

Reforming initial teacher education

POLICY DEVELOPMENT

REGULATION/LEGISLATION

 BELGIUM-FR

Timeline



ID number 28042

Background

As part of the 2009-14 Community Policy Declaration, the Government has decided to reform initial teacher training, based on the opinions and needs expressed by the stakeholders concerned. In the long term, faced with the demands of the profession, this reform would imply, by extending the duration of studies to five years, a gradual strengthening of the training of teachers, integrating both new needs and greater collaboration with field teachers.

Objectives

The challenge of this reform is to equip teachers better to cope with the increasing complexity of the profession, to give them the ability to help each student succeed and to upgrade the profession to encourage more motivated people to become teachers.

Description

In French-speaking Belgium, the Parliament of the French Community adopted on 6 February 2019 a Decree reforming initial teacher education. The decree creates a master degree (ISCED 7) with the objective of increasing the attractiveness of this profession. It helps strengthen teachers' skills by opening up new areas of expertise such as guidance, media literacy or even gender diversity and multiculturalism. It also allows for better transition between different education levels.

2019 Approved/Agreed

The Parliament adopted the degree in the beginning of 2019.

2020 Approved/Agreed

In 2020, the deployment of the reform of initial teacher training was postponed to 2022-23 (initially foreseen in 2019-20) to proceed to an evaluation of its budgetary

impact and better link it to the policy framework Pact for excellence in education.

2021 Implementation

On 1 December 2021, the Parliament of the French Community adopted a decree amending the decree on the reform of initial teacher training. The training of core subject teachers will be increased from three to four years, and future teachers will now be trained via a joint diploma between colleges, universities and art schools.

2022 Implementation

As of May 2022, applications for accreditation and the submission of co-graduation agreements are organised throughout the year.

2023 Implementation

In 2023, the first year of the Master in Teaching programme for the following sections 1 to 3 was introduced: kindergarden reception class to second primary, third kindergarden to sixth primary, fifth primary to third secondary.

2024 Implementation

In 2024, the second year of the Master in Teaching programme took place. The specialised Master programme in Teacher Training was introduced, which provides training to teachers who will train future teachers for compulsory education.

2025 Implementation

In 2025, the reform of initial teacher education entered its third year of gradual implementation.

The Master in Teaching programme reached its third year for sections 1 to 3 (kindergarden to lower secondary education) and its first year for sections 4 and 5, which cover upper secondary, artistic, and specialised education.

Higher education institutions continued to implement the new co-graduation arrangements between universities, university colleges (*hautes écoles*) and art schools, ensuring coordination of curricula and teaching practices. The Ministry of the French Community, together with ARES (*Académie de recherche et d'enseignement supérieur*), monitored the roll-out to assess institutional cooperation and student workload.

A first formative evaluation was launched to analyse the initial effects of the reform on teacher education quality, the coherence of academic and professional components, and the attractiveness of the teaching profession.

Preparatory work also started for the external evaluation planned for 2026, which will assess the overall impact of the reform on teacher recruitment, retention, and training pathways.

Bodies responsible

- Parliament of the French Community

Target group

Education professionals

Teachers

Thematic categories

Teachers, trainers and school leaders competences

Systematic approaches to and opportunities for initial and continuous professional development of school leaders, teachers and trainers

Attractiveness of the teaching and training profession/career

Subsystem

IVET

Further reading

[ARES - Reform of initial teacher training](#)

[Decree regarding initial teacher training](#)

Related policy developments

2025 Implementation

Pact for Excellence in Education

The Pact for excellence in education was launched in January 2015, with a view to gradual implementation from 2017 to 2030. This was confirmed and reaffirmed in the Community Policy Statement covering the period 2019-24.

 BELGIUM-FR

Type of development

Strategy/Action
plan

Subsystem

IVET

“ ... ” Cite as

Cedefop, & ReferNet. (2026). Reforming initial teacher education: Belgium-FR. In Cedefop, & ReferNet. (2026). *Timeline of VET policies in Europe* (2025 update) [Online tool].

<https://www.cedefop.europa.eu/en/tools/timeline-vet-policies-europe/search/28042>