From Prospective to Prepared Teacher

A Global Study of Initial Teacher Education

June 2, 2026

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ITE Prepares Teachers for the Job

ITE is the **first stage in teachers' career development,** where teachers:

Acquire the core knowledge and skills for teaching

Develop their professional identity

Establish the foundation for career-long learning and professional growth

Neglecting ITE has Systemwide Costs

Without high-quality ITE:

Teachers enter the classroom without the core knowledge and skills for teaching, often defaulting to teaching the way they were taught

In-service remedial training is needed to acquire these core skills, which is costly and inefficient

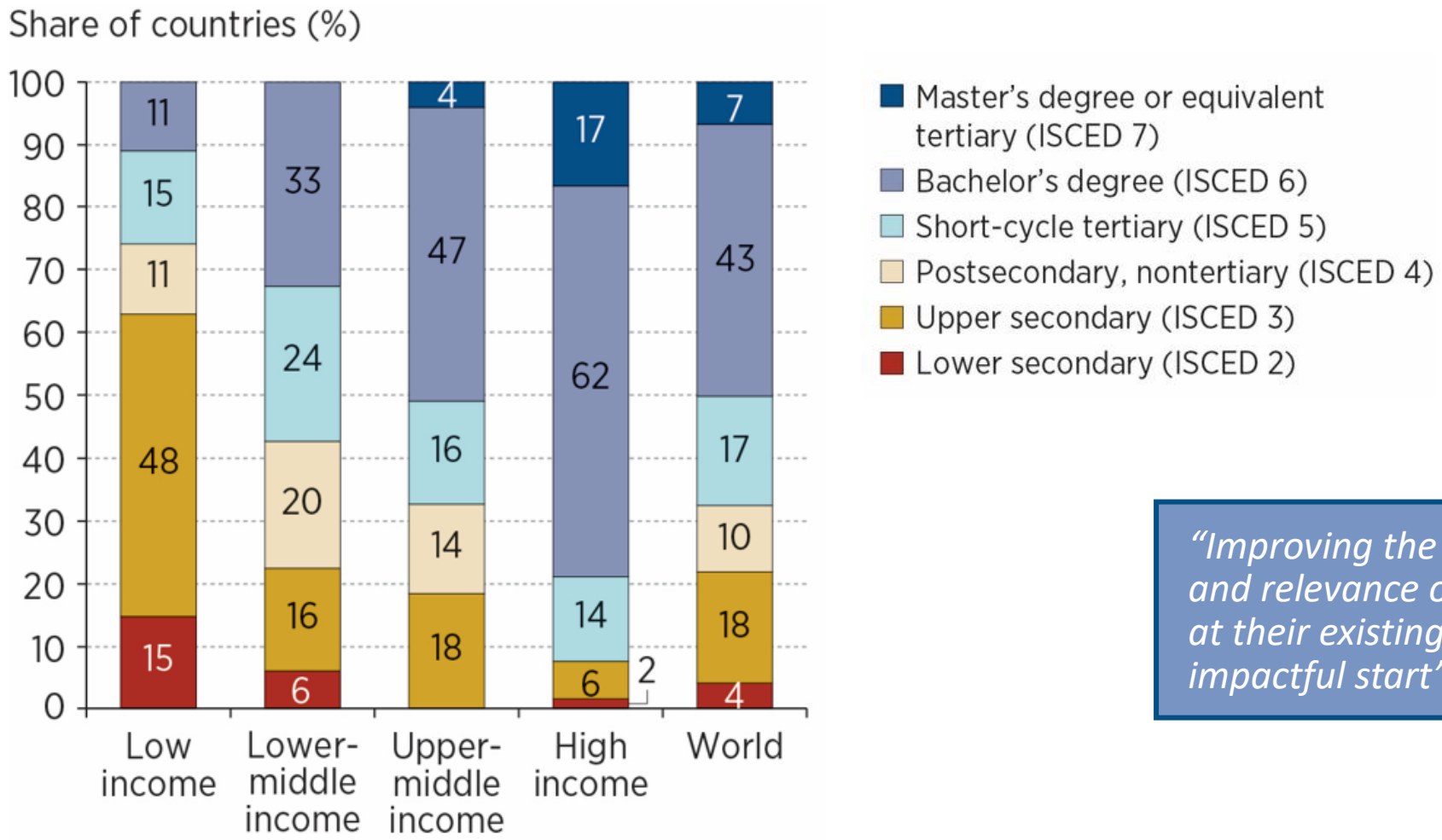
Continuous professional development (CPD) is often treated as a substitute for rigorous ITE rather than as a complement to it

ITE **breaks the cycle** of limited instructional models across generations

"Early investment in ITE can be more effective and efficient than trying to compensate for gaps later in teachers' careers"

The Global Landscape: Education Level Requirements

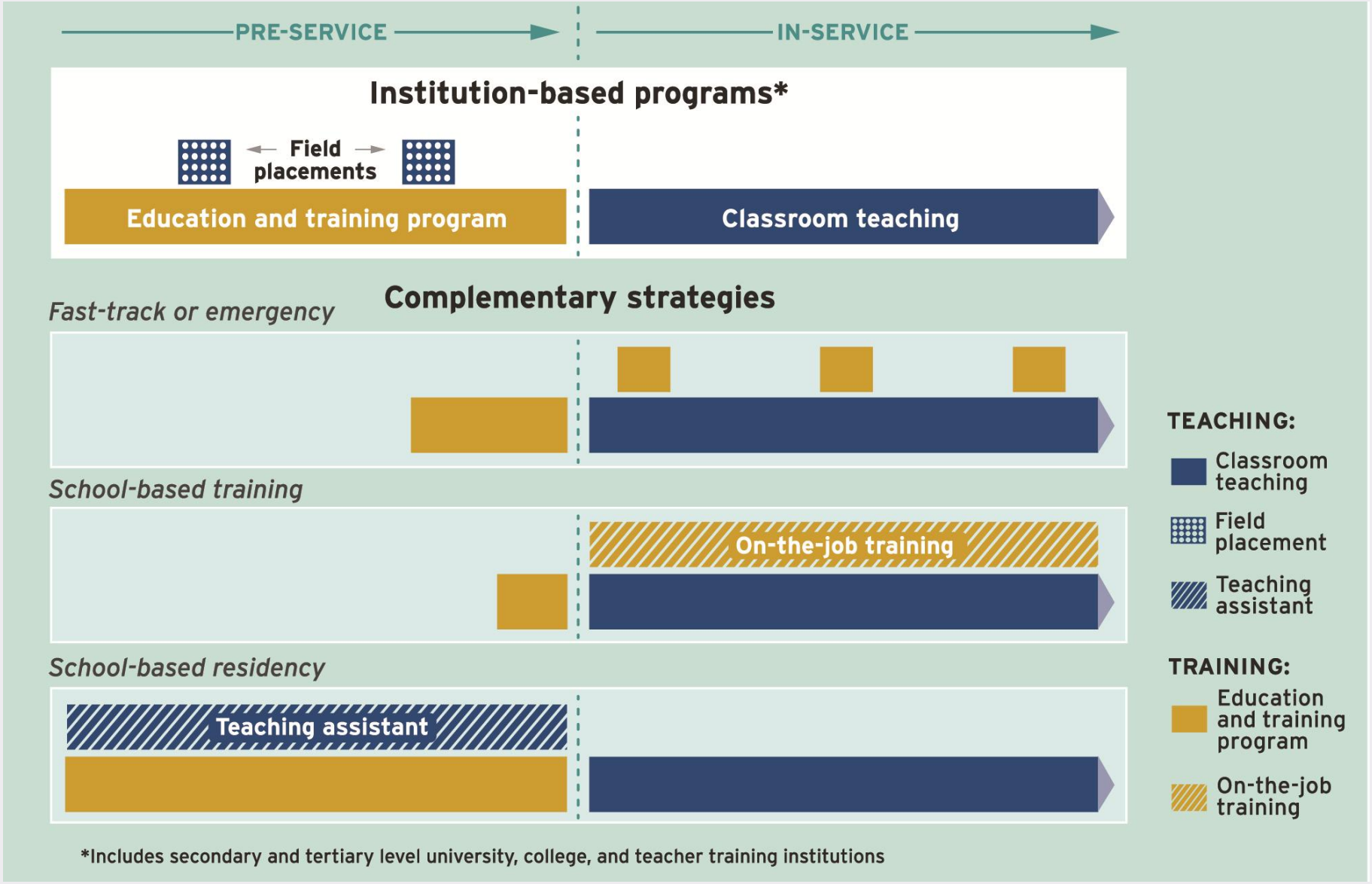
Minimum ISCED Level Required for Primary School Teaching



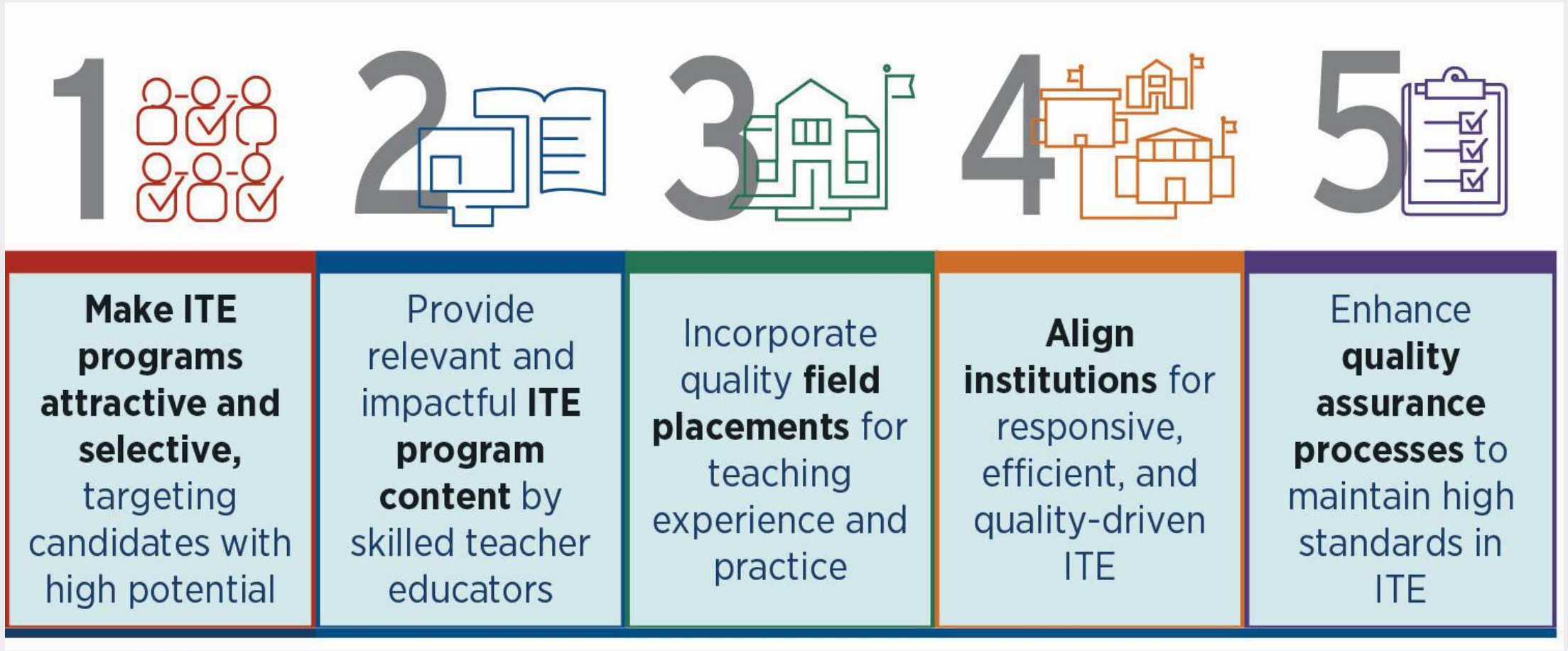
"Improving the content, quality, and relevance of ITE programs at their existing level can be an impactful start"

Source: UIS. 2023. "Teaching Requirement Policies Globally and their Implications for Monitoring SDG 4." Fact Sheet 63.

How Teachers Are Prepared: An Indicative Typology of ITE

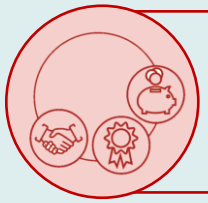


Five Key Principles for Building an Effective ITE System

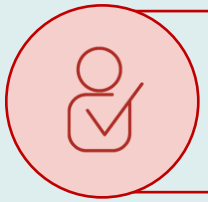


Principle 1. Make ITE Programs Attractive and Selective

Assess and monitor **teacher workforce needs** (by location, subject, language, and gender)



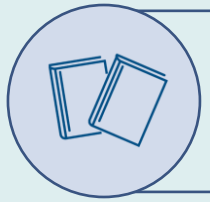
Attract strong candidates into ITE programs: enhance **career appeal**, financial **incentives**, institutional **prestige**



Implement rigorous entry requirements: screen for **subject mastery**, **pedagogical aptitude**, and **motivation**

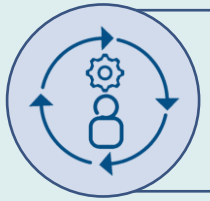
***Bahrain Teachers College case study**: Attracts and selects through full scholarships, stipends, and guaranteed teaching post, and rigorous entry requirements*

Principle 2. Provide Relevant and Impactful Program Content by Skilled Teacher Educators



Ensure adequate **subject matter knowledge**—including remedial support in foundational literacy and numeracy where needed

Build subject-specific and general **pedagogical knowledge and skills** and develop strong **professional identity**



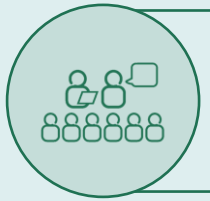
Use ITE program teaching methods that **connect theory to practice** (microteaching, modeling, simulations)

Attract and support **teacher educators** with strong conceptual understanding and recent classroom experience

Zambia case study: *Primary Teachers Diploma was redesigned around science-of-reading principles. Teacher educators upskilled at scale*

Principle 3. Incorporate Quality Field Placements for Teaching Practice

Choose schools that provide the best learning opportunities, modeling **good teaching practice** and reflecting candidates' **future work environments**



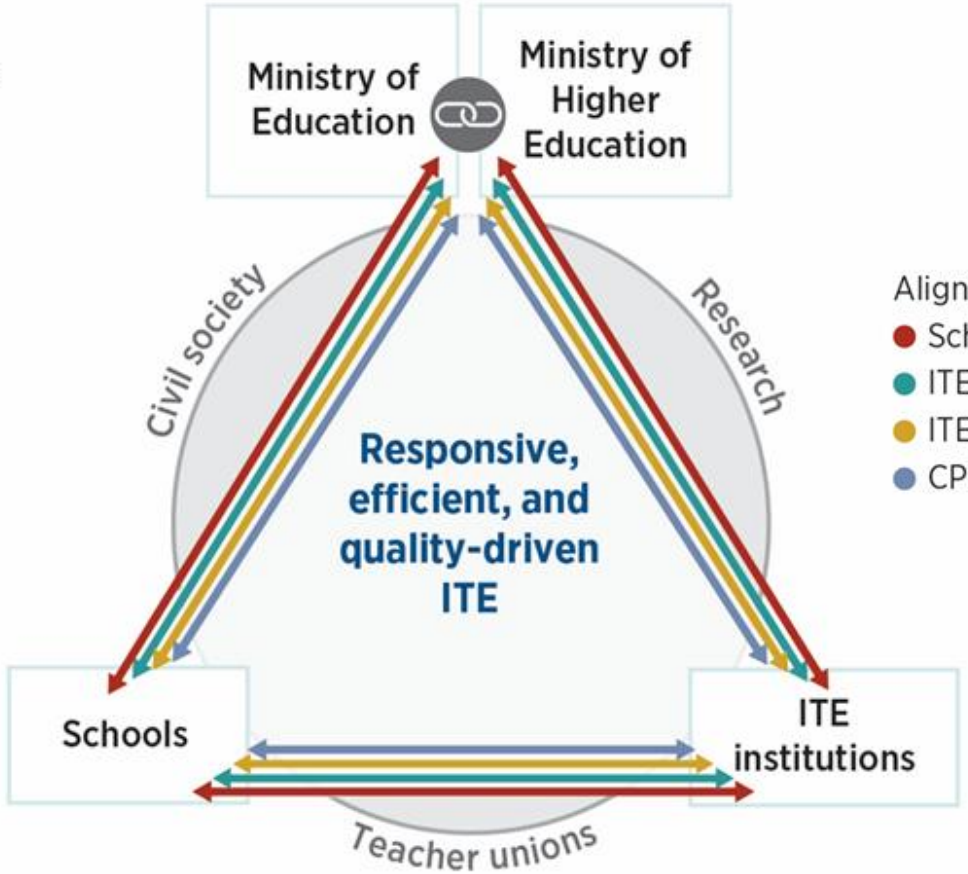
Recruit and **support** capable teachers interested in mentoring

Design placements to **progressively develop student teachers' skills**, building from observation to independent teaching

Ensure active **involvement of ITE institutions** in the design, supervision, and evaluation of placements

Finland case study: *Placements in university-affiliated training schools. Mentors trained to provide structured guidance and feedback. Research focus throughout the placement*

Principle 4. Align Institutions for Responsive, Efficient, and Quality-Driven ITE



Aligning on
- School curriculum development
- ITE program curriculum development
- ITE delivery and outcomes
- CPD delivery and outcomes

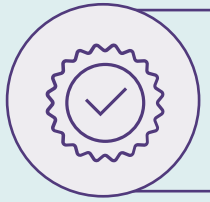
Viet Nam case study: *Lead Teacher Training Universities connect ITE and CPD delivery and educational research for program improvement*

Principle 5. Enhance Quality Assurance Processes to Maintain High Standards

Assess and validate the quality of **institutions, programs, and candidates**

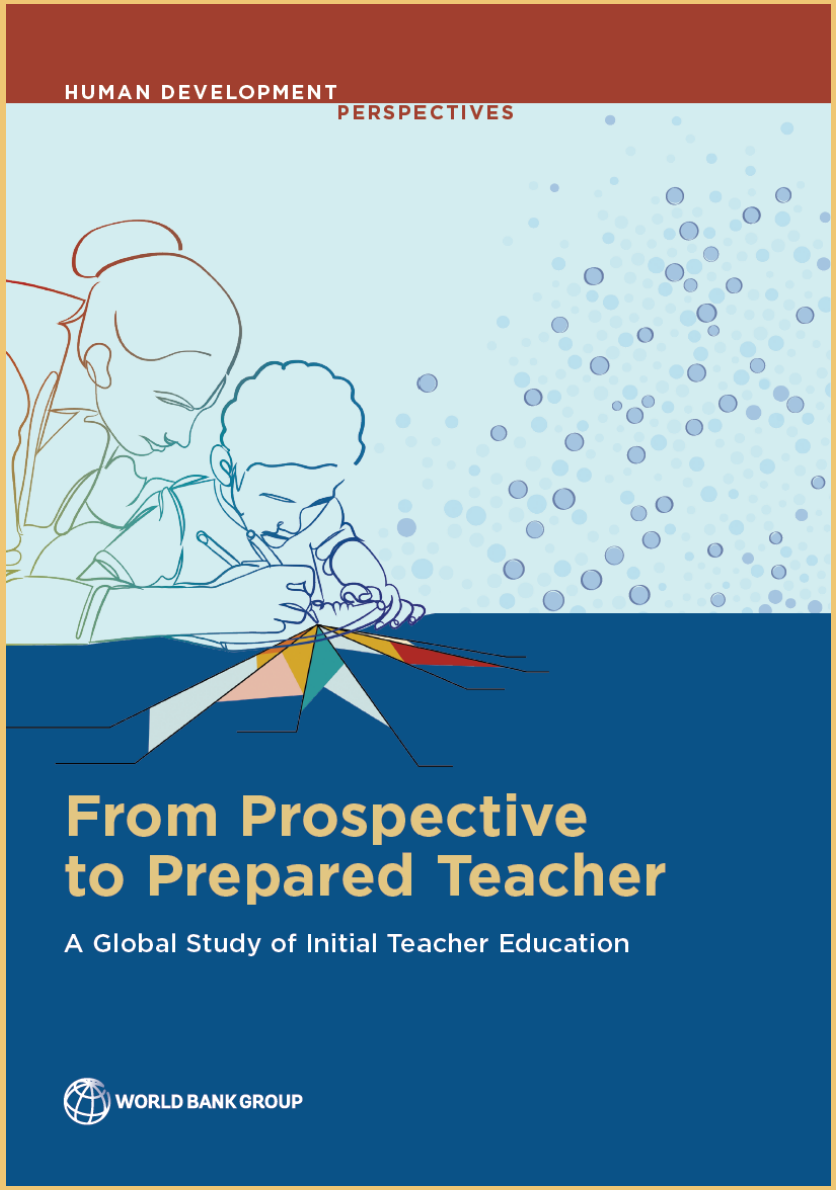
Use **standards** as a basis for quality assurance (program length, content, resources)

Consider **accreditation** to signal ITE program quality—applied equally to public and private providers



As appropriate, enforce **regulatory action** based on standards or accreditation

Chile case study: *Regulatory power links government grants and public-school hiring to accreditation. External diagnostic tests inform institutions' internal improvement efforts*



- **Full report**
- 11 **case studies**
- **At-a-Glance** summary in Arabic, English, French, Portuguese, and Spanish

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With thanks to the core team: David K. Evans, Zid Mancenido, Michel Welmond, Anna Boni, Samira Nikaein Towfighian, Thomas Hamilton, Diego Luna Bazaldua, and Stephanie Simmons Zuilkowski