5 | | |
| St Vincent & the Grenadines | 4 | | | 5 | | |
| Trinidad and Tobago | 5 | | | 5 | | |
| North America and Western Europe | | 1/4 | 3/4 | | 0/4 | 4/4 |
| Canada | 4 | | | 5 | | |
| Cyprus | 5 | | | 5 | | |
| Malta | 5 | | | 5 | | |
| United Kingdom | 5 | | | 5 | | |
| South and West Asia | | 2/3 | 1/3 | | 2/3 | 1/3 |
| Bangladesh | 5 | | | 5 | | |
| India | 4 | | | 4 | | |
| The Maldives | 4 | | | 4 | | |
| Sub-Saharan Africa | | 9/11 | 2/11 | | 8/11 | 3/11 |
| Cameroon | 4 | | | 4 | | |
| The Gambia | 4 | | | 4 | | |
| Kenya | 4 | | | 4 | | |
| Lesotho | 4 | | | 4 | | |
| Mauritius | 5 | | | 5 | | |
| Nigeria | 4 | | | 4 | | |
| Seychelles | 4 | | | 4 | | |
| Sierra Leone | 4 | | | 4 | | |
| South Africa | 5 | | | 5 | | |
| Tanzania | 3 | | | 5 | | |
| Uganda | 4 | | | 4 | | |
| Total | | 19/35 | 15/35 | | 15/35 | 19/35 |

Qualification pathways

Ideally, qualifications do not exist in isolation, but form part of a qualifications pathway that includes a combination of qualifications. When successfully completed in a specific sequence, this combination of qualifications allows the individual to achieve fully qualified status. The number of qualifications within such pathways differs greatly across countries and, in many cases, alternative pathways exist even within countries. Table 8 presents an overview of the different pathways on offer in each country, as well as the different qualifications within each of the pathways. A listing of the pathways on offer in each country is included with the rest of the country-specific information in the Annex to this report.

To achieve qualified primary teacher status, the average across the participating countries is two pathways with three qualifications. To achieve qualified secondary teacher status, the average across the participating countries is also two pathways with three qualifications. In general then, primary and secondary school teachers have the same number of options to achieve qualified status. There is however some significant differences across the regions, as illustrated in Table 8. Noticeably, the Sub-Saharan Africa stands out as the region wherein countries, on average, offer the most pathways and qualification types.

Figure 9: Average number of pathways available to achieve fully qualified status per region

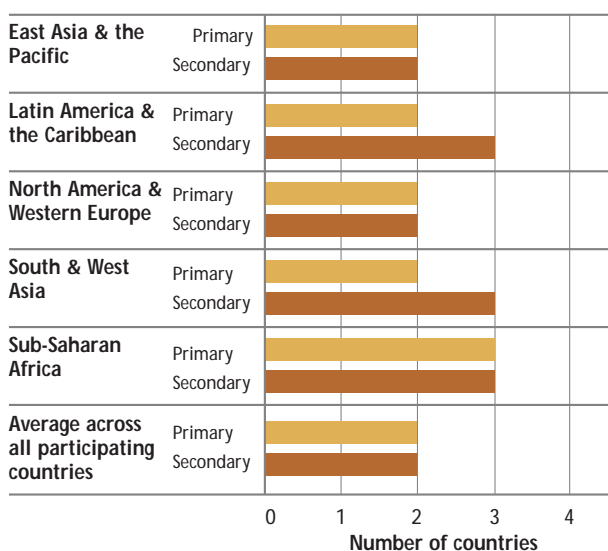
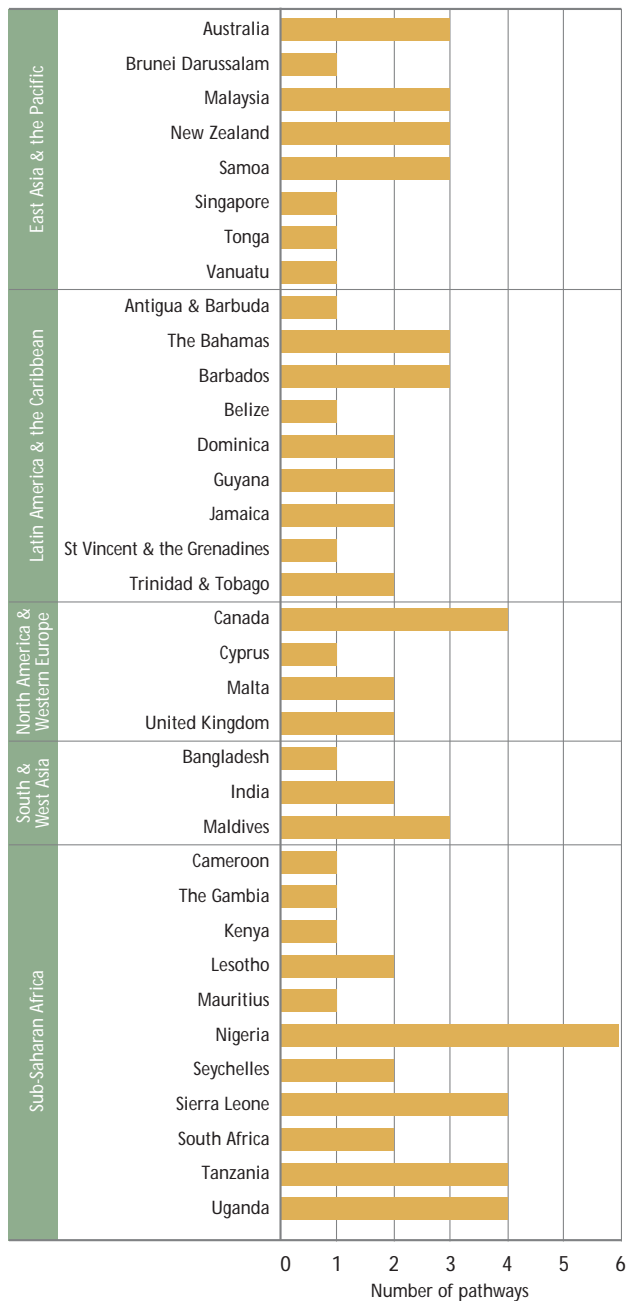


Table 8: Qualifications required for fully qualified status

| Region/Country or territory | Primary | | | | | Secondary | | | | |
|---|--|--|------------------|-------------------|-------------------------|--|--|------------------|-------------------|-------------------------|
| | Minimum duration (years FTE per pathway) | Maximum duration (years FTE without repeats per pathway) | Variance (years) | Pathways (number) | Qualifications (number) | Minimum duration (years FTE per pathway) | Maximum duration (years FTE without repeats per pathway) | Variance (years) | Pathways (number) | Qualifications (number) |
| East Asia and the Pacific | | | | | | | | | | |
| Regional extremes | 2.0 | 7.0 | 5.0 | - | - | 2.0 | 7.0 | 5.0 | - | - |
| Regional average | 3.0 | 4.3 | 1.3 | 2 | 3 | 3.6 | 4.6 | 1.0 | 2 | 3 |
| Australia | 4 | 7 | 3 | 3 | 3 | 4 | 7 | 3 | 3 | 3 |
| Brunei Darussalam | 3 | 3 | 0 | 1 | 1 | - | - | - | - | - |
| Malaysia | 2 | 5 | 3 | 3 | 4 | 4 | 5 | 1 | 2 | 3 |
| New Zealand | 3 | 5 | 2 | 3 | 4 | 4 | 5 | 1 | 2 | 3 |
| Samoa | 2 | 4 | 2 | 3 | 4 | 2 | 4 | 2 | 3 | 4 |
| Singapore | 5 | 5 | 0 | 1 | 2 | 5 | 5 | 0 | 1 | 2 |
| Tonga | 3 | 3 | 0 | 1 | 1 | 3 | 3 | 0 | 1 | 1 |
| Vanuatu | 2 | 2 | 0 | 1 | 1 | 3 | 3 | 0 | 3 | 3 |
| Latin America and the Caribbean | | | | | | | | | | |
| Regional extremes | 2.0 | 5.0 | 3.0 | - | - | 2.0 | 5.0 | 3.0 | - | - |
| Regional average | 2.4 | 3.6 | 1.1 | 2 | 2 | 2.8 | 4.2 | 1.4 | 3 | 3 |
| Antigua and Barbuda | 2 | 2 | 0 | 1 | 1 | 2 | 2 | 0 | 1 | 1 |
| The Bahamas | 2 | 4 | 2 | 3 | 3 | 4 | 5 | 1 | 2 | 3 |
| Barbados | 2 | 5 | 3 | 3 | 4 | 2 | 5 | 3 | 4 | 5 |
| Belize | 2 | 2 | 0 | 1 | 1 | 2 | 2 | 0 | 1 | 1 |
| Dominica | 2 | 5 | 3 | 2 | 3 | 2 | 5 | 3 | 2 | 3 |
| Guyana | 3 | 4 | 1 | 2 | 2 | 3 | 4 | 1 | 2 | 2 |
| Jamaica | 3 | 4 | 1 | 2 | 2 | 3 | 5 | 2 | 5 | 6 |
| St Vincent and the Grenadines | 2 | 2 | 0 | 1 | 1 | 3 | 5 | 2 | 2 | 3 |
| Trinidad and Tobago | 4 | 4 | 0 | 2 | 3 | 4 | 5 | 1 | 4 | 6 |
| North America and Western Europe | | | | | | | | | | |
| Regional extremes | 2.0 | 6.0 | 4.0 | - | - | 4.0 | 6.0 | 2.0 | - | - |
| Regional average | 3.5 | 4.5 | 1.0 | 2 | 4 | 4.0 | 4.5 | 0.5 | 2 | 4 |
| Canada | 2 | 6 | 4 | 4 | 7 | 4 | 6 | 2 | 3 | 6 |
| Cyprus | 4 | 4 | 0 | 1 | 1 | 4 | 4 | 0 | 1 | 2 |
| Malta | 4 | 4 | 0 | 2 | 3 | 4 | 4 | 0 | 2 | 3 |
| United Kingdom | 4 | 4 | 0 | 2 | 3 | 4 | 4 | 0 | 2 | 3 |
| South and West Asia | | | | | | | | | | |
| Regional extremes | 2.0 | 4.0 | 2.0 | - | - | 1.0 | 4.0 | 3.0 | - | - |
| Regional average | 2.3 | 3.3 | 1.0 | 2 | 2 | 1.7 | 3.3 | 1.7 | 3 | 3 |
| Bangladesh | 3 | 3 | 0 | 1 | 1 | 3 | 3 | 0 | 1 | 1 |
| India | 2 | 4 | 2 | 2 | 2 | 1 | 4 | 3 | 3 | 4 |
| The Maldives | 2 | 3 | 1 | 3 | 3 | 1 | 3 | 2 | 5 | 5 |
| Sub-Saharan Africa | | | | | | | | | | |
| Regional extremes | 1.0 | 6.0 | 5.0 | - | - | 1.0 | 6.0 | 5.0 | - | - |
| Regional average | 2.1 | 3.5 | 1.4 | 3 | 3 | 2.5 | 3.7 | 1.3 | 3 | 3 |
| Cameroon | 3 | 3 | 0 | 1 | 1 | 3 | 3 | 0 | 1 | 1 |
| The Gambia | 1 | 1 | 0 | 1 | 1 | 1 | 2 | 1 | 2 | 2 |
| Kenya | 2 | 2 | 0 | 1 | 1 | 2 | 5 | 3 | 3 | 4 |
| Lesotho | 2 | 4 | 2 | 2 | 2 | 2 | 4 | 2 | 3 | 3 |
| Mauritius | 2 | 2 | 0 | 1 | 1 | 3 | 3 | 0 | 1 | 1 |
| Nigeria | 3 | 5 | 2 | 6 | 7 | 4 | 5 | 1 | 4 | 6 |
| Seychelles | 1 | 4 | 3 | 2 | 2 | 1 | 2 | 1 | 2 | 2 |
| Sierra Leone | 1 | 6 | 5 | 4 | 3 | 3 | 6 | 3 | 5 | 6 |
| South Africa | 4 | 4 | 0 | 2 | 3 | 4 | 4 | 0 | 2 | 3 |
| Tanzania | 2 | 4 | 2 | 4 | 3 | 2 | 4 | 2 | 3 | 4 |
| Uganda | 2 | 3 | 1 | 4 | 4 | 2 | 3 | 1 | 3 | 3 |
| Average across all participating countries | 2.6 | 3.8 | 1.2 | 2 | 3 | 2.9 | 4.1 | 1.2 | 2 | 3 |

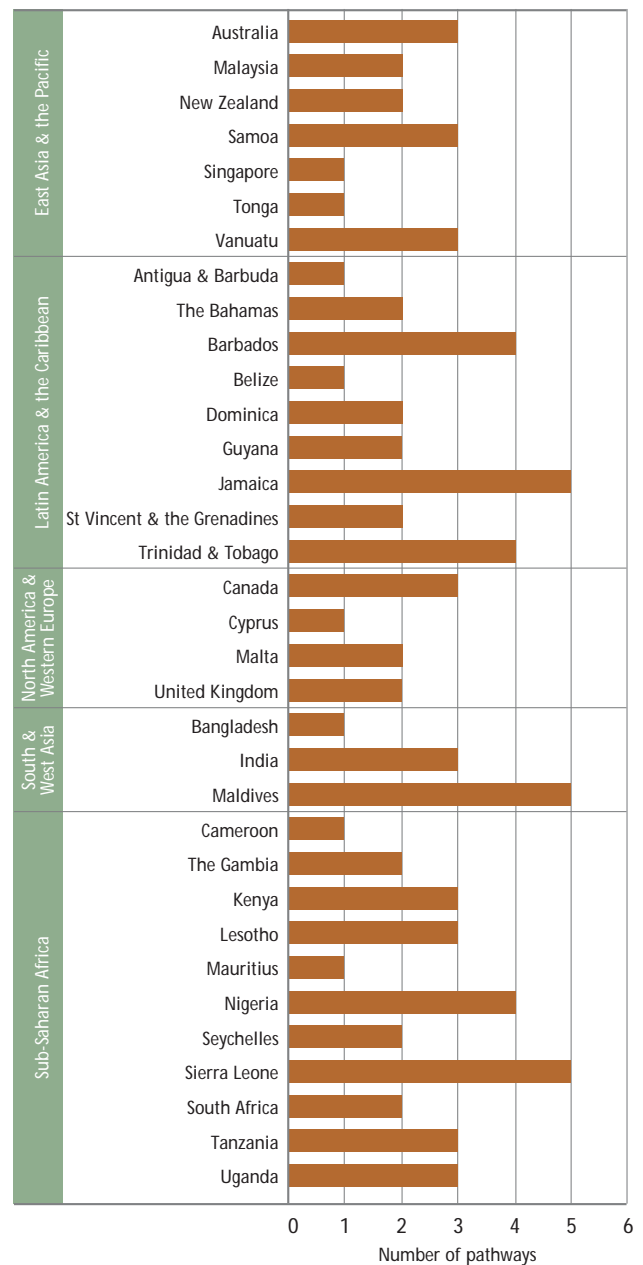
Thirteen countries offer only one pathway to achieve qualified primary teacher status (see Figure 10). Countries that offer a high number of primary pathways are Nigeria (six), Canada (four), Sierra Leone (four), Tanzania (four), and Uganda (four). The majority are from Sub-Saharan Africa.

Figure 10: Number of pathways available to achieve qualified primary teacher status



Eight countries offer only one pathway to achieve qualified secondary teacher status (see Figure 11). Jamaica (five), the Maldives (five), Sierra Leone (five), Barbados (four), Trinidad and Tobago (four), and Nigeria (four) offer a high number of secondary pathways.

Figure 11: Number of pathways available to achieve qualified secondary teacher status¹⁵



¹⁵ No information on secondary qualifications was available for Brunei Darussalam.

Number of qualifications

Countries that stand out as offering a high number of different qualifications correlate largely with those offering numerous pathways: Canada and Nigeria offer seven different qualifications over their primary pathways (see Figure 12), while the average across all the participating states is only three qualifications.

Jamaica, Trinidad and Tobago, Canada, Nigeria and Sierra Leone offer six different qualifications over their secondary pathways (see Figure 13). The average

number of secondary qualifications across all the participating states is also three.

For both Canada and Nigeria, the variety of pathways and qualifications can be partly ascribed to the federal governance systems and the resulting possibilities for varieties in states and territories that are accommodated in the national submissions. In the case of Australia, national consensus seems to override the need for differences across states and territories.

Figure 12: Number of qualifications available to achieve qualified primary teacher status

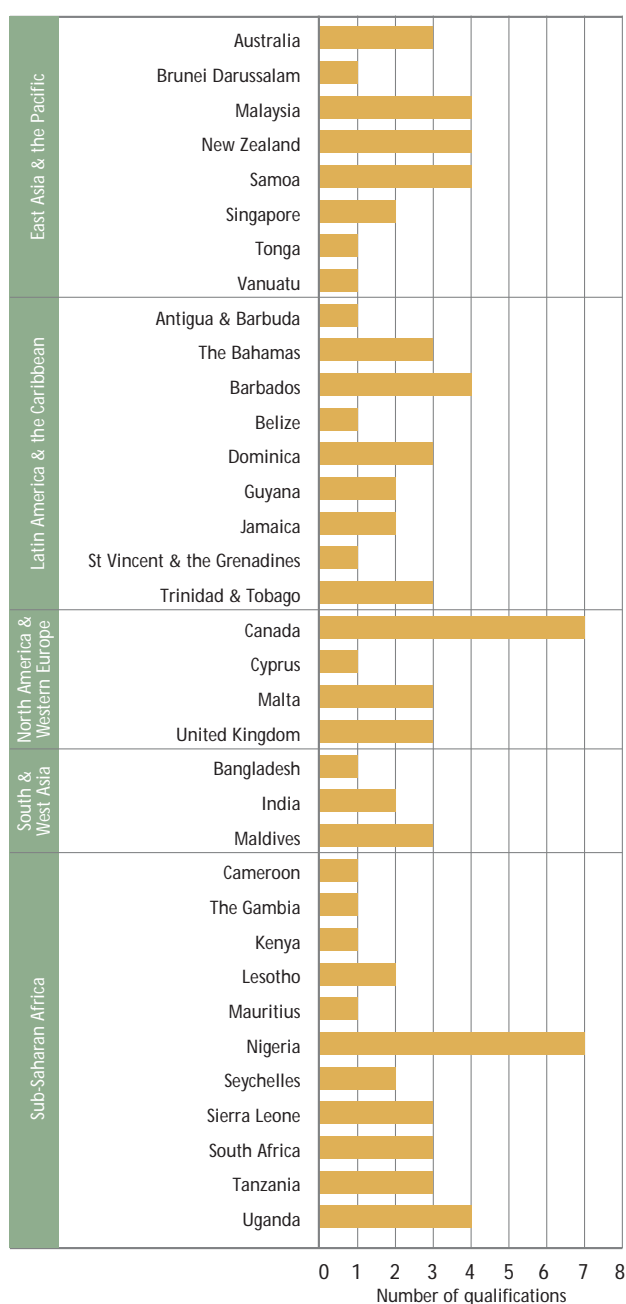
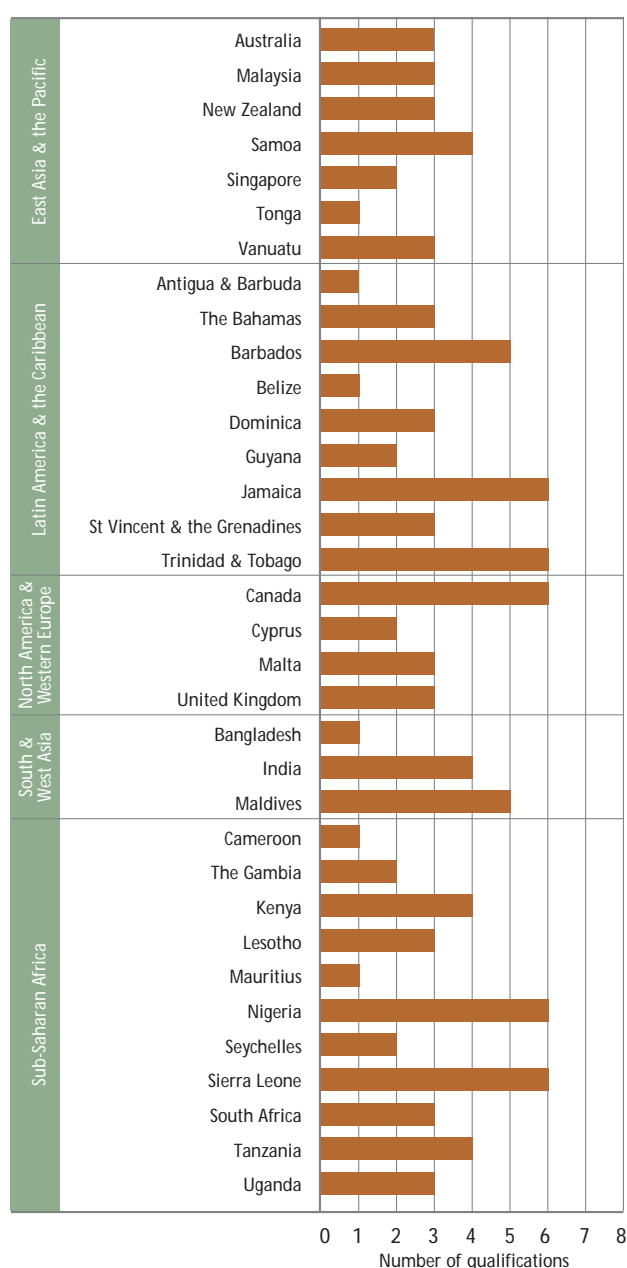


Figure 13: Number of qualifications available to achieve qualified secondary teacher status¹⁶



¹⁶ No information on secondary qualifications was available for Brunei Darussalam.

Duration to qualified status

The average minimum duration to qualified primary teacher status across all the participating countries is 2.6 years (full-time equivalent (FTE) per pathway), while the maximum is 3.8 years (FTE per pathway, without repeats). On average then, and rounding off to completed academic years, primary school teachers can achieve qualified status with between three and four years of full-time training. The North American and Western Europe region require between four and five years, while Latin America and the Caribbean require two to four years, and both South and West Asia and Sub-Saharan Africa require between two and three years.

Countries with the greatest variance between the minimum and maximum durations to qualified primary teacher status are Canada (four years) and Sierra Leone (five years). Seventeen countries have no variance between minimum and maximum durations, as all the pathways are of equal duration (see Figure 14).

The average minimum duration to qualified secondary teacher status across all the participating countries is 2.9 years (FTE per pathway), while the maximum is 4.1 years (FTE per pathway, without repeats). On average, and rounding off to complete academic years, secondary school teachers can also achieve qualified status between three and four years of full-time training. The East Asia and the Pacific region, and North American and Western Europe region, require between four and five years, while Latin America and the Caribbean require three to four years, South and West Asia between two and three years, and Sub-Saharan Africa between two and four years.

The variance between the minimum and maximum duration to qualified secondary teacher status is not as significant as that for primary status. The highest variance of three years occurs in Australia, Barbados, Dominica, India, Kenya, and Sierra Leone. Twelve countries have no variance between minimum and maximum durations as all the pathways are of equal duration (see Figure 15).

Practical component of qualification pathways

The practical component of qualifications was reported as the number of weeks a full-time student is required to teach during their initial training. Table 9 summarises the data by collating the complete practical component per pathway required to achieve fully qualified status.

Figure 14: Minimum and maximum durations to qualified primary teacher status

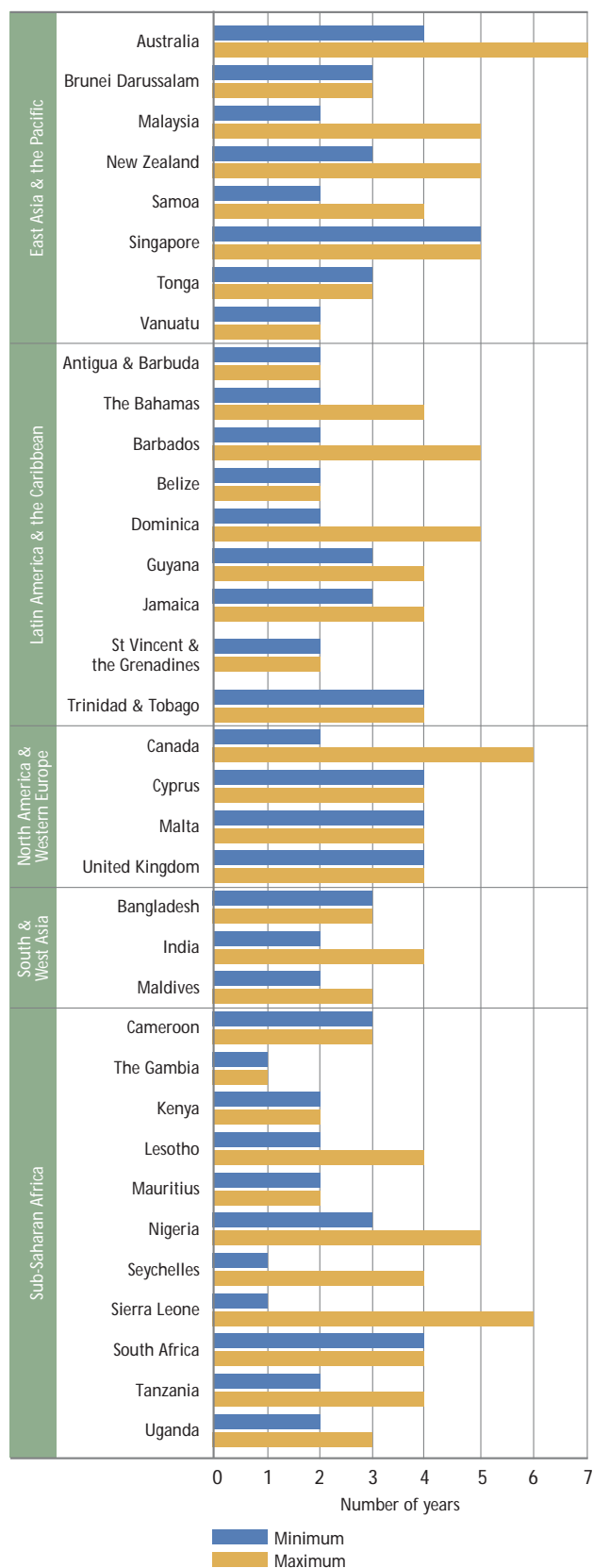


Figure 15: Minimum and maximum durations to qualified secondary teacher status¹⁷

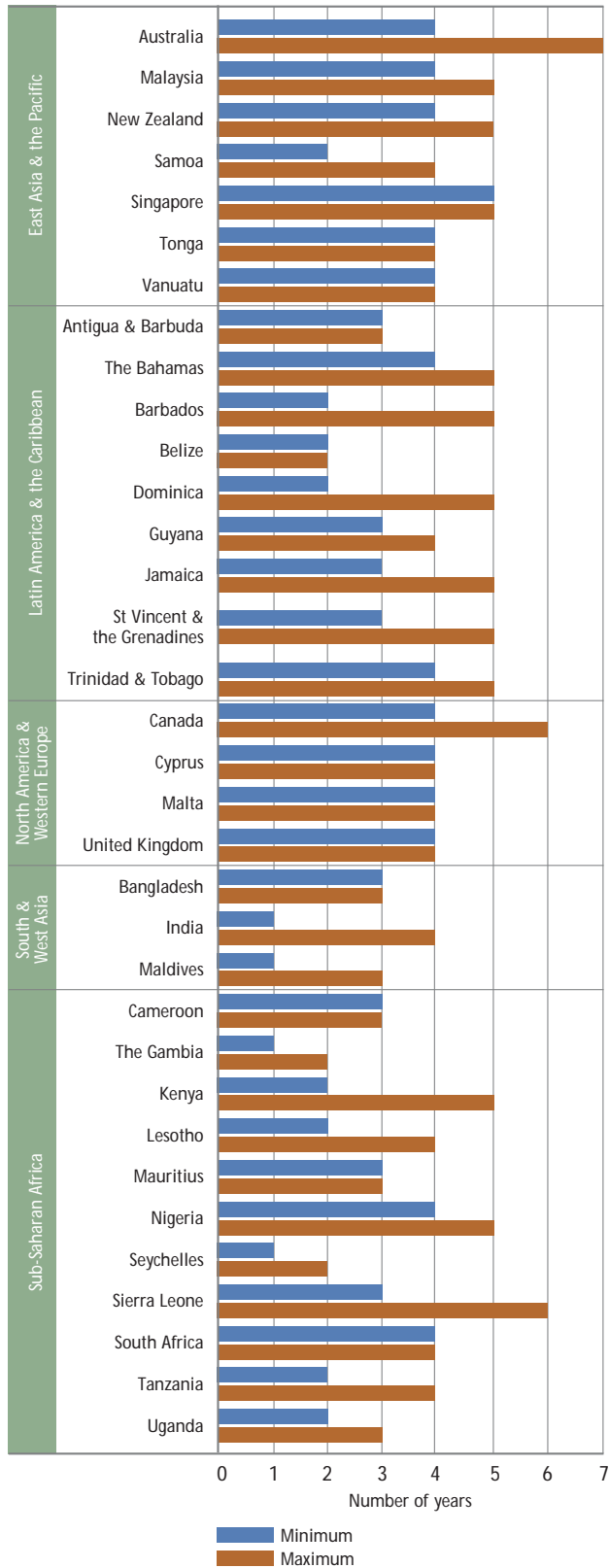


Table 9: Practical component of initial teacher qualifications

| Region Country or territory | Primary | | | Secondary | | |
|---|-----------------|-----------------|------------------|-----------------|-----------------|------------------|
| | Minimum (weeks) | Maximum (weeks) | Variance (weeks) | Minimum (weeks) | Maximum (weeks) | Variance (weeks) |
| East Asia and the Pacific | | | | | | |
| Regional minimum, maximum and variance | 7 | 30 | 23 | 6 | 30 | 24 |
| Australia | 9 | 16 | 7 | 9 | 16 | 7 |
| Brunei Darussalam | 12 | 12 | 0 | - | - | - |
| Malaysia | - | 26 | - | - | 26 | - |
| New Zealand | 14 | 20 | 6 | 14 | 20 | 6 |
| Samoa | 7 | 26 | 19 | 7 | 26 | 19 |
| Singapore | 12 | 12 | 0 | 12 | 12 | 0 |
| Tonga | 30 | 30 | 0 | 30 | 30 | 0 |
| Vanuatu | 8 | 8 | 0 | 6 | 12 | 6 |
| Latin America and the Caribbean | | | | | | |
| Regional minimum, maximum and variance | 4 | 52 | 48 | 8 | 52 | 44 |
| Antigua and Barbuda | - | - | - | - | - | - |
| The Bahamas | 12 | 52 | 40 | 12 | 52 | 40 |
| Barbados | - | 10 | - | - | 20 | - |
| Belize | 15 | 15 | 0 | 15 | 15 | 0 |
| Dominica | 12 | - | - | 12 | - | - |
| Guyana | 30 | 30 | 0 | 30 | 30 | 0 |
| Jamaica | 4 | 15 | 11 | 8 | 15 | 7 |
| St Vincent & the Grenadines | 8 | 8 | 0 | 8 | 9 | 1 |
| Trinidad and Tobago | 12 | 13 | 1 | 12 | 13 | 1 |
| North America and Western Europe | | | | | | |
| Regional minimum, maximum and variance | 8 | 32 | 24 | 13 | 32 | 19 |
| Canada | - | - | - | - | - | - |
| Cyprus | 8 | 8 | 0 | 13 | 13 | 0 |
| Malta | - | 12 | - | - | 12 | - |
| United Kingdom | 24 | 32 | 8 | 24 | 32 | 8 |
| South and West Asia | | | | | | |
| Regional minimum, maximum and variance | 8 | 16 | 8 | 8 | 13 | 5 |
| Bangladesh | 12 | 12 | 0 | 12 | 12 | 0 |
| India | 16 | 16 | 0 | - | 6 | - |
| The Maldives | 8 | 13 | 5 | 8 | 13 | 5 |
| Sub-Saharan Africa | | | | | | |
| Regional minimum, maximum and variance | 0 | 54 | 54 | 0 | 54 | 54 |
| Cameroon | - | - | - | - | - | - |
| The Gambia | - | - | - | - | - | - |
| Kenya | 9 | 9 | 0 | 12 | 12 | 0 |
| Lesotho | - | - | - | - | - | - |
| Mauritius | - | - | - | - | - | - |
| Nigeria | 6 | 45 | 39 | 6 | 51 | 45 |
| Seychelles | 0 | 27 | 27 | 0 | 14 | 14 |
| Sierra Leone | 4 | 54 | 50 | 13 | 54 | 41 |
| South Africa | 6 | 15 | 9 | 6 | 15 | 9 |
| Tanzania | 8 | 16 | 8 | 8 | 16 | 8 |
| Uganda | - | - | - | - | - | - |
| Average across all participating countries | 11.4 | 20.4 | 9.6 | 12.0 | 21.0 | 9.9 |

17 No information on secondary qualifications was available for Brunei Darussalam.

Figures 16 and 17 show the differences between the minimum and maximum practical components per country pathway. Of importance are the countries that show significant variance between minimum and maximum values, such as for primary qualifications: The Bahamas (the variance of 40 weeks is calculated as the difference between the minimum 12 weeks and maximum 52 weeks), Sierra Leone (50 weeks), Nigeria

(39 weeks), Seychelles (27 weeks) and for secondary qualification: The Bahamas (40 weeks), Nigeria (45 weeks) and Sierra Leone (41 weeks).

The average number of weeks practical per pathway across all the participating countries was:

- ♦ Primary: 11.4 to 20.4 weeks
- ♦ Secondary: 12.0 to 21.0 weeks

Figure 16: Practical component of pathways to achieve qualified primary teacher status

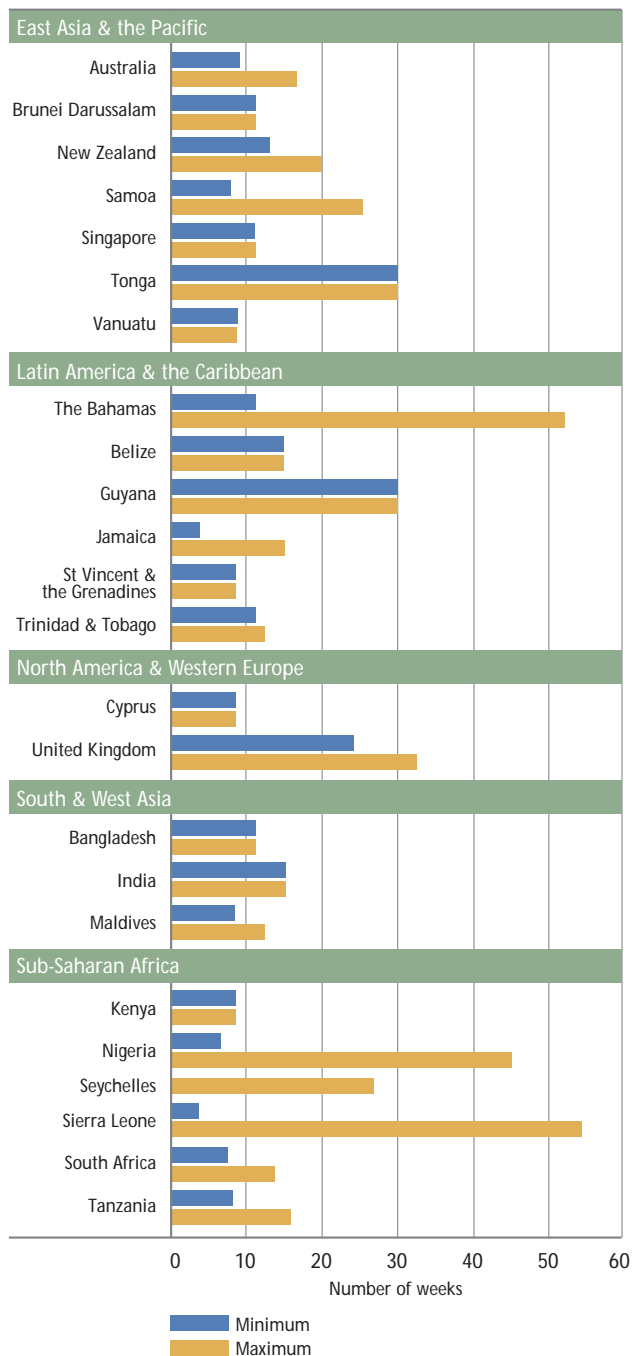
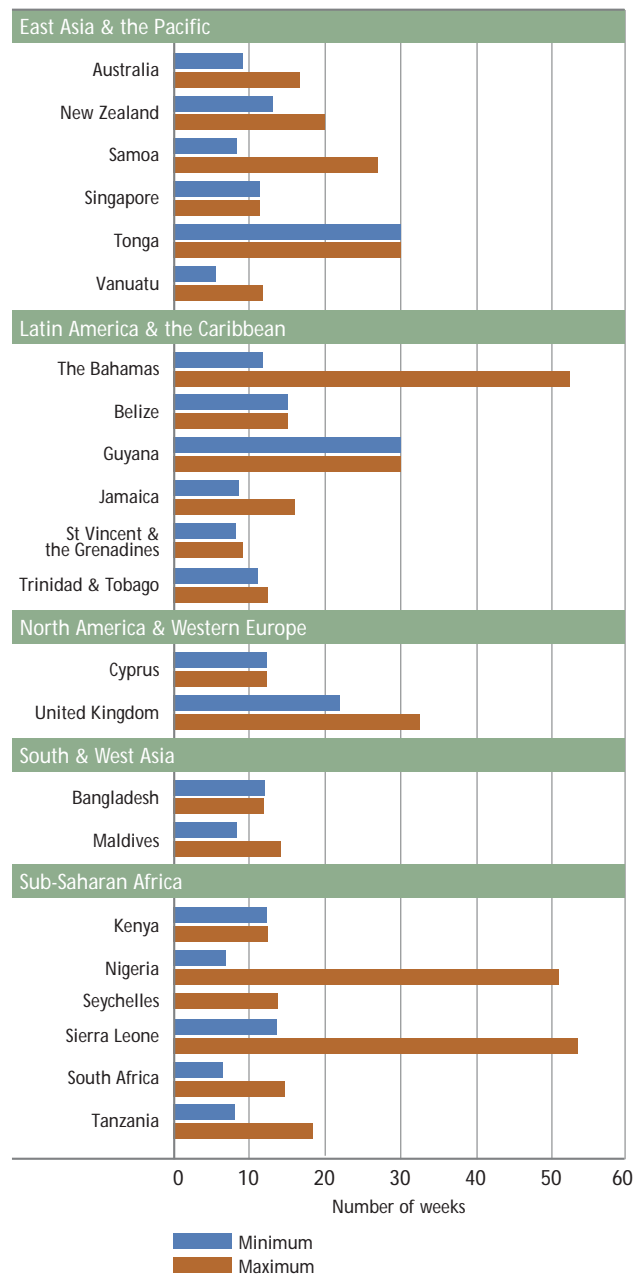


Figure 17: Practical component of pathways to achieve qualified secondary teacher status¹⁸



18 No information on secondary qualifications was available for Brunei Darussalam.

Qualification types

Further scrutiny of the qualifications on offer in the participating countries, considering the ISCED A distinction (for qualifications that are more theoretically based, and provide access to higher level qualifications), and the ISCED B distinction (for more practical and occupationally specific programmes that do not necessarily provide access to higher level programmes), shows a preference for ISCED 5A (the first stage of tertiary with a more theoretical orientation) across both the primary and secondary routes. For the primary qualifications, 46.0 per cent of the total qualifications on offer are located at ISCED 5A, while 48.6 per cent of the secondary qualifications are located at ISCED 5A.

ISCED 5B (the first stage of tertiary with a more occupational orientation) accommodated the second largest number of qualifications for both primary and secondary routes at respectively 20.7 per cent and 26.2 per cent.

Whilst it is acknowledged that the naming of qualifications varies across countries and regions, and is often strongly influenced by historical trajectories, it remains useful to compare the different qualifications offered across the participating countries on a 'comparability' level. The qualifications across both primary and secondary pathways (duplicates have been excluded) are summarised below. The average duration in years, average practical component in weeks, and ISCED level of the majority of countries, as well as the percentages of countries that include the specific qualification type for fully qualified status are included in brackets. In this analysis, no distinction is made between primary and secondary requirements.

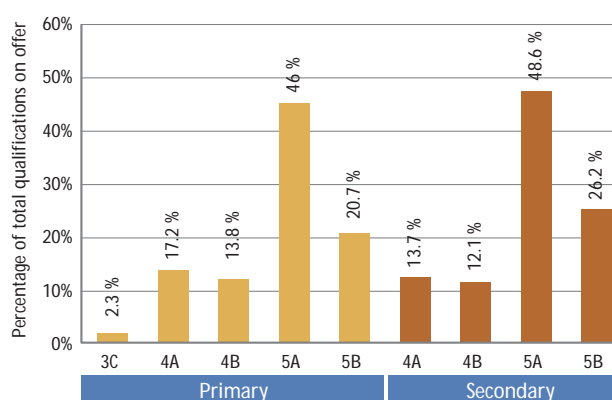
Academic qualifications:

- ◆ Bachelor Degree (3.43y; 0.71w; 5A; 60 per cent)

Professional qualifications:

- ◆ Diploma in Education (2.07y; 15.2w; 4B; 46 per cent)
- ◆ Certificate in Education (2.08y; 11.5w; 4A; 46 per cent)
- ◆ Bachelor Degree in Education (3.57y; 15.8w; 5A; 74 per cent)
- ◆ Graduate Diploma in Education (1.20y; 10.2w; 5B; 14 per cent)
- ◆ Associate Degree in Education (2.13y; 12.5w; 4A; 14 per cent)
- ◆ Postgraduate Diploma in Education (1.00y; 9.5w; 5B; 17 per cent)
- ◆ Postgraduate Certificate in Education (PGCE) (1.00y; 16.5w; 5B; 9 per cent)

Figure 18: Initial teacher qualifications offered across participating member states according to ISCED levels



Bachelor Degree

Twenty-one of the 35 countries (60 per cent) include Bachelor Degrees as a requirement for fully qualified status. The duration of the Bachelor Degree varies between three and four years, with an average of 3.43 years. Two countries, Jamaica and Canada, offer Bachelor Degrees of both three and four years' duration. In most cases, the Bachelor Degree does not include a practical component. Bangladesh is the exception, with 12 weeks practical. All 21 countries locate their Bachelor Degrees at ISCED 5A.

In 19 countries, the Bachelor Degree forms part of a qualifications pathway that also includes a professional qualification (as obtaining only the Bachelor Degree does not necessarily lead to fully qualified status). Examples are listed below (the duration in years, and the practical component of the pathway in weeks are indicated in brackets):

Pathway: Bachelor Degree » Graduate Diploma in Education

Countries: Australia (4, 9); Samoa (4, 7); New Zealand (4, 14).

Pathway: Bachelor Degree » Postgraduate Diploma in Education

Countries: Kenya (5, *); Malaysia (5, *); Nigeria (5, 6); Singapore (5, 12); Tanzania (4, 8); and Trinidad and Tobago (5, 12).

Pathway: Bachelor Degree » Professional Diploma in Education

Countries: Nigeria (5, 6); and Jamaica (5, 8-15).

Pathway: Bachelor Degree » Postgraduate Certificate in Education

Countries: Malta (4, 12); South Africa (4, 6); and United Kingdom (4, 18).

Table 10: Bachelor Degree

| Region Country or territory | Duration (years) | Practical component (weeks) | ISCED level |
|---|---------------------|-----------------------------------|----------------|
| East Asia and the Pacific | | | |
| Australia | 3 | 0 | 5A |
| Malaysia | 4 | 0 | 5A |
| New Zealand | 3 | 0 | 5A |
| Samoa | 3 | 0 | 5A |
| Singapore | 4 | 0 | 5A |
| Latin America and the Caribbean | | | |
| The Bahamas | 4 | - | 5A |
| Barbados | 4 | - | 5A |
| Jamaica | 3 | 0 | 5A |
| | 4 | 0 | 5A |
| Trinidad and Tobago | 4 | 0 | 5A |
| North America and Western Europe | | | |
| Canada | 3 | - | 5A |
| | 4 | - | 5A |
| Cyprus | 3 | 0 | 5A |
| Malta | 3 | 0 | 5A |
| United Kingdom | 3 | 0 | 5A |
| South and West Asia | | | |
| Bangladesh | 3 | 12 | 5A |
| India | 3 | 0 | 5A |
| Sub-Saharan Africa | | | |
| Kenya | 4 | - | 5A |
| Mauritius | 3 | - | 5A |
| Nigeria | 4 | 0 | 5A |
| Sierra Leone | 4 | 0 | 5A |
| South Africa | 3 | 0 | 5A |
| Tanzania | 3 | 0 | 5A |
| Average across all countries/major level | 3.43 | 0.71 | 5A |

Other examples of qualifications required with a Bachelor Degree include a Certificate in Educational Management and Administration (Barbados) (5, *); a Teacher Education Qualification/Bachelor of Education (Canada) (4, *); a Certificate of Completion of Pre-Service Training Programme (Cyprus) (4, 13); a Bachelor of Physical Education (India) (4, *); and a Diploma in Education (Sierra Leone) (5, 26).

In two countries, Bangladesh and Mauritius, the Bachelor Degree on its own can lead to fully qualified status.

Bachelor Degree in Education¹⁹

Twenty-six of the 35 participating countries (74 per cent) include the Bachelor Degree in Education (B Ed), with some variation in the naming as noted in the footnote below, as requirement for fully qualified status. The duration of the B Ed varies between two years (Jamaica) and five years (Canada), with an average of 3.57 years across the 26 countries. Most B Ed degrees include a practical component, the duration which varies between one week (St. Vincent and the Grenadines) and 52 weeks (The Bahamas), with a relatively high average of 15.8 weeks across the 26 countries. Most countries (25 of the 26) locate their B Ed at ISCED 5A. The Maldives locates its B Ed at ISCED 5B, while Canada and India have B Ed at both ISCED 5A and 5B. In India B Ed degrees are also offered at ISCED 4B.

Six countries offer more than one variation of a B Ed degree: The Bahamas (two), Jamaica (three), Canada (three), India (four), Sierra Leone (two) and Uganda (two). Within these five countries the duration, practical component, and ISECD level of the B Ed degrees vary greatly (see Table 11).

In most countries (23 out of 26, 89 per cent) the B Ed degree on its own is regarded as sufficient to achieve fully qualified status:

Australia (4, 16), The Bahamas (4, 52), Barbados (4, *), Belize (2, 15), Canada (4/5, *), Guyana (4, 30), India (4, 16), Jamaica (4, 4), Kenya (4, 12), Lesotho (4, *), Malaysia (4, 26), Malta (4, *), New Zealand (3, 20), Nigeria (4, 12), St. Vincent and the Grenadines (3, 1), Samoa (4, 26), Sierra Leone (3, 13), South Africa (4, 15), Tanzania (3, 16), Uganda (2, *), United Kingdom (4, 18-32) and Vanuatu (3, 6).

In five countries, the B Ed forms part of a qualifications pathway that also includes other qualifications before fully qualified status can be obtained:

Pathway: Bachelor Degree » B Ed

Countries: Australia (7, 16); Canada (6, *).

Pathway: B Ed » Diploma in Education

Countries: Barbados (5, *).

Pathway: B Ed » Certificate in Education

Countries: Dominica (5, *).

Pathway: Certificate in Teacher Education » B Ed

Countries: St. Vincent and the Grenadines (5, 9).

New Zealand offers a conjoint Bachelor of Arts/Science and Bachelor of Teaching (5, 20).

¹⁹ Variations on the naming include: Bachelor of Education (Canada, Guyana, India, St. Vincent and the Grenadines, Samoa, South Africa, Tanzania, United Kingdom, and Vanuatu). Bachelor of Education with Arts/Science (Kenya); Bachelor of Arts/Science with/in Education (Jamaica, Sierra Leone, Trinidad and Tobago, and Uganda). Bachelor of Teaching (Australia, Maldives, New Zealand). Bachelor in Education Honours (Malta)., Bachelor Degree in Primary/Secondary Education/Teaching (Cyprus).

Table 11: Bachelor Degree in Education

| Region Country or territory | Duration (years) | Practical component (weeks) | ISCED level |
|---|---------------------|-----------------------------------|----------------|
| East Asia and the Pacific | | | |
| Australia | 4 | 16 | 5A |
| Malaysia | 4 | 26 | 5A |
| New Zealand | 3 | 20 | 5A |
| Samoa | 4 | 26 | 5A |
| Vanuatu | 3 | 6 | 5A |
| Latin America and the Caribbean | | | |
| The Bahamas | 2.5 | 12 | 5A |
| | 4 | 52 | 5A |
| Barbados | 4 | - | 5A |
| Belize | 2 | 15 | 5A |
| Dominica | 3 | - | 5A |
| Guyana | 4 | 30 | 5A |
| Jamaica | 4 | 4 | 5A |
| | 2 | 4 | 5A |
| | 3 | 6 | 5A |
| St Vincent & the Grenadines | 3 | 1 | 5A |
| Trinidad and Tobago | 4 | 13 | 5A |
| North America and Western Europe | | | |
| Canada | 2 | - | 5B |
| | 4 | - | 5A |
| | 5 | - | 5A |
| Cyprus | 4 | 8 | 5A |
| Malta | 4 | - | 5A |
| United Kingdom | 4 | 18 | 5A |
| South and West Asia | | | |
| India | 4 | 16 | 5A |
| | 1 | - | 5B |
| | 1 | 6 | 4B |
| | 2 | 6 | 4B |
| The Maldives | 3 | 13 | 5B |
| Sub-Saharan Africa | | | |
| Kenya | 4 | 12 | 5A |
| Lesotho | 4 | - | 5A |
| Nigeria | 4 | 12 | 5A |
| Sierra Leone | 3 | 13 | 5A |
| | 4 | 13 | 5A |
| South Africa | 4 | 15 | 5A |
| Tanzania | 3 | 16 | 5A |
| Uganda | 2 | - | 5A |
| | 3 | - | 5A |
| Average across all countries/major level | 3.57 | 15.8 | 5A |

Diploma in Education²⁰

Sixteen of the 35 participating countries (46 per cent) include the Diploma in Education as requirement for fully qualified status (Table 12). The duration of the Diploma in Education varies between one year (The Bahamas, Jamaica, Trinidad and Tobago, the Maldives and Sierra Leone) to four years (Seychelles). The average duration of the Diploma in Education across the 16 countries is 2.07 years. In most cases the Diploma in Education includes a practical component, varying between six weeks (Vanuatu) and 30 weeks (Tonga), with an average of 15.2 weeks. The Diploma in Education is located across three ISCED levels: 4A (seven), 4B (eight) and 5B (six). Five countries offer two different variations of a Diploma in Education: Vanuatu, Jamaica, Trinidad and Tobago, the Maldives and Seychelles.

Table 12: Diploma in Education

| Region Country or territory | Duration (years) | Practical component (weeks) | ISCED level |
|---|---------------------|-----------------------------------|----------------|
| East Asia and the Pacific | | | |
| Samoa | 2 | 16 | 4B |
| Tonga | 3 | 30 | 4B |
| Vanuatu | 3 | 12 | 4A |
| | 3 | 6 | 4A |
| Latin America and the Caribbean | | | |
| The Bahamas | 1 | 12 | 5B |
| Barbados | 2 | 20 | 5B |
| Jamaica | 3 | 15 | 4A |
| | 1 | 15 | 5B |
| Trinidad and Tobago | 3 | 15 | 4A |
| | 1 | 13 | 5B |
| North America and Western Europe | | | |
| Canada | 2 | - | 4B |
| South and West Asia | | | |
| The Maldives | 2 | 8 | 4A |
| | 1 | 8 | 4A |
| Sub-Saharan Africa | | | |
| Kenya | 2 | 12 | 4A |
| Lesotho | 2 | - | 4B |
| Mauritius | 2 | - | 5B |
| Seychelles | 4 | 27 | 4B |
| | 2 | 14 | 4B |
| Sierra Leone | 1 | 13 | 5B |
| Tanzania | 2 | 8 | 4B |
| Uganda | 2 | - | 4B |
| Average across all countries/major level | 2.07 | 15.2 | 4B |

20 Variations on the naming include: Teaching Diploma (Canada); Diploma in Primary/Secondary Teaching (Jamaica, Vanuatu); Diploma in Education Primary/Secondary (Lesotho); Diploma of Teaching Primary/Middle School/Secondary (the Maldives); Diploma in Teaching English as a Foreign Language (the Maldives); Primary Teachers Diploma (Mauritius) and Diploma in Primary/Secondary Education (Seychelles, Samoa).

In 12 of the 16 countries (75 per cent) the Diploma in Education on its own is regarded as sufficient for fully qualified status: Canada (Nunavut only) (2, *); Jamaica (3, 15); Kenya (2, 12); Lesotho (2, *); the Maldives (2, 8); Mauritius (2, *); Seychelles (4, 27); Samoa (2, 16); Tanzania (2, 8); Tonga (3, 30); Uganda (2, *); and Vanuatu (3, 6-12).

In Jamaica, the Diploma is combined with a Bachelor of Science with Education (6, 21); while in Tanzania, the Diploma in Education is preceded by a Certificate (4, 8).

In five countries, the Diploma in Education is combined with another qualification for fully qualified status:

Pathway: Bachelor of Arts/Science » Diploma in Education

Countries: Barbados (5, *); The Bahamas (5, 12); Sierra Leone (5, 26); Trinidad and Tobago (5, 13); and Jamaica (6, 15).

Graduate Diploma in Education²¹

Five of the 35 participating countries (14 per cent) include the Graduate Diploma in Education as requirement for fully qualified status (Table 13). The duration of the Graduate Diploma in Education ranges between one year (Australia, New Zealand and Samoa), and two years (the Maldives and Nigeria), with the average duration across the five countries 1.2 years. The practical component ranges from six weeks (Nigeria), to 15 weeks (also in Nigeria). The average practical component for the Graduate Diploma in Education for the six countries is 10.2 weeks. The Graduate Diploma in Education is pegged at three different ISCED levels: 4A (1), 5A (1) and 5B (4). Nigeria offers two different Graduate Diplomas in Education.

In four countries the Graduate Diploma in Education is combined with another qualification for fully qualified status:

Pathway: Bachelor Degree » Graduate Diploma in Education

Countries: Australia (4, 9); New Zealand (4, 14); Samoa (4, 7); and Nigeria (5, 6).

In the Maldives, the Graduate Diploma in Education (2, 8) on its own is regarded as sufficient for fully qualified status. In Nigeria, a Higher National Diploma is combined with a National Diploma and Professional Diploma in Education (Primary/Secondary) to make up a pathway for fully status.

Table 13: Graduate Diploma in Education

| Region Country or territory | Duration (years) | Practical component (weeks) | ISCED level | |
|---|---------------------|-----------------------------------|----------------|----|
| East Asia and the Pacific | | | | |
| Australia | 1 | 9 | 5B | |
| New Zealand | 1 | 14 | 5B | |
| Samoa | 1 | 7 | 5B | |
| South and West Asia | | | | |
| The Maldives | 2 | 8 | 4A | |
| Sub-Saharan Africa | | | | |
| Nigeria | 1 | 6 | 5B | |
| | 2 | 15 | 5A | |
| Average across all countries/major level | | 1.2 | 10.2 | 5B |

The Latin America and the Caribbean region, and the North America and Western Europe region do not offer the Graduate Diploma in Education.

Postgraduate Diploma in Education

Six of the 35 participating countries (17 per cent) include the Postgraduate Diploma in Education as requirement for fully qualified status (Table 14). The duration of the Postgraduate Diploma in Education is one year for all six countries. The practical component ranges from six weeks (Nigeria) to 12 weeks (Singapore and Trinidad and Tobago). The average practical component for the Postgraduate Diploma in Education for the six countries is 9.5 weeks. The Postgraduate Diploma in Education is pegged at ISCED level 5B for all the countries.

In all six countries, the Postgraduate Diploma in Education is combined with another qualification for fully qualified status:

Pathway: Bachelor Degree » Postgraduate Diploma in Education

Countries: Malaysia (5, *); Singapore (5, 12); Trinidad and Tobago (5, 12); Kenya (5, *), Nigeria (5, 6); and Tanzania (4, 8).

The North America and Western Europe, and South and West Asia regions do not offer a Postgraduate Diploma in Education.

²¹ Variations on the naming include: Advanced Diploma (the Maldives); Professional Diploma in Education (Nigeria); and Higher National Diploma (Nigeria).

Table 14: Postgraduate Diploma in Education

| Region Country or territory | Duration (years) | Practical component (weeks) | ISCED level |
|---|---------------------|-----------------------------------|----------------|
| East Asia and the Pacific | | | |
| Malaysia | 1 | - | 5B |
| Singapore | 1 | 12 | 5B |
| Latin America and the Caribbean | | | |
| Trinidad and Tobago | 1 | 12 | 5B |
| Sub-Saharan Africa | | | |
| Kenya | 1 | - | 5B |
| Nigeria | 1 | 6 | 5B |
| Tanzania | 1 | 8 | 5B |
| Average across all countries/major level | 1 | 9.5 | 5B |

Certificate in Education²²

Sixteen of the 35 participating countries (46 per cent) include the Certificate in Education as requirement for fully qualified status (see Table 15). The duration of the Certificate in Education ranges from one year (Barbados, The Gambia, Seychelles and Sierra Leone); to three years (Brunei Darussalam, Guyana, Cameroon, Nigeria and Sierra Leone), with the average duration across the 16 countries 2.08 years. The practical component ranges from zero (Barbados and Seychelles) to 30 weeks (Guyana). The average practical component for the Certificate in Education for the 16 countries is 11.5 weeks. The Certificate in Education is pegged at five different ISCED levels: 3C (1), 4A (8), 4B (5), 5A (1), and 5B (2). Sierra Leone offers two different Certificates in Education.

In five countries, the Certificate in Education is combined with another qualification for fully qualified status:

Pathway: Bachelor Degree » Certificate in Education

Countries: Barbados (5, *)

Pathway: Certificate in Education » Bachelor Degree

Countries: Dominica (5, *); St. Vincent and the Grenadines (5, 9)

Pathway: Certificate in Education » Higher Certificate in Education

Countries: Sierra Leone (6, 54)

Table 15: Certificate in Education

| Region Country or territory | Duration (years) | Practical component (weeks) | ISCED level |
|---|---------------------|-----------------------------------|----------------|
| East Asia and the Pacific | | | |
| Brunei Darussalam | 3 | 12 | 5A |
| Malaysia | 2 | - | 4A |
| Vanuatu | 2 | 8 | 4A |
| Latin America and the Caribbean | | | |
| Barbados | 1 | 0 | 5B |
| Dominica | 2 | - | 4A |
| Guyana | 3 | 30 | 5B |
| St Vincent & the Grenadines | 2 | 8 | 4A |
| South and West Asia | | | |
| India | 2 | 16 | 4B |
| Sub-Saharan Africa | | | |
| Cameroon | 3 | - | 4A |
| The Gambia | 1 | - | 4B |
| Kenya | 2 | 9 | 4A |
| Nigeria | 3 | 12 | 4A |
| Seychelles | 1 | 0 | 4B |
| Sierra Leone | 1 | 4 | 4B |
| | 3 | 27 | 4B |
| Tanzania | 2 | 8 | 3C |
| Uganda | 2 | - | 4A |
| Average across all countries/major level | 2.08 | 11.5 | 4A |

Pathway: Certificate in Education » Diploma in Education

Countries: Tanzania (4, 16)

In 14 of the 16 countries the Certificate in Education on its own is regarded as sufficient for fully qualified status:

Brunei Darussalam (3, 12); Malaysia (2, *); Vanuatu (2, 8); Guyana (3, 30); St. Vincent and the Grenadines (2, 8); India (2, 16); Cameroon (3, *); The Gambia (1, *); Kenya (2, 9); Nigeria (3, 12); Seychelles (1, 0); Sierra Leone (1, 4); Sierra Leone (3, 27); Tanzania (2, 8); and Uganda (2, *). Sierra Leone offers two different Certificates in Education.

The North America and Western Europe region does not offer a Certificate in Education.

²² Variations on the naming include: Certificate in Lower Secondary Science Education (Brunei Darussalam; Certificate in Teaching for Primary Schools (Malaysia); Certificate in Educational Management and Administration (Barbados); Teachers Certificate (Guyana, Cameroon, The Gambia, Sierra Leone, Tanzania, and Uganda); Certificate in Teacher Education (St. Vincent and the Grenadines); and the Certificate in Physical Education (India, and Seychelles).

Associate Degree in Education²³

The Associate Degree in Education is offered in only five countries (14 per cent overall) within the Latin America and the Caribbean region as requirement for fully qualified status (see Table 16). The duration of the Associate Degree in Education ranges between two years (Antigua and Barbuda, The Bahamas, Barbados and Dominica); and two and a half years (Belize), with the average duration 2.13 years. The practical component ranges from 10 weeks (Barbados) to 15 weeks (Belize). The average practical component for the Associate Degree in Education for the five countries is 12.5 weeks. The Associate Degree in Education is pegged at ISCED levels 4A (3), 5A (1) and 5B (1).

In all five countries, the Associate Degree in Education on its own is regarded as sufficient to enable teachers to enter the classroom: Antigua and Barbuda (2, *); The Bahamas (2, 13); Barbados (2, 10); Belize (2.5; 15); and Dominica (2, 12).

The Associate Degree in Education is not offered in any of the other regions.

Table 16: Associate Degree in Education

| Region Country or territory | Duration (years) | Practical component (weeks) | ISCED level |
|---|---------------------|-----------------------------------|----------------|
| Latin America and the Caribbean | | | |
| Antigua and Barbuda | 2 | - | 4A |
| The Bahamas | 2 | 13 | 4A |
| Barbados | 2 | 10 | 5B |
| Belize | 2.5 | 15 | 5A |
| Dominica | 2 | 12 | 4A |
| Average across all countries/major level | 2.13 | 12.5 | 4A |

Postgraduate Certificate in Education

The Postgraduate Certificate in Education (PGCE) is offered only in three countries (9 per cent overall) as a requirement for fully qualified status: Malta; United Kingdom; and South Africa (see Table 17). In the case of South Africa, the Postgraduate Diploma in Education will soon replace the PGCE. The duration of the PGCE is one year for all three countries, while the practical component ranges between six weeks (South Africa) to

24 weeks (United Kingdom). The average practical component for the PGCE for the three countries is 16.5 weeks. The PGCE is pegged at ISCED level 5B for all three countries.

In all three countries the PGCE is combined with a Bachelor Degree for fully qualified status:

Pathway: Bachelor Degree » PGCE

Countries: United Kingdom (4, 18); South Africa (4, 6); and Malta (4, 12).

Only the North America and Western Europe and Sub-Saharan Africa regions offer the PGCE.

Table 17: Postgraduate Certificate in Education

| Region Country or territory | Duration (years) | Practical component (weeks) | ISCED level |
|---|---------------------|-----------------------------------|----------------|
| North America and Western Europe | | | |
| Malta | 1 | 12 | 5B |
| United Kingdom | 1 | 24 | 5B |
| Sub-Saharan Africa | | | |
| South Africa | 1 | 6 | 5B |
| Average across all countries/major level | 1.9 | 16.5 | 5B |

Other qualifications

In a few cases, unique qualifications are included in pathways to fully qualified status. In New Zealand, a five-year Conjoint Degree (5, 20, 5A) is offered, while Canada has a Teacher Education Qualification (1, *, 5B), which is similar to a Postgraduate Diploma in Education. Cyprus offers a Certificate of Completion of Pre-service Training Programme (1, 13, 5B).

Both The Gambia and Lesotho include qualifications in agriculture: The Higher Diploma in Agriculture (The Gambia) (2, *, 4B); and the Diploma in Agricultural Science (Lesotho) (2, *, 4B).

Nigeria and Tanzania include generic academic qualifications: a Diploma (Nigeria) (2, 30, 4A); a Certificate (Tanzania) (2, 0, 3C); while Sierra Leone offers a Higher Teachers Certificate (3, 27, 5B), which is similar to a Certificate in Education.

²³ Variations on the naming include: Associate of Arts in Teaching (Belize); Associate of Arts in Primary Education (The Bahamas); and the Associate Degree in Teacher Education (Antigua and Barbuda, Dominica).

Overview of Professional Requirements

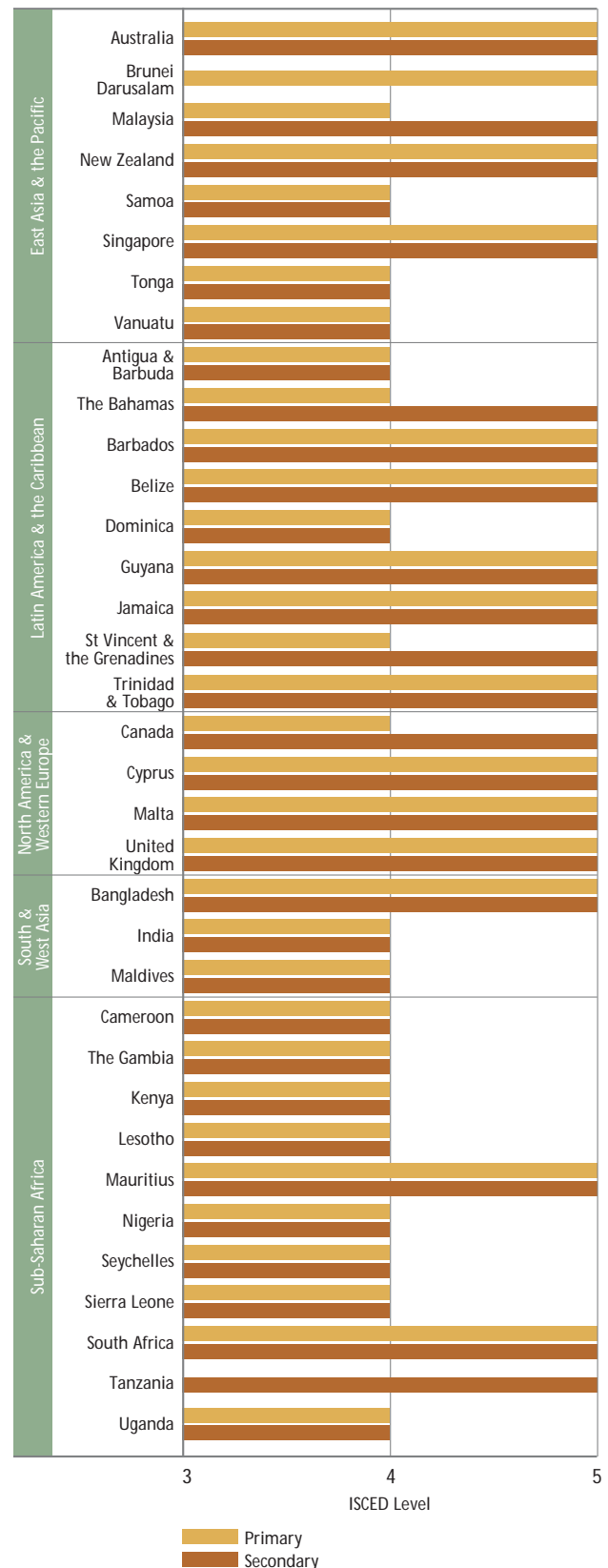
Professional teacher requirements are closely interrelated with achieving fully qualified status through the completion of minimum initial teacher qualifications in many countries. In such countries, qualifications constitute one aspect of a basket of requirements to achieve fully qualified status, which may also include continuing professional development (CPD), adherence to a code of conduct, criminal record screening and registration or licensing requirements.

Earlier in this section, the minimum qualifications required for fully qualified status were discussed. It was noted that, for primary school teacher qualifications, the trend across the 35 participating Commonwealth countries is towards ISCED 4 qualifications (20 countries) and ISCED 5 qualifications (15 countries). The trend for secondary school teacher qualifications is the opposite, with ISCED 5 more prevalent (19 countries), and the remaining countries at ISCED 4 (15 countries). Drawing from Table 7, Figure 19 presents an overview of the minimum qualifications levels across the 35 countries.

Figure 20 presents an overview of the professional requirements, over and above minimum qualifications, required for qualified teacher states in the 35 participating countries. The figure starkly illustrates the limited extent to which teaching is treated as a profession, with only eight countries (23 per cent) enforcing comprehensive professional requirements²⁴. These are Australia, New Zealand, Belize, Canada, Cyprus, United Kingdom, The Gambia and Kenya. Sixteen countries (46 per cent) did not indicate any professional requirements (other than minimum qualifications) namely Brunei Darussalam, Malaysia, Singapore, Tonga, Barbados, Dominica, Guyana, St. Vincent and the Grenadines, Bangladesh, India, Cameroon, Lesotho, Mauritius, Seychelles, Sierra Leone and Uganda. The remaining 11 countries (31 per cent) have some elements of professional requirements (see Table 18).

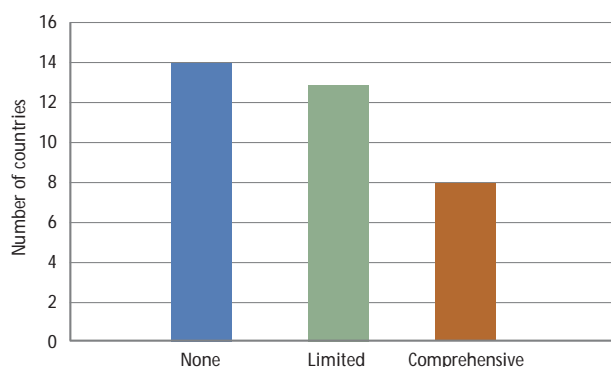
Six countries (17 per cent), namely Australia, New Zealand, The Bahamas, Belize, Cyprus and Kenya, offer formal CPD, while a number of others have indicated that non-formal CPD is offered on an ad-hoc basis. Some countries, such as South Africa, have indicated that a formal CPD system is under development.

Figure 19: Minimum ISCED levels of initial teacher qualifications offered across participating member states



²⁴ Countries classified as having comprehensive professional requirements reported enforcement of at least three out of a possible five requirements in addition to minimum qualifications: formal CPD, code of conduct, criminal record screening, registration/licensing requirements, and induction/orientation programmes offered.

Figure 20: Extent to which professional requirements are enforced across participating member states



Fifteen countries (43 per cent) require teachers to adhere to a code of conduct. In many cases, the code of conduct is not particular to teaching, but rather enforced as a public service requirement.

Only nine countries (26 per cent) include formal criminal record screening before teachers are appointed. While additional (often informal) screening during recruitment may be expected, this is not taken into account.

Thirteen of the 35 countries (37 per cent) indicated that registration and licensing requirements for teachers are in place. In numerous instances, the need for some form of professional body or council to enforce and manage the licensing process was noted.

Only four countries (11 per cent), namely Australia, Antigua and Barbuda, Belize, and United Kingdom offer induction programmes for new teachers (including foreign teachers).

Teaching experience is also a prerequisite for fully qualified status in New Zealand (two years) and Bangladesh (three years).

Australia, United Kingdom and Mauritius offer specific programmes for foreign teachers to obtain qualified status.

Table 18: Professional requirements for recognised teacher status

| Region Country or territory | Formal CPD | Code of conduct | Criminal record screening | Registration/ licensing requirements | Induction/ orientation programmes offered |
|---|------------|-----------------|---------------------------|--------------------------------------|---|
| East Asia and the Pacific | | | | | |
| Australia | Y | Y | Y | Y | Y |
| Brunei Darussalam | - | - | - | - | - |
| Malaysia | - | - | - | - | - |
| New Zealand | Y | Y | Y | Y | - |
| Samoa | - | Y | Y | - | - |
| Singapore | - | - | - | - | - |
| Tonga | - | - | - | - | - |
| Vanuatu | - | Y | - | - | - |
| Latin America and the Caribbean | | | | | |
| Antigua & Barbuda | - | - | - | - | Y |
| The Bahamas | Y | Y | - | - | - |
| Barbados | - | - | - | - | - |
| Belize | Y | Y | - | Y | Y |
| Dominica | - | - | - | - | - |
| Guyana | - | - | - | - | - |
| Jamaica | - | Y | - | - | - |
| St Vincent & the Grenadines | - | - | - | - | - |
| Trinidad and Tobago | - | - | - | Y | - |
| North America and Western Europe | | | | | |
| Canada | - | Y | Y | Y | - |
| Cyprus | Y | Y | Y | Y | - |
| Malta | - | Y | - | Y | - |
| United Kingdom | - | Y | Y | Y | Y |
| South and West Asia | | | | | |
| Bangladesh | - | - | - | - | - |
| India | - | - | - | - | - |
| The Maldives | - | - | - | Y | - |
| Sub-Saharan Africa | | | | | |
| Cameroon | - | - | - | - | - |
| The Gambia | - | Y | Y | Y | - |
| Kenya | Y | Y | - | Y | - |
| Lesotho | - | - | - | - | - |
| Mauritius | - | - | - | - | - |
| Nigeria | - | - | Y | Y | - |
| Seychelles | - | - | - | - | - |
| Sierra Leone | - | - | - | - | - |
| South Africa | - | Y | - | Y | - |
| Tanzania | - | Y | Y | - | - |
| Uganda | - | - | - | - | - |
| Total number of countries | 6 | 15 | 9 | 13 | 4 |

Summary

This section has provided an overview of the data on teacher qualifications obtained from 35 Commonwealth member states between September 2008 and February 2009. Specific data on each of the countries are summarised in the Annex as a comparability table to be used as a separate document in cases where analysis across the countries and regions are not necessary.

A number of observations based on the data provided are given.

Contextual data

The populations of the 35 participating member countries vary considerably, even with the specific regions. Ranging between 80,000 for Seychelles and 1,065 million for India, with an average of 47.22 million across the 35 countries, this single factor contributes to a huge diversity in the needs for teachers, the different teacher qualifications offered and the approaches to teacher professional status. As an example, and using the same two countries, Seychelles has only 670 primary teachers and 548 secondary teachers, where India has 3,387,900 and 2,586,200 teachers for primary and secondary schools respectively.

For these reasons, and others, it cannot simply be assumed that the 'lowest common denominator' is applicable to all countries, specifically when the different types of qualifications are considered. The unique context of each country located within its specific historical trajectory will, over the years, have contributed to specific interventions and approaches to qualification design and professional regulation of the teaching profession. This critical factor needs to be borne in mind as comparisons are drawn across the participating countries. The signal to policy-makers is that, while convergence in a number of areas (see below) is taking place, such convergence should not be blindly followed without giving due consideration to a host of local contextual factors.

Education expenditure as a percentage of the GDP across the 35 countries clearly highlights the different priorities at different periods within the countries. The specific dataset from mainly the 2002/3 fiscal year shows that education expenditure ranged between 2.4 per cent in Bangladesh to as high as 17.7 per cent in The Bahamas. Importantly, the least populous region, Latin America and the Caribbean, when compared with the other regions, also invested the most in education.

This factor has undoubtedly contributed to the quality and therefore also the mobility of the teachers in the Latin America and Caribbean region. Countries that have very low education expenditure include Bangladesh, Uganda and The Gambia.

The average learner enrolment (as a percentage of the relevant age group) is 91.8 per cent for primary, 70.2 per cent for secondary, and 22.4 per cent for tertiary. As expected, the global emphasis placed on primary enrolment through Education for All and other initiatives, is reflected in the data. Of concern, however, are the lower than average secondary and tertiary enrolment figures for South and West Asia (47.5 per cent and 9.0 per cent), and for Sub-Saharan Africa (49.9 per cent and 8.9 per cent). The Latin America and Caribbean region also has very low tertiary learner enrolment (14.4 per cent).

Data on un- and under-qualified teachers were very limited, but as this was not the main focus of the current research, it was not further pursued. The lack of available data on qualified teachers does, however, signal a weakness in many national systems, which is further compounded if it is considered that qualifications constitute only one component of fully qualified status. In this regard, the role of professional bodies and councils can be of great value in assisting education ministries.

The available number of foreign teachers (i.e. teachers employed in countries other than their own) across the 35 participating countries totalled only 1,776. This number is clearly not a realistic indication of the situation, and highlights a number of concerns and questions: are ministries reluctant to provide information on foreign teachers and, if so, is it a case that the data are not available, or could it be that the data being viewed are too sensitive to make public? Considering the wide-ranging support for the Commonwealth Teacher Recruitment Protocol (Commonwealth Secretariat 2004), and the aspirations contained therein, this trend is of great concern.

Qualifications

Using the ISCED levels developed by UNESCO and the OECD (UNESCO 2006b) as a frame of reference for the initial primary and secondary teacher qualifications offered across the 35 participating countries, the following observations are made:

Table 19: Main qualifications offered across participating countries

| Qualification type | Qualification | Average duration (years FTE) | Average practical Component (weeks) | ISCED level in the majority of countries | Number of countries that offer the qualification |
|---------------------|---------------------------------------|------------------------------|-------------------------------------|--|--|
| Academic | Bachelor Degree | 3.43 | 0.71 | 5A | 21 (60%) |
| Professional | Bachelor Degree in Education | 3.57 | 15.8 | 5A | 26 (74%) |
| | Diploma in Education | 2.07 | 15.2 | 4B | 16 (46%) |
| | Graduate Diploma in Education | 1.20 | 10.2 | 5B | 5 (14%) |
| | Postgraduate Diploma in Education | 1.00 | 9.5 | 5B | 6 (17%) |
| | Certificate in Education | 2.08 | 11.5 | 4A | 16 (46%) |
| | Associate Degree in Education | 2.13 | 12.5 | 4A | 5 (14%) |
| | Postgraduate Certificate in Education | 1.9 | 16.5 | 5B | 3 (9 %) |

The majority of initial primary teacher qualifications are pegged at ISCED 4 (post-secondary non-tertiary, 57 per cent), while for initial secondary teacher qualifications the preference is for ISCED 5 (first stage of tertiary, 54 per cent). For both primary and secondary qualification, the preference for a particular ISCED level is not substantial, yet significant enough to take note of and to track it in the future. Sub-Saharan Africa shows a strong preference for ISCED 4 (or lower) for initial primary teacher qualifications (9 out of eleven countries) and, in contradiction to the overall trend, also a preference for ISCED 4 for initial secondary teacher qualifications (8 out of eleven countries).

Considering that, in many cases, more than one qualification is required to achieve fully qualified status, and also that various parallel options exist, qualifications pathways offered across the 35 countries were analysed. It was found that, in general, and for both initial primary and secondary teacher qualifications, two pathways and three qualifications are available. In this case, Sub-Saharan Africa countries offer three pathways for both primary and secondary teachers. Thirteen of the 35 countries (37 per cent) offer only a single pathway to achieve qualified primary teacher status, while eight of 35 countries (23 per cent) offer only a single pathway to achieve qualified secondary teacher status. Nigeria (six) and Canada (four) stand out as offering a high of number of primary pathways, while Jamaica (five), the Maldives (five) and Sierra Leone (five) offer a high number of secondary pathways.

The average duration to fully qualified status across the 35 countries ranges from 2.6 to 3.8 years for primary teachers and between 2.9 and 4.1 years for secondary teachers. Although secondary teachers are required to study slightly longer than primary teachers, the difference is not significant.

The average number of weeks set aside for practical/ workplace training for qualifications across the 35 countries ranges from 11.4 to 20.4 weeks (primary), and 12.0 to 21.0 weeks (secondary). Here again the difference between primary and secondary requirements is minimal. Of more importance is the strong support for qualifications to contain substantial practical components. In this regard, countries such as The Bahamas (52 weeks), Nigeria (45 weeks), United Kingdom (up to 32 weeks), and Sierra Leone (54 weeks) have exceptionally high maximum requirements for some of their primary pathways. Jamaica (four weeks), Seychelles (none) and South Africa (six weeks) show very low minimum requirements for primary pathways. For secondary pathways, the trend is very similar, with the exception of India that has very low practical components for its secondary pathways.

A preference for ISCED 4A and 5A qualifications (which are more theoretically based and that give access to higher level programmes) is evident across the 35 countries for both primary and secondary initial teacher qualifications. This preference is over ISCED 4B and 5B (which have more occupational focus and which do not necessarily give access to higher level programmes).

With due consideration for the fact that naming qualifications is influenced by a wide range of factors across the Commonwealth, eight main qualifications offered were identified:

In 19 of the 21 countries (91 per cent) that offer the Bachelor Degree, an additional professional qualification such as a Postgraduate Diploma in Education (6 countries) or a Graduate Diploma in Education (3 countries) forms part of the qualifications pathway. Only two countries (Bangladesh and Mauritius) regard a Bachelor Degree on its own as sufficient training.

The Diploma in Education on its own is regarded as sufficient for fully qualified status in 12 of the 16 countries in which it is offered (75 per cent). Likewise, the Certificate in Education on its own is regarded as sufficient for fully qualified status in 14 of the 16 countries in which it is offered (88 per cent).

The Bachelor Degree in Education is the qualification offered in most of the participating countries (26 out of 35, 74 per cent), although with some variations in the naming. In 23 of the 26 countries, the Bachelor

Degree in Education on its own is regarded as sufficient for fully qualified status (89 per cent). In five countries, the Bachelor Degree in Education forms part of a qualifications pathway that includes other qualifications.

The Graduate Diploma in Education, the Associate Degree in Education, the Postgraduate Diploma in Education, and the Postgraduate Certificate in Education are offered in only a few of the participating countries.

Professional requirements

Only eight (23 per cent) of the 35 participating countries enforce comprehensive professional requirements (minimum qualifications plus at least three out of a possible five requirements: formal CPD, code of conduct, criminal record screening, registration/licensing requirements, and induction/orientation programmes offered). Eleven countries (31 per cent) have limited professional requirements, while 16 countries (46 per cent) require only minimum qualifications for fully qualified status.