1. EDUCATION SYSTEM

This chapter presents a methodology that allows to briefly introduce a country's education system to individuals who are not familiar with it. It does so by providing guidance on which fundamental information is needed to display its main features. Hence, this mainly concerns the provision of insights that allow to get a fair overview on existent levels and tracks of education[1]. To add, such an overview naturally also compiles information on how many years of education each level requires and which educational options pupils (at schools) or students (at colleges, universities) have at certain points ("tracking"). In general, candidates for ITE have to graduate upper secondary education (ISCED 4) before starting ITE study programs, which in most countries comprises 3-4 years Bachelor and 1-2 years Master programs.

Initial Teacher Education

Each ITE system contains a variety of different actors and artefacts on different levels. However, the set-up and interdependencies of these parts substantially vary among countries and sometimes even regions. Despite the latter, it is our goal to provide a common framework, which allows to coherently map these elements. Thus, while the framework foremost helps to create a general understanding of characteristic features of each system (e.g. regulations, rules, and relationships) it may also be exploited for comparative exercises and, consequently, shed light upon national or regional differences and similarities.

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[1] Information in this section is based on official data from national institutions as well as from international country reports (e.g. OECD, Eurydice). https://eacea.ec.europa.eu/national-policies/eurydice/national-description_en

To describe the systemic view of ITE in more detail, we refer to another framework, which differentiates between *actors* (e.g. teacher candidates) and *artefacts* (e.g. teaching standards) in order to reveal the underlying structures and dynamics (see Figure 1).
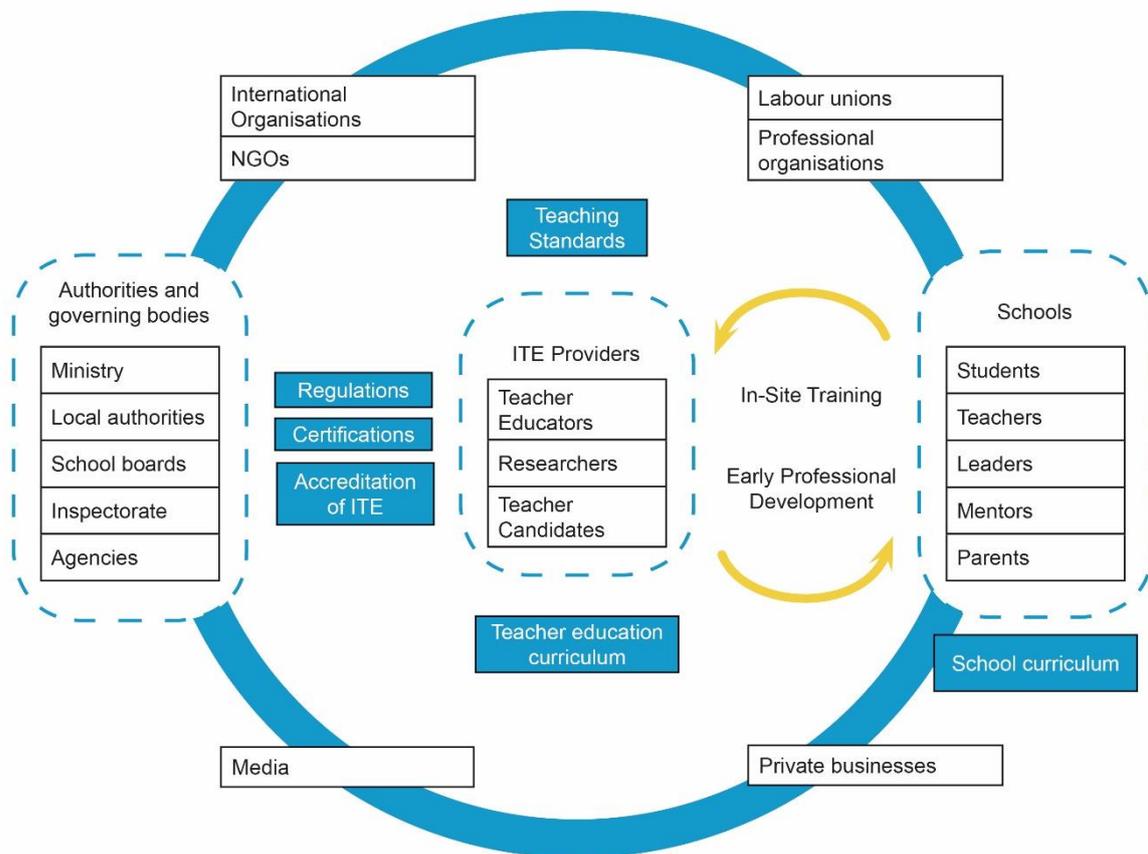

Figure 1: Potential actors and artefacts in ITE systems (OECD, 2019b, p. 20)

Both categories, actors and artefacts, can be perceived as *agents* because both can "act" in the sense of influencing the system.

Agents thus could be institutions, organizations, authorities or individual human actors as well as material structures, programs or documents (Burns & Köster, 2016, pp. 25).