



Study on Policy Measures to Improve the Attractiveness of the Teaching Profession in Europe

Contract n° EAC-2010-1391

Final Report *Volume 2*

Written by



In consortium with:



European Institute of Education and Social Policy



Education and
Training

"This document has been prepared for the European Commission. However, it reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein."

«Le présent document a été élaboré pour la Commission européenne. Toutefois, les avis qui y sont exprimés sont ceux des seuls auteurs et la Commission ne saurait être tenue pour responsable de l'utilisation qui serait faite des informations figurant dans le document.»

„Dieses Dokument wurde im Auftrag der Europäischen Kommission erstellt. Die Verantwortung für den Inhalt tragen jedoch allein die Verfasser; die Kommission haftet nicht für die weitere Verwendung der darin enthaltenen Angaben.“

Volume 2

Table of Contents

Chapter 1 - Methodology of the study	8
1. Available information about the comparative situation of European countries concerning the attractiveness of the teacher profession	8
2. Attractiveness of the teaching profession	11
2.1. Preliminary remarks about the attractiveness of a relatively heterogeneous profession.....	11
2.2. Main factors defining the attractiveness of the teaching profession.....	13
3. Methodology of data collection.....	20
3.1. Collection of secondary data (articles, books, reports, surveys, etc.).....	20
3.2. The online questionnaire: objectives, structure, target audience and distribution.....	21
3.3. The interviews	25
3.4. The creativity workshops.....	26
Chapter 2 - Teacher shortages: current situation and perspectives	28
1. Gathering data about the shortage of qualified teachers in Europe	28
1.1. Data found during documentary studies	28
1.2. Data extracted from the interviews.....	30
2. The state of shortage of qualified teachers	31
2.1. Countries not faced with an overall shortage of qualified teachers	32
2.2. Countries already faced with a global shortage of qualified teachers.....	36
3. Some factors that determine or aggravate the shortage of qualified teachers	38
3.1. Demographic factors.....	38
3.2. The attrition of qualified teachers.....	42
3.3. The importance of length of service and gender.....	46
3.4. Drop in the number of students who choose to become teachers	47
3.5. Working time of teachers	48
3.6. Variation of the number of pupils per class.....	49
3.7. Competitive recruitment procedures.....	49
3.8. Other factors	50
4. Key Findings.....	51
Chapter 3 - Salaries and working conditions.....	53
1. Teachers' salaries among European countries	54
1.1. Static comparative analysis of teachers' salaries in Europe.....	56
1.2. Diachronic comparative analysis of the teachers' salaries in the last decade.....	61
1.3. Teachers' salary progression during the career.....	62
1.4. The importance of salary level according to opinions/expectations of teachers and other actors.....	63

2. Working conditions of teachers in Europe	71
2.1. Material working conditions for daily activities	72
2.2. The number of pupils per class	73
2.3. The heterogeneity of classes	76
2.4. The number of teaching hours, the time spent at school and additional workload.....	77
2.5. Teamwork and teacher's isolation.....	78
2.6. The restrictions imposed by a new assessment culture of pupils' attainment.....	79
2.7. The evolution of mentalities, attitudes and behaviours of pupils and their parents	80
2.8. Teacher stress, risks of burnout and likely causes.....	82
3. Responsibilities and missions of teachers, their role in schools and their involvement in reforms.....	85
3.1. An identity crisis and the need for a clarification of teachers' missions in the context of an increasing autonomy for schools	85
3.2. Traditional teacher's roles and responsibilities in a new context.....	88
3.3. New challenging roles and responsibilities for teachers	90
3.4. Involving teachers in reforms.....	95
4. Teacher assessment and promotion criteria	96
4.1. Teacher assessment.....	98
4.2. Criteria for career advancement.....	102
5. Social dialogue and trust.....	107
5.1. The quality of the social dialogue.....	107
5.2. The role of trade unions.....	107
6. Key Findings.....	110
Chapter 4 - Initial teacher education and recruitment.....	112
1. Initial education of teachers	112
1.1. Quantitative, qualitative and structural indicators.....	112
1.2. The link with the professional field: the 'concurrent model'	117
1.3. The nature of coaching and its actors	120
1.4. The growing importance of teachers' involvement in research	120
1.5. Pooling good practice throughout Europe	122
2. Recruitment procedures and criteria	122
2.1. A mandatory Master's degree.....	123
2.2. Recruitment procedures currently in effect.....	125
3. Key Findings.....	139
Chapter 5 - Support, continuous professional development and mobility.....	141
1. Early career support (ECS): a priority for all European countries	141
1.1. ECS: a priority that deserves to be clarified	141
1.2. The current state of ECS in European countries.....	144
1.3. The critical aspects of ECS for the attractiveness of the teaching profession.....	149

2. Continuous professional development: stakes and political guidelines	160
2.1. Introductory remarks.....	160
2.2. Methodological issues: convergent results from three types of sources.....	161
2.3. The current situation: common overall context.....	162
2.4. What we know about the conditions that encourage professional development, and recommendations	165
3. Support for teachers in difficulty	169
3.1. Teachers experiencing difficulties	169
3.2. The current support to teachers in difficulty: information from our on-line survey and interviews	172
3.3. What do we mean by 'mentoring'?	186
4. Inter-professional mobility	187
4.1. Preliminary remarks on the literature concerning the choice of a teaching position as a second career.....	187
4.2. The issue of attrition and retention of teachers.....	188
4.3. Motives cited for inter-professional mobility	189
4.4. European-wide statistics about inter-professional mobility.....	191
4.5. Aid packages for inter-professional mobility.....	192
4.6. Low awareness of inter-professional mobility provisions.....	193
4.7. Obstacles to inter-professional mobility of teachers.....	196
5. Possibilities for geographical mobility.....	200
5.1. Teacher mobility in Europe.....	200
5.2. Local and regional geographical mobility	201
5.3. Mobility of students and future teachers.....	202
6. Key Findings.....	204
Chapter 6 - Prestige and social status of teachers	206
1. Prestige in society and the image in fiction and the media	206
1.1. The link between image/identity/attractiveness/quality	206
1.2. The evolution of fiction in four countries.....	207
1.3. The stability of journalistic productions	210
2. The profession's status in the society.....	212
2.1. A profession facing an identity crisis in most European countries.....	212
2.2. Impact of policy measures.....	215
3. Key Findings.....	222
Chapter 7 - Country monographs	223
AUSTRIA (AT).....	223
BELGIUM (BE-nl).....	224
BELGIUM (BE-fr)	226
BULGARIA (BG)	228
CROATIA (HR).....	230
CYPRUS (CY)	232
The CZECH REPUBLIC (CZ).....	233
DENMARK (DK).....	234

ESTONIA (EE).....	236
FINLAND (FI).....	239
FRANCE (FR).....	242
GERMANY (DE)	245
GREECE (EL).....	247
HUNGARY (HU).....	249
ICELAND (IS)	251
IRELAND (IE).....	253
ITALY (IT)	256
LATVIA (LV)	258
LITHUANIA (LT).....	260
LUXEMBOURG (LU)	262
MALTA (MT)	263
THE NETHERLANDS (NL)	265
NORWAY (NO).....	268
POLAND (PL).....	271
PORTUGAL (PT)	273
ROMANIA (RO).....	275
SLOVAKIA (SK).....	277
SLOVENIA (SI).....	279
SPAIN (ES).....	280
SWEDEN (SE).....	282
TURKEY (TR).....	284
UNITED KINGDOM - ENGLAND (UK-EN).....	285
UNITED KINGDOM – SCOTLAND (UK-SCT)	289
References.....	295
Appendix I – Online Questionnaire methodology.....	316
Appendix II – Questionnaires	324
Appendix III – Survey Results	342
Appendix IV - INTERVIEWS.....	388
Appendix V - Protocoles de restitution des ateliers de créativité.....	395

Chapter 1 - Methodology of the study

1. Available information about the comparative situation of European countries concerning the attractiveness of the teacher profession

This study must take into account the conclusions and recommendations reached by previous surveys and studies at European and international levels, as well as research in the field of education sciences. While using the results of some older studies in this report, in this first chapter we will refer only to some of the most recent ones. The analysis of recent available data and research suggests some basic factors that are important for making the teaching profession more attractive in comparison to other occupations. Without trying to be exhaustive, certain factors appear to be particularly relevant, such as salaries and compensation, working conditions, career prospects and professional evolution, social status and prestige, human resources management, etc.

The analysis of available quantitative and qualitative data at the outset of this study made it possible to formulate a set of assumptions that underpinned the design of an online questionnaire in order to collect some new information about factors that may be considered as needing a deeper understanding.

At an international level, the main available data are those collected by Eurydice. Given the crucial importance of pay levels and compensation as factors that determine the attractiveness of a profession, the recent Eurydice studies on teachers' and school heads' salaries in Europe in 2009/2010 and 2011/2012 are of particular importance (EURYDICE, 2011a and 2012). For 31 European countries (all countries covered by our study, except Croatia) national data sheets give some basic information about annual gross salaries of full-time fully-qualified teachers, both for those starting their career and also for those who have attained the maximum wage level for primary, lower secondary and upper secondary education. These are expressed in PPS Euros, so taking into account the cost of living in each country.

It is useful to complete it with other data such as those provided by OECD Education at a Glance (OECD, 2011a). Indicators are expressed in equivalent dollars at purchasing power parity, which allows for some significant comparisons. The following indicators are particularly interesting:

D3.1: annual salary of teachers in 2008 at the beginning of their careers

Ratio: salary at the highest level/salary at the beginning level

Salary per hour of teaching after 15 years in the career

D3.2: Evolution of the salary of teachers between 1996 and 2008 at the beginning and at the end of the career

Two other indicators are also interesting for our study:

D4.1: number of teaching hours during a school-year

D2.2: pupil/teacher ratio

These data have been taken into account in the analysis in this report. They are available at primary, lower secondary and upper secondary levels, but for only 24 European countries: Austria, Belgium, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Luxembourg, The Netherlands, Norway, Poland, Portugal, Slovakia, Slovenia, Spain, Sweden, Turkey and UK (England and Scotland).

Another important recent source of information is the OECD report written in 2011 as a background report for the International summit on the Teaching profession (OECD, 2011 b). This report is based mainly on the results of OECD's *Teaching and Learning International Survey* (TALIS) carried out in 2008 and which concerned 90,000 teachers in 23 countries. Of these 18 are included in the sample of the present study: Austria, Belgium, Bulgaria, Denmark, Estonia, Hungary, Iceland, Ireland, Italy, Lithuania, Malta, Norway, Poland, Portugal, Slovakia, Slovenia, Spain and Turkey. The survey gives some insight into how teachers and principals perceive the environment in which they work, what motivates them and how they view education policies in their country. It will be interesting to compare the results of our online questionnaire with these previous results in these 18 countries.

The report also presents selected examples of interesting initiatives that have been taken in different countries to make the teaching profession more attractive or more effective (examples in Finland, England, Wales, Ireland, Sweden and Norway). Among other sources, the Eurydice study on levels of autonomy and responsibilities of teachers in Europe (EURYDICE, 2008) is of great interest as most of the literature insists on the fact that more autonomy and more responsibility is a positive factor for the image and the attractiveness of the profession among the best students.

This issue is one of the conclusions of a recent study carried out by McKinsey and Company about the ways to attract the top-third of graduates to the teaching profession and retain them (AUGUST, KIHN & MILLER, 2010). This study starts from assumptions derived from an observation of the policies implemented in three countries that were particularly successful in the international surveys on student achievement such as PISA: Finland, Singapore and South Korea. These three countries have outstanding results. They recruit about 100% of the teachers among the top-third graduates and manage to keep nearly all of them in the education system. Such observations made it possible to design a market research-oriented survey in the US that was sent to 900 top-third college students and 525 current teachers with similar backgrounds. It appeared that most students saw teaching as unattractive in terms of compensation, quality of the professionals, prestige and career perspectives. 91% of them declared that they were not planning to go into teaching, and the research suggests that improving the financial compensation and other features of teaching careers could dramatically increase the proportion of good students who would envisage becoming teachers.

Another European source of information is a document of the European Trade Union Committee for Education (ETUCE, 2008) following the information campaign launched in 2004: "*Europe needs teachers*". It promoted three priorities:

1. Improve initial education of teachers;

2. Recruit and retain a sufficient number of well qualified teachers;
3. Ensure sufficient professional development of teachers.

Chapter 5 of this ETUCE study deals with the main challenges related to the issue of recruiting and keeping well qualified teachers, which includes making the teaching profession attractive for professionals in other economic sectors, mainly in periods of economic recession. Such a phenomenon, which has been increasing recently in a few European countries, particularly in the UK, must be taken into account in the present report, as the experience shows that adults coming from other professions who choose to become teachers are often very well perceived by the pupils and able to help them develop transversal competences useful for their professional life and active citizenship.

Another major document has been used for the present report: an analysis of teachers' continuing professional development (CPD) based on the OECD's *Teaching and Learning International Survey* (TALIS). This report coordinated by Jaap Scheerens (University of Twente) sums up the European context of CPD and presents a conceptual analysis of its impact on teacher effectiveness before giving a snapshot of the situation among European countries, including in countries which did not participate in the first round of TALIS (SCHEERENS, 2010).

Finally, two major documents, published recently during the writing of the present report, were very helpful. First, the OECD's document built up from the background report for the International summit on the Teaching Profession in 2011: *Preparing Teachers and Developing School Leaders for the 21st Century* (SCHLEICHER, 2012). The second and third chapters focus on some important issues concerning the evolution of the teaching profession, what they involve in terms of new skills, working conditions, initial teacher education and professional development and suggest some recommendations for making teaching a more attractive choice. Many examples of good practice initiatives are described: some of them outside Europe (Australia, North America and Asia) but also in Europe (England, Finland, Ireland, Scotland, Spain, Sweden and Switzerland).

Then, the publication of Eurydice and Eurostat *Key Data on Education in Europe* in February 2012 was very precious for updating some data (EURYDICE, 2012). In its introductory main findings, this document underlines the *greater effort needed to attract more people to the teaching profession* (p. 14) based on a few important observations about the evolution of crucial quantitative and qualitative data.

Apart from these European or international studies, the analysis of available documentation covered as many national references or survey results as possible provided by the experts of various European countries associated with the present project. These have been analysed through seven thematic documentary studies that are summed up briefly hereafter.

2. Attractiveness of the teaching profession

2.1. Preliminary remarks about the attractiveness of a relatively heterogeneous profession

2.1.1. The heterogeneity of the teaching profession

Before trying to answer to the question ‘*what exactly makes the teaching profession attractive?*’ let us begin with a few observations and considerations.

The present study focuses on three teaching levels, elementary, primary and secondary education (ISCED 1, 2 and 3). It therefore excludes pre-elementary, higher and adult education.

Our study is based on the definition of the teaching profession provided by Eurydice:

“A classroom teacher is defined as a person whose professional tasks involve the planning and organisation of group or individual activities related with the development of students’ knowledge, skills and attitudes. Fully qualified teachers have fulfilled all the training requirements for teaching and meet all other requirements (e.g. probation period) according to the formal policy in a country.”

In most countries, drawing a line between teachers and other actors likely to contribute to the pupils’ education on an occasional or partial basis, but lacking proper qualifications, is far from easy. This is especially true for certain subjects (e.g. mathematics, certain technological disciplines) and geographic areas, which are either isolated or facing specific problems.

Even though “the” teaching profession appears to exist at least in theory, the actual educational occupations are rather diverse. The nature of the tasks and hence the competences expected of primary-school teachers may partially differ from that of secondary-school teachers (*class teacher vs. subject teacher*). As a matter of fact, for example, a primary-school teacher in a rural area who has in charge pupils of different ages and education levels needs to have specific competences that are not required for a teacher in a secondary school. The same is true of teachers in socially disadvantaged neighbourhoods who have to do with students often more difficult to motivate.

The lack of homogeneity of the teaching profession is a crucial aspect for any study that aims to assess its attractiveness and devise a set of measures likely to render it more attractive in the future. A relative shortage of qualified teachers at certain educational levels, in specific areas, for certain subjects or for children with specific needs may indeed justify measures likely to attract more teachers to such positions and therefore require more focused action.

There is another difficult problem: the feminization of the profession, mainly at the primary level, but also for certain secondary-level subject matters.

2.1.2. A methodological challenge: how to define the attractiveness of any profession?

In the literature about the 'sociology of professions', either functionalist (inspired by Talcott Parsons) or inter-actionist (inspired by Howard Becker), there is no mention of the 'attractiveness' of a profession. It is not a field of study in itself as one can see through analysis of the literature (MACDONALD, 1995; SVENSSON & EVETTS, 2010). Moreover, teachers are not considered as a 'profession' *stricto sensu*. In their seminal work on the professions, CARR-SAUNDERS and WILSON (1933) justify explicitly the fact that teachers cannot be considered as a 'profession' since their activity is not self-regulated because of a lack of autonomy in defining their missions and an ethic code of behaviour. Even though, today, in some European countries, teachers have gained more autonomy, most of the studies about the professions concern medical doctors, lawyers, chartered accountants, architects, etc. but not teachers. Even the 'sociology of occupations', which has a broader field of research, does not really deal with their attractiveness, except indirectly sometimes through the study of the public image of some occupations (ROTH, RUZEK and DANIELS, 1973; HALL, 1983).

Furthermore, there are very few scientific studies about the attractiveness of professions. Among recent studies, in France, the "Académie des sciences" published a report on the attractiveness of careers in research (2008) where their relative lack of attractiveness is considered as being mainly due to relatively low wages and an insufficient upward professional mobility. But this study does not define what attractiveness is. In the field of education, the only peer-reviewed articles published about the attractiveness of the teaching profession concern Zimbabwe (CHIVORE, 1988) or Brunei Darussalam (CHUI SENG YONG, 1994). Both articles try to define some factors of attractiveness but not to define the concept of attractiveness itself. In the same way, a study often quoted in this domain, i.e. about '*Improving the attractiveness of the teaching profession in California*' (SMITH, SANDRA & al, 1983) does not either provide any definition of attractiveness.

As a matter of fact, attractiveness is not easy to define as a concept and not easy to measure. Everybody believes they understand what it is about, however difficult it is to define it in an objective and accurate way. In other words, it is a notion rather than a scientific concept. Such a diagnostic is not limited to the field of professions, but also for instance in the field of geography or urban economics (MUSSON, 2010; OLSZAK, 2010). With respect to the specific issue of the attractiveness of the teaching profession, it can be perceived only from its consequences (e.g. a lack of attractiveness of the profession can lead to a shortage of teachers) and from considering factors that are supposed to determine it (e.g. a relatively high salary compared to other professions or a positive social status). Some consequences can even be measured in an objective way: for example the shortage of teachers, but as it was noted in the OECD report already mentioned (OECD, 2005) there are very few available data about such a shortage (see Chapter 2).

Admittedly, in some countries where there are competitive examinations to become a teacher, the evolution of the ratio 'number of candidates/number of jobs offered' can give some measurement of attractiveness. However, even this indicator is not easy to

interpret in a straightforward way as it may also depend on many other factors like the growth rate of the economy and the state of the overall labour market.

Another type of data can be significant to give an idea of the evolution of attractiveness: the number of teachers resigning in order to take another job. But again there are not many available data on such numbers and also these numbers are sensitive to the economic situation of each country.

In fact, in studies dealing with the attractiveness of a profession, the most important sources of information remain polls and surveys. They can aim at determining to what extent students envisage becoming teachers, the opinion of various categories of the population towards the profession, or the opinion of teachers themselves on their profession and its evolution.

Given the lack of available and reliable data related to all these sources of information, the attractiveness of the teaching profession and its comparability between countries must then rely on the combination of all these types of imperfect and incomplete information. These elements must be completed by the analysis of the various factors that can have a significant impact on the attractiveness, particularly with respect to other professions.

Despite all these obstacles, one can propose nevertheless a general definition of attractiveness of the teaching profession: **“attractiveness of the teaching profession is a set of characteristics of this profession that make it relatively attractive to skilled candidates with respect to other professions requiring the same level of qualification and that encourage competent teachers to stay in the profession.”**

2.2. Main factors defining the attractiveness of the teaching profession

Based on research findings in this area, conclusions of previous international and national studies and surveys among teachers and other audiences (especially students), but also on the experience and expertise of the authors of this report, one can formulate some assumptions as to what causes the teaching profession to be perceived as more or less attractive. These hypotheses were used as a guide for gathering information, conducting in-depth analyses, providing an update on the situation in the countries surveyed within the framework of this study, and devising workable research tools (questionnaires, interview grids and creative workshops).

With a view to deriving practical conclusions likely to facilitate the decision process, it seemed useful to work with a set of three categories of factors based on how easily they can be influenced by policy decisions. Here again, the distribution of factors between these three categories is based on hypotheses derived from the literature on education policy and the experience of the team. It should be noted, however, that the capacity to act on all three levels depends to a large extent on the economic situation. Enhancing the attractiveness of the teaching profession depends on the current context of budgetary rigour. From this point of view, the current economic and financial crisis in Europe is far from encouraging, because it requires relatively strict constraints. On the other hand, the high unemployment figures inherent to the crisis

might encourage more good candidates to take up a teaching career. In that respect, the current crisis may actually have a beneficial effect on the teaching profession's attractiveness.

2.2.1. Factors that can be more easily influenced by policy decisions

The quality of information about the teaching profession

This measure is relatively easy and cost-effective to implement when *career guidance* schemes are already in place at universities. It is regarded as an important issue in most countries (THORNTON & REID, 2002). However, we will see that in some countries an important proportion of students declare not knowing much about teaching jobs and careers (online questionnaire).

Salaries and other financial stimuli

Even though the financial aspect may not be the most important factor for choosing to become a teacher, it is an important factor of attractiveness that seems to be increasing in most countries. In a report written by a research team of Cambridge University (HARGREAVES et al, 2007) it is stated that *"Pay has become the second most common reason for seeing teaching as an attractive career by 2006 compared with 2003 when it stood in the fourth place"*. A McKinsey study, already mentioned, confirms this statement (AUGUST, KIHN & MILLER, 2010) which was also made by a European study carried on by teacher unions a few years before (ETI/ETUCE, 2008). In a recent article two economists (DOLTON & MARCENARO-GUTIEREZ, 2011) go further and try to answer to a very straightforward question: *"If you pay peanuts do you get monkeys?"* From the analysis of OECD data in 39 countries, they have noticed that teachers are paid up to four times as much in some countries compared to others (at parity of purchasing power), result that is confirmed in the present study in chapter 3. One of the main results of their study is to show that higher salaries and quicker salary advancement seem to allow for recruiting higher ability individuals as the student outcomes in international surveys are higher on average in countries where teachers are better paid. In this respect, all these studies confirm the conclusions of two comparative studies of the teaching profession and other professions in the public and private sectors showing that the teachers with higher salaries were less inclined to leave their profession (DOLTON & VAN DER KLAUW, 1995; and 1999). For the second study (1999) concerning a large sample of UK teachers, the results obtained affirm the importance of teacher salaries and opportunity wages in the turnover decision of teachers.

Increasing salaries is technically easy but budget austerity measures may render it rather hard to implement. That explains why, for example, certain countries have decided to only raise the salaries of early-career teachers, or to accelerate the salary progression during the first years. Another possible measure could be a swifter progression of teachers judged to be more effective than others. In most countries, this approach is usually opposed by teachers unions, which are hostile to the development of merit-based salaries. However, as we will see, in many countries, the assessment of teacher performance is taken (more or less) into account for career progression. Within the current context of budgetary discipline, certain governments have decided to decrease the number of teachers in return for better pay of those

remaining. Among other possible measures one could mention awarding scholarships to students who choose a teaching career or pre-service salaries for students who sign a formal commitment to remain in the teaching profession for at least a certain number of years.

Material working conditions

The material working conditions for teachers are relatively heterogeneous among European states, sometimes even among schools and areas within a country. These conditions are essentially related to the availability of classrooms of different sizes, preferably also offices, easy access to ICT and multimedia equipment, the quality of the catering at work, the possibility to find accommodation that is compatible with a teaching salary, etc. Certain aspects of these working conditions are relatively easy to improve, whilst others are more expensive. There is no doubt that average material conditions often act as a deterrent and seriously affect the prestige and social status of a teaching career. Already in 2003 a UNESCO report mentioned among the possible factors of teacher shortages '*chaotic working conditions*' (UNESCO, 2003). This aspect has also been analysed in various studies (see for instance: STURMAN, 2002). A recent European study reaffirms this point: "*Salary levels, supplemented by the award of possible additional allowances, and good working conditions may be two of the major incentives that ensure high motivation of teachers and make the teaching profession more attractive*" (EURYDICE, 2012).

Recruiting methods (conditions and criteria)

This factor can be regarded as crucial for the profession's attractiveness, for at least two reasons. Firstly, it is important to recruit teachers with the academic competences and social skills required for teaching groups, establishing a positive contact with pupils and motivating their pupils to study. This is a prerequisite to ensure that teachers like their jobs and stick to them. Moreover, happy and effective teachers contribute to a positive image of their profession in society, thus enhancing their status. The recruiting conditions and criteria need to facilitate the selection of candidates whose profiles and abilities can be thought to be conducive to a satisfying career. Given that those abilities are not necessarily innate, relevant initial education and continuous training as well as mentoring early-career teachers are of the utmost importance. Many studies insist on the importance of recruiting methods (MORAN et al, 2002; BARMBY, 2006; BIELBY et al, 2007; DONALDSON, 2012).

The quality of initial teacher education

For much the same reasons, the quality and adequacy of initial teacher education programmes for the various teaching careers matter as much for the teaching profession's attractiveness as the recruitment criteria and conditions (MORAN et al, 2001; ALTET, PAQUAY & PERRENOUD, 2002; BIELBY et al, 2007; BAILLAT, NICLOT & ULMAT, 2010; ROTHLAND, 2010; DONALDSON, 2012). The teaching profession requires specific competences that can be developed through initial education, provided it focuses on the specific needs of the various teaching careers. In quite a few countries, this initial education is considered unsatisfactory, because it does not cater to future teachers' main expectations and does not really prepare them for a real-life teaching career. Given the importance of this aspect, a whole chapter will be devoted to this issue and to the recruitment aspects (chapter 4).

Early-career support (induction)

The induction stage to the profession is deemed a crucial moment. However, as noticed in a working document of the European Commission, 'less attention has been given to the design of effective induction programmes that support teachers in their transition from their initial teacher education into working life in schools. The issue of support of teachers in their induction phase is of particular concern in a context of shortage of teaching skills and, in some countries, of large numbers of young teachers leaving the profession' (EC, 2010). Adequate mentoring can contribute effectively to overcoming obstacles that may surface at the delicate transition from the student to the teacher status, especially in countries where teachers do not usually work in teams and face student audiences that are not necessarily cooperative *a priori*. It is therefore interesting to look at the measures taken in this respect and the opinions of all stakeholders, especially since studies point to an evolution in various European countries regarding the awareness of the necessity to improve the status quo (HOWE, 2006; MOOR et al, 2005; ASHBY et al, 2008). Some data are already available (OECD/TALIS data base: Teaching and Learning International Survey 2008). The European Commission has already proposed a common approach of this issue in the working document already mentioned (EC, 2010).

Continuous professional development (CPD)

Given the evolution of knowledge as well as of information and communication tools, attitudes and the behaviour of pupils and the expectations of various stakeholders (especially parents), a teaching career requires lifelong learning and acquiring new skills. The emphasis is on remaining effective and preserving a positive teaching experience. This goes hand in hand with the projection of a professional image and the desire to stay up-to-date and take on new challenges (COOLAHAN, 2002; FRASER et al, 2007; BOISSINOT, 2010; DONALDSON, 2012). Though everybody seems to be aware of the importance of CPD, given its cost and budgetary restrictions, it is interesting to note the efforts actually made in this area and to define priorities for the available CPD programmes.

Recruiting and image-building campaigns

As discussed in chapter 2, the scarcity of qualified teachers varies from one country to the next and depends on a variety of factors, mainly demography. The same is true of the teaching profession's image, which will be discussed in chapter 6. In general in the countries where the teaching profession has a very positive image (like Finland or Ireland), there is hardly any shortage of qualified teachers (LIITEN, 2004). It is interesting to look at the measures taken in the various countries with a view to reversing the trend (when necessary) and making the profession attractive again (HOYLE, 2001; THORNTON & REID, 2002) either globally or to address the current shortages in certain subjects, areas and/or types of education. Even though there are very few scientific studies evaluating the real impact of recruitment campaigns or initiatives taken to improve the public image of the teaching profession, it seems useful to ask the various stakeholders what they think about their possible influence on the attractiveness of the teaching profession.

Help for teachers in difficulty

Everywhere, certain teachers are faced with difficulties at various stages in their careers. In some countries, there is a growing concern about the fact that more teachers are suffering from *burnout* and are demoralized relatively early in their careers, mainly in areas where pupils are especially difficult and exhibit little motivation to study. These teachers require psychological and professional assistance, and some of them professional retraining for other assignments in the education or an altogether different field. A significant literature has developed on this issue in England (KYRIACOU, 1987; COCKBURN, 1996; GRIFFITH, STEPTOE & CROPLEY, 1999, KYRIACOU, 2001), in the US (HUEBNER, GILLIGAN & COBB, 2002; BOBEK, 2002), Australia (HOWARD & JOHNSON, 2004), Spain (ESTEVE, 2003) and more recently in Germany (Van DICK, 2006; SCHAAF, 2008; HAGEMANN, 2009) and France (LANTHEAUME & HELOU, 2008). Some studies focus on the dysfunctional behaviours of teachers (what is going wrong), while others analyse successful strategies in order to overcome difficulties and stress (what is going right) or the possible positive effects of support in the work environment (PUNCH & TUETTEMAN, 1996). In nearly all European countries surveys have been organised to ask teachers about the way they feel at work and about possible causes of stress, some of them at the initiative of the European Trade Union Committee for Education (ETUCE: BILLEHØJ H., 2007; NÜBLING M. et al, 2011). In the introduction of the 2007 ETUCE study, one can read: *“Undoubtedly, teachers are among the professions reporting the highest level of work-related stress. The increasing workload on teachers, the role overload, the increased class size per teacher and an increasing number of pupils behaving in an unacceptable way are some of the trends identified in several European countries as leading to a rise in stress-related illnesses.”*

Qualitative human resource management (assignment, assessment, etc.)

Another important aspect likely to boost the attractiveness of the profession and to attract and keep high-level, motivated candidates is 'qualitative human resource management'. In small decentralized countries, this may entail matching staff to educational institutions, taking into account the profile of each. This may be the case at various decision levels, including the municipal or school level. Career development could also be based on the assessment of what teachers do using transparent criteria (SANTIAGO & BENAVIDES, 2009; PAQUAY et al, 2010, SCHEERENS, 2010; LOONEY, 2011). The specific difficulty of certain posts could also be taken into account, as is already the case in certain countries for teachers in priority-education areas. It is interesting to consider the opinions of different stakeholders as well as national and local policies throughout Europe. Few studies have analysed this issue. However, it is likely to impact on the attractiveness of the teaching profession, mainly the retention of good teachers.

Responsibilities of teachers

One can assume that the diverse responsibilities given to teachers (degree of autonomy, involvement in tailoring reforms, margin for innovation, etc.) are factors that contribute to the profession's attractiveness (for competent candidates) and hence to a favourable image among the general public (MONS, 2008). The example of a 'virtuous circle' (expression used during two interviews) in Finland where the good

image of the teaching profession is based not only on the good results of student achievement in international studies (IEA and PISA) but also on the common perception of teachers as real reflexive professionals confirms the theoretical contributions about the '*reflexive practitioner*' (SCHÖN, 1983 and 1987; ZEICHNER & LISTON, 1996; JAKKU-SIHVONEN & NIEMI, 2006; DUMONT, ISTANCE & BENAVIDES, 2010). It is therefore important to find out how this is handled in the various European countries, what expectations teachers and future teachers have and how this is viewed by the teacher unions.

Another aspect of professional development: occupational and geographical mobility

Another hypothesis to be tested is the extent to which occupational and geographical mobility adds to the profession's attractiveness. In other words: is the early-career period facilitated by the ease to quit, thus causing the initial choice to be less irreversible? It may seem a paradox to consider the possibility of leaving a profession as a factor of its attractiveness but it opens the possibility of change in case of a choice not consistent with the actual qualities of some young teachers or in case of older teachers who feel a need to change job after many years teaching (SMETHEM, 2007). Another aspect is the issue of attracting other professionals to the teaching profession (PRIYADARSHINI & ROBINSON-PANT, 2003). In a context of shortage of qualified teachers it is important to facilitate access to teaching by other professionals looking for another kind of work (RICHARDSON, WATT & TYSVAER, 2007). In England, for instance, the number of people coming from other jobs to start a new career has dramatically increased over the last years and it has been encouraged by the educational authorities (HAGGARD C. et al, 2006; BOYER, 2009; BERGER & D'ASCOLI, 2011).

As for geographical mobility, would more mobility, especially on a European scale, be perceived as an advantage and hence add to the profession's attractiveness? Even though there are very few references to these aspects in the literature, the relative success among young people of European mobility programmes (Leonardo and Erasmus) suggests that we should not to exclude them from our investigation.

2.2.2. Factors more difficult to influence through policy

Social status and prestige of teachers

Information about the social status and prestige of teachers in the various countries is scarce. This includes the image created by the media, movies and contemporary literature. Despite the link between salary level and social status, the latter also depends on other aspects, as can be inferred from countries (like Finland) where teachers are not paid more than the European average but nevertheless enjoy a positive image. We therefore need to scrutinize the factors likely to play a part in this and analyse possible strategies for developing the profession's image in the media and society at large (HOYLE, 2001; HARGREAVES et al, 2007). This obviously requires a long-term strategy.

Pupil/teacher ratio: number of pupils per teacher and number of pupils per teaching group

The pupil/teacher ratio is an important parameter that affects teachers' working conditions. In most countries, teacher unions demand a reduction in class sizes. The pupil/teacher ratio is easier to calculate than the pupil average per class, and so allows us to compare the situations in various countries. On the other hand, it is not very significant because it represents an average figure, while teachers' expectations (and the difficulty of their working conditions) vary according to the context and depend to a large extent on the level, attitude and behaviour of the pupils. It is therefore interesting to know what the various education stakeholders think about this ratio issue and to find out whether the expectations in this respect depend on the objective situation in the various countries: are they more outspoken in countries with larger average class sizes?

2.2.3. Context factors that are very difficult to influence but must be taken into account

The economy and labour market conditions

The economic situation is an important aspect that affects the flexibility for all levels of decision-making. In the current context of financial and economic crisis, the austerity measures taken in all European countries, albeit to varying degrees, severely restrict the authorities' options to stimulate important aspects regarding the attractiveness of the teaching profession, like salary levels, class sizes reduction and CPD for teachers, given the cost involved. We nevertheless observed that a rise in unemployment and precarious employment can enhance the comparative advantage of the teaching profession. One should note that the current economic crisis, the worst in a long time, has led a majority of Governments to defer wage increases for teachers, or even to cut salaries, like in Greece, Romania, Spain and Ireland.

The development of expectations and demands of stakeholders, notably parents

Studies and press articles reveal that expectations and demands placed on schools are on the rise, with parents behaving increasingly like "education consumers". This trend of more pressure has made the teaching profession more difficult and has created unease among teachers who are more often criticised for their teaching practice (LANTHEAUME, 2008). This makes it all the more important to identify the current situation by means of the questionnaires developed for this study.

Evolution of mentalities, attitudes and behaviour of pupils (*digital natives*)

The evolution of mentalities and attitudes essentially poses a problem to older teachers some of whom may feel uncomfortable communicating with "digital natives". The new skills required for future jobs (European Commission, 2008; YOUNG et al, 2010) and the new key competences (GORDON et al, 2009) also demand more active learning and new modes of learning and teaching (RIZZA, 2011; HARGREAVES & FULLAN, 2012). This raises the question of continuous professional development (CORNELIUS-WHITE, 2007; CAVALLI & ARGENTIN, 2010, SCHLEICHER, 2012). In addition, the increasing heterogeneity of upper secondary-level pupils caused by the

extension of schooling and mass education may pose other challenges in certain countries. The same is true of the lack of motivation to learn among certain pupils.

Competition of new media and new learning tools

The rise of digital media, educational games and social networks poses new challenges for teachers and forces them to familiarize themselves with new educational tools and to use them in a relevant manner (RIZZA, 2011). This is not only the price for keeping a maximum number of pupils interested, but also to take advantage of the new possibilities of learning that are offered by ICT. It requires CPD to keep up with their fast evolution. Another requirement is the increasing availability of teachers to answer an ever-rising number of questions by pupils and parents via the Internet. This development may require the adoption of rules of conduct to avoid an infringement on teachers' private lives.

3. Methodology of data collection

3.1. Collection of secondary data (articles, books, reports, surveys, etc.)

The second part of the documentation phase was launched following the hypotheses presented in the previous section. It enabled the team to identify **seven documentary studies** for the collection of secondary data. This method entailed distributing the research work within the steering group of 'experts'.¹ The analyses of this phase helped to determine the questions and items for the online questionnaire, as well as the interview grid in 24 education systems and the creativity workshop protocols in five countries. The principle was to entrust each study to a team of two experts. These seven studies did not cover all the issues regarding the attractiveness of the teaching profession (e.g. the basic issue of salaries and remuneration). They were defined in order to carry out further research on some issues that are insufficiently covered by the available literature and require more qualitative data.

- Study 1: *Comparative analysis of the initial teacher education curricula*
- Study 2: *The modes of recruitment, appointment and the diversity of access paths to the teaching profession*
- Study 3: *Support provided at the beginning of the career* (induction)
- Study 4: *Support given during the career, in-service training and continuing professional development (CPD)*
- Study 5: *Factors hindering attraction and working conditions*
- Study 6: *Geographical and inter-professional mobility*
- Study 7: *The media images of the teaching profession.*

¹ These experts were called "experts 1" while the correspondents in various countries were designated as "experts 2".

For each study, experts in 21 countries were asked to send information, by filling out country information sheets.

3.2. The online questionnaire: objectives, structure, target audience and distribution

In order to obtain more information about the opinions and expectations of the main categories of actors concerned with the attractiveness of the teaching profession, an online questionnaire was designed and administered (See Appendix 2 for a detailed presentation of the data gathered and the statistical methods used, and Appendix 3 for the content of the questionnaires for the six categories of respondents).

3.2.1. Design of the questionnaire

The main aims of the questionnaire are to verify the validity of the assumptions developed during the documentation phase, and also to provide a mass of updated information about the key actors in order to better understand their opinions and expectations concerning the various factors that are likely to make the teaching profession more attractive. For reasons of confidentiality, it was decided to keep the responses anonymous. Some questions were the same for all categories, thus allowing for some comparisons, while others were different, because they were meaningful only for specific categories. Some particularly crucial questions had 10 to 13 items as possible answers, and the interviewees were required to select the three of them they deemed most important, and to rank them.

The hypotheses devised during our documentary study led us to define six categories of respondents:

1. Students in tertiary education (humanities, languages, mathematics and science) who have either already opted for or against a teaching career, or have yet to make up their minds;
2. Students in initial teacher education preparing for a teaching career;
3. Teachers working in schools;
4. Staff who supervise them (school heads or principals);
5. Teacher educators;
6. The persons who are responsible for the management and running of the education system at local or regional level (i.e. representatives of local or regional authorities). This category is particularly important in countries where municipalities recruit and manage teachers.

3.2.2. Distribution of the questionnaire

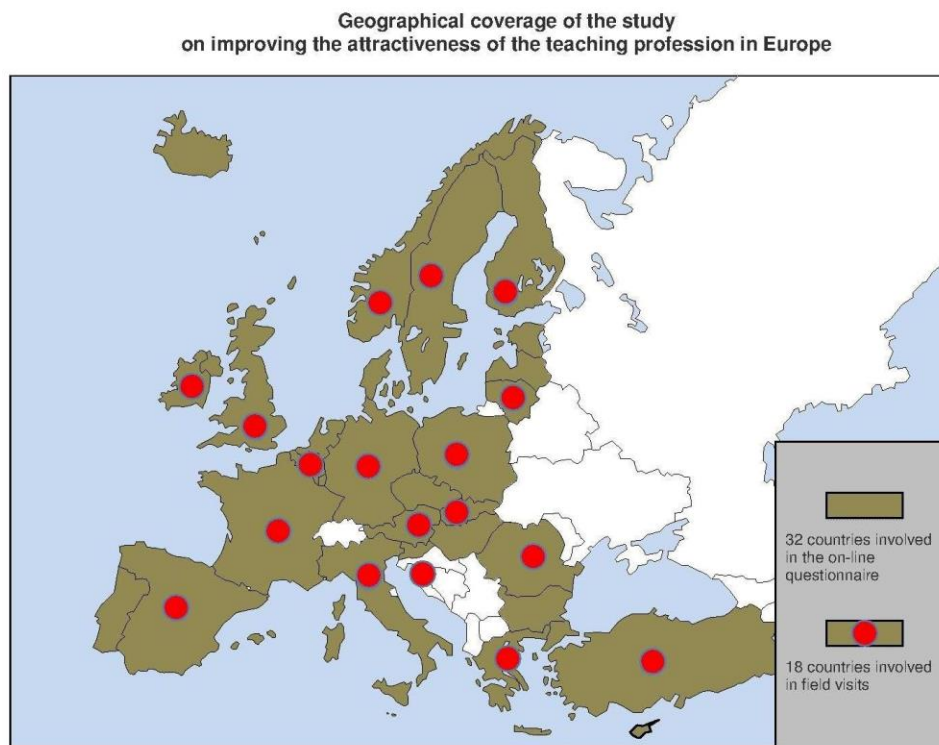
Given the limited budget and timeframe for organising such a complex international survey, it was impossible to build scientifically comparable samples for the six categories in the 32 countries. This would have required a substantial budget for each of the countries, official governments' commitment and much more time. Hence, to

obtain a sufficiently high number of responses in order to be significant, a pragmatic approach was adopted: the various experts were asked to contact relay structures for disseminating the online questionnaire: national and European teachers' unions and associations, national and European unions and associations of school heads, the administration staff of universities, teacher education institutions, the management services of the teaching staff at central, regional or local level, the inspectorates (where they exist) and personal contacts of the experts. A consequence is that the rate of response was different from one country to another and that only the results of countries with a sufficient rate of response for various categories of respondents have been analysed for comparative purpose between countries.

After a pilot test in Italy and Norway, the final version of the online questionnaire was disseminated in 15 languages² and addressed to the six categories of respondents in 31 countries (no relay could be found in Lichtenstein). In Germany, over 100 relay structures were identified and four Länder were selected. An introductory letter from the European Commission was translated from English into 15 languages.

² Croatian, Czech, English, French, German, Greek, Italian, Lithuanian, Norwegian, Polish, Portuguese, Romanian, Slovak, Spanish and Turkish

Figure 1.1: Geographical coverage of the questionnaire



3.2.3. Overall results

For unexpected reasons the number of responses has been very different among the 31 countries. Given their total population, there are four groups of countries:

- Those with a very high response rate (number of respondents per 100,000 inhabitants): Iceland (257.7), Turkey (52.0) and Portugal (47.3).
- Those with a fairly high response rate: Slovakia (32.2), Cyprus (27.5), Czech Republic (22.2), Austria (21.9), Malta (20.2), Croatia (14.8), Finland (13.0), France (12.2), Estonia (11.2) and Spain (11.2)
- Those with a fairly low response rate: Latvia (7.4), Ireland (7.2), Greece (7.1), Lithuania (7.0), Luxembourg (6.2), Belgium (5.8), Italy (4.9), Hungary (4.6), Bulgaria (4.3), Denmark (3.7), Romania (3.6), Norway (3.4), Germany (2.9) and Poland (2.5)
- Those with a very low response rate: The Netherlands (1.5), Sweden (0.6), Slovenia (0.4) and the UK (0.4).

Table1.1. Number of responses by country and by category of respondent

Country	Students	Students Initial teacher education	Teachers	School leaders	Teacher educators	Representatives of local authorities	Total
BE	76	102	298	20	123	4	623
BG	9	8	203	65	32	9	326
CZ	748	11	1 096	403	23	4	2 285
DK	7	7	152	31	5	1	203
DE	419	1 129	477	72	150	11	2 258
EE	4	3	119	11	12	0	149
IE	63	114	85	25	32	0	319
EL	62	165	460	51	60	0	798
ES	43	149	4 009	802	189	28	5 220
FR	428	979	5 825	400	283	8	7 923
IT	182	38	2 413	185	128	15	2 961
CY	11	12	114	33	42	5	217
LV	58	7	71	17	13	3	169
LT	71	40	80	8	36	2	237
LU	3	4	18	4	1	0	30
HU	88	105	172	30	64	0	459
MT	20	1	43	15	4	0	83
NL	11	6	158	52	20	4	251
AT	500	627	416	147	128	6	1 824
PL	194	143	515	37	67	5	961
RO	124	50	525	63	14	3	779
SI	7	0	0	1	0	0	8
SK	212	258	832	351	82	4	1 739
PT	52	20	3 924	514	430	21	4 961
FI	211	143	153	106	70	5	688
SE	18	7	23	6	3	0	57
UK	33	108	53	8	38	0	240
IS	6	3	623	128	32	14	806
NO	23	50	56	9	17	4	159
HR	165	49	409	18	14	0	655
TR	7 307	252	25 356	7 847	78	42	40 882

Missing values	296	140	1 457	314	97	30	2 334
TOTAL	11 451	4 730	50 135	11 773	2 287	228	80 604

It seems that the important variation observed among countries can be explained by many factors. For example, in Iceland and in Turkey, the Ministers of Education strongly supported the survey. In the Netherlands and the UK many teachers, school heads and students declared that there were already too many surveys they had to respond to. But even in the four countries with a very low response rate it is still of some interest to see the opinions and expectations even of small samples of respondents. Nevertheless, to avoid a bias and the possible impact of the high number of answers in Turkey on the global and average results, a statistical procedure was adopted to take into account the differences in the size of the samples in the various countries. These technical aspects and the data processing methods are presented in Appendix 1. The various questionnaires are presented in Appendix 2 and all the results are presented in Appendix 3.

3.3. The interviews

Interviews by the “experts 2” (correspondent experts) in 21 education systems and by experts 1 (steering group) in three other ones (France, Ireland and Portugal) targeted the policy-makers of the education systems (at different levels of decision-making) who have responsibilities that allow them to speak in the name of the system they design, renovate and/or steer, and representatives of teachers’ unions, as well as in some countries some journalists specialised in education issues. It was decided to carry out 5 to 7 interviews by country, about 100 interviews in all, a number that remained manageable for the analysis³. They concerned at the national, regional or local level:

- Policy-makers and those who design education policies, who are involved in the formulation of *“policies that will improve the quality of the studies and teacher training⁴.”* Depending on the country, these were senior civil servants in the Ministries of Education or other institutional structures in decentralised contexts in the field of education (e.g. Belgium, Finland, Germany, Spain and UK).
- Those responsible for the implementation of national educational policies
- Representatives of territorial authorities
- Representatives of national teachers’ unions.

The aims of the interviews were to specify in the national framework the impact of the measures taken to increase the attractiveness of the teaching profession but also to better determine resistance to change. Thus they completed information that is

³ The interviews were conducted in most countries in the language of the country and in a few countries in English, by specialists of education systems. Their profile allowed for a mutual comprehension with the interviewees. Experts 2 were welcomed everywhere. For the list of interviews see Appendix 2.

⁴ Terms of reference, *Open call for tender*, no. EAC/34/2010, p. 2.

necessary to map the national contexts under study. An overall protocol for the implementation and reporting on the interviews⁵ was given to the experts 2.

Questions of the interviews

Is there a shortage of qualified teachers in your country? Did the situation change during the last five years, and what are the perspectives for the next five years? If there is a shortage, at what levels of education (primary, secondary) and what subjects are particularly concerned (maths, sciences, other)? (5 to 10 minutes)

What is the general image of the teaching profession in your country? (very good, rather good, rather not good, not good) What are the main reasons of this image? What is the image given by the media? (5 to 10 min.)

Over the last five years, what main evolutions or political measures have had an impact on the attractiveness of the teaching profession? (10 min.)

What priority measures should be taken to make the teaching profession more attractive? (10 min.)

Is there a tendency for more teachers to resign for other jobs? (2/3 min.)

Is there a tendency for more candidates to enter teaching from other jobs? (2/3 min.)

Over the last 5 years, was there any information or recruitment campaign concerning the teaching profession? If so, what was the impact? (3/5 min.)

The rule of the game was that the interviews were to remain anonymous to prevent an excess of self-censorship by the interviewees. But they made it possible to add precious opinions to the information provided by the results of the online questionnaire and to check the consistency between these two sources (see appendix 4 for more information on the interviews).

3.4. The creativity workshops

The workshops sought to elucidate, through the interaction among participants, their representations, attitudes and expectations about:

- The difficulties of the teaching profession today
- What teachers expect from the profession in the future
- The image of teachers and their profession in their country
- The positive or negative effects of the recent or ongoing national or regional educational reforms
- The ongoing changes of their environment (including the development of ICT) and the impact on the relationship with students and parents.

⁵ For the protocol of restitution, see Appendix 2.

Profile of the participants of the creative workshops: Students, student teachers, employed teachers in schools at the ISCED 1, 2 and 3 levels, and trade union representatives.

The methodology of the creativity workshops is described more precisely in the appendix 5. The reports of experts 2 on these workshops confirmed to a large extent the results of the online questionnaire.

Chapter 2 - Teacher shortages: current situation and perspectives

1. Gathering data about the shortage of qualified teachers in Europe

1.1. Data found during documentary studies

There have been national studies about teacher shortages for quite some time. Graham Donaldson writes of Scotland: *"the challenge of having the right number of teachers is not new. After the Second World War, for example, the burgeoning birth rate led to an acute shortage of teachers. It was forecast in 1957 that the shortage could rise to some 3000 teachers within four years"* (DONALDSON, 2010). In Europe, more recent international and national studies consider this issue as a priority for the political agenda. In another study, one can read: *"shortage of teachers is one of the major challenges facing the teaching profession."* (STOKKING, LEENDERS & DE JONG, 2003)

According to a very recent report (OECD, 2012): *"Recruiting high quality graduates as teachers, especially in shortage areas, and retaining them once they are hired is a challenging task for education systems"* (p. 56).

The majority of studies about teachers in Europe assert there is at least the danger of a shortage of **qualified teachers**. Some even go as far as to mention a global shortage of teachers. All studies arrive at the conclusions such as the following: *"Some European countries are facing a serious shortage of qualified teachers for core subjects"* (EURYDICE, 2012) (p. 113).

Some studies focus on sector-based shortages for certain subjects. This is usually the case for the sciences, mathematics, technology and ICT, and some foreign languages. In the PISA 2009 analysis, an average of close to 20% of 15-year olds were enrolled in schools where the school leaders reported that a lack of qualified mathematics or science teachers was hindering instruction in their schools (OECD, 2012).

However, some doubts as to whether there is really a shortage of qualified teachers were expressed by the Association for Teacher Education in Europe (ATEE) during their 2006 Annual Conference: *"Recently some reports have indicated that the shortage may not be as drastic as earlier believed. The Swedish National Agency for Higher Education reported that a future shortage will be limited to teachers in early childhood education, while in other areas they may even be a surplus of teachers (HÖGSKOLEVERKET, 2006). An international study on teacher mobility (GHK) came to similar conclusions and noted that only some countries will be faced with a shortage in the coming years. If these observations are correct and if the risk for a future shortage has been the only reason for the interest in teacher education we may see less focus on these issues in the coming years"*.

An ETUCE Study (GALGOCZI & GLASSNER, 2008) stressed the variability of teacher shortages across European countries:

"A shortage of teachers seems to be a major problem in many of the respondents [countries] varying in intensity at different levels of the school system. Fifty per cent of all respondents reported state public schools facing this challenge and seventy per cent of respondents mentioned teacher shortages in certain subject areas. Teacher shortages appear to be less of the problem in private schools and inner city schools. Only four countries - Bulgaria, Ireland, Portugal and Scotland - reported having no teacher shortages..."

Our study aims at giving a more up-to-date and thorough account of the actual shortage of qualified teachers in Europe. Many national and international studies analyse various factors supposed to detract from the attractiveness of the teaching profession and the impact of these factors on teacher shortages. They suggest a causal relationship without demonstrating it. In an article about Belgium, Christian Maroy goes beyond structural causes and sees what he calls a real 'identity crisis' of the teaching profession: *"this identity crisis can be observed through some behaviours like resigning for another job or less attractiveness of the profession"* (MAROY & CATTOMAR, 2002).

In the present study, teacher shortage, when evidence is found that there is really a shortage, is considered as one 'indicator among others' of the decreasing attractiveness of the teaching profession. Conversely, decreasing attractiveness alone cannot explain a teacher shortage. In some countries which are not confronted with a shortage of qualified teachers, the profession may be seen as less attractive than in the past, but there are not many other job opportunities available.

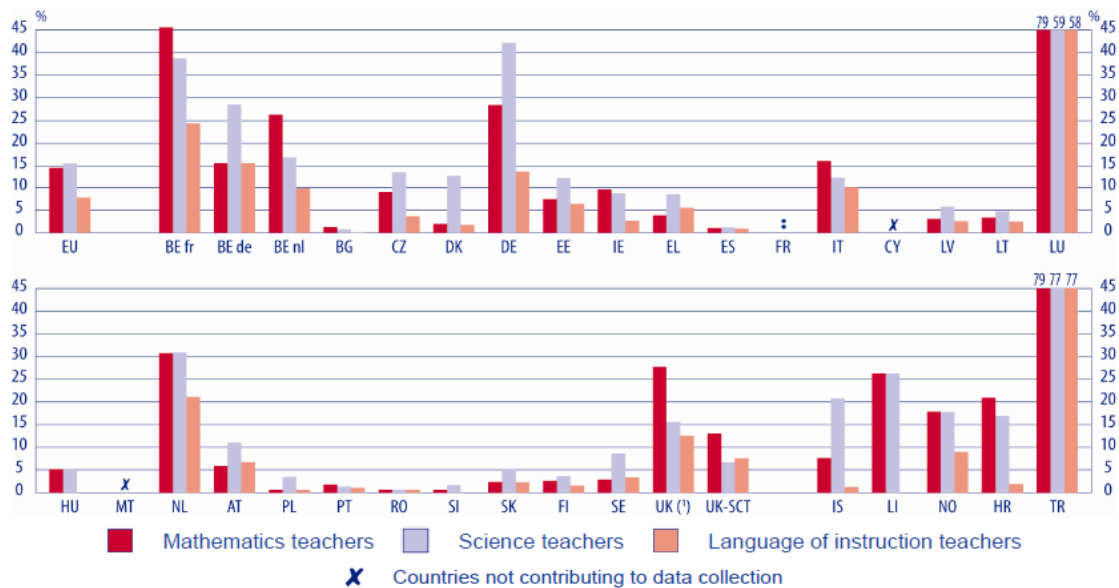
In most cases, various authors see a correlation between the shortage of qualified teachers and the age structure of the profession, and warn that many teachers are close to retirement. In fact, the link between the demographic structure of the teacher population and the shortage of skilled teachers has not been thoroughly analysed. In the present report, the ageing of the teacher workforce will be regarded as a factor likely to increase the shortage of teachers in the long run. But in the short run, as teachers retire at a later age (like other professionals), the demographic impact might be reduced.

Other authors have found certain factors that make the overall shortage of qualified teachers even worse. Beyond the degree to which the risk of shortage varies, the general perception of these studies is that there is an alarmingly high shortage of qualified teachers in Europe. Several national studies explore the shortage of qualified teachers and discuss related policies (e.g. CROS & OBIN, 2003). In a study of national reports, the OECD concludes in its final report: *"Half of the countries express their concern regarding the preservation of a sufficient top-level teacher supply, especially in fields where demand is robust"* (OECD, 2005). Other authors making presentations at international symposia and seminars talk about certain aspects of this shortage and of the attractiveness of the teaching profession in selected countries (ZULIAN, 2011).

We need to first establish the existence of this shortage in each of the countries surveyed for this study, and to then analyse the main evolutionary factors that have led to this shortage of qualified teachers, including:

- demographic factors (age structure of the teaching population)
- the drop in the number of students who choose to become teachers
- the attrition of qualified teachers
- competitive recruiting procedures
- the working time of teachers

Figure 2.1. Percentages of pupils aged 15 attending schools where teaching is affected by a lack of qualified teachers in the core subjects, 2009



Source: OECD, PISA 2009.

In this chapter, we describe the diversity of country experiences regarding shortage of qualified teachers. The term 'qualified teachers' in this report refers to 'teachers having the required formal qualifications' according to the rules established in each country, either in terms of degree/certificate or after passing a competitive examination (national, regional or local). But, indeed, a formal qualification is not a sufficient condition for teacher effectiveness.

1.2. Data extracted from the interviews

As mentioned before, the main objective of this chapter is to assess the current situation of the shortage of qualified teachers based on available statistics and from surveys and reports from the interviews carried out in various countries. These interviews were primarily conducted with individuals who play a part in the education policy decision-making process. Interviews were completed with our local experts (*experts 2*) in three additional countries (Czech Republic, Ireland, and Portugal); the information was provided by their ministries of education or national agencies. This information was compared with official documentary sources and analysed in

relationship to factors likely to have a positive or negative impact on the shortage of qualified teachers.

Gathering data about the shortage of qualified teachers is rendered difficult by three factors:

- In several countries, supervisory authorities do not have a forecasting department and are unable to produce reliable figures about current or future shortages.
- The supervisory bodies of some countries refuse to communicate about the shortage (and attrition) of teachers, for fear that this might be used during election campaigns. Unions usually contest the figures put forward. Certain countries will not readily share these data.
- Several studies cited in this chapter provide figures on shortages that are not corroborated by official data, or else taken from other studies.
- Media and unions that dare to produce figures rarely refer to official or scientific studies.

Some countries nevertheless try to quantify the risk of a shortage for the medium term. In Ireland, for instance, the Teaching Council advised the Minister for Education and Skills that since projections suggest that enrolments in primary schools will rise to a peak between 2015 and 2019, supply needs to be carefully managed in order to ensure it is sufficient to meet demand at that time.

The data provided in this report are derived from field interviews with the persons in charge of education in 20 countries and are complemented by the data gathered in an online questionnaire for 31 countries soliciting the opinions of various educational stakeholders on the profession's attractiveness.

The typology presented below identifies, first, countries where shortage is not an issue and second, those facing an actual shortage. It does not rely on demographic or economic criteria, but on the interview data gathered for this study as a complement the available statistics.

2. The state of shortage of qualified teachers

A clear distinction must be made between aspects related to a general shortage of teachers, which may lead to the inability to provide education for all children of compulsory school age, and a shortage of qualified teachers. It is not a matter of filling vacant posts but rather of recruiting qualified teachers. As stated with much relevance by the former Chief Inspector of Her Majesty's Inspectorate in a study on teachers in Scotland (DONALDSON, 2010): *"Selecting the right people to be teachers: good academic qualifications are necessary but not in themselves sufficient conditions for being a good teacher....In addition to ensuring appropriate academic qualifications for entry to teacher education, there is a need to be more effective in identifying and selecting candidates with the potential to be future high quality teachers"*.

Several studies show that there is more than one cause and effect relationship between teaching quality and the competence of pupils, given the interference of

exogenous factors outside educational institutions, mainly the social environment. Yet, “globally speaking, research findings show that it is essential to increase the quality level of teachers if pupils are to improve their results.” (OECD, 2005)

In many countries, human resource managers may use contract workers or part-timers to meet demands, thereby blurring the actual shortage of qualified teachers. This **hidden shortage** is sometimes confirmed by education policy decision makers and criticized by teacher unions. A shortage may be identified when teaching positions are held by persons lacking the qualifications for the subjects they are expected to teach. Data about such shortages are nearly non-existent. Countries that rely to a significant extent on insufficiently qualified workers may be considered to already face a shortage.

2.1. Countries not faced with an overall shortage of qualified teachers

This section addresses issues in countries where the teaching profession is still attractive for several socio-economic reasons: “When the unemployment figure rises, the teaching profession becomes attractive, candidates are older and often men” (CROS & OBIN, 2003). Other countries have recruited large numbers of teachers over recent years. In many countries in this category, the professional qualification of primary school teachers appears to be higher than for secondary level teachers.

According to the interviews of education policy decision makers done by our expert 2, where there are shortages, they are mainly for ISCED 1 and 2. This is more pronounced in less-favoured rural areas and in certain subjects: foreign languages, mathematics, sciences and ICT. Since 2001, these disciplines have consistently been less popular (OECD, 2005).

Some country examples are presented below:

All the data presented in the following section are drawn based on interviews of education policy decision makers.

Croatia: In major urban centres, there is generally no shortage of teachers of any profile, either in primary (ISCED 1-2) or in secondary (ISCED 3) schools. One study shows a possible excess of 4,942 teachers.⁶ On the contrary, unemployed teachers of all profiles find it hard to find employment. However, in rural areas of Croatia, there is a significant shortage of qualified teachers of mathematics, natural sciences and foreign languages, and many schools in those regions employ semi-qualified or non-qualified staff.

Cyprus: Supply of teachers massively exceeds demand. The teaching profession is the first choice of students (one of the reasons is that the salary is higher than for other comparable occupations). The quality of primary-school teachers is viewed favourably quite unlike that of secondary-school teachers with lack of pedagogical skills. No shortage is anticipated for the medium term.

⁶ Interview of an advisor in ministry of Science, Education and Sport in Croatia

Finland: There is no shortage of qualified teachers in general. In a very few rural areas, there is a small shortage of teachers in mathematics, and to a lesser extent, in the Swedish and English languages. The only problem is the lack of candidates for teaching students with special needs. Recruitment campaign aimed at inciting teachers to undergo a special training to teach these students. There is no difficulty in attracting good students to become teachers and the quality of the initial teacher education and requirement for a master's degree are considered as important factors in the ability to recruit qualified teachers. The extensive decentralization of the education system and the important autonomy granted to schools and teachers by local authorities reinforce the prestige of teachers, who are considered as 'competent professionals', responsible for their effectiveness and capable of innovating. The provision of teacher education has been substantially increased with a view to anticipating future teacher needs and preventing shortage of competent teachers. "Recent survey data show that the situation is very good in basic and upper secondary education as regards class teachers (the first six school years) and teachers of mother tongue, foreign languages, mathematics, physics and chemistry, biology, geography and civics."⁷ The teaching profession is viewed as highly prestigious (LIITEN, 2004).

France: There is no global quantitative shortage. However, the drop in the number of posts available through competitive entrance exams has also led to a decrease in the number of candidates: "in 2010 compared with 2009, there were 21,000 students versus 38,249 for the secondary level and 18,000 versus 34,952 for the primary level."⁸ For certain secondary level entrance exams, there are fewer candidates than there are posts. Thus, entrance exams have become less selective (4 candidates per post at the primary level) and the quality of the teachers as well, as their education is perceived as being "in free fall". The recently established mandatory master's degree and the need to pass the entrance exam seem to dissuade a lot of candidates. As far as ISCED 1 is concerned, the profile of primary school teachers is increasingly humanities and threatens to pose difficulties for the ability to teach mathematics and sciences. There is a shortage of students in the scientific disciplines at tertiary level, mainly mathematics and physics, while there are too many teachers in other subjects (particularly physical education). One noted shortage concerns teachers for vocational secondary schools, because the mandatory master's degree appears ill-adapted to this teaching level. The use of contract workers to meet the need for replacements is becoming increasingly problematic in some schools, which is why students who have not yet completed their courses are sought after. In February 2012, the Government's policy of not filling one teaching post in two of those left vacant through retirement triggered a highly politicised debate during the election campaign in 2012. The creation of 60,000 teaching posts over three years was announced by the new Government (May 2012); 43,000 posts will be created in 2013. But it seems rather difficult to recruit such a large number of sufficiently skilled teachers in all subjects in the near term.

Greece: There is no shortage, mainly because teachers receive higher pay than other workers with equivalent education. As in Cyprus, the quality of primary school

⁷ Key competences for lifelong learning in Finland, Education 2010, interim report, Ministry of education

⁸ Journal 'Le Monde', 21 December 2010

education is deemed superior to the secondary level, because of the lack of educational training at university for the latter group. The number of recruits, though high during the last few years, is dropping fast because of budget restrictions due to the economic crisis. For the first time this year, not all vacant posts open to candidates with ASEP⁹ certification were filled because of the austerity measures. The number of recruits in primary education during the last ten years has drastically decreased: 4,341 in 2002; 3,665 in 2007; 1,400 in 2010; 127 in 2011 and only 40 in 2012.

Hungary: The general shortage is quite small, with the exception of ISCED 0 because pre-elementary school attendance was only made compulsory in 2011. The recruitment pool for all ISCED 1, 2, 3 categories remains large (even though the salaries are well under the European average) thus allowing school heads to dismiss new teachers deemed incompetent. The poor pedagogical skills of secondary level teachers are a real problem. In addition, many teachers take on second jobs. As far as shortages are concerned, prospects look gloomy in light of the high number of expected retirements.

Ireland: There is no teacher shortage, one of the reasons being that salaries are well above the European average despite the fact that for new qualified teachers, starting salaries have been reduced. On the contrary, there are plenty of candidates, mainly at the primary level. At post-primary level, there seems to be an oversupply of teachers in certain subject areas, while in others such as mathematics and sciences, there is a significant shortage of qualified teachers entering the system. The Teaching Council advises the Minister for Education and Skills on particular issues, one being the supply of teachers. As of April 2012, there were 73,155 teachers registered with the Council. It is clear to the Council that the issue of teacher supply is a very complex. At the primary level, for example, there seems to be an oversupply, considering the current enrolment figures and the number of newly qualified primary teachers registering each year. This is understandably a matter of concern to newly qualified teachers, current student teachers and those considering primary teaching as a career option.

Lithuania: In general there is no shortage of teachers but there are few vacancies. Teachers are looking for work, especially teachers in primary education. There are surpluses especially in physical education, the arts and English. Prospects are deemed favourable, given lower birth rates and despite the large number of teachers who are due to retire. However, there is some shortage in pre-school education and some subjects in some rural areas. Typical examples are teachers of foreign languages and ICT who prefer to stay in large towns.

Malta: There is no general shortage. However, some teachers in the primary sector do not have sufficient professional qualifications. Qualified primary teachers are hard to find in church-based schools. These teachers generally prefer employment within the state sector, as there are more opportunities for career advancement as well as for mobility between schools. There is also a shortage of teachers in some disciplinary areas, particularly in mathematics/sciences. Secondary schools are the most affected and consequently most mathematics/sciences teachers have a heavy teaching load.

⁹ *Anotato Symvoulia Epilogis Prosopikou - Supreme Council for Civil Personnel Selection*

Teachers who possess minimum qualification in these subjects have been engaged in the past years to provide the services in schools. The perspectives for the next years are not encouraging as few university students will be graduating in these subjects. The present emphasis of the local educational authorities to allocate the maximum teaching load possible to teaching grades is not helping the intake of new teachers. Some incentives have been implemented, such as salary increases (EURYDICE, 2008).

Poland: There is no global shortage; the supply of teachers largely exceeds demand. Selection and training of students depend on universities and are not related to the labour market. Many new teachers are looking for a job. There is a relative shortage of teachers of English (now mandatory in primary school). Contract workers and unqualified part-timers are being used to address this shortage. In 1989, there were 18,000 Russian teachers and 5,000 teaching other languages. The retraining measures put in place were insufficient to fill all vacancies. In rural areas, harder hit by these shortages, Ukrainians are hired to teach in secondary schools. 'Difficult' institutions (e.g. where school and community violence have been a problem) in Warsaw have difficulties finding teachers.

Spain: Supply vastly exceeds demand, even though many posts have been created over the last few years (six candidates per post in Andalusia in 2012). The supply of potential teachers is larger than the demand and there are no vacancies. In some cases, however, it can be difficult to find a sufficient number of teachers in some subjects (namely, English language and some vocational training fields). There is also a shortage of teachers able to teach their subjects in the English language for the growing number of bilingual programmes currently being developed in many regions (teaching non-linguistic disciplines in a foreign language). A recent increase in working time and in the number of pupils per class as well as lower wages for civil-servant teachers seem to have curbed the attractiveness of the teaching profession. Bonuses linked to the evaluation of teachers, which were recently introduced, are opposed by teacher unions.

United Kingdom: Teacher shortage varies from area to area in the United Kingdom. England and Wales, Scotland and Northern Ireland have different education systems.

England: Historically, teacher shortage has been a real problem, but this trend has now been reversed. *"The education authorities tackled a severe teacher shortage in England by addressing pay and work environment and launching a powerful recruitment campaign....The recruitment campaign was launched with strong political and financial backing by the Training and Development Agency for Schools (TDA) in 2000. By 2003 /2004, the vacancy-to-employment rate halved to less than 1% for all subjects, with majors gains in shortage subjects, such as mathematics, where the number of new recruits had almost doubled by 2005"* (OECD, 2011).

The variations across regions are mainly due to economic factors such as low rates of pay and the limited access to affordable housing in places such as London. In certain types of schools (e.g. urban schools) there is a high rate of staff turnover because of the pressures involved in trying to support children and communities in disadvantaged areas. On the other hand, increasing numbers of former professionals from various other sectors have been moving into teaching. According to statistics released by the TDA on 4 January 2010, there was a 35% annual rise in the number of career

changers applying to train as teachers during 2009/2010 (WALKER & WILLIAMS, 2010). As a result, 13,500 people from other professions have applied to train as teachers as compared to 29,000 students or recent graduates, representing about 32% of the total. According to the chief executive of TDA, *“there has been a wider change in societal attitudes to teaching. It is no longer seen as just as safe, solid career. These new teachers want to inspire people, give something back to society.”*

Scotland: There is no shortage of qualified teachers. About five to six years ago, there when people were being made redundant in other employment fields, a recruitment drive encouraged these workers to re-train as teachers. There was subsequently an influx into the profession, and now there are more teachers than positions. Teaching is becoming less attractive because there are a lot of qualified teachers who do not have work. While they are waiting to find teaching jobs, they are taking jobs requiring lower qualifications to bring in an income.

2.2. Countries already faced with a global shortage of qualified teachers

According to the interviews of education policy decision makers done by our expert 2, these are mainly countries with an ageing teacher population or/and rather badly paid teachers and poor working conditions.

Austria: Austria has recruited few teachers in recent years, and the resulting shortage has been made even worse by the fact that many teachers are moving to Bavaria (Bayern) or Baden-Württemberg, attracted by higher salaries and/or the civil-servant status. Austria does not generally recruit unqualified teachers, because it is forbidden to do so. Yet, the prospects look encouraging—the number of students who want to become teachers is clearly on the rise.

Belgium: In general, there is a shortage of qualified ISCED 1, 2, and 3 teachers. A teaching career is deemed unattractive in the French-speaking community, though more appealing in the Flemish-speaking community. The lack of coordination among private schools speeds up teacher turnover and inflates the deficit in some schools. Secondary school teachers steer clear of institutions with a record of violent incidents, with Brussels among the hardest hit areas. To alleviate the shortage of language teachers, air cabin crew and IT specialists with no education skills are sometimes called upon. In 2010, the Belgian authorities of the French-speaking community tried to solve the shortage by proposing *“the possibility for teachers to keep working, on a voluntary basis and the possibility to ‘work overtime’ after they retire¹⁰.”*

Germany: Germany has a deficit of ISCED 1, 2, and 3 teachers, especially for natural sciences, mathematics and physical education. Competition among regions (“Länder”) makes matters even worse. Several Länder (with Berlin offering among the lowest salaries, etc.) have abolished the civil servant status and now see their best teachers leave for more attractive regions. Several regions have reinstated the civil servant

¹⁰ “Café pédagogique” website in France
http://www.cafepedagogique.net/lemensuel/lesysteme/Pages/2010/116_Seconde_carriere.aspx

status to make the profession more attractive. Some (like Baden-Württemberg) have resorted to intensive advertising campaigns. The shortage is most notable in the integrated secondary schools. In the former West German Länder, there are a lot of vacancies (1,000 vacancies in Berlin in 2012). In the “new” Länder, the situation is worsening, especially in Saxony, which has been hard hit by the shortage. Early retirement is rampant. Other regions (Mecklenburg-Western Pomerania) have set aside a budget to recruit contract workers to fill the vacancies intended for “Referendare” (trainee teachers), who sometimes have to wait two years for a traineeship. In addition, there is a lack of flexibility regarding the obligation to teach two subjects. All this affects the profession’s attractiveness and accentuates the shortage of qualified teachers.

Italy: Italy has no global quantitative shortage of teachers, but there is nevertheless a lack of qualified teachers. In 2009, many restructuring measures had their main impact in the north of the country. The number of learning hours for pupils was cut drastically, while the number of working hours for teachers has risen. Some educational streams and posts were cut and the number of pupils per class has increased. The use of contract workers has become recurrent. All in all, there are about 130,000 contract workers in Italy working as teachers, 100,000 of whom are recruited every September and dismissed in June, with only 20% receiving basic initial teacher education. This use of unqualified contract workers varies according to deficit-prone disciplines (foreign languages and sciences). Still, the number of teaching career candidates remains high due to the economic crisis. The recent rise of the retirement age (now 67 years) also contributes to decreasing the shortage problem.

The Netherlands: There is no shortage in primary education, but a shortage in secondary and vocational education for some subjects (mainly mathematics, German and some vocational subjects) and in some cities. In secondary education, about 25% of teachers are not sufficiently qualified. People seem to agree that there is a shortage of qualified teachers at the secondary level and especially in the west of the country. The measures taken since 2006 and the 2012 requirement of a Master’s degree (not yet adopted) aim to raise teacher qualification and make the profession more attractive. The selection process of teacher education colleges has become stricter. The current problem is partly due to the fact that there has not been any planning policy planning for teacher recruitment.

Norway: There is a quantifiable shortage of qualified teachers. In upper secondary schools, the high proportion of older teachers emphasises the need for a considerable number of new teachers in the years ahead, especially in the sciences, English and mathematics. Rural areas and small towns are among the hardest hit. It is difficult for lower secondary schools to keep teachers with a master's degree, as they tend to move to upper secondary schools. A 2009 White Paper stated that “*the drop-out ratio among students poses a serious problem as does the high number of teachers who switch to other jobs.*” (European Agency for Development in Special Needs Education, 2011: p. 63).

Romania: All education levels face shortages. In 2010/2011, the deficit amounted to 3% at the elementary and secondary levels. At the secondary level, the use of unqualified staff is reported to be massive. Foreign languages, mathematics, physics and chemistry are the hardest hit, especially in rural areas.

Slovakia: ISCED 1, 2 and 3 levels face a shortage of qualified teachers. It is one of the European countries where the teacher salaries are the lowest. The use of unqualified staff is on the rise for subjects like mathematics, physics, chemistry and foreign languages (because English, for the first primary level, and IT are now mandatory). The shortage is more severe in the eastern part of Slovakia as well as in big cities, because most graduates try to find jobs in other fields, given the low pay for teachers. Prospects do not look encouraging given the ageing of the teacher population which will especially affect the primary level.

Sweden: There is a shortage of preschool and vocational teachers in upper secondary schools (mathematics and sciences). It is difficult to recruit vocational teachers mainly because of low salaries. The unofficial estimates are that about 20% of teachers in public schools and 40% in private schools are unqualified (source: Skolverket statistics 2010/11). Given the relatively high average age of the teacher population (figure 2) the current situation might present a risk of shortage of qualified teachers in the medium term, which seems not to align with the more optimistic conclusions of an official report written a few years ago (HÖGSKOLEVERT, 2006). In 1995, some policy steps were taken to provide an increase in the salaries negotiated between the school-heads and the teachers. These steps did not solve the issue of salary inequalities among teachers (OECD 2011, p.41): « *...in regions where teacher shortages are more acute, teachers get higher salaries; the same occurs for certain subjects like mathematics or sciences...There is now much greater variety in teachers' pay in Sweden* ».

Turkey: The supply of teachers is far superior to demand. Sometimes, candidates for the secondary level are selected by public lottery. But there is a shortage for the primary and secondary levels that is related to the professional qualification of candidates. Teacher educators themselves often have insufficient qualifications. The teacher profession is often selected by default. Yet most people remain in the profession. Public school teachers often also teach privately and coach students who are preparing for university entrance examinations.

3. Some factors that determine or aggravate the shortage of qualified teachers

On the whole, the shortage of qualified teachers seems to be due to a relative drop in the attractiveness of the profession and to various national education policies with respect to teachers' recruitment, i.e. issues which will be covered extensively in subsequent chapters. Several factors can lead to a shortage of qualified teachers, though the precise factors and the way they interact depends on the context of each country.

3.1. Demographic factors

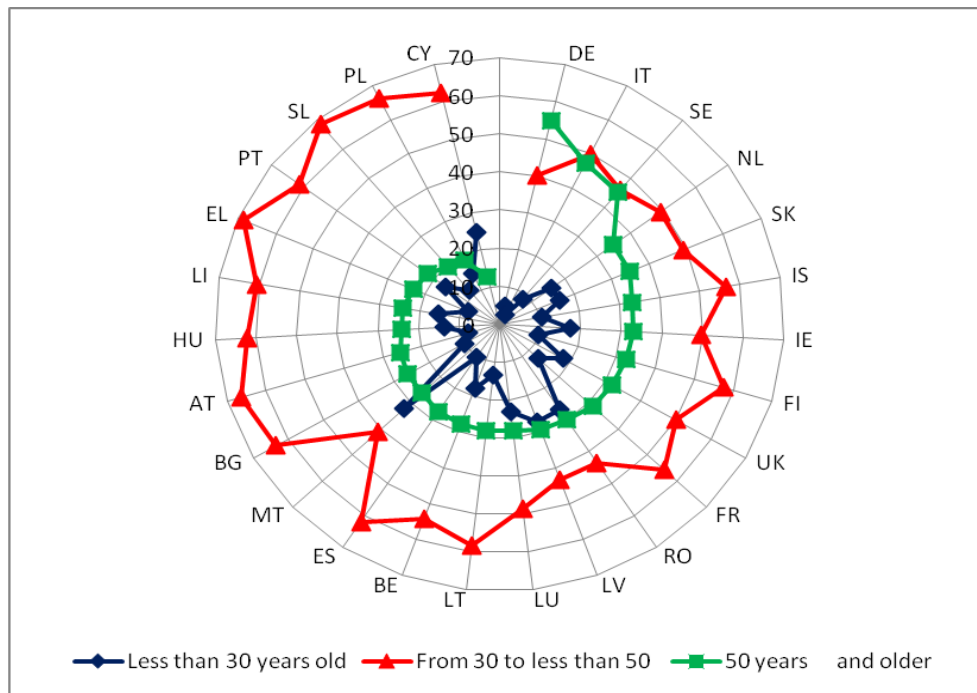
The ageing of the teacher population is common to all European countries and even to all OECD countries. "On average, 30% of primary-school teachers in the OECD are aged 50 or more, with a substantially higher ratio in certain countries: 50% in

Germany (even more in the 'new' Länder), 49% in Sweden, and 42% in Italy" (OECD/EAG, 2010). In some countries, up to 30% of teachers are aged between 50 and 64¹¹. The distribution of teachers per age group for ISCED 1 to 3 indicates that the vast majority of teachers retire as soon as they can (Commission/SIEC, 2010, p. 10). This situation is exacerbated by early retirement.¹² However, since 2001-2002, the official requirement age and/or the minimum requirement age with full pension have increased in around one third of all European countries" (EURYDICE/Key Data, 2012). The field interviews for this study provided some interesting examples: in Austria, 50% of teachers say they will stop working within the next 10 to 15 years; retirement at 55 is possible, and many take advantage of that. In Norway, the average retirement age in upper secondary school is about 60 for mathematics/science teachers and 58 for language/humanities teachers. Teachers born between 1945 and 1950 (baby-boom generation) have reached or are approaching retirement age. The age pyramid for upper secondary school is even more imbalanced than for primary school. Statistics show that in the northern part of the country, the average age of the teachers in primary and lower secondary school is approximately 50 years, and 55 years in upper secondary school. In Italy, the situation seems to have improved: while the average age of Italian teachers was the highest in Europe in 2004, it dropped to the European average in 2009 (about 50 years old), according to one Ministry of Education official. This improvement can be ascribed to a massive use of contract workers and to the reduction of the number of teaching posts. In Sweden, the post-war generations born in the late 1940s and early 1950s are approaching retirement age. In Belgium, 50% of teachers in the French-speaking Community choose early retirement. In Austria, Italy and Norway, at least 40% of teachers are over 50 years old, and in Estonia, Lithuania and Norway, around 10% of teachers are aged 60 or over (OECD/TALIS, 2008).

¹¹ *Communication of the European Commission, COM(2007) 392 final, p. 10*

¹² *Field interviews with persons in charge of the education system in the countries mentioned here.*

Figure 2.2 Age structure of European teachers



Graphic based on EUROSTATS 2007 data quoted in the OECD/TALIS (2010)

The age structure of teachers varies depending on the country. This graph suggests two major groups:

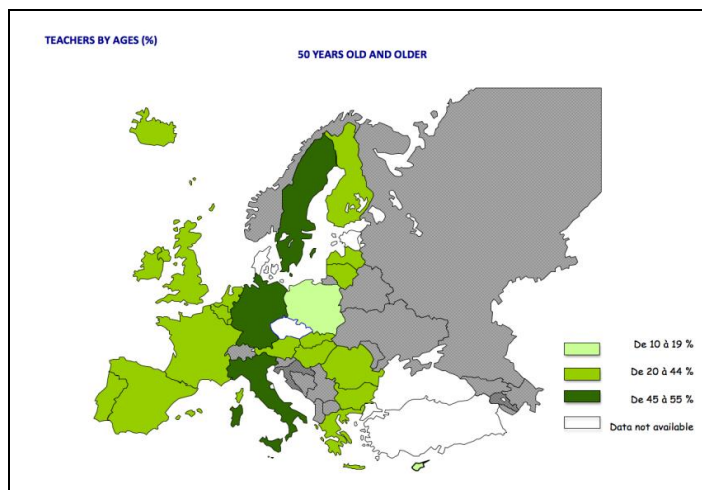
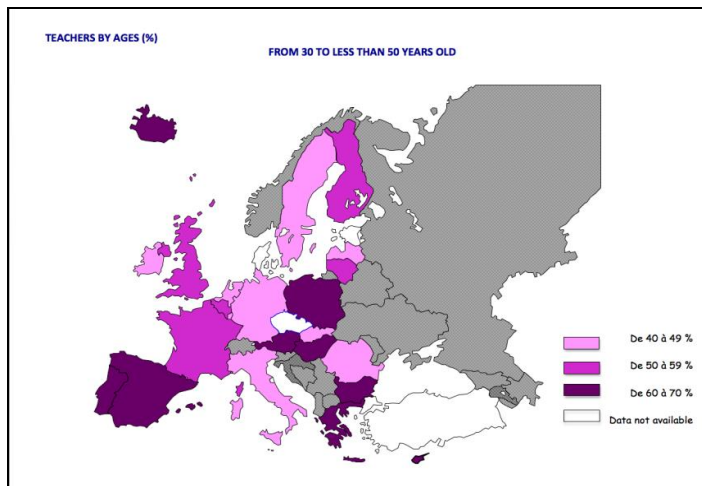
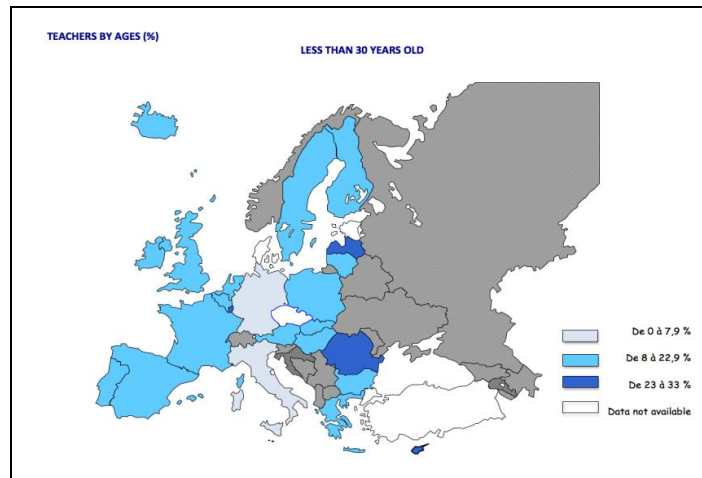
An age structure where 30-49 year-olds dominate: AT, BE, BG, CY, EL, ES, FI, FR, HU, IS, LI, LT, PL, PT and SL

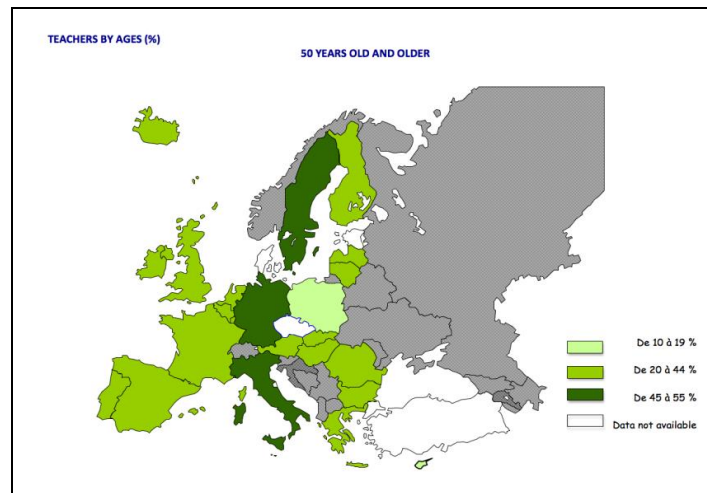
In the countries in this group, over 50% of the teachers are aged 30-50 years, with relatively few teachers under the age of 30, the only exception being CY. In this group, seven countries have an ageing population, with about a quarter of active teachers aged 50 or over: AT, BE, ES, FI, FR, IS and LT.

An older age structure: DE, IE, IT, LU, LV, MT, NL, RO, SE, SK and UK

In the countries in this group, fewer than 50% are 30-49 years old, while the over 50 year-olds account for almost one third. Among these countries, three stand out as having an older population of teaching staff: Germany, where the over-50s are in the majority (54.7%), Italy with 47.4% and Sweden where the proportion is 45.3%. For three countries (LU, LV, RO), the proportion of teachers under 30 years old is relatively close to the over-50s, turning it into a younger subcategory. Within this group, part of the profession has recently been renewed. Malta is a special case and should not be compared with the other countries. The uniqueness of this country's structure lies in balance across each of the three age groups.

Figure 2.3 Age structure of European teachers





Maps based on EUROSTAT 2007 data quoted in OECD's "Teaching and Learning International Survey" (TALIS), 2010

These maps allow us to track the ageing of the European teacher population. Countries with a high proportion of over 50 year-olds (DE, IT, SE) have a small proportion of under 30s as well as of teachers aged 30-50.

The falling birth rate and hence the shrinking number of children in education systems do not make up for the frequent departures of teachers, with the exception of Lithuania. Furthermore, quite a few countries have reduced the number of pupils per class (for languages and ICT), thus increasing the need for recruits.

The feminisation of the teaching profession, which is especially high for ISCED 1, should also be considered when looking at the retirement age (which in many countries is lower than for men). This high ratio of women eligible for retirement (EURYDICE/Key data, 2012, p.122) is likely to aggravate the shortage. "In 2009, in all European countries for which data are available, over 60% of teachers in primary and secondary education (ISCED 1, 2, 3) are women" (EURYDICE, 2012).

Overall, the demographic factor is decisive in the relative shortage of qualified teachers. Perspectives are generally considered unfavourable and seem to suggest a growing shortage of qualified teachers in countries characterised by an ageing teacher population (IT, DE, SE).

3.2. The attrition of qualified teachers

Many studies have noted that qualified teachers are leaving the profession. In an article already mentioned (STOKKING et al, 2003) according to the authors: "Large numbers of teachers leave only a few years after commencing professional practice. Dropout rates vary between countries and periods, but are disconcertingly high. The Dutch figures are 40% within two years and 50% within five years. Moreover, many graduates in education do not commence working in education at all. In Austria, Norway and Spain, 60% to 70% stay in education and in Germany, Italy and the Netherlands only 50% stay".

Most of these studies analyse the situation in one or two countries, but not in all European countries. For instance, *"In England, about 40 per cent of those who embark on a training course never become teachers, and of those who become teachers, about 40 per cent are no longer teaching five years later"* (KYRIACOU et al, 2003, p. 256). The authors suggest that one reason why newly qualified teachers may leave the profession within the first few years is that the reality of teaching may not match up with their expectations and motivations for pursuing a teaching career in the first place (See also: ASHBY et al, 2008).

Examining the attrition of teachers requires reliable data at country level, which are unfortunately not available. As for data regarding the shortage of qualified teachers, such information may be withheld and even seem to be unwilling to communicate in some cases. Information about teacher attrition is hard to come by at ministries of education, which hardly ever communicate this politically sensitive subject. Nevertheless, several studies produce, or reproduce, the same alarming figures. *"The drop-out rate of early-career teachers is significant and may be as high as 10% in certain countries. Lots of teachers experience a shock when they switch from being students to teachers."* (OECD, 2005)

Germany is a typical example: the Länder seem to be unwilling to communicate about this type of information. The media mention the departure of some teachers and usually focus on borderline cases, yet they do not have access to any reliable data either. Discussions with decision-makers in education authorities have allowed us to shed some light on this situation, for instance for countries where the attrition of teachers is low, either because the profession is still regarded as attractive or because the economic situation discourages teachers from leaving a secure job. In most cases, the national authorities explain that the departure ratio has not risen significantly over the last few years.

In some rare cases, estimates are given. For instance:

The Netherlands: An important proportion of teachers leave their job before completing five years of teaching (about 20%). Rather than leaving the teaching profession altogether, some prefer to give private lessons. The education ministry is developing a forecasting model (MIRROR) to evaluate the needs for teachers.

Belgium: About 40% of teachers are thought to drop out before the end of their fifth year, which may also be affected by the fact that teachers wait 3 to 10 years for a permanent position.

Latvia: About 4% of teachers resign to take other jobs and 5% come in from other jobs. These figures have remained stable over time.

Norway: Statistics show that nine out of ten teachers are still in school after one year. The situation is stable, with just a small percentage of teachers resigning for other jobs or coming from other jobs. The "LAERERMOD 2007-2008" (forecasts from Statistics Norway) predicts a shortage of 16,000 to 20,000 teachers in primary and secondary school in 2020.

Greece: There are no figures, but a highly-placed civil servant told us that *"nobody leaves the public for the private sector."*

In most countries, the drop-out rate is described as low, even insignificant: Italy, Spain, Greece, Cyprus, Turkey, Croatia as well as Finland ('only a small percentage of teachers resign'), Ireland or Lithuania ('teachers are happy to keep their job'). The attrition seems to be more pronounced in Romania and Slovakia, mainly due to pay. Yet the majority of the discussions seem to reveal that the attrition is primarily linked to early career teachers. The most frequently cited reasons are:

- the stark difference between the idea of what the job would be like and real life
- a difficult career start with little or no coaching
- a workload perceived as being too heavy.

Various studies point out the difficulty countries have in keeping young teachers.

"Induction can help in tackling the teacher retention issue in several countries, where young (and expensively-trained) teaching staff leave the profession after only a few years..."

Ministers have agreed to introduce systematic support for beginning teaching staff; to date, however, ..., only half of European countries or regions offer comprehensive, system-wide support (induction) to professionals after their entering teaching"¹³.

The data derived from the online questionnaire indirectly corroborate the opinions of teachers regarding their possible drop out, thanks to several questions asked of teachers of all categories, irrespective of their tenure (see figure 4.4).

¹³ Commission Staff Working Document, *Supporting the Teaching Profession for Better Learning Outcomes, Communication from the Commission, Strasbourg 201.11.2012*, page 34

Figure 2.4: Replies of teachers to the question: “Do you envisage looking for another job in the future?”

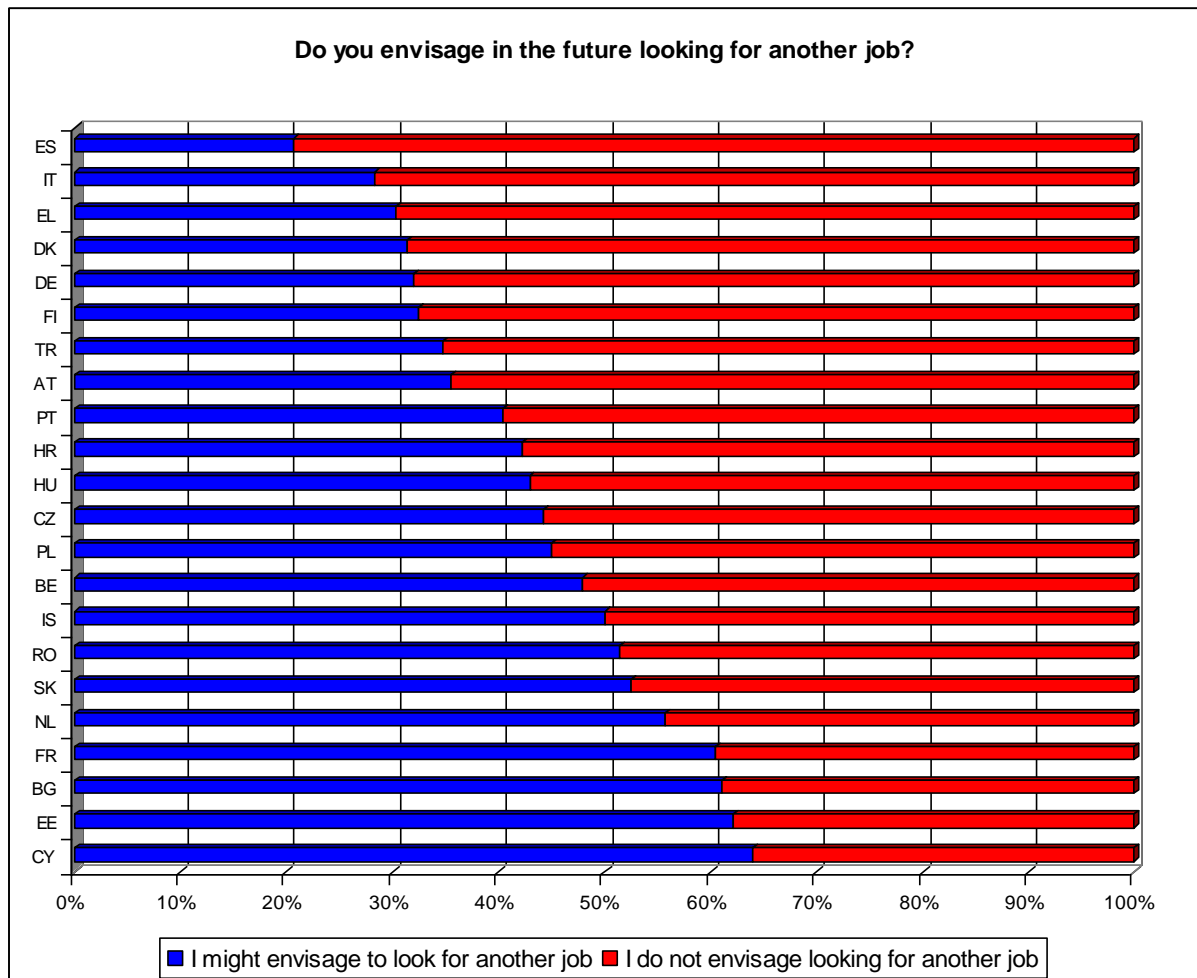


Table based on the data of 23 countries (Online questionnaire)

In a first group of countries, more than 50% of the teachers responded: “**I do not envisage looking for another job**” : ES (80%), IT (72%), EL, DK, DE, FI ,TR ,AT, PT, HR, HU, CZ, PL, BE, and IS. Such a choice can be interpreted as satisfaction with one’s job and coherence with its values, or can reflect the fact that it is a relatively safe situation in a context of economic depression. But it may also be that some teachers, for various reasons, cannot envisage having another job.

In a second group of countries more than 50% of the teachers responded: “**I might envisage looking for another job**”: RO, SK, NL, FR, BG, EE (62%) and CY (64%). Basically, this answer reveals their unhappiness with their career, a desire to drop out, or imagining the possibility of looking for another job at some stage in their career. However, it does not mean that they will actually decide to do so.

These data must be viewed as teachers’ views on their jobs at a given moment in time. The two possible responses are not completely opposed. Together, they bring more information than in the case where the alternative would have been “I do

envisage quitting for another job”, because the formulation ‘I might’ leaves it more open and reflects a state of mind concerning the future of a professional career.

The link between teacher shortage, teacher attrition and job mobility towards other parts of the education sector will be discussed later in this report.

3.3. The importance of length of service and gender

Let us return to question 3: “Do you envisage looking for another job in the future?”

It is interesting to take into account the type of response according to length of service and the gender of the teachers in the 22 countries covered (figure 4). It seems that the likelihood of envisaging another job decreases as length of service increases. The women and men with more than four years’ experience do not envisage leaving teaching to the degree that the younger teachers do. Among the teachers with more than 4 years’ experience, women are less likely to look for another job than men: 59% of women do not envisage looking for another job as compared to 53% of men. Overall, it appears that a majority of teachers do not envisage looking for another job, except for men with fewer than 4 years’ experience as more than 56% do not exclude looking for another job in the future. However, the overall percentage of teachers who do not exclude leaving their job – between 40 and 47% - is quite significant. The men with less than 4 years’ experience can be regarded as a group at risk in a profession where the percentage of women has been increasing over the years.

Question asked to <u>female</u> teachers: Are you considering changing jobs?			
Length of service	Answers (%)		Total
	I do not envisage a changing job	I might look for a different job	
Less than four years	52.61	47.39	100
Four years and over	59.22	40.78	100

Question asked to <u>male</u> teachers: Are you considering switching jobs?			
Length of service	Answers in%		Total
	I do not envisage changing job	I might look for a different job	
Less than four years	43.75	56.25	100
Four years and over	52.72	47.28	100

Tables based on the data derived from the on-line questionnaire

3.4. Drop in the number of students who choose to become teachers

Establishing a link between the drop in the number of students and the manifest shortage of teachers in the countries surveyed is far from easy, because selection and education usually take place at universities where the relationship between trained students and the job market plays at best a minor part. The gap between two different kinds of logic—that of universities which award degrees and that of employers who recruit—causes many students to seek university education that provides them with a degree rather than with random job skills.

In countries where teachers are selected via national or regional competitive exams, the drop in the number of students wishing to become teachers is correlated with the number of entries for such exams (France, Greece, and Spain).

In countries where teachers are essentially recruited by municipalities or school heads (Finland, United Kingdom, some Central-European countries, etc.), there is no direct link between demand and supply. What is sure, however, is that the ten year wave that has led to an overabundance of teachers in many European countries is over. Currently, European countries are establishing stringent requirements with respect to the quality of candidates, just when the number of candidates is in decline.

With some exceptions, all European countries are experiencing a drop in the number of students wishing to become teachers. This drop may be considered an indicator of the waning attractiveness of this profession or as a desire of certain countries to regulate supply by reducing access to the profession.

At the higher education level, there has been a significant fall in the proportion of graduates in the field of education and training. Some countries are particularly affected, Portugal (- 6.7%), Iceland (- 6%), Hungary (- 5.2%) and Belgium (- 4.5%). Such decreases are likely to pose further challenges for the future supply of qualified teachers (EURYDICE, 2012). In Scotland, in the last three years, the universities have reduced the number of teachers they are educating.

The analysis based on the online questionnaire shows that the drop in the number of students is not the complete explanation for the current shortage. To the question "Are you considering a training programme that will lead to teaching," science and language students who replied "Yes" amounted to 24% and 30% in Croatia, Italy and Poland, but to over 30% in Germany, Austria and Turkey, or even over 60% in Finland, France and Romania. Despite the drop in recruitment, students - who also need to think about finding a job at some stage - do not seem to be abandoning teacher education.

Beyond the global drop in the number of teachers, the selective aspect of the recruitment process (which will be analysed below) must also be considered as an adjustment variable for the number of candidates who are selected. One of the most effective education systems, Finland, has no problem of shortage of qualified teachers and therefore applies strict selection criteria. This aspect draws the attention of the McKinsey report (already quoted): "*Teachers are required to obtain a master's degree in a five-year programme, and applicants are generally drawn from the top 20 per cent of high school graduates. Only about one in ten applicants is accepted to become a teacher, acceptance rates at the elementary school teacher education programme at the prestigious University of Helsinki are close to one in 15* (AUGUST, KIHN & MILLER, 2010)."

3.5. Working time of teachers

Working time of teachers, generally higher at the ISCED 1 level than at the ISCED 2 and 3 levels, varies substantially among countries: about 650 hours p.a. on average for ISCED 1 in Denmark, Greece, Hungary, Poland and Estonia versus 900 in France, the Netherlands, Portugal and the Czech Republic. There are fewer than 600 teaching hours a year in Greece for ISCED 3 against over 800 in Scotland and Germany (OECD/EAG, 2010). Even though the overall number of working hours has not changed over recent years, the average number of hours that teachers have to be actively engaged in teaching increased from between 18 and 20 hours a week in 2006/07 to between 19 and 23 hours a week in 2010/11 (EURYDICE/Key data, 2012).

Despite a rise of the effective teaching time in most European countries, the main factor for a net increase in working time, still unequal among the various countries, is due to the broadening of teachers' tasks.

The breakdown of additional tasks assigned to teachers varies from one country to another. For instance: "*Replacing absent colleagues and mentoring future teachers (trainees) and early-career teachers seem to be widespread. Replacing absent colleagues is mandatory in half the countries.*"(EURYDICE, 2008: p. 42)

The on-site attendance time also varies among countries, as shown by a recent study (OECD, 2012):

- ISCED 1: over 1,200 hours in EE, IS, UK, NO, PT, SE and less than 1,000 in DK (648), LU, and TR.
- ISCED 2: over 1,200 hours in CZ, UK, EE, GR, IS, NO, PT, SE and less than 1,000 in DK (648), and LU.

- ISCED 3: over 1,200 hours in UK (1540), EE, IS, NO, SE and less than 1,000 in DK (377), IE, LU and TR.

This development has not resulted in an increase in the number of posts. “*In very few countries have new social responsibilities assumed by teams of teachers gone hand in hand with the creation of new posts in schools*” (EURYDICE, 2008), although there are some exceptions: Czech Republic, Italy and United Kingdom for the creation of teacher assistant posts.

3.6. Variation of the number of pupils per class

The number of pupils per class is unequally distributed. The average among European countries varies:

ISCED 1: from 15.6 in LU, to 25.6 in TR

ISCED 2: from 20.1 in EE, to 24.5 in DE (OECD, 2012: p. 89)

The trend seems to be for a rise in several countries (IT, ES, GR), while few other countries have recently reduced the number of pupils per class (e.g. for foreign language classes in AT).

3.7. Competitive recruitment procedures

There appears to be a growing tendency to implement competitive recruitment procedures for both new and experienced teachers at different levels.

Competition among countries

Freedom of movement within (or outside) the Schengen area and various regulations encourage teacher mobility in Europe. In countries where teachers can be civil servants, candidates from a European state are to be admitted to the recruitment procedure if they have the required degrees. This provision, originally aimed at language teachers, has been extended to all disciplines. This has encouraged teacher mobility between France and Germany, for instance. Generally speaking, cross-border mobility seems to be on the rise (example: French students who did not pass the recruitment procedure in their home country will apply in certain Swiss cantons). Austrian teachers look for jobs in Bavaria. This mobility also affects countries outside the European Union: some Ukrainian teachers are recruited by Polish ISCED 2 institutions considered “difficult” and therefore not attracting Polish teachers. Trade Unions are concerned about this mobility trend: “*Throughout Europe, the challenge of teacher supply and retention has been met in part by the recruitment of teachers from other countries, including from outside Europe. ... These trends have raised complex practical and ethical issues. These include the need to protect incoming teachers from exploitation, measures to integrate them into host schools and to ensure that their professional training matches the host system’s needs, and the need to protect their home countries’ education systems from the loss of cadres of trained teachers*” (ETUCE-CSEE, 2008: p. 15).

Competition among regions

This competition among institutions is linked to the teacher recruitment issue. It is useful for managing shortages but also exacerbates inequality among areas.

Germany is a good example of supra-regional teacher mobility. Länder facing a shortage of teachers devise strategies to attract the best teachers from other Länder. This mobility is found in the “new” Länder (former GDR) whose teachers move to the “old” Länder (former FRG). This inter-regional mobility is sometimes hampered by a lack of language competence: in Spain, for instance, fluency requirements in the local language of a given autonomous community (as in Catalonia) limit the mobility of teachers between autonomous regions. Belgium¹⁴ also has to face a regional disequilibrium in terms of human resources: *“the lack of teachers is different from one region to another. The large urban centres like Brussels are the most vulnerable.”*

Competition among institutions

Given the lack of cooperation among private schools, teachers devise strategies for avoiding institutions reputed to be “difficult”. Institutions with a good reputation attract the best teachers, thereby exacerbating the deficit of the most disadvantaged schools. In the French-speaking community of Belgium this is very clear and the institutional networks do not coordinate their recruitment efforts. This competitive recruitment approach encourages geographic and international mobility. Even though it has little effect on the global shortage of teachers, it contributes to the deficit on a regional and local level.

3.8. Other factors

Other factors that affect supply and demand of qualified teachers will be discussed later on. These are:

- Teacher salaries and competition from other sectors of the labour market,
- Human resource management and job flexibility,
- Recruitment mechanisms and criteria for teachers.

An established trend for managing shortage...

In countries already faced with a shortage of teachers, or facing the risk of such a shortage in the medium and long term, the authorities tend to resort to various leverage effects (without necessarily communicating about their strategy) in order to reduce the number of teachers. This has an immediate effect on the attractiveness of the teaching profession:

- Rise in the number of pupils per class
- Increase of the statutory working time of teachers
- Rise of the retirement age of workers, including teachers

¹⁴ BAIE France (2008), *Le malaise des enseignants dans le secondaire. Etude UFAPEC Union des Fédérations des Associations de Parents de l'Enseignement Catholique, Bruxelles, p 8.*

- Closing training establishments or no longer providing training for certain disciplines
- Phasing out of the limitation of the number of subjects taught
- Increase or reduction of the number of entrants for competitive recruitment exams, if available.

... but also elements that contribute to the teaching profession's attractiveness

These new elements are generally linked to raises or improvements in pay (especially at the early career stage), e.g. in the UK (23% in three years according to the 2001 Teacher's agreement), in France for the early career period and in Malta. In several countries, bonuses linked to new evaluation procedures for teachers have been introduced (Latvia, Portugal) while base salaries have been lowered (Spain).

Thus, the analysis of available information and data has shown the heterogeneity of the situation among European countries with respect to the shortage of qualified teachers. It also indicates that the risk of such an overall shortage has probably been overestimated.

4. Key Findings

There are very few official data regarding the current and future shortage of qualified teachers in European countries. Most of the information for this study was therefore gathered in our interviews.

We can distinguish two groups of countries (or education systems):

- 12 countries have a global shortage of qualified teachers: Austria, Belgium (fr), Denmark, Germany, Italy, Luxembourg, The Netherlands, Romania, Slovenia, Slovakia, Sweden and Turkey
- 20 countries have no global shortage of qualified teachers: Belgium (nl), Bulgaria, Croatia, Cyprus, Czech Republic, England, Estonia, Finland, France, Greece, Hungary, Iceland, Ireland, Latvia, Lithuania, Malta, Poland, Portugal, Scotland and Spain. In these countries, shortage of teachers is limited to certain subjects or geographical areas.

We explored several factors that may contribute to current or potential shortages of qualified teachers.

- **An ageing teacher population:** The age structure of the teacher population varies across countries. In nearly half (15) of the countries included in this study, over 50% of teachers are between 30 and 49 years old. In a second group of countries (11), teachers over the age of 50 account for one-third of the teacher population.

Across countries, the ageing of the teacher workforce is likely to increase shortage in the long run, but in the short run, this impact may be alleviated as teachers retire at a later age.

- **A decline in the number of students who wish to become teachers:** With only a few exceptions, European countries are experiencing a drop in the number of university students wishing to become teachers. Some candidates may be dissuaded as countries raise the level of education required for entry to the profession (e.g. mandatory master's degrees). Nevertheless, higher-level qualifications seem to increase the attractiveness of the profession in some countries (e.g. Finland, where the requirement for higher qualifications is firmly established).
- **Attrition of qualified teachers:** Attrition occurs primarily among early career teachers. Male teachers with less than four years seniority are the most likely to leave the profession. On the whole, however, the majority of teachers responding to the study survey indicated that they do not intend to change careers.
- **Competitive recruiting:** Some regions may lose qualified teachers to neighbouring regions that offer better conditions (for example, in the German Länder). In Norway, it is difficult for lower secondary schools to retain teachers with a master's degree as they tend to move to upper secondary schools.
- **Poor material working conditions:** Countries use diverse levers to address shortages, such as increasing the number of pupils per class, increasing teacher responsibilities, lengthening working hours, or using short-term contract workers or under-qualified part-time teachers to fill positions.
- The study survey respondents identified **class size** as one of the more important factors detracting from the attractiveness of the profession (more important than the heterogeneity of pupils or other material working conditions).

The situation across countries is quite diverse, although we did find that a decline in the number of science and mathematics or vocational teachers is common across European countries.

In several countries, teaching remains an attractive profession. High levels of teacher autonomy, good pay, selectivity, and high public esteem for the profession help to ensure teaching remains an attractive and even prestigious profession. Teaching is also attractive in countries with high levels of unemployment.

Chapter 3 - Salaries and working conditions

Salaries and working conditions are an important dimension of the attractiveness of any profession. This is also true for the teaching profession, even though— like a few others (e.g. medical and nursing professions, social work, etc.)—it is often chosen for “other” reasons, including what is sometimes called a “vocation” (ETZIONI, 1969). Nevertheless, a quite plausible assumption is that the level of salary is a significant factor for attracting students to the teaching profession and retaining competent teachers. This assumption was tested and analysed by a few authors (DOLTON & VAN DER KLAUW, 1995 and 1999; DOLTON & MARCENARO-GUTTIEREZ, 2011). It has been confirmed by many surveys and studies (HARGREAVES et al, 2007), and by an international research conducted by McKinsey & Company (AUGUSTE, KIHN & MILLER, 2010).

Recently, it has also been expressed by a European study;” *Salary levels, supplemented by the award of possible additional allowances, and good working conditions may be two of the major incentives that ensure high motivation of teachers and make the teaching profession more attractive. In recent years, the range of skills required of teachers has become increasingly broad. Besides their traditional responsibility for transferring knowledge, teachers now have to be able to perform a variety of further tasks, such as using information technology, working in teams, assisting in integrating of children with special educational needs, and contributing to school management, etc. At the same time, the education sector is increasingly in competition with the business sector in terms of attracting the most qualified young graduates. Here again, salaries and working conditions are decisive elements in the choice of career. Policies that affect the earnings of those employed in the education sector cannot, therefore, be overlooked.*” (EURYDICE, 2012b: p. 5)

Another assumption is that the shortage of teachers may be more severe in countries offering lower salaries in terms of purchasing power parity. We therefore need to analyse the present situation and the evolution of salaries among European countries. This will be the first section of the present chapter. Next, we shall analyse the results of the online survey designed for this study and will focus on the responses to three questions that include the salary in the proposed answers. We will also try to determine whether the relative importance attributed to the salary level in various countries is influenced by the comparative level of salaries among them. The results of the online questionnaire will be supplemented by the results of interviews and creativity workshops, because it is well known that interviewees often tend to gloss over the importance of salaries to appear more disinterested. This is also true of the importance of factors such as holidays and free time, because teachers are keen on making a positive impression—even in the context of an anonymous survey.

Another aspect of the attractiveness of the teaching profession is the employment status of teachers. The issue of ‘social status’ will be treated in another chapter, as it is a ‘complex concept’ (HOYLE, 2001) which deserves a specific analysis given its importance for the attractiveness of any profession. As for the legal status of employment, again, the situation is very different among European countries with two

main categories (EURYDICE, 2012: pp. 115, 116). In about half of the countries, teachers are employed under open-ended contracts subject to general labour legislation. In the public sector, they are employed at local or school level. In other countries, teachers are civil servants employed under a central, regional or local regulatory framework. In some cases, such as in Ireland, newly qualified teachers without a permanent status may, after a certain number of years in a school, obtain contracts of indefinite duration. In some countries, such as France, Greece or Spain, the lifetime civil servant status is much appreciated by teachers and a factor of attractiveness for many students. The situation is similar in other countries, such as Belgium, Finland, Hungary, the Netherlands, Poland, Portugal, Slovenia, Turkey, and in some German Länder where the public contractual status comes with the same rights and benefits as a civil servant status.

1. Teachers' salaries among European countries

There are three main sources of annual data available concerning the teachers' salaries in Europe: Eurydice "Salaries and allowances for teachers and school heads" (31 European countries) and "Key data on Education in Europe" (33 countries, 37 education systems) and OECD "Education at a Glance". For a static comparative analysis, we will use first OECD's EAG 2011 because the salaries, computed based on purchasing power parity (PPP), are presented in a way facilitating comparison between countries. These data will be completed by recent Eurydice data that were available only in October 2012.

Table 3.1: Teachers' salaries in 2009

Annual statutory salaries in public institutions at starting level and at the top of the scale, by level of education in equivalent US dollars (using PPP)

R1: ratio top level/starting salary in primary education

R2: ratio top level/starting salary in upper secondary education

Countries	Primary			Upper secondary		
	Starting	Top level	R1	Starting	Top level	R2
Austria	30,998	61,390	1.98	32,883	67,135	2.04
Belgium (Fl)	32,429	55,718	1.72	40,356	70,382	1.74
Belgium (Fr)	31,545	54,848	1.74	39,415	69,579	1.77
Czech Republic	17,705	25,965	1.47	18,167	28,039	1.54
Denmark	46,950	54,360	1.16	47,664	62,279	1.31
England	32,189	47,047	1.46	32,189	47,047	1.46
Estonia	14,881	21,749	1.46	14,881	21,749	1.46
Finland	32,692	50,461	1.54	35,743	61,089	1.71

Countries	Primary			Upper secondary		
	Starting	Top level	R1	Starting	Top level	R2
France	24,006	49,221	2.05	27,585	52,150	1.89
Germany	46,446	61,787	1.33	55,743	77,628	1.39
Greece	27,951	41,625	1.49	27,951	41,265	1.49
Hungary	12,045	19,952	1.66	13,572	25,783	1.90
Iceland	28,767	33,753	1.17	26,198	34,178	1.30
Ireland	36,433	68,391	1.88	36,433	68,391	1.88
Italy	28,907	42,567	1.47	31,159	48,870	1.57
Luxembourg	51,799	113,017	2.18	80,053	139,152	1.74
Netherlands	37,974	55,440	1.46	39,400	66,042	1.68
Norway	35,593	43,861	1.23	38,950	46,495	1.19
Poland	9,186	16,221	1.77	11,676	21,149	1.81
Portugal	34,296	60,261	1.76	34,296	60,261	1.76
Scotland	32,143	51,272	1.60	32,143	51,272	1.60
Slovak Republic	12,139	15,054	1.24	12,139	15,054	1.24
Slovenia	29,191	37,274	1.28	29,191	37,274	1.28
Spain	40,896	57,067	1.40	46,609	65,267	1.40
Sweden	30,648	40,985	1.34	32,463	44,141	1.36
Turkey	25,536	29,697	1.16	26,173	30,335	1.16
EU21 average	30,150	47,883	1.60	33,553	53,956	1.61
OECD average	29,767	48,154	1.62	33,044	53,651	1.62

Source: Education at a Glance 2011, OECD

Table 3.1 shows teachers' salaries in primary and upper secondary education for new teachers and those at the top level of their teacher career. This allows for a comparison of the salary progression among countries.

1.1. Static comparative analysis of teachers' salaries in Europe

There are important differences among levels of salaries between countries

In primary education, the starting salary in Luxembourg is 5.6 times higher than in Poland, and for secondary education the top salary in Luxembourg is over 9 times higher than in the Slovak Republic (at parity of purchasing power). Although salaries are exceptionally high in Luxembourg, there are still important differences between countries with a relative high salary (like Germany, Ireland, Portugal and Austria) and those with a relatively low salary (Slovak Republic, Poland and Hungary). In each column, the three highest salaries are in bold.

In 9 education systems (out of 22) the salary is the same in primary and secondary education: England, Estonia, Greece, Iceland, Ireland, Portugal, Scotland, Slovak Republic and Slovenia.

The progression of salary during the career is much steeper in some countries. For example in Austria, France and Luxembourg, the final salary is about twice the level of the starting salary, while in countries like Denmark, Iceland or Norway, the progression is much less important.

Six groups of countries can be discerned:

- *Countries with high salaries in primary and upper secondary and a high progression along the career:* Luxembourg, Ireland, the Netherlands and Portugal.
- *Countries with high salaries in primary and secondary and a moderate progression, along the career:* Denmark, Germany, Norway and Spain.
- *Countries with salaries slightly higher or lower than the EU average in primary and upper secondary education, and an important progression along the career:* Austria, Belgium Fl., Belgium Fr., Finland, France and Scotland.
- *Countries with salaries slightly higher or lower than the EU average in primary and upper secondary education, and a moderate progression along the career:* England, Greece, Iceland, Italy, Slovenia, Sweden and Turkey.
- *Countries with salaries much lower than the EU average in primary and upper secondary education but with an important progression along the career:* Czech Republic, Hungary and Poland.
- *Countries with salaries much lower than the EU average and a moderate progression along the career:* Estonia and Slovakia.

Salaries and teaching time

In comparing salaries among European countries it seems useful to take into account **the annual teaching time** and calculate **the teachers' salary per teaching hour**.

Table 3.2 - Teaching time in hours over the school year (2009)

Countries*	Primary	Upper secondary
Austria	779	589
Belgium (Fl.)	801	642
Belgium (Fr)	732	610
Czech Republic	832	595
Denmark	648	377
England	635	714
Estonia	630	578
Finland	677	550
France	918	628
Germany	805	713
Greece	589	426
Hungary	597	597
Iceland	609	547
Ireland	915	735
Italy	757	619
Luxembourg	739	634
Netherlands	800	750
Norway	741	523
Poland	489	486
Portugal	875	770
Scotland	855	855
Slovak republic	832	617
Slovenia	690	633
Spain	880	693
Sweden	-	-
Turkey	639	567
EU21/ average	755	629
OECD average	779	656

Source: *Education at a Glance 2011, OECD*

The list includes countries and four autonomous education systems within countries: Belgium Fl, Belgium Fr. England and Scotland.

The differences between annual teaching times are very large among European countries. However, one must be careful in making comparisons to the extent that in some countries it is difficult to make a clear distinction between

teaching time *stricto sensu* and statutory working time in school (e.g. in Sweden). In primary education France and Ireland are ahead with respectively 918 and 915 teaching hours during a school year, while there are only 489 in Poland. In upper secondary education, the highest number of teaching hours is in Scotland (855) and the lowest is in Denmark (377). It is possible to distinguish four groups of countries:

1) In primary education:

- Those with a relatively high number of teaching hours (> 850): France, Ireland, Spain, Portugal and Scotland;
- Those with a number slightly above the EU average number of teaching hours (755) : Austria, Belgium Fl., the Czech Republic, Germany, Italy, the Netherlands and the Slovak Republic;
- Those with a number slightly below the EU average: Finland, Luxembourg, Norway and Slovenia;
- Those with a relatively low number of teaching hours (< 650): Belgium Fr., Denmark, England, Estonia, Greece, Hungary, Iceland, Poland and Turkey.

2) In upper secondary education

- Those with a relatively high number of teaching hours (> 700): Scotland, England, Germany, Ireland, the Netherlands and Portugal;
- Those with a number slightly above the EU average (629) Belgium Fl., Luxembourg, Slovenia and Spain;
- Those with a number slightly under the average: Austria, Belgium Fr., the Czech Republic, Estonia, Finland, France, Hungary, Italy, the Slovak Republic and Turkey;
- Those with a relatively low number of teaching hours (< 550): Denmark, Greece, Iceland, Norway and Poland.

3) For both levels of education

- Three countries are in the 'high number of teaching hours' group: Ireland, Portugal and Scotland;
- Four countries are in the 'low number of teaching hours' group: Denmark, Greece, Iceland and Poland.

Working time and teaching time

As it is stated in Eurydice "Key Data on Education 2012" (p. 119), most countries define more than teaching time in teachers' employment contracts. In 2010/2011 teachers in Europe were contracted to be engaged in teaching activities between 19 and 24 hours a week. But this does not include any other time spent with students. In general, with the exception of England, Hungary, Poland and Scotland (see table 3.2), but also of Bulgaria and Croatia (Eurydice, 2012), the weekly teaching time is less in upper secondary than in primary education. In the majority of European countries an overall number of working hours per week is set that can be specified in collective agreements. Seventeen countries or regions prescribe the amount of time that teachers should be available in school. This figure does not exceed 30 hours except in

Portugal, Sweden and part of UK (England, Wales and Northern Ireland) and in Iceland and Norway (only at primary and lower secondary education levels). In Latvia, the working time in school includes two paid hours per week for providing learning support to students. In Malta, at level ISCED 3, the working time in school is set at 40 hours a week, including 19 hours of teaching. In the Netherlands, only the yearly number of working days (200) and the overall number of hours (1 659) in school are specified.

Teachers' salary per teaching hour

From OECD's EAG 2011, it is possible to extract data about the teachers' salary per hour of teaching (after 15 years of experience) in primary and upper secondary, as well as the ratio between salaries at these two levels of education.

Table 3.3: Teachers' salary per hour of teaching after 15 years of experience in 2009 (In equivalent USD converted using PPP)

R3: ratio salary per teaching hour of upper secondary/ salary per teaching hour of primary (after 15 years of experience)

Countries*	Primary	Upper secondary	R3
Austria	53	78	1.47
Belgium (Fl.)	57	91	1.60
Belgium (Fr)	61	94	1.55
Czech Republic	29	43	1.50
Denmark	84	165	1.97
England	74	66	0.89
Estonia	25	27	1.09
Finland	61	90	1.46
France	36	58	1.58
Germany	71	96	1.36
Greece	58	80	1.38
Hungary	25	30	1.20
Iceland	53	60	1.12
Ireland	64	82	1.29
Italy	46	63	1.37
Luxembourg	101	177	1.75
Netherlands	54	80	1.48
Norway	59	89	1.50
Poland	32	42	1.31
Portugal	48	54	1.14

Scotland	60	60	1.00
Slovak republic	17	23	1.35
Slovenia	51	56	1.09
Spain	54	78	1.45
Sweden	-	-	-
Turkey	41	50	1.15
EU21/ average	53	74	1.38
OECD average	51	71	1.34

Source: *Education at a Glance 2011, OECD*

This list includes countries and four autonomous education systems within countries: Belgium Fl, Belgium Fr, England and Scotland

The differences between salaries per teaching hour (after 15 years of teaching experience) **are large among European countries.** Luxembourg is ahead with an outstanding salary that is about twice as much as the EU average in primary education and 2.4 times higher in the upper secondary education. Apart from this exceptional case, the differences are still significant between countries. We can divide them roughly into **four groups** (listing them in decreasing order):

- *Those with a salary per hour significantly higher than the EU average:* Luxembourg, Denmark, England, Germany, Ireland; Belgium Fr., Finland, Scotland, Norway, Greece and Belgium Fl.;
- *Those with a salary slightly higher than the EU average:* Austria, the Netherlands, Spain and Iceland;
- *Those with a salary slightly lower than the EU average:* Slovenia, Portugal, Italy and Turkey;
- *Those with a salary significantly lower than the EU average:* France, Poland, Czech Republic, Estonia, Hungary and the Slovak Republic.

In primary education the hourly salary in Denmark (84 USD) is nearly 5 times bigger than the one in the Slovak Republic (17 USD) while in upper secondary education the hourly salary in Denmark (165 USD) is 5.5 times bigger than in Hungary (30 USD). Given that these salaries are computed by taking into account the parity of purchasing power, the discrepancies are significant and could have a considerable impact on the attractiveness of the teaching profession in these countries.

The distribution of countries according to the levels of salary per hour of teaching is somewhat different from the distribution of countries deduced from teachers' salaries of table 3.1.

Luxembourg and Ireland are still in the first group. But, some countries move from the second group the join them: Belgium Fl. and Fr., Denmark, England, Finland, Germany, Greece, Norway and Scotland. On the contrary, The Netherlands moves from the first to the second group and Portugal moves to the third group (the number of teaching hours being very high in both primary and upper secondary education in

Portugal). Spain is also 'penalised' by the high number of teaching hours and also France in primary education with the highest number of teaching hours (918). Italy, Slovenia and Turkey, with a number of teaching hours close to the EU average, remain in the same group. While remaining in the group of countries with relatively low salaries, the situation of Estonia, Hungary and Poland is better in terms of 'hourly salary' since in these three countries, the number of teaching hours over the school-year is significantly lower than the EU average. It is not the case of the Czech Republic and the Slovak Republic where the number of teaching hours is significantly higher than the EU average in primary education.

Another interesting aspect of the teachers' income policy among countries is the difference between the hourly salary in primary and in upper secondary education. With respect to the ratio R3 (last column of table 3.3) it is possible to distinguish three groups of countries (ranked in alphabetic order):

- *Those where the hourly salary is about the same (or the same) at both levels of education:* England (which is an exception with a salary slightly lower in upper secondary education), Estonia, Hungary, Iceland, Portugal, Scotland, Slovenia and Turkey;
- *Those with a difference that is around the EU average (R3 = 1.38):* Austria, Czech Republic, Finland, Germany, Greece, Ireland, Italy, the Netherlands, Norway, Poland, Slovak Republic and Spain;
- *Those with a significantly large difference (R3 > 1.50):* Belgium Fl, Belgium Fr, Denmark (largest difference with R3 = 1.97), France and Luxembourg.

It will be interesting to check whether there is an impact of these differences in national policies on the relative shortage of teachers at primary and secondary levels.

1.2. Diachronic comparative analysis of the teachers' salaries in the last decade

As stated in Eurydice Key data on Education in Europe (2012a, p. 129) "*The positive evolution in real terms of the teachers' statutory salaries is one of the main factors that determine the attractiveness of the teaching profession...*" In the last decade, in all European countries the education authorities increased the nominal salaries by at least 40%. However, this does not mean necessarily an increase in real terms, given a possible faster raise of the cost of living. In most countries, the statutory salaries in constant prices increased during the period both for primary and upper secondary teachers. According to the indicator used by Eurydice (op.cit, p. 130) which analyses the trends of the minimum basic gross annual salary in Purchasing Power Standards Euros (in 2000 prices) for teachers in primary (ISCED1) and upper secondary education (ISCED3) over the period 2000-2009, we can distinguish four groups of countries (see also EURYDICE, 2012b):

- *Countries with an important increase of real salaries:* Bulgaria, Czech Republic (mainly ISCED1), Estonia, Hungary (mainly ISCED1), Iceland (ISCED1),

Latvia, Luxembourg (ISCED1), Romania (mainly ISCED3), Slovakia and Turkey;

- *Countries with a significant increase of real salaries:* Cyprus, Ireland, Lithuania, Malta, UK/Scotland, Slovenia, Spain (only for ISCED1) and Norway;
- *Countries with a stability of real salaries:* Austria, Belgium Fl., Belgium Fr., Denmark (ISCED1), Finland, Germany, Italy, Netherlands, Poland, Portugal, Sweden, UK (England, Wales, Northern Ireland)
- *Countries with a decrease of real salary:* Denmark (ISCED3), France (mainly ISCED3) and Greece.

The recent financial and economic crisis (2010-2012) had an important impact on the evolution of salaries. For example, in Spain, there was no nominal increase in 2009, a reduction of 5% in 2010 and no nominal increase in 2011 and 2012. Ireland, Greece and Romania also reduced the teachers' nominal salaries (like those of the other civil servants). The evolution was particularly dramatic in Greece and Romania with a reduction of 25% in 2010. In a large group of countries an effort was made to keep teachers' salaries at least at their 2009 level. For example, in the UK (England, Wales and Northern Ireland) there was a rise of 2.3% in 2009 and 2010 instead of a freeze for other public sector salaries. The rise was slightly more important in Scotland.

According to a recent Eurydice study (EURYDICE, 2012b): *"Sixteen European countries have reduced or frozen teachers' salaries in response to the economic downturn. Teachers in Ireland, Greece, Spain, Portugal and Slovenia are the worst affected by budget restrictions and austerity measures, according to a report published by the European Commission to coincide with World Teachers' Day. Teachers' salaries in Bulgaria, Cyprus, Estonia, France, Hungary, Italy, Latvia, Lithuania, United Kingdom, Croatia and Liechtenstein have fallen slightly or stayed the same. However, the Teachers' and School Heads' Salaries and Allowances in Europe 2011/12 report also shows that in four countries, the Czech Republic, Poland, Slovakia and Iceland, teachers' salaries have increased since mid-2010, while pay in Romania is now almost back to pre-crisis levels"* (Press Release, 5 October 2012).

1.3. Teachers' salary progression during the career

We have seen in table 3.1 (columns R1 and R2) that the progression that a teacher can envisage at the end of his career (by remaining a teacher) is very different from one country to another. In Austria, France, Luxembourg and Ireland, teachers at ISCED1 level can expect to double their salary (it is also the case in Romania). Other countries where the ratio 'top level/starting level' is higher than the EU average (i.e. $R1 = 1.60$) are: Belgium (Fl. and Fr.), Hungary, Poland and Portugal. On the contrary, the perspective of an increase during the career is very low ($R1 < 1.30$) in some countries: Denmark, Iceland, Norway, Slovak Republic, Slovenia and Turkey (and also in Latvia). The situation is about the same for teachers at ISCED 3 levels, even though there are small differences in the possible progression of both types of teachers within each country. One can assume that teachers whose salaries rise significantly

throughout their career may be less inclined to leave their job. It is particularly important to retain good teachers.

Another aspect of this issue is the number of years required to reach the top salary. In most countries, the maximum basic statutory salary can be attained after 15 to 25 years. But, in Austria, the Czech Republic, Greece, Hungary, Italy, Romania, Slovakia and Spain it takes more than 30 years to achieve the maximum statutory salary, while in Denmark, Estonia and UK, it takes only 10 years. It is not easy to assess the implications of one system or another on the attractiveness of the teaching profession (EURYDICE, 2012b: pp. 10-13). On the one hand, the choice of relatively high salaries for beginners and of their fast increase over a period of 10 to 15 years is an important factor to attract good students. But given the budget constraints at a time of durable economic downturn, it is not an easy choice because it means an increase of the total salaries to be paid by the public authorities. Moreover, on the other hand, some teachers can be frustrated to reach their top salary at a relatively early stage of their life and have no perspectives of a better income. This may incite them to look for another job when they have attained the stage where they know that their salary is going to remain the same until retirement.

Last but not least, there is the issue of incentives and the reward of the best teachers, which is related to the very controversial question (for the teachers' unions) of a salary 'based on merit'. This is a very important issue in many respects. It is important to enhance the image of a real profession. It is also important to incite teachers to improve and in this respect many teachers think that continuous professional development should be taken into account for their career progression. But this requires an assessment of the quality of the services provided by teachers and the procedures and criteria of such an assessment have to be accepted by teachers' unions. This issue is analysed infra in this chapter.

1.4. The importance of salary level according to opinions/expectations of teachers and other actors

1.4.1. The importance of salary according to the results of the online questionnaire

First, we will analyse some results of the online questionnaire that was addressed at the end of 2011 to teachers, students, student teachers, teacher educators, school leaders and members of local/regional authorities in 31 European countries. **Two questions** are directly related to the issue of the importance to the level of salary given by teachers, students and student teachers:

- The first one is slightly different in its statement for various categories of interviewees:
- **"Why did you decide to become a teacher?"** (Teachers and student teachers) and **"What are the most attractive aspects of the teaching profession?"** (Students and school leaders) These questions can be analysed as being equivalent because the 12 proposed items are the same for both statements.

- The second one - “**What types of change could best make the teaching profession more attractive?**” – is the same for all categories of respondents.

The most attractive aspects of the teaching profession

‘*Why did you decide to become a teacher?*’ For this question it was asked to select 3 of the 12 possible answers and rank them from 1 to 3. Among the 22 countries¹⁵ for which the number of teachers’ responses was sufficient to be statistically significant, the percentage of **teachers** ranking first the item ‘*a relatively attractive salary*’ is between 0 % (8 countries) and 1.5 % (Italy). The percentage of those ranking this item among the 3 first items is not much higher: between 0.2 % (Hungary) and 3 % (Germany). So, the salary was obviously not a reason to choose the teaching profession.

For the question - ‘*What are the most attractive aspects of the teaching profession?*’ – **The students** of the 11 countries with a sufficient number of responses¹⁶ do not consider the present salary as an attractive factor. In these countries less than 2% rank it at the first place, except in Turkey (4 %). The percentage of those ranking this item among the 3 first items is higher than 2 % only in the Czech Republic (3.2 %), Germany (3.6 %), Poland (3.8 %), Turkey (4.4 %) and Romania (5.9 %).

In the 14 countries¹⁷ with a sufficient number of respondents, the **school leaders** are less than 1 % to rank the salary as the first factor of attractiveness of the teaching profession, except in Germany (3.4 %) and the percentage of respondents ranking it among the three first items is not much higher: from 0 % in Finland to 3.8 % in Germany and in Spain. Thus, the salary is not at all perceived as a possible attractive factor of attractiveness of the teaching profession by teachers, school leaders and students.

On the contrary, a salary raise is perceived by all categories as one of the most important types of change likely to increase the attractiveness of the teaching profession.

For the question – ‘*What type of change could best make the teaching profession more attractive?*’ the aggregate responses for the six categories of respondents and all countries show that there is a strong convergence on two items being selected among the three most important: A8 and A9 (table 3.4), i.e. respectively “*a higher salary*” and “*a more recognised social status and a better image of the profession*”, which are strongly correlated, as income is an important factor of social prestige. However, one should note that for all categories, except students still in university the percentage of responses for the social prestige is higher than for a higher salary. The two other items most often selected as being among the three most important types of change

¹⁵ Austria, Belgium, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Italy, The Netherlands, Poland, Portugal, Romania, Slovakia, Spain and Turkey

¹⁶ Austria, Croatia, Czech Republic, Finland, France, Germany, Italy, Poland, Romania, Slovenia and Turkey

¹⁷ Austria, Bulgaria, Czech Republic, Finland, France, Germany, Iceland, Italy, Netherlands, Portugal, Romania, Slovakia, Spain and Turkey

are A4 (less students per class) and A10 (an initial education more adapted to the job).

Types of change proposed:

- A1: More opportunities of professional upward mobility
- A2: More teamwork within the school
- A3: Less heterogeneity among students within a class
- A4: Fewer students per class
- A5: Better working conditions
- A6: Better induction for beginning teachers
- A7: A highly qualified profession
- A8: A higher salary
- A9: A more recognised social status/ better image of the profession
- A10: An initial teacher education more adapted to the real job
- A11: A better in-service training
- A12: More autonomy in the job
- A13: Other

Table 3.4. What types of change could best make the teaching profession more attractive?

Distribution of responses (%)

	Students in initial teacher education	Teacher Educators	Representatives of local Authorities	School Leaders	Teachers in schools	Students in tertiary education
A1	4.91	7.94	7.87	6.81	5.94	6.15
A2	3.65	3.92	6.37	4.80	2.94	4.48
A3	2.05	1.47	1.97	2.24	3.47	2.17
A4	14.18	8.41	4.75	7.53	13.90	13.32
A5	6.19	6.84	4.28	6.15	7.81	7.90
A6	9.58	5.38	4.63	3.19	2.74	7.80
A7	2.03	3.76	6.13	3.31	2.73	3.23
A8	16.68	19.64	15.86	19.94	22.22	19.58
A9	18.31	21.80	21.18	25.45	22.42	15.02
A10	14.36	9.46	12.27	9.47	6.37	9.90

A11	3.79	5.05	6.02	5.41	4.66	4.64
A12	3.48	5.41	7.64	5.18	4.21	4.64
A13	0.79	0.93	1.04	0.50	0.59	1.16

Let us analyse further in detail the results to this crucial question. **For the teachers**, there are significant differences between countries concerning **the type of change selected as being the most important**. We can distinguish **4 groups of countries**:

- *14 countries where teachers consider "a higher salary" as the major type of change*: Iceland (73.9%), Estonia (56.4%), Czech Republic (50.7%), Romania (49.1%), Hungary (48.2%), Slovakia (45.8%), Netherlands (40.8%), France (40.6%), Finland (40.3%), Poland (38.4%), Turkey (33.2%), Greece (29.8%), Italia (26.8%) and Croatia (20.7%)
- *5 countries where teachers consider a "better social status" as the major type of change*: Austria (49.5%), Belgium (35.9%), Denmark (35.8%), Spain (35.6%) and Portugal (35%)
- *2 countries selecting a "highly qualified profession"*: Bulgaria (40.1%) and Cyprus (39.5 %)
- *1 country selecting as a first choice "fewer students per class"*: Germany (27.3%).

If we consider now the items chosen by the **teachers** among the 'first three' most important types of change, we can distinguish only **two main groups of countries** and a large dispersion of other countries:

- *11 countries where teachers choose 'higher salary', 'better social status' and 'fewer students per class'*: Belgium, Czech Republic, Denmark, France, Greece, Iceland, The Netherlands, Poland, Portugal, Romania and Spain (i.e. half of the countries of our sample)
- *4 countries selecting 'better social status', 'higher salary' and 'better working conditions'*: Austria, Hungary, Italy and Slovakia
- *2 countries selecting: 'a highly qualified profession', 'higher salary' and 'fewer students per class'*: Croatia and Cyprus
- *One country selecting 'a highly qualified profession', 'higher salary' and 'more team work'*: Bulgaria
- *One country selecting 'better social status', 'fewer students per class' and 'better working conditions'*: Germany
- *One country selecting 'higher salary', 'better social status' and 'less heterogeneity of students'*: Estonia
- *One country selecting 'higher salary', 'fewer students per class' and 'less heterogeneity of students'*: Finland (where teachers have already a good social status without a high salary)

- *One country selecting 'higher salary', 'better social status' and 'more autonomy in the job': Turkey.*

Thus, **in all countries except Germany** (where the salaries are relatively high) teachers select 'a higher salary' among the three most important types of change likely to increase attractiveness of the teaching profession. It is also the case for a 'better social status' in all countries except Bulgaria, Croatia, Cyprus and Finland.

For student teachers, the choice of the three most important types of change is quite different, and there is less convergence between countries. One can distinguish countries according to these choices:

- Better social status, **higher salary**, fewer students per class: Austria, Belgium, Finland and UK
- **Higher salary**, fewer students per class, better working conditions: Poland and Slovakia
- Better social status, better initial education, fewer students per class: Germany
- Better initial education, better induction for beginners, fewer students per class: France
- Better social status, better initial education, better in-service training: Spain
- Better initial education, better working conditions, fewer students per class: Greece
- **Higher salary**, fewer students per class, better initial education: Ireland
- Better social status, **higher salary**, better induction for beginners: Hungary
- **Higher salary**, better social status, better initial education: Turkey

For student teachers, if a higher salary is chosen in most countries (but to a less extent than for teachers) initial education, induction and in-service training are more considered as important issues.

For the students, still in university and not yet sure about their future career, the choice of the three main types of change likely to enhance the attractiveness of the teaching profession is varying very much between countries, but 'a higher salary' is selected by all countries, except Austria, Germany and France (which is somewhat surprising because the teachers' salaries in France are rather low):

- Fewer students per class, better social status, better initial education: Austria, Germany
- **Higher salary**, fewer students per class, better social status: Finland
- **Higher salary**, better social status, better working conditions: Croatia, Slovenia
- Social status, more qualified profession, less heterogeneity of students: France
- **Higher salary**, better working conditions, better initial education: Italy

- **Higher salary**, better working conditions, fewer students: Poland, Romania
- **Higher salary**, better working conditions, better social status: Czech Republic
- **Higher salary**, better social status, better initial education: Turkey.

In general, not surprisingly, it thus appears that a higher salary is viewed as a major type of change in order to increase the attractiveness of the teaching profession not only by all categories of respondents (except students in three countries) but also in all European countries with the exception of Germany.

Another question which can bring some more light about the relative importance of the salary is the question addressed to teachers: **"If you were to envisage looking for another job, what would be the main reasons to do so?"**

Among the 10 reasons proposed, one is "looking for a better salary" and two other ones, very much related to this reason, are "to improve my professional status" and 'degradation of the social image of the profession (impression of drop in status)'.

Among the 22 countries, in 10 of them, teachers have selected 'looking for a better salary' as the main reason: Bulgaria, Czech Republic, Estonia, Finland, Greece, Hungary, Iceland, Poland, Romania, and Slovak Republic. This result seems particularly consistent with the relative low level of teachers' salaries in the Czech Republic, Estonia, Hungary, Poland and the Slovak Republic (see table 3.1), or in Bulgaria and Croatia.

In three other countries, teachers ranked as the first reason to a possible change 'the degradation of the social image of the profession', which is closely related to the relative level of salary in the society: Cyprus, Croatia and Portugal. This result is quite surprising for Cyprus and Portugal: in Cyprus the maximum statutory salary for teachers represents 282% of the GDP/capita (EURYPEDIA, 2012), which is the highest value in Europe, just before Portugal (271%) and Germany (211%).

In four countries, teacher rank 'increasing workload and responsibilities' as the first reason for a possible change: Austria, Belgium, France, and The Netherlands.

In Denmark, teachers rank as the main reason the problems of discipline among students difficult to manage, while in Spain teachers select in the first place the loss of meaning of their job and in Turkey the gap between the expected job and the actual job. In Italy, it is looking for a professional promotion and in Germany, teachers rank as a first reason to envisage another job 'too much stress'. It is worth noting that in Germany the teachers' salaries are relatively high and that it is the country with the highest proportion of teachers who do not envisage in any case leaving the profession (42%). This proportion is also relatively high in Austria (40%), in Spain (39%), in Italy (37%), in Finland (34%), in Greece (34%), in Poland (33%) and in Turkey (33%).

1.4.2. The importance of the level of salary: more information from the interviews and the creativity workshops

The grids used in the interviews and creativity workshops did not include any question dealing directly with the salary issue. However the questions about the existence of a teacher shortage, the image of the profession, the main evolutions or political measures that could have an impact on the attractiveness of the profession and about the tendency for more teachers to resign, all of them could indirectly lead to speaking about salaries. And in the workshops the issue was of course put forward by many participants.

In some countries characterised by relatively low salaries, this issue was often mentioned as an important factor of the poor image of the profession in public opinion (Croatia, Hungary, Italy, Malta and Slovakia) or as an important factor to attract good students (France, Hungary, Malta, Slovakia and Sweden) or sometimes to decrease the shortage of qualified teachers (Greece and Turkey).

In many countries, it was also mentioned that salary should take into account the quality of teachers in order to attract competent people (e.g. Hungary, France, Italy and Turkey) and that effective CPD should be rewarded by a raise of salary (e.g. Lithuania, Norway). In some countries was also mentioned the possibility of real career plans allowing for new responsibilities and a raise in salary (e.g. France, Germany, Italy, Norway, Poland, Sweden).

The issue of designing and developing a new professional career for teachers with internal and external incentives was also mentioned in Spain, without necessarily combining it with an overall raise of salaries, since the starting salaries are already much above the EU average in this country. This confirms the fact that it is in Spain and in Germany that the proportion of teachers considering an increase of salaries as one of the first three changes likely to enhance attractiveness of their profession is the lowest (about 10% only). However, in Germany, a few participants or interviewees mentioned the problem created by the fact that the Länder have very different salary policies, while regretting at the same time that the differences of contexts are not taken into account and that in most Länder there is no particular allowance for the teachers who have to work in the most difficult schools with a high proportion of students who do not speak the German language.

Even in countries characterised by high salaries and a good career progression, like the Netherlands, an increase in salary for beginners is mentioned as a factor of more attractiveness and there are a few on-going experiences of relating a part of the salary to teachers' performance. In this country, the demonstration of increased effectiveness due to in-service training can be taken into account every six years through a raise of salary. But it is not compulsory and it is left at each school initiative. Also in Portugal, where the salaries are still well above the EU average, an increase of the salaries of beginners seems now desirable to attract good students after recent measures which increase the work load and decreased the salary. In Ireland, the situation is pretty much the same, as teaching has by tradition a very good image in the society and teachers' salaries are considered as competitive on the labour market. In Belgium also, the level of salaries is considered as relatively competitive, given some advantages of the profession (level of autonomy, holidays,

etc.). But this is more the case in the Flemish Community, which is consistent with the fact that the salaries are slightly higher than in the French Community.

In Finland, all the interviews confirm that this country is an exception since the teaching profession has a very good image and is very attractive even though the teachers are not well paid compared with other professions requiring the same level of education. However, the unions claim for salary increase, but their first priority is to decrease the number of students per class.

In Lithuania, there is no obvious claim for increasing salaries, since all interviewees think that teachers' salaries are rather satisfactory because of a government's long term strategy aiming at bringing this salary at the same level than the other professions of the public sector requiring the same level of education. One claim is rather to create scholarships for those students who chose to become teachers.

In the UK (England and Scotland) because of a significant raise in teachers' salary over recent years, there is no specific complaint on this ground but many complaints about the excessive micro-management evolution that increases dramatically the workload of teachers and their stress, while leaving them less and less autonomy in their daily teaching practice, to the extent that one interviewee said that even further raise of salary would not make up for such a deterioration of the working climate and conditions.

In nearly all countries, it was also mentioned that the salary should take more into account the actual difficulty of the working place, and in a few countries it was suggested that in order to attract more qualified candidates for areas or school-subjects characterised by an important shortage additional allowances should be proposed. Finally, it was also mentioned that in order to provide new candidates for meeting these specific needs, some initiatives should be taken in order to facilitate new blood into the education system through professionals coming from other professions as it is the case already in some countries, particularly in the UK. This would require first some recognition of the previous career of these professionals. In most European countries it is not yet the case as the teaching profession is a much 'closed' one and the teachers' unions are sometimes against facilitating such a favoured access, while regretting the fact that there are not enough opportunities of professional reconversion and mobility for the teachers.

2. Working conditions of teachers in Europe

"Teachers play a vital role in the lives of children and, as everyone knows, can make all the difference to their future. Teachers' remuneration and working conditions should be a top priority in order to attract and retain the best in the profession. But attracting the best teachers is not just about pay: it is imperative that classrooms are well-equipped and that teachers have a proper say on modernising curricula and education reforms."(Androulla VASSILIOU, Commissioner for Education, Culture, Multilingualism and Youth, Press release 5 October 2012)

The term "working conditions" may be too vague, because it encompasses a diversity of aspects with respect to the context in which teachers carry out their missions and perform their tasks. For some people, the term may only refer to the material conditions at school: access to IT equipment, etc., availability of rooms for teachers, perhaps even offices, the quality of on-site catering, the state of the classes, the quality of the environment (green areas, quality of the architecture, etc.). Yet, in a broader sense, there are also other parameters to take into account: weekly and annual working hours, holidays, number of pupils per class, the heterogeneity of pupils, attitudes and behaviour of pupils, discipline within the school, attitude and behaviour of the staff, school head and parents, atmosphere (*ethos*) at school, teamwork and attitude of the other teachers, the degree of autonomy, the possibility to take initiatives, ways and criteria of/for assessing the teachers' performances, the relationship between the school and local, economic, cultural and social partners... And finally, there are aspects like the obligation (or its absence) to be geographically mobile and affordable accommodation with respect to teacher earnings.

First, we shall examine factors that affect the working conditions. Then, we shall tackle particularly important aspects with respect to the profession's attractiveness: the number of pupils per class, their heterogeneity, the number of teaching hours, teamwork and the issue of isolation of teachers, the impact of the new assessment culture of students' achievement, the evolution of mentalities, attitudes and behaviours of students and parents, the issue of teachers' stress and the risk of burnout. We shall discuss also the responsibilities and missions of teachers, which are changing fast in the light of profound social and technological changes. We will also tackle the issue about the extent to which teachers are involved in reforms that are likely to affect the way they work and their relevance for schools. We shall deal with the modes and criteria used to assess the teachers' performances and their impact on career advancement prospects. Finally, we will analyse the social dialogue and the quality of the relationship between decision-makers and teachers' unions.

The analysis of these aspects is based on Eurydice's and OECD's data, scientific literature, institutional studies, as well as the answers to our on-line questionnaire, the interviews and the creativity workshops we organised. More specifically and wherever possible, we shall attempt to examine the coherence between objective data and the subjective impressions of the actors themselves.

2.1. Material working conditions for daily activities

There are relatively few objective data about this aspect, except for the schools' IT equipment and the way it is used (EURYDICE, 2011b). This may provide an indication about the equipment the teachers themselves have, because there is usually a close correlation between the equipment used by pupils and by the teachers. For this reason, we shall focus on the answers to our online questionnaire and a series of field studies. There are quite a few European studies about ICT usage in schools, because those tools have become an important element of the strategy devised by the European Commission to enhance the efficiency of teaching tools. In addition, such equipment has become indispensable for teachers to ensure that they keep up with the technological evolution of society.

One of the six questions of our online questionnaire submitted to the six categories of actors was: "What types of change could best make the teaching profession more attractive?" Among the 13 items proposed, the item '**Better working conditions (office, equipment, etc.)**' is ranked as one of the first three items, by nearly 8 % of the teachers, i.e. in the 4th rank, after 'higher salary', 'more recognised social status' and 'less students per class' (cf. item A5, table 3.4 *supra*). The other categories of respondents attach slightly less importance to this item: school leaders, teacher educators and students rank it 5th, student teachers at the 6th rank). However, representatives of local authorities rank it only at 11th place, which is interesting information since in nearly all European countries these authorities have a major responsibility for material working conditions.

It is also interesting to see the different ways that teachers from the 22 countries, for which the number of respondents is enough to be considered as significant, rank the working conditions. The proportion of teachers who ranked this item among the three main types of changes likely to enhance attractiveness of the teaching profession varies among countries. In Austria, Germany and Slovakia the proportions are the highest: respectively nearly 14%, 11% and 16.5%, which makes this item 3rd in ranking of all items in these three countries. This result for Germany is confirmed by some interviews and by the creativity workshop organised in Berlin: there were some complaints about the insufficient equipment in ITC and the absence of offices in the school. In Slovakia, the material working conditions are even more considered insufficient.

The proportion is also relatively high in Italy (14%), Poland and Portugal (12%), the Netherlands (11%), Greece (10.5%), Belgium and Hungary (10%) and Romania (9%).

It is not considered as a relatively important issue in the Czech Republic and Estonia (8%), Cyprus, Iceland, Spain and Turkey (7%), France (6%), Croatia and Denmark (5%) and it is regarded as a relatively unimportant issue in Finland (4%) and Bulgaria (3.5%). It is true that in Finland the schools are already particularly well equipped, which is not the case of Bulgaria, but in this country other changes seem to be considered still more important.

2.2. The number of pupils per class

The most frequently used indicator for international comparisons is the *pupil/teacher ratio*, i.e. the number of pupils per teacher. Like salaries, **the pupil/teacher ratio differs widely among the various countries** (table 3.5 below). For the ISCED 1 level, the average number of pupils per class is twice as high in some countries (Turkey, France and UK) as in others (Malta, Denmark, Lithuania, Poland and Portugal). The difference is even more striking for the ISCED 2 level: the number of pupils per teacher is three times higher in Luxembourg (18.4) than in Malta (6.5) and twice higher than in Austria, Belgium, Greece, Latvia, Lithuania, Portugal and Slovenia. The differences are slightly less important at the ISCED 3 level between countries (Estonia, Finland, Spain and Turkey) with a high ratio (>16) and those (Greece, The Netherlands and Portugal) with a low ratio (< 9).

Several remarks may help with the interpretation of Table 3.5 figures:

- The correlation between the pupil/teacher ratio and the number of pupils per class is higher at the ISCED 1 level, because teachers (*class teachers*) teach almost all subjects. At the ISCED 3 level, on the other hand, there are almost as many teachers as there are subjects (*subject teachers*) and the ratio depends on the number of optional courses for which the number of students is sometimes very low (for instance Latin). It is therefore at ISCED 1 level that international comparisons may be meaningful in a more straightforward way.
- The pupil/teacher ratio is not connected to a country's economic development: Turkey, France and the United Kingdom, for instance, have the highest pupil/teacher ratio.
- For most countries the relative situation depends on the ISCED level. However, at all levels, Turkey has a high pupil/ratio and Portugal a low one, while Italy, Iceland and Norway still enjoy a relatively low ratio at the three levels. The diverging situations of the remaining countries reflect education policies: some levels are given priority. In France, for instance, the high number of optional subjects at ISCED 3 explains the difference between the high ratio at ISCED 1 and 2 levels and a significantly lower ratio for ISCED 3. In Finland, the low ratio for ISCED 2 corresponds to the deliberate educational priority given to this level, because this is where pupils are most likely to drop out of school. In Spain, the education system's structure and the desire to create a unity between ISCED 1 and ISCED 2 (elementary education) quite naturally lead to comparable ratios for the ISCED 1 and ISCED 2 levels.

Table 3.5: Pupil /teacher ratio in primary, lower and upper general secondary education (2009)

	ISCED 1	ISCED 2	ISCED 3
Austria	13	9.6	10.2
Belgium (Fr.)	12	7.6	10.3
Belgium (Fl.)	13	8.6	10.1
Bulgaria	17	12.5	12.0
Czech Republic	18	11.5	12.2
Croatia	15	11.0	10.9
Cyprus	15	10.2	10.2
Denmark	10	-	-
Estonia	16	15.7	16.8
Finland	14	10.1	16.6
France	20	14.9	9.6
Germany	17	15.1	13.9
Greece (2008)	11	8.0	8.3
Hungary	11	10.8	12.8
Iceland	10	-	10.9
Ireland	16	-	12.6
Italy	11	10.0	11.8
Latvia	11	8.7	11.5
Lithuania	10	7.6	-
Luxembourg	12	18.4	9.2
Malta	9	6.5	15.8
The Netherlands	16	-	6.1
Norway	11	9.9	9.4
Poland	10	12.9	12.0
Portugal	10	7.6	7.7
Romania	16	12.2	14.4
Slovakia	18	14.0	15.1
Slovenia	17	7.9	14.3
Spain	13	10.1	16.1
Sweden	12	11.3	13.2
Turkey	23	-	16.9
UK	20	16.1	12.3

Source: table extracted from tables F9 and F10, Eurydice, Key Data on Education in Europe 2012, European Commission (pp. 156, 157)

In the light of these data on differences among the various countries, it becomes interesting to look at how this may affect the respondents' (mainly teachers) opinions and expectations that can be found through the answers to our online questionnaire and from field interviews.

Let us first emphasise the importance (for the whole set of countries) of reducing the number of pupils per class, i.e. the percentage of all respondents who selected a lower pupil/teacher ratio (A 4 in table 3.4) as one of the top three aspects likely to make the teaching profession more attractive. The two categories with the highest score are student teachers (14.2%, 4th place) and teachers (13.9%, 3rd place). This proportion is still high for students (13.3%, 3rd place). Other categories find it less important: teacher educators (8.4%), school heads (7.5%) and representatives of local authorities (4.8%). For the two most directly affected categories, the score can be said to be high. **This means that reducing the number of pupils per class is important for the teaching profession's attractiveness** (more important, by the way, than the heterogeneity of pupils and material working conditions).

When we look at the responses provided by teachers in each country, the proportion of those who believe the pupil/teacher ratio is one of the top-three issues impacting on the profession's attractiveness is extremely variable. It is highest in the following countries: Iceland (21.6%), Germany (19.6%, the most important aspect in this country), France (18%), Portugal (17.2%), Spain (16.1%) and Denmark (15.9%).

Some of these scores are in keeping with the relatively high pupil/teacher ratios in those countries: Germany, France, Spain (slightly less); much less in Denmark, Portugal and Iceland, which have low pupil/teacher ratios. Conversely, one may be surprised by the low score among Turkish teachers, given the extremely high pupil/teacher ratio. Obviously, other factors are even more pressing in that country, especially the salary level, the profession's social status, teaching autonomy and material working conditions. And there are more surprises: the relative importance felt in Greece (12.5%) and Poland (15.6%) despite their relatively low pupil/teacher ratios at all three ISCED levels. Thus, the results of our online questionnaire show a correspondence between the actual pupil/teacher ratios in a little over half the 22 countries and the teachers' expectations, while objective data seem to contradict teachers in the remaining countries. In addition, the opinions voiced during our interviews and workshops seem to corroborate the findings of our questionnaire (Germany, Finland, France), or to supplement them (especially in the UK where the high number of pupils is frequently mentioned, which is in keeping with the high pupil/teacher ratio).

Another question of our online questionnaire allows us to supplement the teachers' opinions and expectations with respect to the pupil/teacher ratios. To the question 'which aspects make the profession especially difficult?', the *excessive pupil/teacher ratio* response scores particularly high in Germany—it is among the top 3 of most important factors (17.6%) - thus confirming the response to the previous question. This response also scores more than 15% in the Netherlands (24.8%), Italy (17.9%), Greece (17.8%), Iceland (17.7%), France (16.7%) and Finland (15.5%). There are some deviations, which may be explained by the fact that this aspect may render the teaching activity more difficult, without necessarily affecting the teacher's impression of the profession's attractiveness. This is the case in Italy and The Netherlands.

Eurydice statistics (EURYDICE, 2012a: pp. 153-159) provide additional information about class sizes. This report also comments recently adopted regulations in some European countries regarding the maximum number of pupils per class for the ISCED 1, 2 and 3 levels. The maximum number for ISCED 1 and 2 (compulsory education) is usually 28 pupils, except for Scotland where it is 33. At the ISCED 3 level, Austria and Hungary have the highest acceptable numbers (35 pupils). These upper limits are sometimes exceeded by countries that have no legal or statutory maximum: Belgium, Finland, France, some German Länder, Ireland, Iceland, Latvia, Norway, the Netherlands, Portugal, Sweden and the United Kingdom. This absence of a legal maximum may explain why, in certain countries with a generally low pupil/teacher ratio, some teachers nevertheless consider lowering the ratio a strategic factor, wherever there are big differences among schools, areas or regions.

2.3. The heterogeneity of classes

The heterogeneity of the students' levels in a class has been studied many times in the field of educational science and most of the time the conclusion has been that heterogeneity has rather a positive effect on the attainment of all pupils. As a result, in many countries, policies favour relatively heterogeneous classes. However, this assumption is controversial and is often contradicted by teachers who feel that high heterogeneity ratios make classes more difficult to manage and may even demotivate both the best and the weakest pupils. It is therefore interesting to see to what extent addressing this issue is perceived as an asset for the teaching profession attractiveness.

All six categories of respondents to our questionnaire believe that the heterogeneity of classes (A3 in table 3.4) is not particularly important: the percentage of persons ranking it among the top three is below 3%, and even teachers consider it as just slightly more important (3.5%). Looking at the responses provided by teachers, one notices that *reducing the heterogeneity of classes* is only deemed relatively important in Finland (14.5%) and Bulgaria (11.6%). The remaining countries where the score is in excess of 5% are (in descending order): Estonia (8.2%), Croatia (6.9%), Poland (6.8%), Spain (6.2%), Denmark (5.8%) and Portugal (5.7%).

Interestingly, a similar response to the question about which factors *make the profession particularly difficult* scores a lot higher. This makes sense, because teachers may very well think that an aspect that makes their teaching activity more difficult does not necessarily make the profession more attractive if it is addressed. This proportion is especially high in the following countries: the Netherlands (24.8%), Italy (17.9%), Greece (17.8%), Iceland (17.7%), Germany (17.6%) and France (16.7%).

Moreover, the heterogeneity issue was hardly ever mentioned during the interviews and creativity workshops.

2.4. The number of teaching hours, the time spent at school and additional workload

Table 3.2 showed marked differences in the number of annual teaching hours. We used that information to calculate the hourly salary rate for the various countries. In most countries, the status or contract of teachers specifies the number of teaching hours per week, with an average of 19 to 23 hours, even though there are differences for the various ISCED levels. In some countries, ISCED 1 teachers work longer hours than their colleagues of other levels, albeit the schedule is lighter in Bulgaria, Croatia, and Denmark, while in about twelve other countries, it is the same for all levels (EURYDICE 2012a: pp.119-121).

However, very few countries define only teaching hours in employment contracts. An overall number of working hours per week is set most of the time, which is between 35 and 40 hours. Moreover, 17 countries also prescribe the number of hours that teachers should stay in school: this does not exceed 30 hours except in Portugal, Sweden and the UK (England, Wales and Northern Ireland), and Iceland and Norway only at levels ISCED 1 and 2.

Given the miscellaneous factors that can impact on the actual time of work inside and outside school, including the subject taught, special assignments, etc., the comparison of the weekly workload of full-time teachers among European countries cannot be very accurate. Nevertheless, Eurydice gives an estimate of them (EURYDICE 2012a: pp.120, 121). At ISCED 1 level, this **weekly workload in terms of teaching** varies from 14 hours in Poland - and 17 hours in the Czech Republic or 18 hours in Belgium (Fr) - to 24 hours in Finland and France, 25 hours in Portugal and Spain, 26 hours in Germany and Malta, and 30 hours in Turkey. At ISCED 2 level, the number of teaching hours required varies from 14 hours in Poland - 17 hours in the Czech Republic, France and Slovenia - to 24 hours in Finland and Germany, and 30 hours in Turkey. At ISCED 3 level, the differences are about the same as for ISCED 2: 14 hours in France, Poland and Slovenia, 12 to 17 hours in Norway, or 16 hours in the Czech Republic to 24 hours in Bulgaria, Finland and Germany, and 30 hours in Turkey.

If we consider the weekly '**overall working time**', defined as 'the number of teaching hours, additional hours of availability at school and the working time estimated on preparation and assessment of activities which may be done outside the school' (EURYDICE 2012a: p. 122), then the discrepancies are reduced and give a totally different ranking of countries. For ISCED 1 level, 14 countries declare a total number of 40 hours (the maximum): Austria, Bulgaria, the Czech Republic, Germany, Latvia, Hungary, the Netherlands, Poland, Romania, Slovenia, Slovakia, Sweden, Iceland and Croatia. On the contrary, some countries declare a working time of 35 hours or less: Greece and Cyprus (30), France, Portugal and Scotland (35). Some countries did not provide any data on this indicator: Belgium, Finland, Ireland, Italy, Luxembourg, Malta, Norway, UK (except Scotland) and Turkey. For ISCED 2 and 3 levels, the data are the same for all countries concerning this indicator.

There was no direct question about the working time in the online questionnaire and this issue was not evoked during the interviews and workshops, except when interviewees or participants did propose the idea of reducing the number of teaching hours for new teachers during an induction period. But there was a question addressed to teachers about *'the aspects of the profession that make it particularly tough'* and another one about *'the possible reasons for envisaging to quit this profession for another job'*.

For the first of these two questions, among the 13 items proposed one is ***'too much workload besides teaching'***. The proportion of respondents ranking this factor among the first three factors is quite important in about half of the countries: the Netherlands (25.9%), Finland (22.9%), Portugal (19.1%), Denmark (18.2%), Iceland (18.9%), Hungary and Poland (17%) and Turkey (15.3%: i.e. ranked as the first factor), but also in Germany (16.8%) and the Czech Republic (15.7%), where it is ranked the second factor. On the opposite, in a few countries this proportion is less than 10%: Italy (9.9%), Spain (9.4%), Estonia (9.2%), Croatia (9.1%), Bulgaria (7.6%), Greece (6.5%) and Cyprus (6.3%). This is a quite interesting result because it does not correspond to the image that the public opinion has in many countries of the teaching profession: many people think in terms of teaching hours and holidays and do not take into account the workload additional to teaching.

For the other question which refers to the reasons why a teacher could envisage looking for another job, among the 11 items proposed as possible responses, one is *'increasing workload and responsibilities'*. The percentage of teachers who ranked this item among the first three main reasons for quitting their job varies significantly among the 22 countries but it is quite important in six of them, where it is ranked the second reason: Poland (18.6%), Estonia (17.4%), France (15.8%), the Netherlands (15.4%) and Finland (14.5%). On the contrary, this proportion is lower than 8% in 4 countries: Hungary (7.8%), Greece (6.9%), Croatia (6.8%) and Bulgaria (4.1%).

Thus, it appears that the workload additional to teaching is quite an issue in many countries, mainly because it is not enough recognised by the institutions and by the general public as it was often mentioned during the interviews and the workshops.

2.5. Teamwork and teacher's isolation

Teachers often mention their isolation, especially in countries where they are not used to working in teams. In other countries, we noted that teamwork is actually encouraged by small and medium-sized schools or in a particularly difficult context where collaboration and solidarity among teachers are essential. In many countries, measures have been taken to develop teamwork among teachers, perhaps to avoid individualism (BUTLER et al, 2004). Research into the school effect and learning organisations has led to policies that encourage input by all parties concerned for school development plans. Generally speaking, these policies have encouraged teachers to work as a team even in traditionally more individualistic countries (England, Belgium, France and Italy, for instance) than the Scandinavian ones (Denmark, Finland, Norway and Sweden). ICTs have also contributed to this trend, because they naturally encourage collaborative efforts.

There are few statistical data about the importance of teamwork in the various European countries and the issue was hardly ever mentioned during our interviews and creativity workshops. On average, younger teachers can be said to be more open to the benefits of teamwork than their elder peers. Yet, teamwork is sometimes regarded as time consuming by some teachers, and a majority of them would like this to be taken into account for their schedule.

For the question “*What types of change could best make the teaching profession more attractive?*” of the online questionnaire, one of the 13 answers was “**more teamwork within the school**” (item A 2, Table 3.4). It is safe to say that this idea is not deemed important by any of the six categories. This is especially true of teachers who rank it 10th out of 13, with only 2.9% considering it one of the top-3 issues. More teamwork is slightly more popular among students training to be teachers (3.7%), teacher educators (3.9%), students (4.5%), school heads (4.8%) and especially persons in a position of responsibility in local authorities (6.4%).

If one only looks at the responses provided by **teachers** in the various countries, there are relatively significant differences in the appreciation of more teamwork. Only two countries rank it relatively high: the Netherlands (12%) and Bulgaria (11.7%). At the other end of the scale, there are 14 countries that score less than 5%, because most teachers feel that teamwork in itself does not make the profession more attractive: Greece (4.5%), Portugal (4.4%), Iceland (4.1%), Denmark (3.4%), Belgium (3%), Austria (2.9%), Hungary and Turkey (2.5%), France (2.2%), Estonia (2.1%), Poland (1.9%), Croatia (1.7%), Czech Republic (1.3%) and Slovakia (0.9%).

2.6. The restrictions imposed by a new assessment culture of pupils’ attainment

The development over the last twenty years or so of tools for the assessment of pupils’ *learning achievement* by means of standardised tests has led to a growing number of restrictions with respect to educational techniques and to more pressure, because such tests enable comparisons not only among pupils, but also among teachers and schools. The pressure became even stronger for the ISCED 1 and 2 levels with the advent of international tests, among them the OECD’s PISA test in 2000, which assesses the learning achievement of 15-year old pupils with respect to their mother tongue, mathematics and sciences. Other international (especially for foreign languages) and even more national tests followed. Such tests are less restrictive when they serve a diagnostic or formative purpose rather than a summative or ‘certification’ one. In some interviews, especially in England/Wales, interviewees mentioned the pressure on teachers caused by the high number of standardised tests and their sometimes perverse effects on their pedagogic practice—in some instances preparing for the next test became more important than teaching proper.

For this reason, the question of our online questionnaire about the aspects that make teaching especially difficult provided 13 answers, one of them being ‘the constraints brought about by national and international assessments’. The aspect, though frightening to some, is not yet considered a strategic aspect. Only in one country does the proportion of teachers who rank this aspect among the top three of reasons

exceed 10%: Poland (10.4%). In the following countries it is less than 5%: Austria (4.5%), Belgium (3.6%), Romania and Turkey (2.9%), Estonia and Italy (2.5%), Portugal (2.1%), Iceland (2%), France (1.9%), Bulgaria (1.7%), Slovakia (1.6%), Germany (1.5%), Czech Republic, Finland and Spain (1.4%), Hungary and Netherlands (1.3%), Greece (1.2%), Croatia (0.8%). This aspect does not seem therefore significant for the teaching profession's attractiveness, even though it is sometimes criticised by teachers who consider it a threat to their educational freedom and a more "selfless notion of education".

2.7. The evolution of mentalities, attitudes and behaviours of pupils and their parents

Quite a few articles and testimonies have talked about the increasing difficulty teachers have with the attitudes and behaviour of pupils and their parents. They are experienced as sometimes shocking and affecting their authority.

With respect to pupils, several considerations need to be taken into account. This is first and foremost due to an evolution of society that emphasises individualist values and material success and disregard for the collective and selfless attitudes at the heart of the ideology of schools and teachers. Many teachers in a majority of countries confirmed in the online questionnaire, interviews and workshops that they had chosen the profession despite a relatively modest salary compared with other sectors.

The trend is also due to the emergence of the information society, which changes the educational context. The behaviour of *digital natives* (to use Marc PRENSKY's vocabulary) changes rapidly and makes it increasingly difficult for teachers (*digital immigrants*) to stay in touch with their pupils who think along completely different lines, are often *multi-tasking* and constantly communicate in short bursts on social networks and with their increasingly sophisticated mobile phones. Teachers wonder how they can communicate with such children, not appear obsolete, and still carry out their educational duties.

The third phenomenon is linked to the social divide, immigration and the economic crisis: it has led to the marginalisation of large chunks of society, where children and young people are less and less inclined to attend school because it is no longer considered a means to professional and social integration. Official figures, on the other hand, prove that a qualification or diploma is still the surest way to find a job.

For all these reasons—and many others—a growing number of pupils are not motivated to learn and refuse any kind of constraint and discipline, which are indispensable for school life. This situation is particularly tense in certain geographic areas and "sensitive" schools where the majority of pupils come from very deprived backgrounds. In such schools, teachers find it hard to assert their authority and spend a lot of time handling conflictual or violent situations (ABEL & SEWELL, 1999; Van DICK, 2006; LANTHEAUME & HELOU, 2008).

This evolution of the pupils' attitudes is aggravated by **a changing mentality among parents** who no longer support teachers' endeavours (DUBET, 1997). In relatively privileged areas, parents are increasingly demanding and sometimes hoping for

teachers to compensate for their own lack of authority with respect to their children, while they also question the teachers' assessment of their children (PERRENOUD, 2001). For the most deprived group, on the other hand, parents no longer seem to exist ("the parents we never get to see") and show no interest in schooling. Teachers therefore can hardly hope for their support or co-operation (MEIRIEU, 2000).

The online questionnaire includes questions that may shed some light on **the teachers' opinions** in the various countries. For the question about the aspects that make the profession especially difficult, two items (out of 13) are directly related to the pupils' and parents' attitudes: "*the lack of discipline and motivation to learn by some students*" and "*the attitude of parents.*"

"*The lack of discipline and motivation to learn by some students*" is a difficulty experienced by an important percentage of teachers: they rank it among the top three aspects regarding the profession's difficulty, with scores between 8.8% in Turkey and 23.4% in Bulgaria where it is considered the most difficult aspect. A distinction can be made between countries with a percentage over 15% and those where it is below 10%. In addition to Bulgaria, the first group includes: Austria, Czech Republic, France, Portugal and Spain. The second group (<10%) includes: Cyprus, Greece, Netherlands and Turkey.

This information can be supplemented, with the answers to another question: "*if you were to envisage looking for another job, what would be the main reasons to do so?*"

Among the 11 possible answers, one is directly related to the pupils' attitude: "*Problems of discipline that are too difficult to manage*". The variation between countries is quite large: from 17.9% in Denmark (where it is the 1st reason to envisage quitting the profession) to only 3.3% in Turkey. It seems useful to distinguish two categories of countries and compare these responses and the responses to the question about the factors of difficulty of the profession:

- Countries where the proportion of teachers attaching importance to the lack of discipline is rather high (> 9%): Belgium, Germany, Portugal and Spain;
- Countries where the proportion of teachers attaching importance to the lack of discipline is low (<5%): Croatia, Finland, Netherlands, Poland, Romania and Turkey.

The consistency between the two questions related to the attitude of students is only partial. This may be due to the fact that the first question includes not only discipline but also a lack of motivation to learn, these two aspects being only partially correlated. In two countries the teachers consider discipline as an important matter through their responses to both questions: Portugal and Spain. In two countries it is the opposite: Netherlands and Turkey. The differences of responses to these two questions in Bulgaria and in Denmark would deserve more investigation.

The attitude of parents: This aspect is generally considered less important for the professions' difficulties, yet its importance varies depending on the country: in Cyprus, 21.7% of teachers rank it among the top three, in Turkey only 4%. There are two groups of countries:

- Countries where a relatively high proportion of teachers consider this aspect rather important (>10%): Bulgaria, Cyprus, Croatia, Denmark, Estonia and Spain.
- Countries where a relatively small proportion thinks this is an issue (<8%): Austria, Belgium, Czech Republic, Finland, France, Germany, Greece, Hungary, Iceland, Italy, Netherlands, Poland, Romania and Turkey.

In general, the interviews confirm the results of the online questionnaire, but sometimes they bring a different light. For example, in Finland, all the interviews confirmed that the attitude of students is not really an issue, but a few interviewees mentioned that the attitude of parents was becoming more and more often a problem because they are very demanding, despite the excellent results of students in international tests (not only PISA tests).

2.8. Teacher stress, risks of burnout and likely causes

"In October 1999, the European Trade Union Committee on Education (ETUCE) and Education International (EI), in collaboration with the World Health Organisation (WHO), held a training seminar on health and health education. One particularly important message conveyed during the seminar was that the teaching profession is not free of risk and occupational illnesses. In fact, it was noted that an increasing workload on teachers is a tendency being seen in several European countries which is leading to a rise in illness, particularly stress-related illnesses. Stress plays a significant role on both sides of these illnesses. In some cases it is a cause, and in others, the effect. For example, some of the factors that may come into play in illnesses affecting teachers are nervous overload, disappointment and frustration, socio-economic aspects, lack of job stability and security, the school environment, the lack of social recognition, and organisational aspects of administration of the school. Furthermore, the impact of these illnesses on workers in education can result in the adoption of dogmatic and authoritarian measures, making the job routine and taking little initiative, absenteeism, depression and stress, requesting a transfer, and leaving the profession." (EI/ETUCE, 2001)

This excerpt from a study carried on by Education International and ETUCE shows that the issue of teacher stress has for some time been crucial (KYRIACOU, 1987; KYRIACOU, 2001). One of the proposed actions submitted under the concluding remarks and recommendations from the 1999 seminar was the launch of a study on the causes of stress for teachers, its consequences and the means to combat it. Education International and ETUCE initiated the survey on stress as experienced by teachers and education staff in response to the conclusion of this seminar, and this report was based upon the responses and results of that inquiry. The survey addressed all Central and Eastern European member organisations of Education International.

There was widespread agreement on the factors causing or contributing to teachers' stress across all countries surveyed in Europe. Although the extent of influence of each factor on the level of stress might have varied, the same causes were repeatedly cited, regardless of the country.

“Work-related stress must not be seen as a sum of many individual problems, but rather it is an issue to be approached from the perspective of the organisation - how jobs and workplaces are designed and the way in which work is organised and managed. It is these organisational obstacles that hinder the teacher in serving their profession with a quality that lives up to the standards set by society, the school and the teacher. Therefore, it is important how and in what context stress is defined. It was noted that it is important to find a common definition as a starting point, since this is an area where cultural differences may have implications.” (EI/ETUCE, 2001: op.cit)

The list below attempts to organise **the causes of stress** cited by category. These are not listed according to their impact or in order of importance, but rather they all appear due to the recognition by the majority of the respondents as some of the most influential factors mentioned:

- **Professional skills:** new teaching methods, changes in curriculum, adaptation to changes in ICT, inadequate training and continuing education.
- **Economic pressures:** inadequate salary, job insecurity
- **Attitudes and behaviours of students:** drugs, violence, aggression; increased class size, lack of pupil motivation, attention and interest; decrease in discipline, grading and assessment, target setting and meeting targets
- **Difficult relations with parents:** new demands regarding roles of the teacher, responsibility for overall student welfare, decreased parent participation
- **Poor planning and organisation:** constant restructuring, frequent reforms in the educational system, working alone and the transition to team work, lack of personnel and poor allocation, strong administrative hierarchy with a lack of support, insufficient financial resources
- **Social and personal pressures:** teachers’ own ambitions, concerns about the quality of education, lack of coherence between personal goals and professional obligations, social status, no recognition or acknowledgement, lack of public esteem, societal expectations on the duty of a teacher in a child’s upbringing.
- **The school as a stressful workplace:** excessive workload and hours of work, lack of time, lack of autonomy, environmental noise, poor ventilation, lack of solidarity and ethos, problems with hygiene and security, excessive paperwork and administrative duties, discrimination and workplace bullying, lack of sufficient and up to date teaching material, equipment, and class rooms, solitude and isolation.

Most of these possible causes are mentioned directly or indirectly in the online questionnaire of the present study and they look as relevant today as they were at the time of the report in 2001. Some are less often cited by the respondents to the on-line questionnaire or during the workshops. *Two questions of the online questionnaire are related to the stress that could be felt by teachers.*

The first question is about the aspects of the teaching profession that are considered to make it particularly tough. Among the 13 possible responses one is *'too much stress'*. The percentage of teachers considering this item as one of the first three aspects that make the job particularly difficult varies among countries. We can distinguish three groups of countries:

- *Group A* - those where the stress is felt as a rather important aspect (>10%) - : Croatia, Czech Republic, Germany, Hungary, Iceland, Romania and Slovakia (highest proportion: 15.9%);
- *Group B* - those where the stress is regarded as a rather not important aspect (>5% and <10%) - : Belgium, Bulgaria, Estonia, Finland, France, Greece, Italy, Netherlands, Poland, Portugal, Spain and Turkey;
- *Group C*: 3 countries only where the stress is not at all considered as an important aspect (<5%): Austria, Cyprus and Denmark.

The second question is about the main reasons for possibly envisaging looking for another job. Among the 11 proposed responses, one is *'too much stress'*. Here again, we will distinguish three groups of countries and we will be able to compare the two groupings in order to see the degree of convergence between these two groupings. But, the first information is that the percentage of teachers ranking this aspect as one of the first three main reasons is in most countries generally higher than for the precedent question. Thus, we can distinguish the three following groups:

- *Group D* - countries where too much stress is regarded as an important reason to look for another job (>12%) -: Bulgaria, Denmark, Finland, Germany, Iceland, Portugal, Romania and Slovakia;
- *Group E* - countries where too much stress is considered as a rather important reason to look for another job (>8% and <12%) -: Belgium, Croatia, Czech Republic, Estonia, France, Hungary, Italy, Poland, Spain and Turkey;
- *Group F* - 4 countries only where too much stress is not considered as a rather important reason (< 8%): Austria, Cyprus, Greece and Netherlands.

For some countries the responses to the two questions are quite consistent:

- Countries in groups A and D: Germany, Iceland , Romania and Slovakia;
- Countries in groups B and E: Belgium, Estonia, France, Italy, Poland, Spain and Turkey;
- Countries in groups C and F: Austria and Cyprus.

The responses in Denmark are particularly difficult to interpret since this country belongs to groups C and D. However since for each question the list of possible responses is different, this can impact the relative distribution of the factors that are considered as the three most important ones.

In any case, it appears that *'too much stress'* is a reality which must be taken into consideration in order to enhance the attractiveness of the teaching profession since it is only in two countries (Austria and Cyprus) that it is not perceived as a significant issue.

3. Responsibilities and missions of teachers, their role in schools and their involvement in reforms

Rapid changes in today's world put teachers in a new situation, with new responsibilities and a different role. *"The world of teaching will enable to adapt their pupils to an increasingly globalised, competitive, diversified and complex environment, in which creativity, the ability to innovate, a sense of initiative, entrepreneurship and commitment to continue learning are just as important as the specific knowledge of a given subject."* (Conclusions of the Council and of the Representatives of the Governments of the Member States, meeting within the Council of 21 November 2008 on preparing young people for the 21st century: an agenda for European co-operation on schools, 2008/C 319/08, OJ 13/12/2008).

In its conclusions dated 12 May 2009 regarding a strategic framework for European cooperation on the education and training levels 2020, the European Council stresses that *"Education and training have a crucial role to play in meeting the many socio-economic, demographic, environmental and technological challenges facing Europe and its citizens today and in the years ahead."* (Conclusions of the Council dated 12 May 2009 regarding the strategic framework for European co-operation in education and training (ET 2020)" - (2009/C 119/02).

The economic crisis in Europe only adds to the complexity of the role of teachers. In a knowledge-based society, schools are more important than ever. The democratisation and massification of education have led to a paradigm shift: admitting all children and helping them to reach the secondary-level has almost become a matter of course. The new challenge is that society expects all children to succeed.

3.1. An identity crisis and the need for a clarification of teachers' missions in the context of an increasing autonomy for schools

If the aim is to make the teaching profession more attractive, the future responsibilities and missions of teachers need to be very clear. This attempt to define the new role and assignments of teachers so as to address the rapid changes of society, draws on the analysis of reports published by the European Commission, Eurydice, the OECD and universities, on interviews with representatives of the education field in 24 European education systems as well as on the creativity workshops organised in seven countries and the results of our online questionnaire.

Most teachers are waiting for a clarification of their missions and responsibilities. They are uncomfortable with the uncertainty regarding their role in schools. This expectation was voiced in the course of several interviews. Teachers are waiting for a legal framework that recognises their new missions and roles they are expected to play. An Italian Under-Secretary for education affairs said, for instance: *"Teachers are in dire need of a clear job description and an associated rulebook; they need to know where they stand with respect to other education staff and officials—without hesitation. This makes life so much easier and is of prime importance."* Interviewees in the United Kingdom expressed the same feeling. One education officer explained that teachers feel insecure, and *"have to find their feet"*. Amid this

insecurity and growing complexity, teachers feel sometimes that they are being blamed for all of society's evils. Interviewees in Greece, for instance, mentioned being "*despised by society*", while Scottish colleagues feel like they are the "*whipping boys of the system*."

The emphasis is now on the increasing professionalisation of the teaching profession, with everybody hoping for the emergence of a Finnish model: "*There is a virtuous circle: the traditional good image of the teaching profession is reinforced by the excellent results of PISA which attract very well qualified teachers who contribute to maintain the very good image of the profession.*" (Finnish National Board of Education) Teachers are asking for a genuine and recognised professionalisation of their vocation. According to a recent report coordinated by Jaap Scheerens (Twente University), "*To equip the teaching body with skills and competences needed for its new roles, it is necessary to have both quality initial teacher education and a coherent process of continuous professional development to keep teachers up to date with the skills required in a knowledge society.*" (SCHEERENS, 2012)

The new missions and responsibilities of teachers need to be placed in a context of growing autonomy for schools. According to an Eurydice's thematic analysis (EURYDICE, 2008): "*In the great majority of European countries, new responsibilities were originally assigned to teachers as a result of growing school autonomy and, more broadly speaking, decentralisation.*" Another Report (EURYDICE, 2007) already pointed out this growing autonomy: "*As schools become more autonomous, with open learning environments, teachers assume greater responsibility for the content, organisation and monitoring of the learning process, as well as for their own personal career long professional development.*"

Yet, growing autonomy for schools does not necessarily lead to more autonomy for teachers. Eurydice's 2008 report about the responsibilities and autonomy of European teachers clearly shows that despite a growing decentralisation trend all over Europe, the supervision of schools by a central state and other hierarchic authorities may, in fact, restrict the flexibility of teachers: A study of OECD in 1995 (INES project, network C) had already shown that a closer authority is often more constraining than a more distant one.

Many interviewees in various countries (DE, CY, EL, NL, NO and UK) declared that they were asking for more autonomy for teachers. A professor at Humboldt University in Berlin said, for instance: "*The state needs to leave teachers alone.*" In the United Kingdom, the lack of autonomy was strongly felt by teachers who complained about "*increasing levels of scrutiny.*" This probably explains why, in our online survey, for the question "*Why did you decide to become a teacher?*", the percentage of teachers ranking the answer "*to be relatively autonomous in one's job*" among the first three reasons (out of the 12 proposed) is lower than one could expect from the common public idea that considers this profession a very independent one. This percentage varies from 4% in Romania to 14% in Finland (maximum). It is less than 9% in 12 countries (out of 22): Austria, Bulgaria, Cyprus, Denmark, Germany, Iceland, Italy, Portugal, Romania, Slovakia, Spain and Turkey. The percentage of teachers ranking another response about a particular aspect of autonomy—"to self-manage partially one's working time"—was still lower: it varies between 2% in Greece, Hungary, Portugal, Spain and Slovakia to 7.50% in Austria. Only in 4 countries is the

percentage of teachers ranking this aspect as one of the top three aspects for choosing the profession higher than 5%: Austria, Estonia, France and Iceland. Finland is to a certain extent a counter example: *"The large decentralisation of the educational system and the important autonomy given to the schools and to the teachers reinforce the prestige of the teachers who are considered as competent professionals quite responsible of their effectiveness and capable to innovate"* (according to two Members of the Finnish National Board of Education). This opinion reflects a feeling that is unanimously shared by all interviewees in Finland.

An authority crisis deplored by teachers

Many interviewees have underlined that in today's society, authority can no longer be exercised in the same way as one or two generations ago. This issue worries several governments. In Belgium, the law punishes any attempt to prejudice a profession in a position of authority, and the teaching profession is one of them. Over the last few years, several Spanish regions passed laws that recognise the public authority of teachers. Andalusia's vice-minister of education, for instance, reports that *"The 2007 Educational Act of Andalusia pays special attention to measures addressed to supporting, recognizing and valuing teaching. In the last five years, Acts have been set in place aiming at reinforcing the attractiveness of teaching and recognizing the educational authority of teachers."* In Poland, on the other hand, this authority is no longer automatic. One deputy director of the education ministry recalls the nationwide stir (covered extensively by the media) caused by a pupil who put a garbage can on his teacher's head.

There is no question that acts of violence in European schools are no longer isolated incidents and that they contribute to the profession's negative image. It is symptomatic that the authority of teachers has long ceased to be a given and laws need to be passed to protect teachers. In a previous section of this chapter, we saw that teachers consider the lack of discipline among pupils one of the main aspects that renders their professional activity difficult and that it is one of the main reasons for dropping out.

The changes that have impacted on society and cultures over the last few years in all European countries have made it necessary to redefine the missions and responsibilities of teachers. In fact, there are two sets: on the one hand the traditional missions and responsibilities at the heart of the teaching activity, which had to be adapted to the new situation, on the other hand new missions and responsibilities that are also expected from teachers and make their role more complex. One Director of the French national education ministry said, however, that seeing a conflict between these two sets would be an exaggeration. *"We need to transcend the old-versus-new squabble: there is no contradiction between, say, Third-Republic teachers, i.e. dignified intellectuals, holders of wisdom capable of passing it on, and group facilitators able to function as team players."*

3.2. Traditional teacher's roles and responsibilities in a new context

Mastery of the subject(s) taught

This remains the essence of the teaching activity. At the secondary level, teachers are often expected to teach only one subject. Several countries, like Belgium, France or Greece, wonder whether teachers should be asked to teach two or several subjects, especially at the lower secondary level. In Germany, by contrast, the creativity workshop revealed that having to teach two subjects would be considered a deterrent. Moreover, teachers are increasingly encouraged to teach their subject in a foreign language. In any case, teachers need to teach according to a curriculum, even though some countries leave greater or lesser margins of freedom. Centralised school curricula allowing for no input by local teaching staff have disappeared, and the definition of the teaching content is made at several levels. (EURYDICE, 2008)

In Europe, there are three main models. In the first model, mainly characteristic of some northern and central European countries, the central public authority sets out a general framework outlining the main aims and features of curricular content, which are then defined in greater detail by local and regional authorities, as well as teachers themselves in schools. In the second model, which is used in countries like the Netherlands and Sweden, the curriculum is result-oriented: the central state only defines the objectives and leaves the definition of the curricular content to schools and teachers. The third model is based on a juxtaposition of the curricula set out by the central state and their implementation by local actors. In all three cases, teachers are expected to individualise their classes based on a new understanding of their activity taking into account a specific context.

Choice of teaching methods

In the traditional notion of classroom learning activities, teachers in almost all European countries are free to choose their teaching methods. This freedom is sometimes even enshrined in constitutional legislation, as in Belgium or Italy. Teachers are therefore free to choose their educational tools, especially textbooks, provided their activity is based on a clearly defined project. Even in France, which is relatively centralised, this freedom (*liberté pédagogique*) principle is also recognised and education staff is for instance free to choose the textbooks they prefer.

Helping pupils succeed

While in the past, teachers were expected mainly to master an academic or professional subject, the focus is increasingly shifting towards the educational transfer of this knowledge. They therefore need to acquire the skills to help each pupil succeed. At a time of crisis, parents' expectations are stronger: attainment at school is increasingly becoming a determining factor for professional and social success. In the light of the massification of education, initial teacher education curricula are often criticised for not providing future teachers with sufficient techniques for the transfer of knowledge and skills to an increasingly heterogeneous audience of pupils. Initial teacher education is deemed too academic, the rise of ICTs has a profound effect on the teaching activity, and pupils receive much information from outside the school.

This needs to be addressed both by initial teacher education and CPD programmes (see the next chapters).

Transfer of up-to-date knowledge: a growing need for continuing professional development (CPD)

Teachers are responsible for passing on up-to-date knowledge. CPD is therefore crucial for the success of this role. According to this investigation into teachers' professional development, based on the OECD's "Teaching and Learning International Survey (TALIS)", *"the professional development is considered a professional duty for teachers."* Yet, *"teachers are not explicitly obliged to engage in professional development activities in all countries and regions."* In Romania, our interviewees explained that teachers attend continuous training every five years. In some interviews, however, we noticed a huge divide between the CPD status, supposed to be mandatory and real life, where CPD lacks adequate resources. Teachers welcome continuous training for ICT and for special needs pupils. During our interviews in Poland and Lithuania, some respondents considered that Eastern European countries still have some catching up to do with respect to the modern society and therefore believe that CPD is even more important in their countries than elsewhere in Europe.

A higher degree of mobility

To keep up with the modern world and expand their views, teachers need to become more mobile than in the past. Teachers might be encouraged to move to different posts at set intervals, i.e. after spending a few years in a given school. Several European programmes encourage this kind of mobility; some even provide partnerships with colleagues or schools in other countries. A better mobility offer might very well add to the profession's attractiveness for some top-rank students.

Combating educational inequality and early school leaving

Teachers have always had to help what were termed 'slow learners'. Nowadays, combating educational inequality, which is considered the reflection of social inequality, is regarded as one of the core education missions, a matter of equity. According to a Europe-wide agenda of priorities (Strategy 2020) teachers are expected to combat early school leaving and to coach children of migrants. These responsibilities, however, may quickly be perceived as a burden by some teachers in the light of the heterogeneity of classes, because the teaching approach needs to be customised for each pupil.

Pupil assessment according to increasingly standardised criteria

Teachers have always appraised the performance of their pupils, but what counts today are their achievements. Nowadays, new tools have been designed in order to measure "school effectiveness" and the "teacher effect". Assessments have become ever more important to compare outcomes between schools and between countries. Of course, teachers are still in charge of assessing how pupils progress on a daily basis, but the critical stages in educational assessment are now handled outside the school in many countries. Teachers have no control over standardised external assessments. This places an even heavier and more delicate burden on the teachers' responsibility. According to a reporter of a national French newspaper, public opinion usually criticises the system, but quickly shifts to teachers when international surveys

reveal dismal performances of pupils. In the responses to the online questionnaire, a significant proportion of teachers believe that the pressure induced by the rise of external assessments of pupil performance contributes to the profession's difficulty; while it may have a perverse effect on the teaching methods and the way pupils learn (this is especially felt by many teachers in the United Kingdom).

Educate for citizenship

In the past, one core role of education in nation-states used to be to shape good citizens for their countries. Nowadays, in Italy, according to a senior official, education needs to start with *"teaching the rudiments of citizenship."* Forming good citizens is one of the major concerns of European institutions. The teaching assignment includes the role of shaping future responsible citizens and providing pupils with the tools to be autonomous and take on the challenges of the modern world. *"Pupils are increasingly expected to become more autonomous learners and to take responsibilities for their own learning."* (SCHEERENS, 2012) It is one of the eight key competences that are recommended on a European level.

Concern for the well-being of pupils and contributing to it

During our interviews in two countries—Poland and Sweden—some interviewees also mentioned explicitly the well-being of their pupils, which, according to a recent survey, seems to be on the rise in Poland. Several foundations have launched European campaigns for a stronger concern for the well-being of children and adolescents at school (KICKBUSH, 2012).

3.3. New challenging roles and responsibilities for teachers

Several studies, including thematic reports by Eurydice (EURYDICE, 2008), have analysed the new assignments that broaden the scope of activities for teachers beyond the classroom. Not all of them are taken into account by the authorities, however. New responsibilities inherently have repercussions on the working hours of teachers. The majority of European countries are already reviewing their specifications regarding the working hours of teachers, thus shifting their focus from the number of hours spent in class to the notion of actual hours worked. Several European countries (Ireland, The Netherlands, Sweden and UK-Scotland) do not even mention teaching time.

The need for a stronger identity

Several interviewees in different countries (CY, EL, HU, PL, SK and UK) mentioned or criticised the blurred image of teachers. In Hungary, a highly placed official at the state secretariat for education declared: *"Most people seem to agree that teachers do a job that doesn't require any specific skills and that just about anybody could do."* In the United Kingdom, there is a pun about teachers that instructs them to *"tell what you should be doing"*. According to a Slovak professor emeritus, a teacher should be more than an *"informed layman."* In times of crisis is the teaching profession a vocation that one chooses out of passion, or is it just a job? In some countries, are teachers merely common civil servants? Those were questions voiced by our interviewees.

Even though teachers are not always looked down upon, they often have a tendency to look down upon themselves. According to a Greek interviewee, too many among them like to consider themselves victims of society. During a creativity workshop in Poland, teachers were encouraged not to feel guilty about everything. This tendency among teachers to believe that their social image is much worse than it actually is seems to exist in several countries. Thus, a Polish under-secretary of the national education ministry explained that what might make the profession more attractive is for teachers to build some self-esteem. The first aim for teachers would therefore be to enhance their own professional identity.

On the other hand, quite a few interviewees and attendants of the creativity workshops pointed out the profession's unique character, "*the most rewarding job in the world*", according to a Scotsman. In Italy, the "*gentiliana*" culture is still alive: teachers are considered learned men and women. It is a humanist vocation, a profession that allows you to change the world. Many teachers need to recover their confidence, a feeling that will allow them to help their pupils shape themselves. In short: teachers have a duty to unleash their potential so as to make their pupils happy.

Complex group management

Nowadays teachers are sometimes considered members of "professional learning communities" (SCHEERENS, 2012) on a "human relations development" role. They are invited to provide "teaching leadership" to a modern professional organisation. They indeed need to resolve conflicts among different members of the school community and its environment. This has always been the case, yet the nature of conflicts has changed: they are more often harder to negotiate. Teachers are faced with increasingly heterogeneous or multicultural groups whose differences tend to exacerbate conflicts. Teachers live in a complex world where expectations—mainly of parents—are greater than ever. Not all teachers are well prepared for this during their initial education; CPD is expected to supply these essential skills so as to allow teachers to play their new part in class, at school and in front of all stakeholders of the "school learning organisation". The head of the Spanish "*Escuela*" Review said that "*teaching is also about solving conflicts, cooperating with families and managing complex groups. Measures need to be taken to disseminate that knowledge so as to reduce the malaise and risk of burnout*".

The role of a team member within a community

The new duties of teachers, such as 'transdisciplinary' activities, teaching key competences and assessment of learning outcomes, etc., require ever more teamwork. The new '*Curriculum for Excellence*' adopted in Scotland in 2004 and gradually implemented is a good example of such fundamental changes (Scottish Executive, 2004; DONALDSON, 2011). Teaching must cease to be an isolated job as it is still often the case in most countries (WENGER, 1998). In a previous section of this chapter, we saw that according to our online survey a majority of teachers do not believe that developing teamwork skills significantly contributes to the profession's attractiveness. Only in Bulgaria and The Netherlands a meaningful percentage of teachers said this would be a relatively important aspect for improving the attractiveness of the teaching profession. Yet during our interviews in some countries

(Cyprus, Norway and Spain) participants called upon teachers to come out of their isolation, their “*tête-à-tête with their subject matter*”, where some of them are still hiding. According to a Norwegian official and head of GNIST, “*the teaching profession is teamwork and not a one-man show*”. This teamwork aspect seems already quite ‘natural’ in Finland.

In an organisation that is quickly becoming a “school learning community”, teachers are requested to collaborate not only with their colleagues and peers, but also with the various education professionals and other stakeholders. In this sense, the head of human resources at the French ministry of national education believed that the separation between teachers and education advisers has a negative effect and sends contradictory signals. Teachers are also expected to work together with parents whose involvement depends on the school system. Several interviewees emphasised the need for this teacher-parent relationship since the often anxious expectations of the latter are perceived as a burden to many teachers. With respect to the environment, teachers have the role to partner with other schools (whether or not inside a network), companies, associations, especially sports or artistic associations (emphasised by one Norwegian interviewee) or local authorities. They need to function as team players and collaborate on projects that involve several partners. This brings us to the question of individual responsibility of teachers within the school staff, which is, in fact, collectively responsible of its actions.

Collective Leadership and Work Setting

Researchers at the University of Minnesota’s Centre for Applied Research and Educational Improvement and the University of Toronto’s Ontario Institute for Studies in Education conducted a large-scale survey on “**Links to Improved Learning**”. A sub-theme of this report focused on collective leadership in school communities, drawing on survey data from 2 570 teacher respondents in 90 schools.

Collective, or ‘distributed’, leadership was defined as the sharing of responsibility among group or team members according to the specific task, and the time and expertise needed. The survey found that *teachers’ work setting* had the strongest relationship to student achievement, followed by teachers’ *motivation and collective leadership*, which also had an indirect effect on teacher motivation. When school-level collective leadership focused on instructional improvement, there was also a significant impact on teachers’ working relationships and on student achievement.

The report recommends that models of collective leadership (which includes parents) should be appropriate to the context. In high-poverty urban environments, for example, it will be important to recognise pressures facing schools in order to develop appropriate measures to foster more democratic school communities.

<http://www.wallacefoundation.org/knowledge-center/school-leadership/key-research/Documents/Investigating-the-Links-to-Improved-Student-Learning.pdf>

A new social role

Teachers have always played an important social role. Several interviewees (ES, EL, FR, IT and SK) mentioned the important social role of teachers, i.e. respected figures of society, who are as important as the priest or mayor in the rural areas, as an emeritus professor of a Slovak university recalled. Teachers are currently expected to play an increasingly important part in society, both in class and outside, and to possess the required social skills for this role. In France, a Director of the ministry of education said: *"75% of teachers do other things in class than transfer knowledge and wish this would be recognised."* This social role implies both taking into account the situation of pupils facing difficulties and fighting obesity, drinking and traffic accidents. Several interviewees emphasised the difficulty for a mainly female and older education staff to play entirely their social part with young people. Moreover, some feared that the new requirement of a master's degree will restrict access to the profession to teachers from better-off families who can afford to study for such a long time. An effort needs to be made to allow students from deprived environments and children of migrants to enter the teaching profession. This is both a matter of equality and a way of stopping the divide between the better-off and the deprived from widening further still.

Teachers also have to deal with social networks, like Facebook, which may, of course, help them stay in touch with their students. But they also entail dangers. Teachers are advised to use such networks in an "educational way". Given the importance of the media, some interviewees recommended that teachers keep in touch with them for the valuation of their work, and possibly even seek systematic contacts with journalists. The workshop attendants in Italy agreed that mingling and social elements add to the profession's attractiveness, given that they satisfy the inherent desire of any teacher to perform some "social work".

A role of researcher

The importance for teachers to be, and consider themselves, researchers is analysed in several recent studies (JAKKU-SIHVONEN & NIEMI, 2006; DUMONT, ISTANCE & BENAVIDES, 2010; BAILLAT et al, 2010). Already at the initial teacher education stage, future teachers are introduced to acting as researchers. In a profession in constant motion that forces teachers to innovate certain aspects of their practice almost on a daily basis, and CPD is indispensable for all. Teachers have been for a long time invited to reflect about their work and their approaches (SCHÖN, 1983 and 1987; ZEICHNER & LISTON, 1996). They are encouraged to work with their peers. At a time where schools are becoming "learning communities", collective research projects are called for. In the course of their CPD, teachers are also increasingly encouraged to undertake training "outside the box", especially at university, and to take degrees that certify the success of their endeavours. Several interviewees (FI, IT, NO and SE) emphasised the importance of teachers participating in action-research projects. In Norway, a GNIST partner at the education ministry requested more time and space as well as a better organisation of schools to allow teachers to concentrate on their learning activities. In Italy, the under-secretary at the education ministry requested that teachers be given *"an opportunity to reflect regularly and intelligently on their own work."*

A role of innovator

In an education environment that evolves at a fast pace one of the professional values for teachers is to be *reflective practitioners*, committed to research and innovation (cf. TALIS). In Sweden, according to a senior lecturer in educational sciences, “*Teachers are creating the future society.*” The development of ICTs in education encourages teachers to innovate and to anticipate if they do not want to be the victims of change. In France, a member of the High Council for Education wondered during an interview, what the future role of teachers in a formal face-to-face system will be, given the increasing presence of other teaching channels. He concluded that classrooms may very well become locations where what pupils learned elsewhere is assessed. A director at the national education ministry, on the other hand, stated: “*The digital competence of teachers needs to be developed to allow them to film their classes and to broadcast them to give them more weight. Teachers are no longer green peas in a tin... A prestigious role looks increasingly likely for 21st-century teachers.*” In most European countries, measures have been taken to encourage teachers to innovate, which includes countries with a centralised tradition, like France where the 2006 education act allows schools to conduct innovative experiences with more freedom to act. This leeway is much appreciated in Finland where it contributes to the positive image of teachers. It is eagerly expected in other countries, like the Netherlands, where several interviewees deplored that it was still too limited.

A role of mentor/teacher educator

In the online survey, both students who plan to become teachers and early career teachers considered that mentoring by experienced peers is an absolute necessity. This coaching role is increasingly becoming one of the teachers’ duties. In 18 European countries coaching/mentoring by experienced teachers is part of the assignments required by law (EURYDICE, 2008). This mentoring activity is not required from teachers in BG, DE and FI, and optional in BE, EE, IE, NL, NO, RO and SE. A majority of tenured teachers would like to solicit help from peer experts for their questions. This role - which for many sounds like a “senior teacher” assignment - is not evident without appropriate training. In some interviews (ES, IT, NO and PL), several interviewees suggested that more attention should be given to **mentoring early career teachers**, preferably by experienced teachers. In Norway, a member of the biggest teaching union’s executive board believed that mentoring new teachers has been one of the best policy measures taken over the last five years, and certainly one that has made the teaching profession more attractive.

Passing on values

A few years ago, the European education ministers wrote: “*school education is an important means of passing on values*” (2008/C 319/08). One responsibility of teachers, perhaps the most important one, is indeed to communicate the values of democracy, citizenship and respect for others in an intercultural dialogue. The replies to the questionnaires seem to point to the importance of this mission for the profession’s attractiveness. The list of new roles and responsibilities for teachers may look like “*a huge pile of roles*”, as one attendant at a creativity workshop in France said. In Scotland, one senior official said that teachers sometimes feel they have “*to do more for less.*” Eurydice’s 2008 report confirms that there are no automatic links

between new responsibilities assigned to teachers, an extension of existing missions and greater responsibility. Checking procedure and inspections still exist or are intensified in different ways, depending on the country. Nor are there any links between the higher number of roles for teachers and incentives to get the job done. Most of the time, teachers' working conditions have not improved to take them into account. And the countries that have devised incentives, like the assignment of specific hours, separate rooms or funding for the purchase of educational tools to facilitate the implementation of these responsibilities are few and far between.

3.4. Involving teachers in reforms

Reforms appear necessary in all European countries and are so frequently implemented that some interviewees could not help but mention their fatigue, especially with respect to the lack of continuity of successive reforms. In Slovakia, the vice-president of the association of high-school heads said: *"As long as the education system is controlled by political parties, as long as its orientation changes every four years, and as long as it is headed by a non-specialist who wants to implement too much in too short a timeframe, based on slogans and unrealistic objectives, education and its various occupations will remain unattractive."* The same impressions were voiced in countries like Sweden and the United Kingdom. In Finland, by contrast, teachers are happy with their involvement in reforms and emphasise their long-term vision and continuity, despite changing political majorities. In Ireland, teachers are closely involved in reforms, especially since the creation of the Teaching Council in 2006.

Teachers would like to be involved at an early stage of the decision processes that affect reforms of the curriculum and hope for a pace that leaves room for intermediary assessments of the reforms' effectiveness. According to a European report (EURYDICE, 2008: pp. 55 – 60) teachers have been involved in curricular reforms in all European countries, albeit to different degrees. Sometimes, they were consulted in the classic way, with meetings of teacher committees recognised for their expertise. In other instances, other forms of participation have been developed over the last thirty years, based on consultation with the unions or large-scale individual consultations of the teachers themselves. This last approach seems to be rather popular and was used by the French-speaking community in Belgium for the development of the School contract in 2005. In France, the 'national debate on the future of schooling' (Commission THELOT), which proposed in 2004 avenues for reforming the education system, was based on the involvement of a large audience, including a very large number of education staff in all French schools. Teachers in several countries (e.g. Austria, Finland, France, Ireland, Norway and Scotland) are regularly invited to provide their input early in the reform process, with successful pilot projects serving as the foundation for future reforms.

In summary, the conclusion provided by Eurydice regarding these new ways of involving teachers in reforms consider that these new tasks serve a dual purpose: finding reform ideas among the actors themselves that are better suited to the school reality and counterbalancing the resistance of teachers to unilateral reform decisions

by a top-down policy structure. As stated previously, the tendency to favour grassroots initiatives may complement, or even replace top-down reforms, which are less likely to be implemented effectively. The authorities in charge of education policies are increasingly aware of the necessity to secure the commitment of teachers for the implementation of reforms, which necessarily means that they need to be involved at the decision-making stage (HALASZ & MICHEL, 2011).

4. Teacher assessment and promotion criteria

Recent surveys of the literature on this issue, although there is no unanimity, tend to establish a link between specific individual characteristics of teachers, their quality and pupils' attainment (LOONEY, 2011, MOTOKO et al, 2007). Some countries, for instance the UK, focus on the school effect, on the ground that the quality of an education system depends mainly on what is going on within each school. Other countries, like France, give more importance to the quality of teaching to explain the pupils' achievement. According to a study on inspectorates in Europe (STANDAERT, 2001), such a choice would result from ideological positions focusing either on teachers as individuals or on schools as collective entities. The European Commission, however, has adopted conclusions which underline that "*teacher quality is significantly and positively correlated with pupils' attainment.*" (COM (2007) 392 final of 3.8.2007) Admittedly, the "*School Effectiveness*" movement, launched in the 1980s, stressed also the importance of the "teacher effect", i.e. the obvious link between the quality of teachers and the performance of their pupils. The main factor for the attainment of pupils thus lies in the quality of the teachers rather than in "*the effects of school organisation, leadership or financial conditions*". Therefore the evaluation of teachers is crucial for the improvement of an education system.

CASE STUDY

An initiative in Ireland to associate teachers to curriculum development: 'Schools helping to shape the future'

'Often teachers feel that they have no voice, no influence. In the past things were handed down to schools. This is a chance to get involved and make a difference.' (Principal, Network School)

The **school network** was formed in 2006 by the National Council for Curriculum and Assessment (NCCA) in Ireland with a group of 18 schools range of school types and geographic locations and 20 teachers to encourage them to reflect on how **key skills are embedded within their teaching** in English, Gaelic, French, Spanish, Mathematics Chemistry, and Biology. Teachers used an **action research model** to investigate the embedding of the key skills in their subject areas. The initiative ran until 2008 in order to ensure that the developments in curriculum and assessment at senior cycle were well grounded in classroom practice, and to ensure that the practical implications of these changes were explored and tested out in a variety of settings and contexts.

The aim of working with the network was to engage schools in a real and

meaningful way in the shaping of proposed developments and to gather evidence from schools that would directly inform the process of implementing change. Students in the classes (450 students) were involved in the research, by being asked to reflect on their learning. Some classes were videoed.

<http://www.ncca.ie/uploadedfiles/senior%20Cycle%20Review/KeySkillsRpt.pdf>

The group explored how teaching and learning in their subjects was helping to develop their students' key skills in order to inform curriculum review and development at senior cycle. This involved a number of steps. First they planned to teach a topic in such a way so as to embed the skills. Then they reflected on how successful this was and adapted their methodology until they felt they had achieved some degree of success. They repeated this cycle for many classes. They found it useful to share ideas and reflect with a colleague. Finally, they asked students to assess their own progress in developing the five key skills. While the teachers discovered that it was possible to develop all five skills in all subject areas, they found it worked best when they and the students focused on developing one or two skills at a time. In 2008 teachers worked on developing a tool kit for key skills teaching that would be available for other teachers on www.ncca.ie.

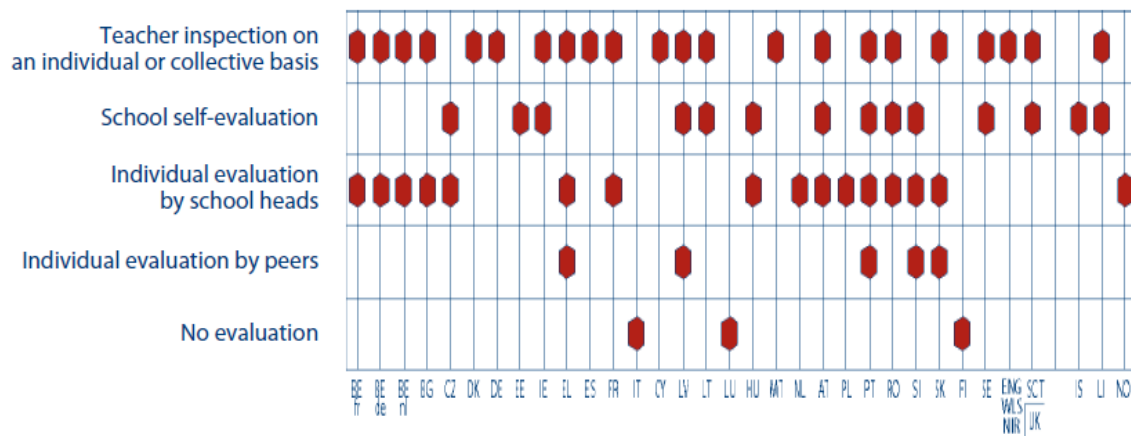
The School Network gives teachers a chance to reflect on teaching and learning; have a say in the future shape of senior cycle education and to become involved in curriculum development.

4.1. Teacher assessment

Evaluation models for the assessment of the teachers' work abound: there are inspections, self-evaluation by the teacher or school, assessment by the school head and internal peer review. But a few countries have no evaluation system at all.

Figure 3.1.: Individual or collective evaluation of teachers in Europe (EURYDICE, 2008)

Official methods for individual or collective evaluation of teachers, ISCED 1 and 2, 2006/07



Source: Eurydice.

Teacher inspection by specialists from outside the institution is the most recurrent form of auditing throughout Europe (22 countries or education systems). These inspection bodies may report to national authorities, as in France, or to regional authorities in charge of education, as in Austria, Germany and Spain. In some countries, like Sweden, inspections are carried out by both local and national authorities. In its 2008 report, Eurydice notes that the frequency of such inspections is on the rise and that their possible consequences are broadening.

Since the mid-1990s, self-evaluation by teachers has developed as a way of monitoring the teaching activity. A study of 2009 showed the significant relationship between the quality of teachers and self-assessment (HOFMAN, KIKSTRA & HOFMAN, 2009: pp 47-68). This is in line with the trend to give teachers more responsibilities. Self-evaluation may be considered a first stage in the appraisal of teachers and not be supplemented by any form of external evaluation, as in Iceland and Hungary, or on the contrary be considered a complement for an external inspection system already in place, as in the Czech Republic or Sweden. Other countries are also introducing this new approach. Fourteen countries or regions have adopted self-evaluation as an accountability mechanism but complemented it with an evaluation stage by an external body, based on criteria set by the latter. In Switzerland a study on the quality of schools underlined the fact that self-evaluation must be developed but must be complemented by external evaluation (ARMAND & HEINZ, 2008). Another study carried out in the Netherlands (BLOK, SLEEGERS & KARSTEN, 2008) had shown the

required balance to be found between internal and external evaluation. Self-evaluation, either implemented alone or along with external evaluation requires, in order to be efficient, the development of a self-evaluation culture within the schools, particularly by training professionals and proposing methodologies (COSTA & PIRES, 2011).

In 16 countries or regions, teacher assessment is performed by the school head, either internally or by an external advisor. This is the case, for instance, in the three Belgian communities, the Czech Republic, Greece, Lithuania, Austria, Romania and Slovenia. In the Netherlands, it is the only form of teacher appraisal, although this is an exception. In France, the issue of the pedagogical evaluation of teachers by school heads has been proposed many times but it has never been accepted by the teacher unions who prefer assessment by inspectors. In fact, in France, there has been for many years an appraisal of secondary-level teachers by school-heads which amounts to 40% of their total score (administrative rating, which in most cases depends entirely of seniority and thus is not contested by unions), the other 60% corresponding to a pedagogical assessment by inspectors.

In some countries (EL, LV, PT, SI and SK), evaluation may be either individual or supported by peers from the same institution. A research carried out in Cambridge (JACKSON & BRUEGMAN, 2009) demonstrated the significant impact between collaborative work of teachers within a school and pupils' achievement.

Ten education systems reported to the OECD's *Education at a Glance* survey (2009b) that they require external school inspection as well as internal school self-evaluation (usually on an annual basis). Among them: the Czech Republic, England, Iceland, Portugal, Scotland, Sweden and Turkey.

The methods of teacher assessment have been changing over the last twenty years or so, partially because of the lack of effectiveness of inspections. A study on several countries (de WOLF & JANSSENS, 2007) concluded that there was no evidence of a positive effect of inspections on the quality of teaching and pupil achievement. Another study carried out two years later in the Netherlands confirmed this conclusion of a weak impact of inspections on pupil achievement (LUGINBUHL et al, 2009).

In their search for an efficient assessment of teachers European countries have tried individual and collective evaluations (ISORE, 2009). Recently, the tendency has been to reduce significantly individual assessments with the increasing autonomy of schools. Thus, in several countries, like Denmark, Iceland, Italy, Norway, Romania, Spain and Sweden, individual appraisals have been abandoned (COSTA & PIRES, 2011).

In other countries, teachers' activity is assessed by internal actors (most of the time the school head) as it is the case in Austria, Belgium Fl., Hungary, Lithuania and Luxembourg. Other countries however still focus on individual assessment in order to insist on individual responsibility of each teacher: it is the case for instance in Belgium, France, Greece and Malta. Eurydice's 2008 study says the following: "*this growing overlap of individual and team monitoring seems to reflect a twofold trend in teacher accountability, in that teachers are increasingly judged both as individuals personally responsible for their classes and as members of a teaching staff team*".

The interviews and creativity workshops shed some light on the findings of earlier studies. Teachers like the collective evaluation modes and self-evaluation that have been used for approximately the last twenty years. They demand transparent evaluation modes that leave no room for favouritism. During the interviews, they nevertheless complained about the burden of inspections, which are usually performed by inspectors, hierarchical authorities and particularly school heads. Teachers are often uncomfortable with the weight of hierarchy and inspections. According to a teacher representative, the English teachers tend to find their inspections too severe.

Evaluations are not necessarily linked to career advancement or sanctions and may be considered formative. Inspections may be aimed at coaching teachers and helping them when they are in distress. And even if evaluations may lead to career advancement, they hardly ever entail sanctions: the education sector usually does not like sanctions and will not apply them. This point was mentioned by French and Polish interviewees. In France, the head of human resources at the national education ministry said: *"We may have to change the culture that states that people inside the system should never be subject to a lack of consideration. There have never been sanctions for professional underperformance."* During a creativity workshop in Poland, one teacher called for the need *"to oust bad teachers."*

For the online question about the aspects of the teaching profession that make it particularly tough, one of the items proposed among the 13 possible responses is "the methods of assessment of teachers." In most countries (16 out of 22), the percentage of teachers ranking it as one of the first three most important aspects is low (less than 5%): Austria, Belgium, Croatia, Estonia, France, Hungary, Germany, Greece, Iceland, Italy, The Netherlands, Poland, Portugal, Romania, Spain and Turkey. The proportion is just a bit higher in Bulgaria (5.5%) and surprisingly more than 7% of teachers have selected it in Finland (where officially there is no formal evaluation of teachers) and 8% in Denmark. The proportion of teachers is still higher in the Czech Republic (11.5%), Cyprus (13%) and Slovakia (15%). The number of responses in the UK was too low to be taken into account, which is a pity because of the criticisms addressed during the interviews.

Teacher Evaluation for Improvement (J. LOONEY, 2011): we summarise here some major points analysed by Janet Looney in a recent article. (...) *"A few studies have found that well-designed teacher evaluation systems, aligned with professional learning and development, can contribute to improvements in the quality of teaching and raise student achievement"*. But, teachers in many countries report that individual teacher evaluations are not conducted systematically, that evaluators may not be trained or may use ineffective methods and that professional development is often not aligned with their needs (OECD, 2005a and 2009a). *"While other modes of evaluation, such as national or regional student assessments or school-level evaluations are conducted more systematically and provide some information on teacher performance, these evaluations may not provide the timely feedback or the detailed information on classroom practices needed to shape improvements in teaching"*. These different approaches to teacher evaluation are also shaped by the relative emphasis that is placed on the use of results for accountability (rewards and/or sanctions) and for improvement (professional development targeted to identified needs and support for

innovation). There are tensions between these goals and education systems need to find an appropriate balance.

One first issue is to agree on what is a 'good teacher' and to define a clear set of standards and competences. While there is currently no single, widely accepted definition of teacher quality, research has proposed a certain number of criteria (RICE, 2003) which can help building up a framework for assessing teachers. The various types of evaluation can focus on:

- Individual teaching performance in classrooms (teacher appraisal; teacher peer evaluation and student ratings)
- The school context (external school inspection and internal school self-evaluation)
- Student outcomes (national or regional student assessment)
- Value-added assessments to measure gains in learning over time.

(...) *"The tools and processes for each of these different forms of evaluation should be appropriate for their intended purposes (valid) and evaluators' judgments should be consistent across repeated observations (reliable). However, at this point, there is little comparative information on the processes used to validate different tools or to train evaluators in different countries."* (...) *"In systems emphasising improvement, information gathered in evaluation processes is used to identify teacher strengths and weaknesses and appropriate professional development opportunities. Incentives are based on teachers' desire to help students succeed as well as the desire to be respected within their professional community"*.

A research agenda

Efforts to identify the most effective approaches to teacher evaluation are vital (GOLDHABERD & ANTHONY, 2007). Priorities for future research include:

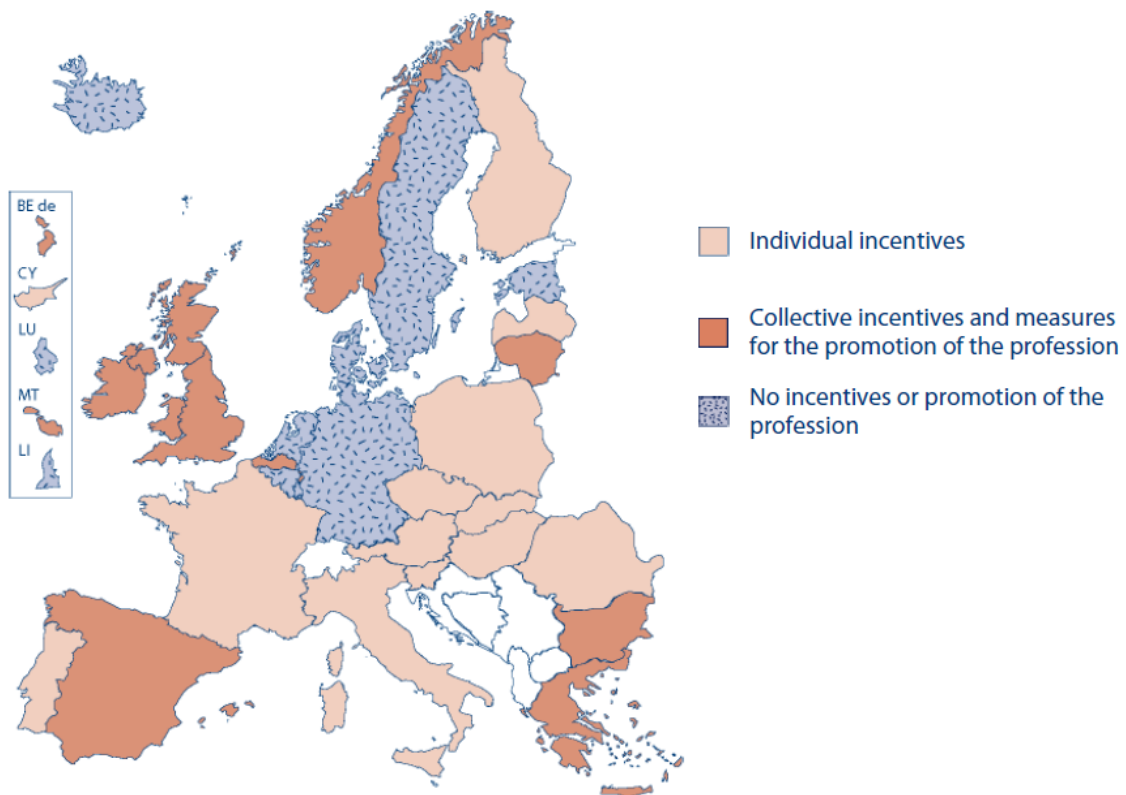
- **The impact of different incentives on teacher motivation and improvement:** there is a need for further research on how teachers respond to different incentives for financial rewards, professional status and the desire to help students succeed. It may also help to balance goals for accountability and for improvement.
- **Validated tools and processes for teacher evaluation and training for evaluators:** there is a need to invest in the design and evaluation of more effective evaluation tools as well as training for evaluators. Teacher evaluation will have little impact if these processes do not capture important elements of quality teaching.
- **How teachers progress from novice to expert status:** a better understanding of how teachers develop expertise over time can help shape professional development programmes, as well as development of effective career ladders and reward systems.
- **Effective approaches to collective teacher learning and development:** research should examine how teachers working in different settings (urban vs. rural, low vs. higher socio-economic status, younger vs. older students) build

effective learning communities, focused on improving outcomes for all students.

4.2. Criteria for career advancement

While individual and collective evaluation strategies abound and are still under discussion in some countries, the need for a career plan based on negotiated promotion criteria seems to be generally accepted. Eurydice's 2008 study shows the absence of automatic links between a growing weight of teachers' assignments and a broader range of responsibilities, and their appraisal through evaluation. Incentives that could provide a motivation boost for teachers are sometimes lacking. This philosophy of the teaching profession may have to change. The contradiction between a growing number of duties and responsibilities for teachers without any benefit for their careers needs to be solved. Yet, the idea of career advancement, which would necessarily vary among teachers, still seems to face opposition. In addition, the existence of a career plan based on promotion criteria and objectives inherently supposes some form of evaluation. This only works if the need for evaluation is understood and accepted. One recurring point is that certain countries still hold on to seniority-based career prospects. According to the president of the Italian national association of school heads (ANP), Italy is one of the only countries without any evaluation of its teachers. He criticised an education system in which career moves are automatic and based on seniority: *"Teachers need to accept some form of evaluation, yet the unions are opposed to the idea and short-sighted."*

Figure 3.2.: Individual incentives and measures for the promotion of the profession (2006/07)



Source: Eurydice.

Eurydice, *Levels of autonomy and responsibilities*, 2008

As a matter of fact, there are other countries in which there is no such assessment of teachers. It is the case, for instance, in Finland, where external assessment was abandoned. There is only an internal assessment. As our interviews have revealed, Finnish school heads may award “*some bonus to some teachers according to their commitment and effectiveness.*” In some municipalities, they have more power to assess the teachers. In Slovenia, the school teachers’ council has to endorse by an absolute majority in a secret ballot the recommendations for promotion that the school head submits to the education ministry.

Prospects for diverging career plans for teachers

Positions seem to be shifting in this area, with several interviewees mentioning the prospect of differing careers for teachers who do or do not accept certain responsibilities. This might lead to differing attendance time requirements. In France, a senior public official, former chief of staff of the education ministry, proposes to devise several teaching career profiles: “*There ought to be several teaching careers, with an important attendance time and accordingly more pay for some and a restricted presence for others.*” In Italy, too, the president of CANAUI (national university conference for initial teacher education) refers to the attempt by the Culture Commission under Berlusconi to put through a bill that would have led to the restructuring of teachers’ working time, with different job profiles (three levels

depending on the assignments). This project was dropped and faced strong opposition by Italian unions that denounced its 'meritocratic' nature. In Belgium, Poland and Slovakia, interviewees emphasised the need for individual career plans of various shapes and types. Teachers and their representatives do not unanimously accept links between evaluations and inspections, on the one hand, and of career benefits, on the other. Teachers—and especially their unions—are extremely sensitive to the risk of arbitrary decisions.

Result-oriented evaluation

Teacher evaluations based on pupils' attainment seem to have been on the rise since the 2000s. *"Internal evaluations according to examination results are carried out in the United Kingdom. Similarly, in the Czech Republic, Estonia or Hungary, self-evaluation includes the analysis of teacher performance. Whether as part of internal or external evaluation, pupil results in national standard assessments are increasingly becoming a basis for judging the performance of a school and, by the same token, its teaching staff, as in Estonia, Sweden, the United Kingdom (Scotland) or Liechtenstein"* (EURYDICE, 2008). These evaluations combine a wide variety of criteria which range from the academic performance of pupils to participation in training activities or pilot project research activities, and include all possible kinds of internal school commitment: support for pupils, mentoring of new teachers, etc. (EURYDICE, 2008).

Various interviews revealed that teachers put high hopes in clear career plans based on criteria that stress the importance of the assignments and responsibilities of teachers. Teachers expect evaluations to lead to known and publicised benefits. They regret the absence of career models in their countries (BE, ES, FR, HU, IT, PL, SE, SK and UK), albeit for different reasons. In Belgium, a former general education director of the Flemish education ministry said that *"it is a matter of fairness. Salaries just cannot be the same for all levels of difficulty."* As such, a career plan needs to take into account the time a teacher spends in a school deemed "difficult" because of the neighbourhood or of a high number of children of migrants. Special attention should also be paid to teachers in charge of children with special needs. One of the career advancement criteria discussed during the interviews was teaching one's subject in a foreign language. One might, for instance, consider the notion of specific incentives for teachers who teach in a language other than English to encourage the diversity of European languages and cultures. Teachers making innovative use of ICTs could also be rewarded. More generally, teachers who undertake to working with relevant innovations should be rewarded.

The same is true of CPD. For instance, upon gathering credits through university training, teachers should move higher up the career ladder. Teachers could also be encouraged, through career development benefits, to be professionally and geographically mobile. There should be incentives for teachers who accept to switch to other subjects or educational levels. Similarly, teachers could be encouraged to change schools after a given number of years. Moreover, teachers with a European mobility plan or who took part in a European project could be rewarded by their educational institution. Teachers who accept to train as mentors for early career teachers should also receive some form of gratification. Suggestions by interviewees abound for advancement criteria that could be implemented in career options proposed to teachers.

CASE STUDY

Does performance-based pay improve teaching? A PISA perspective

Performance-based pay implies rewarding something other than credentials and years of experience, both of which have been shown to be poor indicators of teachers' effectiveness. Those who argue in favour of performance-based pay say that it is fairer to reward teachers who perform well rather than paying all teachers equally. They also note that performance-based pay motivates teachers and that a clearer connection between spending on schools and outcomes builds public support. Those who oppose performance-based pay argue that fair and accurate evaluations are difficult to achieve because performance cannot be determined objectively, co-operation among teachers is reduced or teaching becomes narrowly focused on the criteria being used.

Empirical analyses of the effects of performance-related pay have generally been inconclusive. The effects are difficult to assess, since data are scarce and so many aspects need to be considered, such as how performance is defined, how it is measured, what the scale of the rewards is, and whether rewards operate at the school or individual level.

PISA offers another perspective on this issue by looking at how the relationship between student performance and the existence of performance-related pay plays out across countries. Currently, about half of OECD countries reward teacher performance in different ways. For example, in the Czech Republic, England, Mexico, the Netherlands, Sweden and Turkey, outstanding teaching performance is a criterion for decisions on a teacher's position on the base salary scale.

In the Czech Republic, Denmark, England, Estonia, Finland, Mexico, the Netherlands, Norway, Poland and the Slovak Republic, it is a criterion for deciding on supplemental payments that are paid annually. In Austria, Chile, the Czech Republic, Denmark, England, Estonia, Hungary, Netherlands, Poland, the Slovak Republic, Slovenia, Turkey and the United States, outstanding teaching performance is used as a criterion for deciding supplemental incidental payments.

The PISA overall picture reveals no relationship between average student performances in a country and the use of performance-based pay schemes. But the picture changes when taking into account how well teachers are paid overall in comparison with national income. In countries with comparatively low teachers' salaries (less than 5% above GDP per capita), student performance tends to be better when performance-based pay systems are in place, while in countries where teachers are relatively well-paid (more than 15% above GDP per capita), the opposite is true. So for countries that do not have the resources to pay all of their teachers well, it is worth having a look at the experience of those countries that have introduced performance-based pay schemes.

Even if performance-based pay is a viable policy option, it is crucial to know

how to implement the system effectively. First, measures of teacher performance need to be valid, reliable and considered by teachers themselves to be fair and accurate. Some measures are based on multiple observations by trained evaluators using a standards-based rubric that teachers believe to reflect good practices. Others include contributions to school-improvement efforts or performance in specific areas based on external certifications. Still others include student performance, which then requires data-management systems that can connect student and teacher data. In particular, if “value-added” measures are used, databases need to be able to track student progress from year to year, to give an indication of what any individual teacher has added to a student’s achievement.

Another issue is whether the rewards are targeted to individual teachers, groups of teachers or the whole school. Individual rewards can motivate people to work harder and give them a sense of control over their chances of reward. But it can be difficult to distinguish the impact made by an individual teacher, compared to previous teachers or other factors, such as the school environment. An alternative is to consider the performance of a group of teachers as a unit – such as grade-level teams, disciplinary departments, or another grouping that fits a school’s structure and mission. Group rewards have been found to promote staff cohesion, feelings of fairness and productivity norms, and they may foster mutual learning among teachers. School-wide rewards can encourage collaboration among teachers to ensure that the school meets certain criteria; but they may dilute the link between individual effort and reward, and run the risk of creating “free riders” who are rewarded simply because they teach in that particular school.

‘Performance-based pay is worth considering in some contexts; but making it work well and sustainably is a formidable challenge. Pay levels can only be part of the work environment. Countries that have succeeded in making teaching an attractive profession have often done so not just through pay, but by raising the status of teaching, offering real career prospects, and giving teachers responsibility as professionals and leaders of reform. This requires teacher education that helps teachers to become innovators and researchers in education, not just civil servants who deliver curricula’.

5. Social dialogue and trust

5.1. The quality of the social dialogue

Social dialogue essentially relies on trust among partners. In this respect, trust among teachers and their union representatives, on the one hand, and education ministers or heads of government, seems to have been sometimes compromised by unfortunate remarks about teachers. These remarks have had a lasting effect on public opinion. Interviewees in over eight countries (DE, EL, LT, PL, RO, SE, SK and UK), for instance, mentioned disparaging remarks about teachers by their education ministers or government members. In Germany, for instance, Gerhard Schroeder once called teachers “lazy”. In Poland, teachers were depicted as *“a lazy bunch who have a good life and don’t work too hard.”* In Greece, *“certain ministers, and even the Prime minister, made despicable remarks about teachers based on isolated cases of teachers who did not do their job well but were depicted as typical examples of the entire profession,”* according to a teacher-researcher and chair of KEMETE (research and documentation centre for secondary-level teachers). In Sweden, a senior lecturer at Kristianstad University explains: *“The Swedish government (the minister of Education) has contributed to the rather not good image of the teaching profession by “painting black” the situation in schools.”*

While their image is often blurred, teachers and their union representatives expect respect for their profession from their social partners. They need support when faced with difficulties, such as during conflicts with families, inside their schools or with their environment. They sometimes have the impression that the lower echelons of the education ministry simply cannot communicate with the top, so that government members are completely unaware of the actual work situation. They feel that there is a contradiction between the broadening of their tasks and responsibilities and an increasing distrust from their hierarchy or even the government.

5.2. The role of trade unions

Historically, some responsibilities regarding education policies have been offloaded to teacher unions. Over the last 50 years, trade unions have come to be involved in reform negotiations. Their role is more recognised by society. They are considered essential social partners, because most negotiations take place on a national level or with the body in charge of education. The inclusion and involvement of teachers’ unions for all negotiations is still in place for issues concerning the definition of status and working conditions, while a new balance between collective representation and individual participation seems to be emerging for reforms related to curricula, or, more generally, the functioning of education systems, for which individual consultation of teachers may be necessary (EURYDICE, 2008).

Even though they have been actively involved in political education reforms, unions are often bitterly criticised. They are accused of only defending the corporatist interests of their members, while they could not care less about the profession itself and its indispensable evolution. In France, a ministry director blames the unions for contributing to the failure of public policies if one considers that 40% of a reform's success depends on the image it is given. In England, in France and in Italy, teachers' unions are often severely criticised, particularly by the media, whenever they are opposed to reforms. In Finland, the teacher union is fully associated to the reforms (as well as the various stakeholders) and everybody seems satisfied with its active co-operation.

CASE STUDY

Social dialogue and role of the unions in Lithuania

The Lithuanian education system is subject to the 2011 Education Act of the Republic of Lithuania. More specifically, its article 49 introduces a clear and transparent "professional development" programme: five days (90 hours) a year are awarded to teachers to attend training programmes financed by the state.

Several innovations, like internal and external audits, have been introduced in Lithuania. For these innovations, all schools and teachers have been consulted, and experts were sent to the schools to help teachers cope with this new situation.

A new strategic plan (*Svietimo pertvarkos planas*) to be submitted to the Parliament) scheduled to change the legal framework of the education sector is currently under construction. According to this plan, teachers with a seniority of 6 years will be entitled to a sabbatical year, with a pool of new replacement teachers standing by to make this happen. Pupils could be held accountable for their behaviour and a draft contract stating the obligations of teachers, parents and pupils would have to be abided by. These reforms planned in Lithuania are currently under discussion.

Lithuania is one of the countries where the statutes and working conditions of teachers are jointly defined by the central state and national union representatives. The 2011 education act also provided for a consultation of teachers' associations on any curriculum reform. In addition to traditional consultation with unions, teachers and their professional associations will likely also be invited to the talks about planned reforms.

Lithuania has quite considerable experience with field consultations: 2007/2008, for instance, was declared a year of cooperation between schools and parents. This has led to the involvement of parents in the appointment of school heads, which was introduced in 2011, for instance.

One of the issues, strongly advocated by the trade unions and discussed during bipartite meetings between government (representatives from the Ministry of Education and Science in particular) and trade union representatives is an issue of 'shared responsibility'. Up to now it was the teacher who was responsible for the discipline in his/her classroom. The representatives of trade unions argue strongly, that school students should also be made accountable for the joint work, cooperation, adherence to certain norms and demonstration of social skills. This

issue has been discussed in several meetings that took place in recent years and also involved parents' associations. It was supported to a point that it found its way into some of the strategic documents to be further discussed and processed at political level.

Another issue that illustrates a relative strength of social dialogue in Lithuania is the fact that up to 2011 an 'umbrella organisation' (the Confederation of Trade Unions of Educators) existed in Lithuania, which was later reorganised, the Confederation representing school teachers and also teaching staff in higher education. This cooperation enabled advocacy for the rights of all agents involved in formal education to be entitled to at least the average salary of anyone employed by public service. This was achieved in the period of the last four years. As a consequence, attractiveness of teacher's profession did not lose its prestige, but was stabilised.

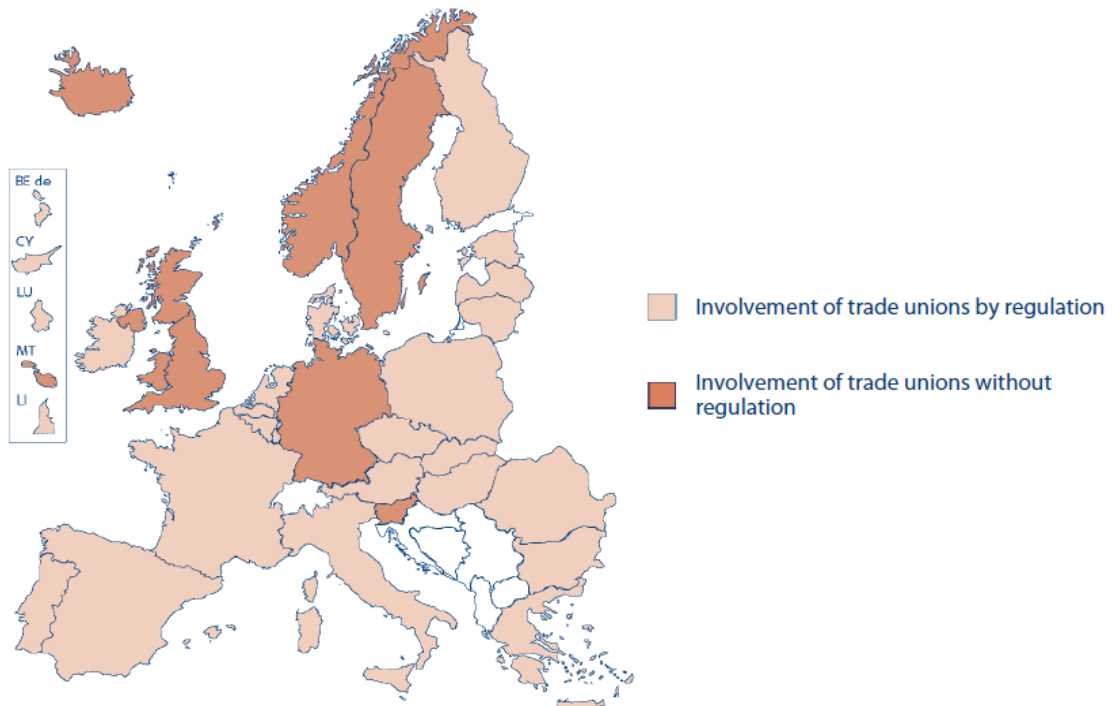
With the negative demographic tendencies (decreasing birth rate during the last decade, and only in the last three years a tendency towards a slight increase due to special political, legal, financial provisions of the current Government since 2008), the need for new teachers coming into profession is modest.

Lithuania has modified its legal provisions concerning the pathway into profession: both concurrent and consecutive models of teacher education exist. This is mentioned here in relation to another important dimension of social dialogue; which is the involvement of economic world representatives. A consecutive model of teacher training foresees that after graduating (1 cycle bachelor studies) in a certain field (e.g., biology), a person may later choose a post-graduate diploma with 60 ECTS for a course on pedagogy, resulting in being qualified as a teacher of biology. At least 30 ECTS should be allocated for pedagogical practice. This provision prompted some of the agents in the economy to participate in the process.

A well-known project in Lithuania, funded by the Bank (SEB BANK) "Renkuosi mokyti" ('I choose to teach') illustrates successful cooperation with a fourth party in the process (in addition to Government, trade-unions and parents' associations). A recruitment of highly motivated people, the ones with non-traditional skills (management, international experience, even entrepreneurship) also added to the improvement of the profile of the teaching profession and more significantly illustrated that a fifth agent in the process (higher education institutions, where the candidates of the programme were educated in pedagogy) can be flexible and adapt to new realities of the landscape of initial teacher training.

Therefore, social dialogue in Lithuania has at least five partners involved with a varied degree of interest and different responsibilities. However, trade unions, parents' associations, representatives of the economy, higher education institutions and the government are working together to ensure that the improvement of the profile of the teaching profession is a systemic process. Dimensions of social stability, financial security, competence and learning to learn are interdependent.

Figure 3.3.: Teacher or trade union involvement in reforms concerning the status and working conditions of teachers, ISCED 1 and 2, 2006/2007



Source: Eurydice.

Explanatory note

Involvement of trade unions by regulation: Obligatory consultation of trade unions, as stated by regulation, most often involving participation in mixed committees for the follow-up of reforms.

Eurydice 2008, Levels of autonomy and responsibilities

This map illustrates that, in most of the European countries, union involvement is regulated, which means that consulting with the unions is mandatory and often implemented by means of mixed reform monitoring commissions. In the rest of Europe, the involvement of unions is not specified by law, even though it is of prime importance for negotiations.

6. Key Findings

There are quite important differences in teacher salary levels (in terms of PPP) among European countries and this remains true when working time of teachers is taken into account (which is also quite different among countries).

Over the last decade the evolution of teachers’ salary levels has also varied significantly among countries. The recent financial and economic crisis has had a negative impact on teachers’ salaries everywhere but drastically so in a few countries (mainly in Greece and Romania, but also in Ireland and Spain).

Teachers’ salary progression over the course of their career is also very different among countries.

According to our online survey, even though salary is certainly not a motivation for becoming a teacher, in all countries except Germany, salary increases are seen as one of the three main factors likely to improve the attractiveness of the teaching profession. In 14 countries it is deemed as the most important factor. This is true for all six categories of respondents. In the same way, 'looking for a better salary' is declared the main reason to envisage looking for another job in 10 countries. This finding has been confirmed by interviews and creative workshops.

The daily material working conditions are also different throughout Europe, but not as much as the salaries. Improving working conditions is ranked as the fourth most likely factor to enhance the attractiveness of the teaching profession, following 'higher salary', 'more recognised social status' and 'fewer students per class'.

The perception of the reduction of the number of pupils per class is also quite different among European countries. It is considered a major issue in some countries, but surprisingly it is not always in countries where this number is relatively high.

The heterogeneity of classes is not deemed very important except in Bulgaria and Finland. In about half the European countries, the number of teaching hours, the time spent in school and additional workload, which are very different among countries, are considered as relatively important factors.

According to our online survey, interviews and workshops, other factors, which do not have as much impact, but which nevertheless deserve some attention are:

- The increase in teacher teamwork (which might have a positive impact)
- The impact of new standardised assessments of pupils' attainment
- The evolution of pupils' and parents' mentalities
- Teachers' stress and risks of burnout
- The new responsibilities and roles of teachers (which might have both a positive and negative impact, but need in any case to be better defined and clarified) and a certain crisis of teacher's authority within society
- The new challenging roles of teachers and the rapid evolution of ICT require more CPD and more reflection on their own practice. They increasingly need to be involved in research, innovation and mentoring of young colleagues
- The desire of teachers to be more associated to the design of education reforms
- Appraisal systems of teachers are very different among countries. It seems increasingly useful to define evaluation criteria that are transparent and acceptable by teachers
- A more difficult issue to negotiate with unions is to create a link between teacher's appraisal and career progression.

Chapter 4 - Initial teacher education and recruitment

Initial education and recruitment of teachers are of prime importance for the attractiveness of the job and to ensure the quality of teachers. These effects can be complex. A longer education may, for instance, be positive in terms of symbolic recognition, but become an economic obstacle for those who wish to enter the profession. In France, for instance, the introduction of the requirement for a Master's degree in 2010 resulted in a drop in the number of students wishing to train as teachers.

More generally, the context of teacher education has undergone countless changes over the last 10 years: *"In European countries teacher education has therefore been subject to numerous systemic modifications, as well as changes to concrete content, in the last 10 years. In addition to national projects, various European projects in the area of teacher education and professional development have also been undertaken."* (ZULJAN & VOGRINC, 2011)

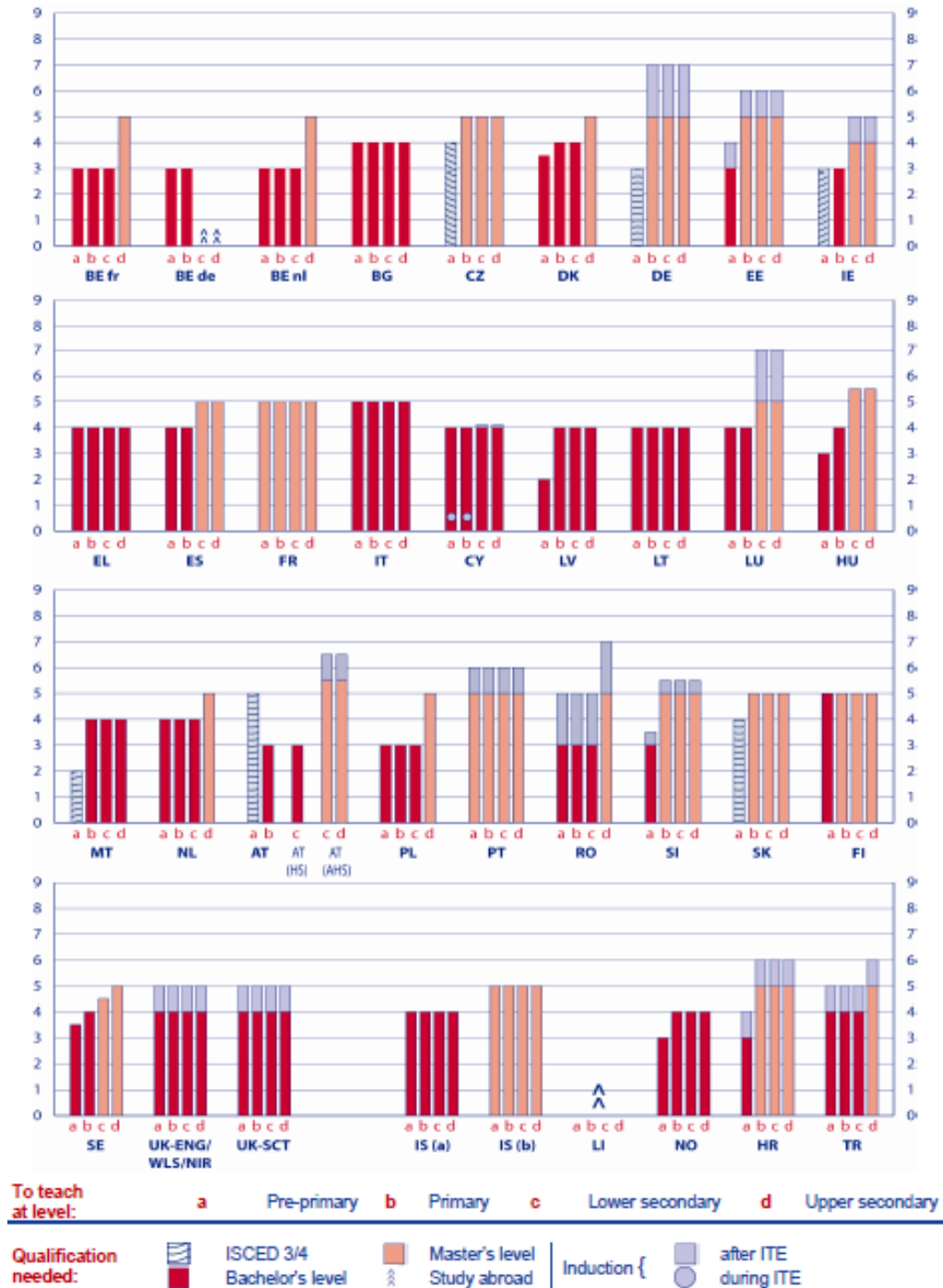
This study used online questionnaires, first to investigate aspects of education linked to the attractiveness of the job and then conducted a case study to analyse the relevance of recruiting procedures. Finally, this study makes general recommendations to ensure that recruitment and initial teacher education lead to a higher level of teacher professional quality without rendering access to the profession more difficult.

1. Initial education of teachers

1.1. Quantitative, qualitative and structural indicators

Basic initial teacher education (ITE) is provided through different systems throughout Europe. Most countries (18) require a three-to-four-year Bachelor's degree (ex: Belgium, Norway, Romania and United Kingdom). The remaining countries (10) require a Master's degree (ex: Finland, France, Iceland, Portugal and Spain) or—depending on the level—one diploma or the other. Figure 4.1 presents the situation in various countries and education systems (Eurydice, 2012).

Figure 4.1.: Required level and minimum length of ITE for teachers from pre-primary to upper secondary education (ISCED 0, 1, 2 and 3) and the length of the induction period, 2010/2011



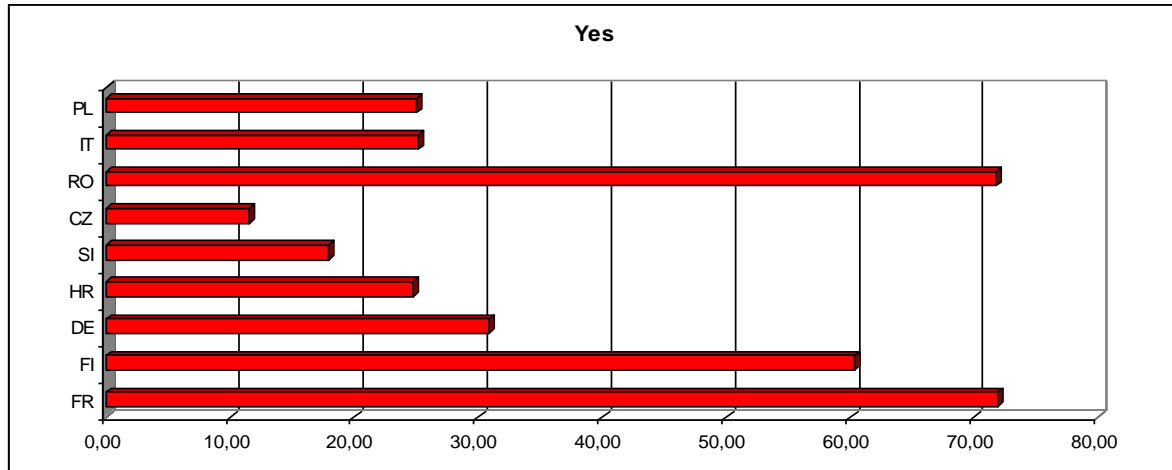
Source: Eurydice (updated 19 April 2012).

EURYDICE, Key data on Education in Europe 2012, p.112

In 2011, a European report concluded that the length of the teacher education curriculum is “clearly on the rise” (Teacher Education for Inclusion across Europe, European Agency for Development in Special Needs Education, p. 20). As pointed out

earlier, this trend may deter excellent students. The benefits of a longer curriculum for the profession’s attractiveness are unclear: in either case, students explain their choice with very much the same arguments. Responses to the question as to whether they deliberately chose to become a teacher are seen in Figure 4.2.

Figure 4.2: Did you deliberately choose to become a teacher?

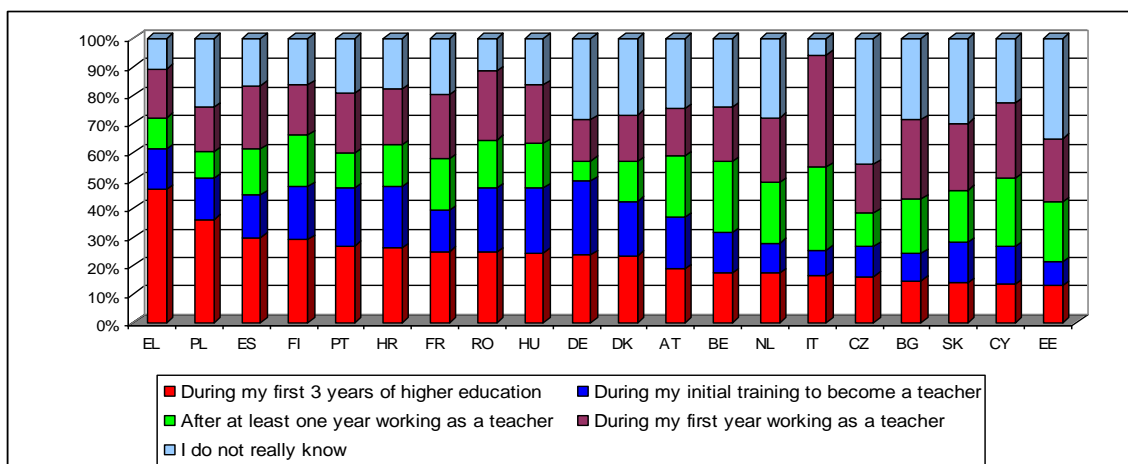


Graph based on the responses to the online questionnaire

The three countries at the top of the table essentially require a Bachelor’s degree. The other countries below it use Master’s degree curricula. Thus, the choice does not depend on the type of degree.

In response to the question as to when they decided to become teachers, respondents cite criteria that do not allow us to establish whether there is a “strategic moment” for moving towards a professional identity as a teacher.

Figure 4.3: When did you decide to become teacher?



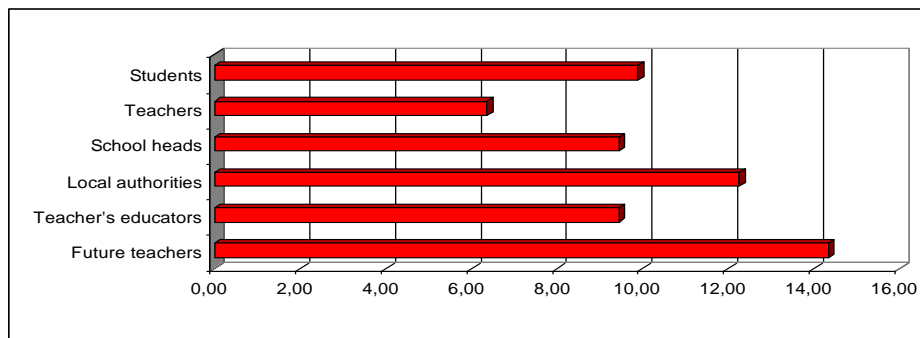
Graph based on the responses to the online questionnaire

Furthermore, the university and/or professional education systems, in Belgium, Bulgaria, Cyprus, Czech Republic Estonia, Italy, The Netherlands and Slovakia, do not make it possible to pinpoint identification with the profession. Work experience is more important than for the countries in the left part of the table: Croatia, Finland, Germany, Greece, Hungary, Poland, Portugal, Romania, Spain, and to a lesser extent Austria and France, foster a more active professional identity during the training curriculum. More specifically, in certain countries (Greece and Poland), the decision is made at an early stage.

Most education actors do not consider the quality of initial teacher education an important factor. To the question “what would make the profession more attractive?”, only a few interviewees cite initial teacher education (blue), while most mention salary, social status or the profession’s image (red and green):

The degree is of no importance to education actors. It is worth noting that those in charge of education are the only ones to consider both the degree and the quality of initial teacher education relatively important. Active teachers are the least concerned about this. Students undergoing training nevertheless think about the quality of their initial teacher education. The table below clearly shows the divergence among the various groups:

Figure 4.4

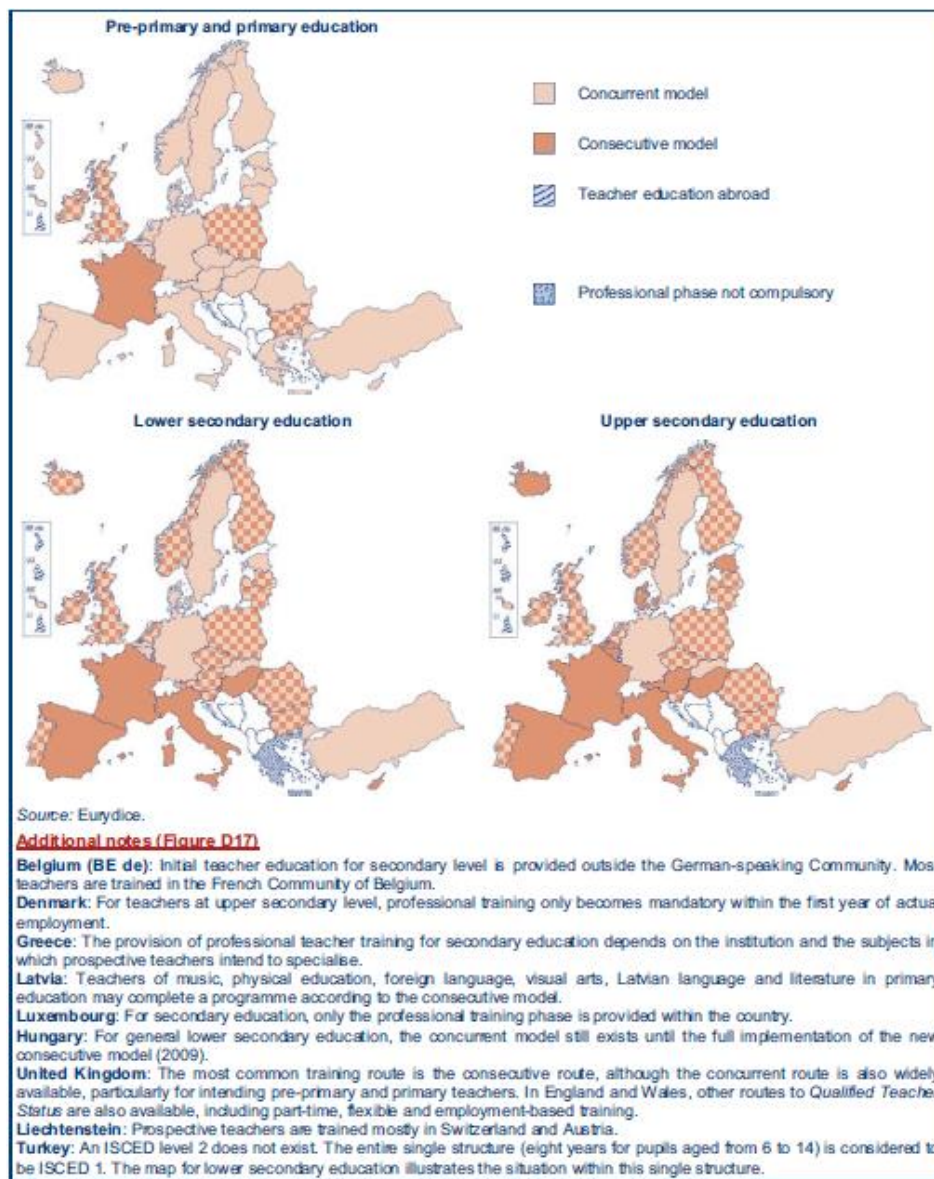


Graph based on the responses to the online questionnaire

The diploma proposed may be awarded by universities, as in Germany, or by a professional body, as in Belgium. In either case, however, it appears that this is of no consequence for the profession’s attractiveness. On the other hand, education involving teaching practice in schools is an important element for the quality and supervision of future teachers. Such practicums are implemented in different ways: consecutively, where academic training precedes professional training, or simultaneously /concurrently, where these two aspects are intertwined.

The maps below show the distribution of consecutive and concurrent models in the various countries (EURYDICE/EUROSTAT, 2009).

Figure 4.5 Structure of initial teacher education for pre-primary, primary and general secondary education (ISCED 0, 1, 2 and 3), 2006/07



Source: EURYDICE, Key data on Education in Europe, 2009, p. 150

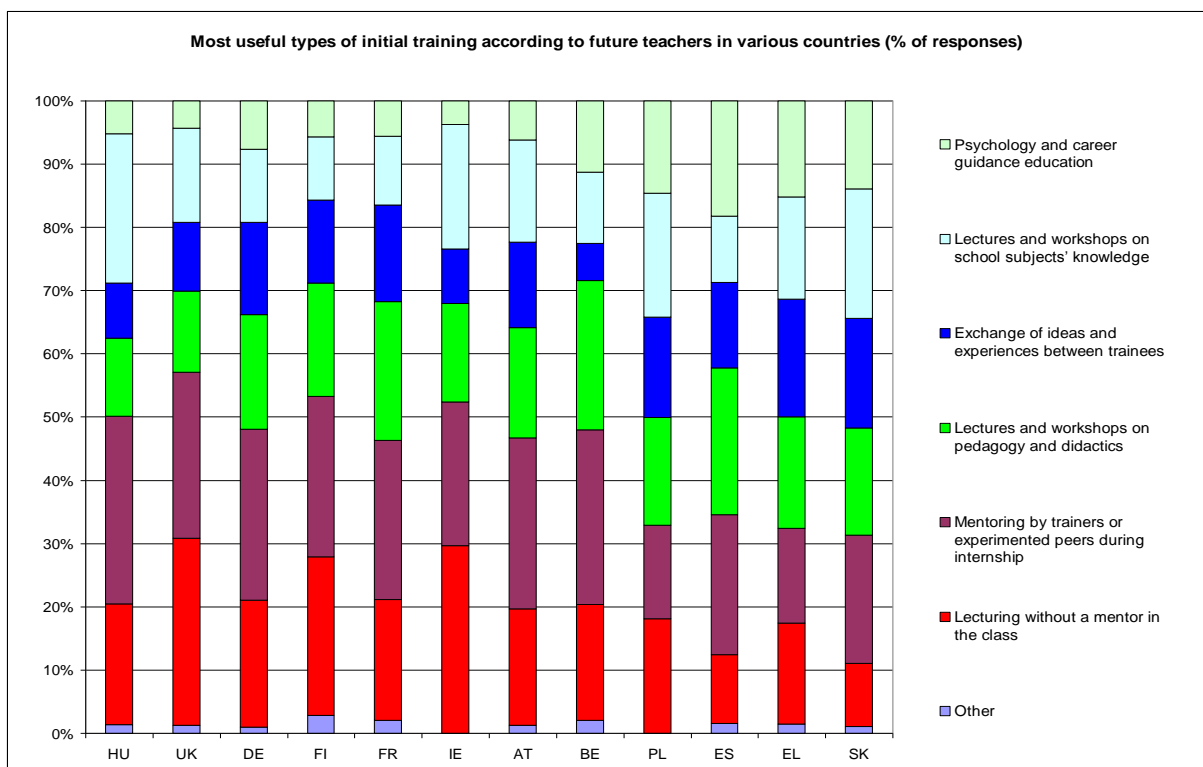
We were unable to measure the effect of either of these models on the perception of attractiveness of teaching, because ITE models may have changed following recent developments, so it is still too early to draw conclusions. The French model, for instance, started to evolve towards a concurrent model in 2009 but as of yet, there hasn't been any impact. The questionnaires, however, reveal two points with an indirect link to this issue: the question of training through concurrent models and of selection and training of instructors, tutors or mentors. A study carried out in 2008 by a team of researchers from the universities of Nottingham and Leeds has already demonstrated the crucial role of mentoring: « *Research has found that the school-based mentor or teacher tutors are one of the most powerful sources of influence on student teachers undergoing pre-service training* » (ASHBY et al, 2008: p. 6) These

decisive factors for the profession’s attractiveness and the quality of teacher education will be discussed in the next two subsections.

1.2. The link with the professional field: the ‘concurrent model’

The questionnaire for teachers in post clearly shows that the concurrent model of initial teacher education, sometimes with a marked predominance of field contacts at the expense of academic skills, is clearly favoured: in Finland, Ireland and the United Kingdom, three countries where a positive image predominates (chapter 6), over 60% of requests are related to field and peer contact. Conversely, in the Slovak Republic, Poland, Greece or Spain, over 50% seem to favour the transfer of knowledge through lectures. This divide between northern and western European countries, on the one hand, and southern and eastern countries, on the other, is also noticeable in the image projected by the media, public opinion and education partners (chapter 6). Some believe that initial teacher education should be provided by peers. Others favour a more balanced approach that includes the transfer of knowledge and field experience. The relative importance given to didactics and methodology is significant for the importance given to a theoretical reflection about the profession: Hungary and the United Kingdom favour speedy training and therefore restrict this aspect, while Belgium, France and Spain exhibit strong expectations in this regard. When asked ‘what has helped them most during their training curriculum’, future teachers reply as follows in Figure 4.6:

Figure 4.6 Most useful types of initial teacher education according to future teachers in various countries



Graph based on the responses to the on-line questionnaire

Periods of teaching practice within a concurrent model seem to be more important than the curriculum content. When exactly do practicums start, how are they implemented and which kind of qualified coaching is required? These fundamental parameters need to be defined on the national level of each country.

The Finnish model presented in a recent OECD study (SCHLEICHER, 2012: p. 39) shows that training objectives have shifted and are no longer divided between an academic and a professional phase. They usually belong to both the academic and professional fields and thus encourage concurrent training. As illustrated in the document excerpted below (items 2 and 4), training is jointly provided by the education faculty and the faculty in charge of academic subjects. Consequently, as the document states, education—or “didactics”, as it is labelled in some countries—is instead related to the transfer of knowledge.

Another important point is the in-class approach (item 4). This requires the help of universities and research. In France, trainees come to grips with the difficulties they may face as early career teachers through simulation and reflection and group discussion. And finally, item 1 of the document excerpted below clearly indicates the benefit of a brief about introducing research into the professional situation. This approach ought to be generalised. In countries where teacher education is considered attractive, the qualification level and expectations for the teaching profession are higher. In this respect, research provides crucial support and coaching. It should be noted that in many countries, educational research is generally ignored by universities, its relevance for teacher education curricula is rather weak and the available studies are often patchy. One of the present study’s recommendations will be to encourage valuable educational research and to include it in initial teacher education programmes.

Box 2.3 Teacher education in Finland

Teacher education in Finland has at least four distinguishing qualities:

- Research based. Teacher candidates are not only expected to become familiar with the knowledge base in education and human development, but they are required to write a research-based dissertation as the final requirement for the masters degree. Upper grade teachers typically pick a topic in their subject area; primary grade teachers typically study some aspect of pedagogy. The rationale for requiring a research-based dissertation is that teachers are expected to engage in disciplined inquiry in the classroom throughout their teaching career.
- Strong focus on developing pedagogical content knowledge. Traditional teacher preparation programs too often treat good pedagogy as generic, assuming that good questioning skills, for example, are equally applicable to all subjects. Because teacher education in Finland is a shared responsibility between the teacher education faculty and the academic subject faculty, there is substantial attention to subject-specific pedagogy for prospective primary as well as upper-grade teachers.
- Good training for all Finnish teachers in diagnosing students with learning difficulties and in adapting their instruction to the varying learning needs and styles of their students.
- A very strong clinical component. Teachers' preparation includes both extensive course work on how to teach – with a strong emphasis on using research based on state-of-the-art practice – and at least a full year of clinical experience in a school associated with the university. These model schools are intended to develop and model innovative practices, as well as to foster research on learning and teaching.

Within these model schools, student teachers participate in problem-solving groups, a common feature in Finnish schools. The problem-solving groups engage in a cycle of planning, action, and reflection/evaluation that is reinforced throughout the teacher education program and is, in fact, a model for what teachers will plan for their own students, who are expected to use similar kinds of research and inquiry in their own studies. The entire system is intended to improve through continual reflection, evaluation, and problem-solving, at the level of the classroom, school, municipality, and nation.

Source: OECD (2010), *Strong Performers and Successful Reformers in Education– Lessons from PISA for the United States*, OECD Publishing.

The approaches described in this document exist, at least in part, in various countries and are more prominent in France, Germany and Sweden (ZULJAN & VOGRINC, 2011) than in Greece, Poland and the United Kingdom. They represent a positive step, meeting the requirements of future teachers cited in the present study rather well: the link between academic and professional knowledge and guided experience in schools, together with research feedback, is highly valued.

Despite the absence of a direct relationship between attractiveness of the profession and initial teacher education modes, there are several principles that favour the development of teachers' professional competences, and which are bound to meet the expectations of future professionals:

- The education curriculum is based on a concurrent and progressive model.
- It relies heavily on educational research and includes an introduction to research and innovation.
- It has a strong practical dimension based on teaching practice, which is monitored by tutors and combined with scientific reflection at university.

- It relies on a close link between the mastery of academic knowledge and the didactic transfer of skills.

All of these elements require some form of integrated and interactive block-release management rather than a juxtaposition of different training units. It should be noted that, under these circumstances, the traditional instructor/trainee relationship changes to a supportive relationship spread over various education locations and different kinds of knowledge/skills.

1.3. The nature of coaching and its actors

Available surveys do not pay much attention to issues related to coaching and concurrent initial teacher education. In some cases, teaching practice is supervised by teachers who are not trained as supervisors. Elsewhere, tutors (or mentors) are expected to provide guidance in their capacity as peers or experts. There are also teachers who train as education mentors and are able to run training workshops and carry out analysis sessions with several students, as well as work as adult instructors using the theoretical tools and educational skills required to assist young professionals with their reflective work.

Supervision appears to be rather an opaque concept and seems to embody wildly different conceptions of the teaching profession. Inasmuch as supervision is restricted to limited acquisition of techniques in response to typical situations, or intended to encourage the personal development of young teachers through active involvement, there is an oscillation between a purely technical and “*applicationist*” conception of the profession and a notion that turns the profession into knowledge engineering, where teachers devise their own professional practice.

For instance, in France there is a specialised teaching staff member trained to mentor new first-level teachers (ISCED 1). Their competences are validated through certification and they are assessed by a jury composed of professionals and academics. The criteria for certification are based on written tests and then on an oral presentation regarding their practice and on running an education seminar or education workshop. This does not exist for the secondary education level where tutors or instructors have no specific qualification and are selected by an inspector. In some countries (especially Finland), university teachers, in collaboration with tutors and holders of a Master’s degree, also attend their students’ teaching practice. In Slovenia, a cumulative system of points gathered through education and experience allows teachers to qualify as mentors. Mentor education approaches also exist in Sweden and in The Netherlands. Such an assignment has to be compensated and is often considered prestigious, as found in the Polish example.

1.4. The growing importance of teachers’ involvement in research

All European countries will be facing important changes in a host of areas over the next ten years. The countries’ education policies will have to be more and more based, in part, on precise data and analyses from all scientific disciplines related to education.

Additionally, student teachers will have to be kept up-to-date on the latest research findings during their initial education and continuous professional development. This will force both teachers and instructors to keep abreast of new developments and to contribute via specific education research programmes. Developing reflective and critical competences are key objectives for teachers who need to adapt to an evolving curriculum and to changing techniques and social environments. These are key to new education practices where creativity and innovation are combined with the objective analysis of rigour and assessment of outcomes, i.e. the intended qualities of training through research. This is precisely the question asked in an OECD 2012 report: which competences do teachers need so as to prepare their pupils to cope, both on the personal and professional level, with a fast changing world that requires a higher level of knowledge than ever before?

"In short, the kind of education needed today requires teachers to be high-level knowledge workers who constantly advance their own professional knowledge as well as that of their profession. Teachers need to be agents of innovation not least because innovation is critically important for generating new sources of growth through improved efficiency and productivity. This is also true in the education sector, where innovation applied to both curricula and teaching methods can help to improve learning outcomes and prepare students for the rapidly changing demands of the 21st-century labour market. While innovative teaching is recognized in both school evaluations and teacher appraisal systems in many countries, it is sobering to learn that three out of four teachers responding to the OECD Teaching and Learning International Survey (TALIS) in 2004 reported that they would not be rewarded for being more innovative in their teaching. The incentives for encouraging innovation appear to be missing" (SCHLEICHER, 2012, op. cit.).

In the same way, is enough being done to provide teachers with the ability to conduct academic research about their profession and to reflect on the values they need to convey?

In Scotland, new teachers are involved in research activities: *"Many local authorities require teachers to undertake and share action-based research projects within their first year, to use and further develop their skills in inquiry. The most successful newly-qualified teachers continue with a reflective, inquiring approach to their role in the classroom and their professional development"* (DONALDSON, 2011).

Finland proposes a strong articulation of research into the teaching profession to satisfy the aforesaid requirements:

"Since the 1980s, the Finnish system of accountability has been redeveloped entirely from the bottom up. Teacher candidates are selected, in part, according to their capacity to convey their belief in the core mission of public education in Finland, which is deeply humanistic as well as civic and economic. The preparation they receive is designed to build a powerful sense of individual responsibility for the learning and wellbeing of all the students in their care. During their careers, they must combine the roles of researcher and practitioner. Finnish teachers are not only expected to become familiar with the knowledge base in education and human development, but are also required to write a research-based thesis as the final requirement for the master's degree." (SCHEERENS/OECD, 2010)

1.5. Pooling good practice throughout Europe

The conclusion should be that complementary strategies need to be adopted to increase the effectiveness of the recommendations for initial teacher education and to influence the quality of the teaching profession. A Europe-wide pool of techniques for a concurrent model of initial teacher education is required to further develop the good practices in this area. Our study shows that such practices are currently difficult to pinpoint and that they are sometimes overlooked by decision makers.

Even though there is no obvious direct link between initial teacher education quality and job attractiveness, it is nevertheless clear that some harmonisation of models based on the concurrent model, the professionalisation of supervisors, the implementation of research and European exchange programmes for future teachers, instructors and the persons in charge may have positive effects: they will boost the quality of the initial teacher education curriculum based on university and professional criteria, and the profession's image with respect to level and social status. This should add to the profession's attractiveness.

2. Recruitment procedures and criteria

The document review, discussions with officials and the results of the online questionnaires conducted for this study align on a number of issues regarding recruitment procedures (competitive exam, interviews, waiting lists) for new teachers linked to the proposed professional status (work contracts with variable terms: temporary, unlimited or civil service available in all countries). This status appears recently to have become more insecure. Overall, there is one salient point: the requirement of a Master's degree is on the rise (in line with the Bologna agreements), especially for teachers of the ISCED 2 and 3 levels.

The question at the heart of the European divide as to whether a certain level of professionalism can be expected from future recruits is a major issue for the quality of teaching. Would anyone hire a doctor who has never seen a patient? While, at the ISCED 1 level, recruitment is usually directed at students with two or three years of training in specialised teacher education schools based on traditional models, ISCED 2 or 3 candidates basically only sometimes have academic disciplinary competences. These appear highly insufficient for managing adolescents and do not enable them to manage multiple conflicts. The image of ISCED 2 and 3 teachers is accordingly dismal, especially since the media are prone to inflate every minor incident occurring in schools.

This often poses a pre-recruitment question: how do you identify the best students, convince them of the importance of this profession for society, and devise efficient and equal recruitment procedures for all students – especially for schools in disadvantaged inner-city and remote rural areas?

2.1. A mandatory Master's degree

In the previous section devoted to initial teacher education, we noted that a Master's degree is slowly becoming mandatory in all European countries, even though there are still differences among countries and teaching levels. Our survey allows us to verify the rise of the recruitment level. In the questionnaire for working teachers, one question looked at how they became teachers, providing five options for their response. The results are presented in table 4.1 below. While in one country, Poland, over 67% of teachers hold a master's degree; ten countries have 30% of their teachers with such a degree: Germany, Austria, Bulgaria, Cyprus, Spain, Estonia, Hungary, Czech Republic and Slovakia.

Table 4.1: How did you become a teacher?

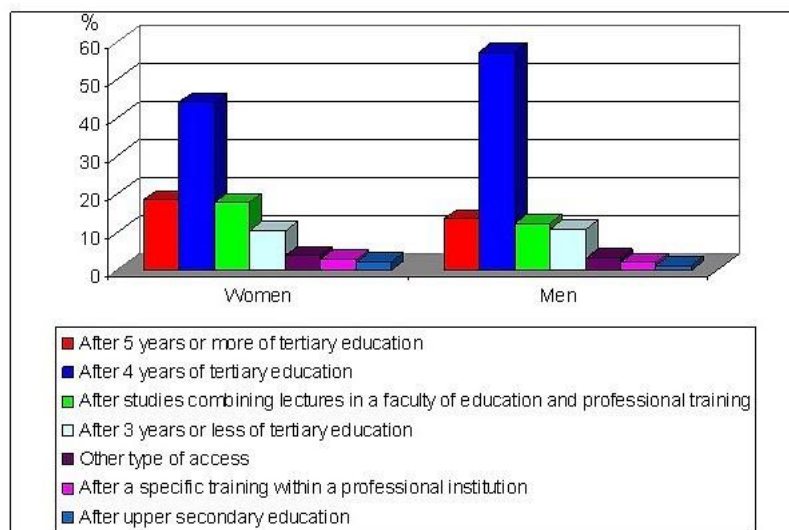
Access to the teaching profession	Others	After training at a faculty of education, with a combination of academic studies and job training	After training at a vocational training school, which prepared them for the job	After secondary-level education	After university studies of no more than three years	After a five-year university curriculum	After a four-year university curriculum
Germany	1.29%	10.30%	1.07%	3.00%	12.88%	38.41%	33.05%
Austria	4.41%	19.12%	13.73%	2.45%	13.73%	38.73%	7.84%
Belgium	15.68%	7.67%	4.88%	5.23%	29.27%	15.68%	21.60%
Bulgaria	6.63%	28.06%	6.63%	2.55%	3.57%	42.35%	10.20%
Cyprus	5.56%	29.63%	4.63%	6.48%	0.00%	42.59%	11.11%
Croatia	4.51%	71.68%	1.00%	1.25%	2.51%	4.51%	14.54%
Denmark	2.68%	20.81%	18.79%	3.36%	2.01%	16.11%	36.24%
Spain	4.19%	5.18%	1.90%	0.99%	29.28%	49.77%	8.68%
Estonia	2.61%	22.61%	6.09%	1.74%	1.74%	49.57%	15.65%
Finland	3.29%	58.55%	2.63%	1.97%	1.97%	25.00%	6.58%
France	7.23%	5.80%	5.70%	2.51%	20.95%	23.36%	34.45%
Hungary	4.79%	19.16%	3.59%	5.99%	0.00%	38.92%	27.54%
Greece	1.11%	11.56%	0.22%	0.22%	2.44%	8.89%	75.56%
Iceland	3.69%	30.03%	8.89%	3.86%	20.13%	14.26%	19.13%

Italy	11.40%	5.32%	4.10%	11.57%	2.32%	17.91%	47.38%
Netherlands	3.33%	29.33%	13.33%	0.67%	2.00%	24.67%	26.67%
Poland	2.99%	9.96%	0.60%	1.59%	8.76%	67.13%	8.96%
Portugal	5.77%	51.67%	6.29%	3.11%	3.53%	18.86%	10.77%
Romania	2.53%	15.01%	2.53%	1.95%	11.50%	22.81%	43.66%
Czech Republic	6.24%	43.09%	5.28%	0.38%	1.73%	37.24%	6.05%
Slovakia	6.37%	28.92%	1.96%	4.04%	1.10%	38.24%	19.36%
Turkey	1.19%	10.85%	0.35%	0.39%	7.76%	4.28%	75.19%

Only in three countries do fewer than 10% have a Master’s degree: Croatia, Greece and Turkey. In instances where the Master’s degree has not been awarded, the bulk of respondents mention “four years of studies”. If we combine “four years of studies” and “five years”, almost all countries exceed 50% of teachers. Countries with a low “cumulative” figure (Belgium, the Czech Republic, Finland, Ireland and Portugal) are generally those where teachers had “training at a faculty of education, with a combination of academic studies and job training.” Even though the survey provides no way to verify information provided in the responses, the training level of secondary-school teachers is higher than for primary-school teachers (see section1).

The survey allows us to distinguish between early career teachers (less than four years’ experience) and those who are more experienced (more than four years). The following table shows that the measures taken over the last few years to raise the qualification level has led to a minor increase in the mandatory education level for teachers.

Figure 4.7: Way of access to the teaching profession



Graph based on the responses to the on-line questionnaire

The table shows there is a trend towards a mandatory Master's degree or other teacher education curricula of more than four years that is not yet consolidated.

There are no significant differences between males and females. Although there are more women teachers with a Master's degree, there is a significantly higher percentage of men with four years of tertiary education. The aggregation of these two factors puts men at a slight advantage (70% as compared to 62%).

2.2. Recruitment procedures currently in effect

Recruitment procedures

Table 4.2

Country	Body in charge of recruiting	Recruitment procedure	Selection criteria
Germany	Regional or local school authorities (in some cases, recruitment is also managed by schools themselves)	List of candidates	Depends on authorities: may entail a combination of human relations and other competences, evaluated during an interview, of teaching skills, specialist knowledge, academic results, qualitative analysis of past experience (including an application for a position subject to different selection criteria), the choice of the working environment and the time of application. Age limit (50 years) for civil servants
Austria	Central/regional school authorities	List of candidates	Specialty, discipline and teaching qualities
Belgium (Flanders)	School's steering body	Open recruitment	Decision of the school
Belgium (Wallonia)	Central/regional/municipal/local school authorities or school heads	List of candidates	Specialty, discipline, time of application, human-relation and other skills are evaluated during the interview
Bulgaria	School's steering body	Open recruitment	Depends on authorities
Cyprus	Central school authorities	Competition	Specialty, discipline and teaching qualities
Croatia	School heads		Academic criteria and

			experience
Denmark	Local/municipal authorities or school heads	Open recruitment	Qualitative analysis of past experience, human-relations skill, specialty/discipline, post-graduate qualification
Spain	Regional authorities (autonomous communities)	Competitive exams	Results of written and oral competitive entrance examinations
Finland	Municipal and school authorities	Open recruitment	Criteria set by municipal school authorities and school heads, but usually including academic results, teaching competence and human relations skills
France	ISCED 1: regional authorities ISCED 2 and 3: Ministry of Education	Competitive entrance exam (except for part-time teachers)	Results of written and oral competitive entrance exams
Greece	Central school authorities	Competitive entrance exam (75% of permanent teachers) and candidate lists (25% of permanent teachers)	Academic results (grades and university diplomas, qualification level), post-graduate qualifications, past teaching experience and time of application
Hungary	School heads	Open recruitment	Academic results, qualitative analysis of past experience, specialty/discipline, human relation and other skills, evaluation during an interview
Ireland	Local school authorities. School's steering body	Open recruitment (after registering with the registration council for ISCED 2 and 3)	Interview-based selection with the following criteria: academic results, past experience, specialty/discipline, teaching skills (especially evaluation during initial teacher education or trial period), post-graduate qualifications, human relations skills and others
Italy	Central/regional school	Competitive	Qualification examination,

	authorities	entrance exam and list of candidates	teaching experience
Iceland	School heads		Interviews as well as academic and professional criteria
Latvia	School heads		Interview. Qualification, both initial and professional development accomplishments
Lithuania	School heads		Qualification, both initial and professional development accomplishments
Luxembourg	Central authorities	Competition	Qualification examination, teaching experience
Malta	Central authorities for public schools		Regular teaching post or teacher's certification
Norway	Local authorities (ISCED 1) School heads (ISCED 2 and 3)		Interviews as well as academic and professional criteria
The Netherlands	School's steering body (school head)	Open recruitment	Human relations and other skills evaluated during an interview
Poland	School heads	Open recruitment	Interview-based selection, which takes into account academic results
Czech Republic	Local authorities (ISCED 1) School heads (ISCED 2 and 3)		Interviews as well as academic and professional criteria
Romania	Central authorities for public schools	Competitive examination	
United Kingdom (England)	Local authorities for public sector school. School's steering bodies for voluntary schools receiving assistance or depending on foundations.	Open recruitment (registration with the education council)	At the employer's discretion, but usually centred on past experience, human relations skills, qualification and specialty/discipline, possibility of taking into account teaching skills observed during a demonstration.
United Kingdom (Scotland)	Municipal/local and school authorities	Open recruitment (registration with the	Academic results, qualitative analysis of past experience, specialty/discipline,

		education council)	teaching skills (evaluated during a demonstration class or initial teacher education) human-relation and other skills, evaluation during an interview
United Kingdom (Wales)	Schools' steering body or local education authorities, depending on the type of institution	Open recruitment (registration with the education council)	At the employer's discretion but based on past experience, human relation skills, qualification, specialty/discipline. Possibility of taking the teaching skills observed during a demonstration class into account.
Slovakia	Local authorities that delegate recruitment activities to school heads	Open recruitment	University qualification, teaching skills, human relations skills, motivation evaluated during an interview. Pupils' impressions may also be taken into account.
Sweden	School heads	Open recruitment	Academic results, qualitative analysis of past experience, specialty/discipline, post-graduate qualification, human relations and other skills evaluated during an interview.
Turkey	Central school authorities	No formal competitive examination	Academic criteria set by central authorities
<p>Notes: Admission criteria, like mandatory academic qualifications, citizenship, mastery of the language(s) of instruction, integrity (absence of criminal record, for instance), and satisfactory health, are omitted.</p> <p>"Open recruitment" refers to any kind of recruitment without competition or lists. Recruiters are under no obligation to select candidates from a pre-established list.</p> <p>Mandatory academic level: see the "Required level and minimum length of initial teacher education for teachers" (fig. 5.1)</p>			
Sources: OECD, 2005: chapter 5, data for the year 2004; and responses specific to this study from Experts 2 and interviewees.			

How are teachers recruited?

Table 4.2 above summarises the recruitment procedures used for the selection of new teachers. There are three major procedures: recruitment through competition, recruitment from a list of candidates (or waiting list), and open recruitment.

Competition-based recruitment often involves written and oral tests taken after graduation from university or a vocational school for permanent employment or civil service status. The competitive exam approach leads to civil servant or equivalent status according to a “career-based” employment model (OECD, 2005), as this system civil servants are generally expected to stay in public service for their entire careers. This status is usually accessed at the start of the professional career, admission criteria are strict and—in most instances—the number of candidates exceeds the number of vacancies by far. Following a competitive exam, the assignment of posts to successful candidates is carried out according to internal rules, and these individuals are authorised to change schools at any stage in their careers, according to a seniority-based priority system, which doubles as the main criterion for promotion. This is generally the case in France and Spain, for instance.

Recruitment exams may be held at national and regional levels. The number of posts to be filled varies from one year to the next; these adjustments, which are made for political, budget or demographic reasons, are also a result of political choices. In countries that apply such competition-based recruitment procedures, the variation in the number of available posts is a major concern for students and destabilises their professional commitment to teaching.

Certain approaches split recruitment for vacancies and waiting lists and thus organise a genuine ‘turnover’ of teachers recruited. The lists of candidates are compiled by government authorities which rank them according to specific criteria. Their main concern is to find candidates who meet the requirements. Local authorities or the schools themselves may then proceed with the recruitment for vacancies.

CASE STUDY (Ireland)

In Ireland, recruitment is supervised by a Teaching Council

The role of the Teaching Council

The Teaching Council’s statutory responsibilities are aligned with the teaching career, beginning with initial teacher education, followed by induction, probation and continuing professional development. The Council seeks to ensure that standards are upheld at each stage of the teaching career in the interests of students and society as well as for the purpose of maintaining the reputation of the profession. The Teaching Council acts as the gatekeeper to the teaching profession at primary and post-primary level, and within specific areas of the further education sector. Established in 2001 (Teaching Council Act 2001) and regulated according to the Teacher Council Amendment Act of 2006, the Council has 37 members, 22 of whom are registered teachers.

The Council ensures standards are upheld in the teaching profession by:

- Setting the requirements for entry to teaching
- Maintaining a register of teachers who meet the Council's registration requirements
- Establishing and monitoring standards for all phases of teacher education
- Developing a Code of Professional Conduct
- Investigating complaints regarding the fitness to teach of registered teachers. This function is planned to commence in 2013.

The work of the Teaching Council

In fulfilling its statutory role, the Council's work currently includes:

- Publishing regulations which specify the criteria for deciding who is eligible to be a registered teacher.
- Assessing the qualifications of those wishing to register as a teacher in this country.
- Seeking and assessing evidence of character information for those wishing to enter teaching, including Garda vetting.
- Publishing a code of professional conduct which gives teachers a say in the values and professional standards that guide their daily work.
- Developing a policy on the education and professional development of teachers in a career-long learning context.
- Accrediting programmes of initial teacher education and leading the re-design and modernisation of these programmes.
- Developing a career entry programme for newly qualified teachers.
- Establishing procedures and processes to guide future investigations into allegations of professional misconduct by teachers.
- Advising the Minister for Education and Skills in relation to professional matters including the supply of teachers.

The Council contributes also to promote the prestige of the teaching profession through the media, surveys and in various events like careers exhibitions.

For more information about the Council's work, refer to its Strategic Plan, entitled *A New Era of Professionalism: Fás, Forbairt agus Foghlaim 2012-2014* www.teachingcouncil.ie

In countries like Greece and Cyprus, students are invited to register for a waiting list after graduating from university and are solicited as the need arises. This may take between five to ten years. When teachers are inducted into the profession in this way, they have ample opportunity to gather other social or professional experiences, yet they are also unaware of new developments in the education field. They then change jobs frequently, in search of job security, a decent salary and acceptable working conditions. It may be assumed that these motivations do not exactly encourage a

strong commitment to their own professional development, because the conditions are lacking.

Interviews in those countries show that teachers have a very poor image (ISCED 2 and especially 3) with parents as illustrated by the testimonial of a university professor and former head of an education department: *"We are faced with a huge shortage with respect to the educational approach. This is due to the low level of university training. Teachers in Greece know a lot about different subjects but their teaching method is rather outdated. Especially secondary level teachers who only have theoretical knowledge..."* Our interviewee continues: *"Teachers have a very bad image in this country. They are poorly paid and nobody gives them credit."*

Recruitment based on waiting lists may be accompanied by the requirement of specific professional qualifications: In most instances, a university degree mentioning certain professional competences or specific knowledge is mandatory (especially in Greece).

Open recruitment is a decentralised recruitment procedure. This approach is preferred by school heads or local authorities.

List-based recruitment and open recruitment share the interview stage (which may also take the form of oral examinations during a competition). These interviews seek to establish the educational and human relations competences of future recruits with an academic and/or professional qualification, as well as their ability to work in a specific type of school. In some countries, the interview also seeks to understand the ethical and social dimension of the commitment to education, while in others such questions are forbidden by law (Poland). Sometimes, a demonstration class is used to check the competences of a prospective recruit.

Recruitment by waiting list and open recruitment are especially suited for the recruitment of teachers in "position-oriented systems", where the person best suited for a given post needs to be found. The appointment criteria favour special qualifications or competences rather than general ability. There are usually no age restrictions and this method encourages career moves and professional mobility (including to other non-education sectors).

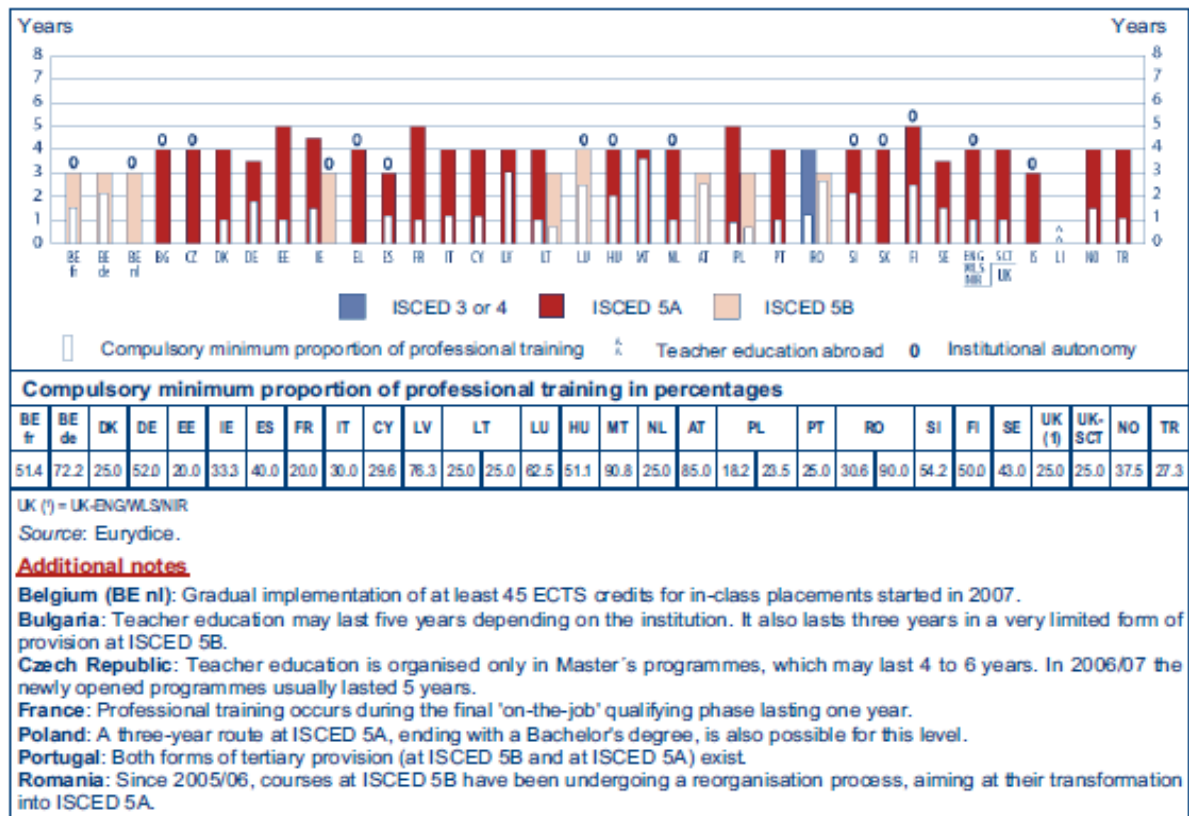
There is a debate in Europe about the pros and cons of these various methods. On the whole, competitive exams are thought to help identify general abilities for teachers, while they use relatively few professional criteria and do not make it possible to recruit the persons best suited for a given position. The interview method used in the framework of a waiting list and open recruitment procedures should—at least in theory—allow for a better match between vacant positions and recruits, yet strict regulations for recruitment procedures may effectively limit the choices (by favouring seniority, for instance), and a large part of the initial education curriculum may be set aside to prepare for such job interviews, at the expense of university and professional development.

Which criteria are used?

Irrespective of the recruitment method, almost all countries apply a criterion based on academic qualification (or certification), usually a mandatory level or degree. A majority of countries require a university degree and holding a degree for the subject

matter is usually sufficient. A minority of countries require a degree that corresponds to specific training for the profession (Croatia, Czech Republic, Finland, Iceland and Portugal). In some countries, this requirement only exists for primary level teachers (ISCED 1). For the secondary level, a university degree for the subject domains taught is deemed sufficient. The interviews carried out for this study confirm this situation. These differences are linked to the time at which professional training is provided: in 'consecutive' systems education training follows after a given university degree for the teachers' discipline, sometimes only after the initial recruiting stage (as in the former French system). In countries (the majority) that have adopted a 'concurrent' training system, the entire curriculum is focused on discipline-related subjects alongside education skills. The following tables show the European situation in 2009 for the various teaching levels (EURYDICE, 2009).

Figure 4.8: Level and minimum length of initial teacher education for the primary level (ISCED 1), and the compulsory minimum proportion of time spent on professional training, 2006/07



Additional notes (Figure D19 – continued)

Slovenia: A new study programme which extends training to 5 years is being introduced in 2009.

Finland: Within the framework of national regulations, universities decide on the content and structure of their degrees, and variations in the percentage exist as a result. This information relates mainly to teachers in the first six years of the *perusopetus/grundläggande utbildning*.

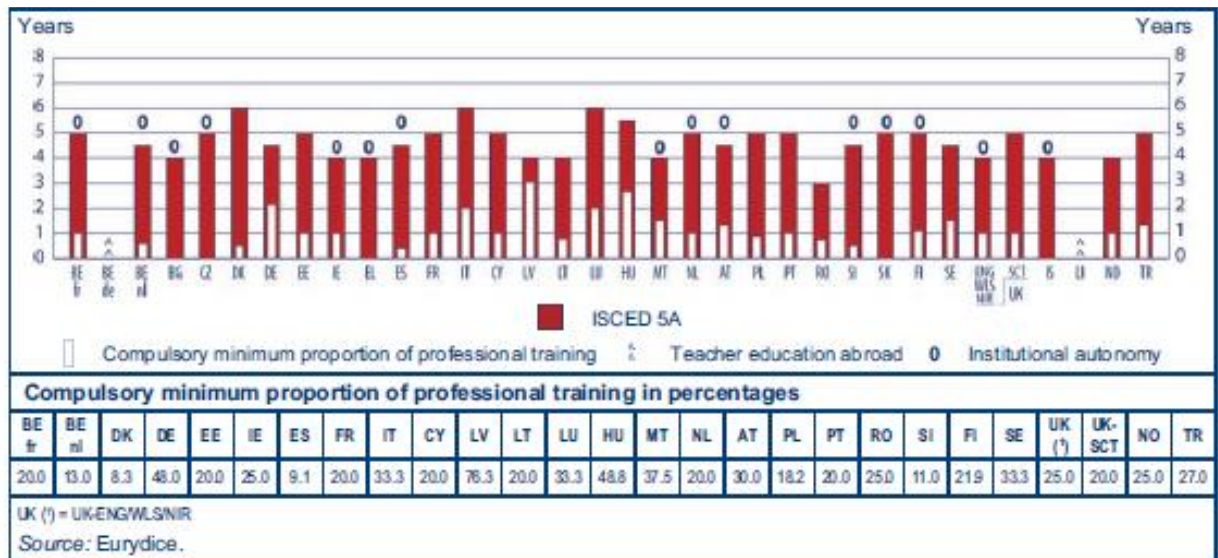
Sweden: This information relates to teachers in the first six years of *grundskola*.

United Kingdom (ENG/WLS/NIR): The professional component is defined in relation to standards and skills rather than duration, although all trainees are required to spend a minimum period in schools. Information is provided for the consecutive route, but the concurrent route is also common. In England and Wales, part-time, flexible and employment-based training routes are also available.

Turkey: Faculties may have the liberty of designating up to 25 % of the programme.

Explanatory note: see 'Explanatory note relating to Figures D18, D19, D20, D21'.

Figure 4.9: Level and minimum length of initial teacher education for general upper secondary level (ISCED 3), and the compulsory minimum proportion of time devoted to professional training, 2006/07



Additional notes (Figure D21)

Belgium: Subject to special dispensation, teachers trained for lower secondary education (Figure D20) may also teach in upper secondary education but this is limited to practical/technical subjects.

Belgium (BE nl): Gradual implementation of at least 30 ECTS of in-class placements started in 2007.

Czech Republic: According to the Act on Higher Education two-cycle programmes may last from 4 to 7 years. In 2006/07, most universities opened such programmes, those for teacher education usually lasting 5 years. However, old programmes lasting four years are still provided.

Denmark: The general education phase lasts 5 years followed by up to two years of professional training which only becomes mandatory within the first year of actual employment.

Greece: The provision of professional teacher training depends on the institution and the subjects in which prospective teachers intend to specialise.

Spain: Teacher education may also last five or six-and-a-half years. Following the new education Act (2006), a reorganisation of professional training is awaited.

France: Professional training occurs during the final 'on-the-job' qualifying phase lasting one year.

Luxembourg: The general component of teacher education has to be undertaken abroad. Professional training occurs during the final 'on-the-job' qualifying phase lasting one year.

Malta: The proportion of professional training applies solely to the concurrent model.

Netherlands: There are many possibilities to shorten the training; in certain cases, a certificate of secondary vocational education at a relevant level enables a reduction that depends on the institution. For persons qualified at higher education level, the possibility exists to do a one-year postgraduate course.

Austria: The final 'on-the-job' qualifying phase lasting one year is an integral part of initial teacher education.

Poland: For teachers of foreign languages, a three-year course is also provided.

Romania: As a result of the implementation of the three-cycle structure, the duration of initial teacher education corresponding to the first cycle may vary between 3 to 4 years, depending on the field of study. The variable part concerns general education.

Slovenia: New teacher study programmes will be introduced in 2009, extending teacher education from 4 to 5 years. There is also a route following the concurrent model, lasting 4 years.

Finland: The consecutive model lasts longer but the relative proportion of professional training does not substantially change.

United Kingdom (ENG/WLS/NIR): The professional component is defined in relation to standards and skills rather than duration, although all trainees are required to spend a minimum period in schools. Information is provided for the consecutive route, but the concurrent route is also common. In England and Wales, part-time, flexible and employment-based training routes are also available.

Norway: Depending on the subject chosen, teacher education may last from four to seven years. The relative proportion for professional training ranges from 25 % in the case of a four-year course to 14.3 % for a seven-year one.

Turkey: Faculties may have the liberty of designating up to 25 % of the programme.

Explanatory note: see 'Explanatory note relating to Figures D18, D19, D20, D21'.

First and foremost these tables show marked differences among the countries surveyed and emphasise the importance given to professional education for primary level teachers and the small share for secondary level teachers. For the latter, discipline-oriented academic training is prioritised.

The nature of the “professional aspect” of the initial education curriculum also differs according to whether it includes a few teaching units of the university curriculum or is a specific professional degree. Requirements vary according to teaching level, the ability of universities to train education professionals, and according to cultural factors in each country. In many countries, our interviews reveal that professional competence is not deemed important for the ISCED 2 and 3 levels, because academic competence for the subjects taught suffices. “Teacher training is not taken too seriously by universities. Didactics take second place with respect to scientific disciplines. This is due to the fact that didactics are of no use to those who wish to secure research funding.” (Excerpt from an interview with a head of a German teachers’ union). The shortage of candidates for certain subjects (languages, mathematics and sciences) also helps to explain the loosening of requirements. In countries like Greece and Cyprus, a recruit is deemed able to handle pupils without prior education skills. These skills are taught more or less effectively by mentors, education advisors, and inspectors during the trial period and via specific training sessions lasting between a few days and one week.

In other countries, the minimum requirement for candidates is to take one or several psychology, education or didactics courses during their university curriculum for the selected subject matter. A third approach is to require a professional degree that guarantees that the candidate has undertaken several periods of teaching practice, is sufficiently knowledgeable about the school system and the various assignments linked to the teaching profession, has sufficient academic knowledge about the subjects he/she teaches and a suitable culture of educational science. The interviews in many countries show that this lack of initial competence among new recruits causes frequent problems to manage discipline in their classes, usually at the ISCED 2 and 3 levels. This leads to teachers leaving the profession and fuels a climate of insecurity that affects the profession’s attractiveness.

In addition to the qualification requirements, there is a second set of criteria to be met by successful applicants, like citizenship, a medical examination and checks on the person’s moral integrity (criminal record, for instance). Some countries, like Germany, also apply age restrictions. In Ireland, successful applicants must be registered with a “teaching council”.

Then, there are criteria with respect to professionalism, like educational competence, human relations skills, ability to work in a collective project or experience (seniority). Are these criteria in line with the developing “new teaching profession”? Is the ability to innovate sufficiently taken into consideration? What competences do teachers need to prepare the children to a changing world and a higher educational demand on life and work? (Gordon *et al.*, 2009) The issues concern whether these criteria are sufficiently in line with the ways in which the teaching profession is developing and whether the ability to innovate is sufficiently taken into consideration during training. In general there is an overriding question about the competences that teachers need

in order to prepare children for living in a changing world and a higher educational demand for work.

Who does the recruiting?

The table describing teacher recruitment procedures reveals four kinds of authorities: central authorities, regional authorities, local authorities, and school heads. The authority over recruitment depends on the recruitment procedure: national or regional in the case of competitive exams and candidate lists, local or school heads for open recruitments. The recent trend to grant institutions more autonomy and the desire to see recruitment procedures evolve into a business-like model while still demanding achievements that can be evaluated seem to lead to a questioning of centralised recruitment models and career-based systems. The idea that recruitment undertaken close to the schools level is better for identifying teachers who will be more committed to their institution is gaining ground. The PISA results reveal a positive link between recruitment conducted by the schools and pupil attainment for certain subjects, even though this correlation is not quite as apparent as others (autonomy regarding teaching methods and budget). The OECD advocates granting more authority to schools in all respects, but also underlines the importance of developing the competences of school heads and persons in charge of recruitment with respect to their ability to identify, hire and retain the best candidates (SCHLEICHER, 2012). A profound understanding of the teaching profession, its difficulties and its new challenges is indispensable. Hence specific training is needed as teaching experience (almost 90% of school heads in our sample are former teachers) is not enough to ensure high quality recruitments.

When is recruitment finalised? (The probationary period)

Recruitment in some countries, or certification in others, is considered final following a probationary period of three months to one year. This period is often referred to as the induction period. It is the case in Austria, Belgium (Fl.), Denmark, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Slovakia, Sweden and the UK (except Northern Ireland). In some consecutive systems, this is the only time when professional education is provided. The teachers in question are usually paid. These probationary periods are part of the support package provided for early career teachers. There is an assessment at the end of this period to certify that the required competences are present. Dismissal at the end of the trial period is rare but varies among countries. Passing the trial period leads to permanent employment in countries where teachers are civil servants. In countries where teachers are hired from a list or through open recruitment for a given post, the trial period leads to a teaching certificate. Actual employment may take several years. The following map (4.10) shows the geographic distribution of countries that use a trial period (EURYDICE, 2009).

Recruitment for which status?

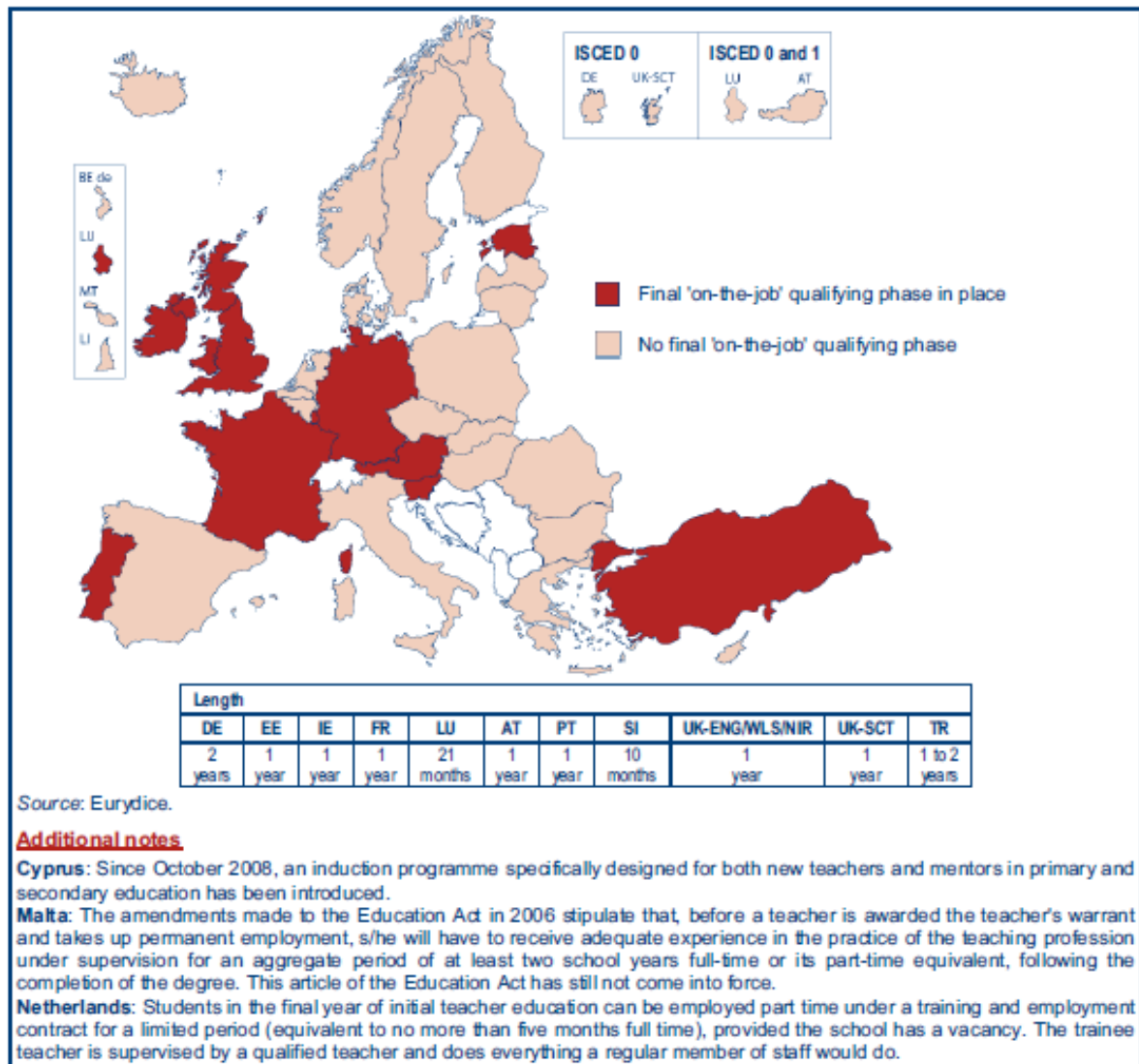
Recruitment modes and criteria are strongly correlated with the status of the teachers. Teachers who are civil servants for life are recruited in a different manner from fixed-term contract teachers. The interviews conducted all over Europe show the influence of the status on job attractiveness. This is corroborated by countries where the status of teachers has changed: in most instances, such changes were aimed at phasing out

the civil servant status to encourage a stronger professional commitment among teachers. Indeed, from a certain point of view, the civil servant status and the permanent position it entails are considered to lack incentives *“to ensure that teachers feel obliged to keep their knowledge up-to-date and to improve their practical performance, especially when there are few possibilities to evaluate their work and responsibilities.”* (OECD, 2005)

In several countries, such as Austria (permanent contract after 5 years of service), Romania, Sweden (since the Act passed in 2011) and certain German Länder, such as Berlin, teachers have lost their civil servant status. The abolition of the civil servant status has had a disastrous effect. *“Young teachers leave Länder where they cannot become civil servants and then return as civil servants after a few years”*, explains a German union representative during an interview. This is corroborated by other interviews: *“Berlin has a shortage of teachers. Even though all three universities of Berlin train teachers, most students tend to leave for other Länder at the onset of their careers, in search for better pay or the civil servant status (...). The abolition of the civil servant status for teachers has clearly affected the profession’s attractiveness”* (Interview with a member of the commission for the improvement of the education system at the Berlin senate).

That sounds like an unequivocal verdict. The attractiveness of the teaching profession cannot be improved merely by restructuring initial teacher education and recruiting procedures as the status of teachers needs to be taken into account. The teaching profession may be unattractive if training and recruitment lead to the absence of any guarantee regarding salary and job security because of a diversification of contracts.

Figure 4.10: Recruitment procedures of teachers in Europe



EURYDICE, *Key Data on Education in Europe*, 2009, p.158

3. Key Findings

The majority of those interviewed for this study believe that salary, social status and the profession's image are more important than the quality of initial teacher education. Nevertheless, there are several principles that favour the development of teachers' professional competences:

- **Teacher education is concurrent and progressive.** The majority of countries have adopted a concurrent model, where academic and professional training are intertwined.
- **There is a close link between the mastery of academic knowledge and the didactic transfer of skills.** Initial teacher education may be jointly provided by the education faculty and faculty in academic disciplines.

Yet the way in which these are balanced differs according to the ability of universities to train education professionals, and according to cultural factors in each country.

- **It includes a strong educational research component, and an introduction to innovation.** As education policy is increasingly evidence-based, teachers will need to be up-to-date on the latest research findings and to develop reflective and critical competences. Creativity and innovation, which are key to new education practices, will need to be combined with objective analysis, rigour and assessment of outcomes.
- **It has a strong practical dimension based on teaching practice, which is monitored by mentors and combined with reflection in the academic setting.** Mentors encourage the personal development of young teachers as they reflect on their practice. School-based mentors have a powerful influence on student teachers.

Recruitment approaches and professional status also have a strong impact on the attractiveness of teaching. Current systems each have drawbacks.

- In **competition-based** systems, admission criteria are usually strict, and there are usually many more candidates than posts. This is a major concern for students and may destabilise their professional commitment.
- Graduates may be invited to register for a **waiting list**; they are then solicited as needed. Candidates sometimes stay on waiting lists between five and ten years, losing touch with the latest developments in the field.
- **Open recruitment** decentralises hiring decisions to the local or school level. While this approach, in theory, should allow for a better match between the candidate and the job, strict regulations may effectively limit the choices (by favouring seniority, for instance). A large part of the initial education curriculum may also be set aside to prepare for such job interviews.

- In regard to professional status, **there is some debate regarding civil service vs. fixed term contracts for teachers.** It has been argued that teachers with a permanent position lack incentives to keep their knowledge up-to-date. Yet, the teaching profession may be unattractive if training and recruitment lead to the absence of any guarantee regarding salary and job security.

Chapter 5 - Support, continuous professional development and mobility

1. Early career support (ECS): a priority for all European countries

1.1. ECS: a priority that deserves to be clarified

The EU programme for the improvement of the quality of teachers makes several recommendations (European Council/OJ 2009/C302/04). Following an informal meeting of education ministers in Gothenburg in September 2009 regarding professional improvements of teachers and school heads, the Council stated in November 2009: *"In view of the increasing demands placed upon them and the growing complexity of their roles, teachers need access to effective personal and professional support throughout their careers, and particularly during the time they first enter the profession. [...] In particular, efforts should be made to ensure that all newly qualified teachers receive sufficient and effective support and guidance during the first few years of their careers."* The ministers also invited the member states to: *"Make appropriate provisions for all new teachers to participate in a **programme of induction** offering both professional and personal support during their first years in a teaching post."*

The question of early career support (ECS) is only a small part of our online questionnaire (four questions out of twenty), yet it was a very prominent topic in 80% of the interviews and the reports on the creativity workshops. Moreover, document studies show its importance as a major variable for the quality of teaching (STOCKING et al, 2003; SMITH & INGERSOLL, 2004; HARRISON et al, 2006; ASHBY et al, 2008; WANG et al, 2008; HOBSON et al, 2009).

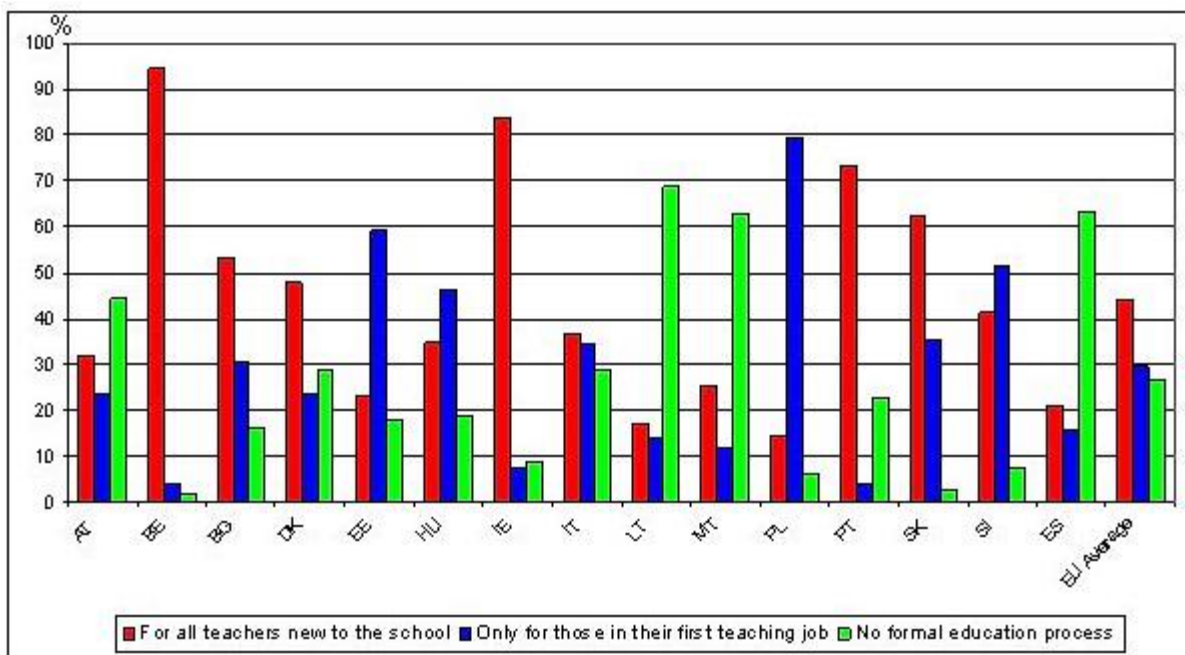
"Many countries lack systemic induction programmes for new teachers (OECD 2005)". In a report published for the OECD in 2010, Jaap Scheerens shows that the means to improve the education system's overall effectiveness is linked to an improvement of coaching at the induction stage of new teachers (SCHEERENS, 2010: section 6.3 on "Mentoring and induction programmes"). Whether this contributes to a more attractive image remains to be seen. It may, however, have an impact on keeping teachers in the profession and reducing attrition at the early career stage.

What constitutes early career support and the induction period of newly qualified teachers (NQTs)? *A teaching career can be seen as including three stages:*

- **Initial teacher education**, typically before any form of qualification or certification. In most countries surveyed, this takes 3-4 years for primary-level teachers and 4-5 years for secondary level teachers (EURYDICE, 2012a).

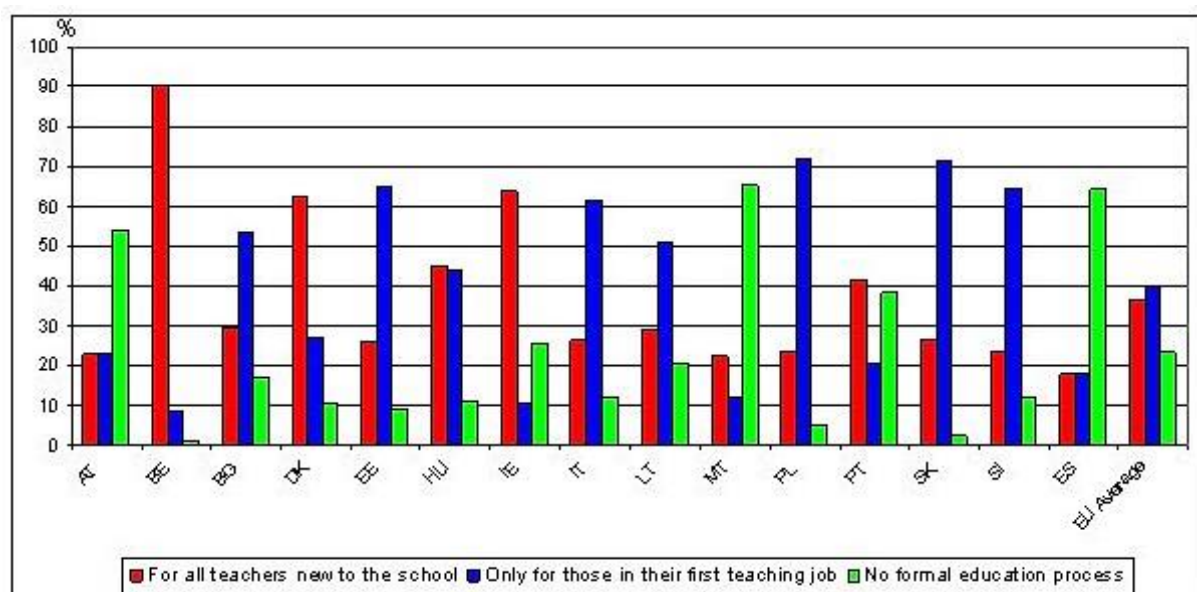
- **Early career period** or induction period for newly qualified teachers (NQTs). At this stage, a young teacher is in charge and responsible for the first time (albeit a partial service) for a teaching service.
- **Continuing professional development** (CPD) related to lifelong learning.

Figure 5.1. Existence of a formal induction process in schools



Source: ED-DGEC 2010, 10 and 19

Figure 5.2. Existence of a mentoring programme in schools



Source: Scheerens (2010), fig. 4.10, Frequency of mentoring and induction programmes (2007-08). Not all countries in our study are covered.

What is early career support?

The induction period is not always linked to a specific **support or coaching programme** (ECS= early career support, or IP= induction programme). Certain kinds of contracts specify no support programme (direct job entry, on-the-job training). On the other hand, due to the lack of candidates and the ensuing speedy recruitment procedures, not all early career teachers have received initial career education. Some teachers may therefore be recognised as *qualified*, even though they are not *certified* (i.e. holders of a specific diploma).

Induction is generally seen as a support programme for new entrants to the teaching profession. **Official definitions vary**, as do the forms that it may take and the ways it is organised. In some countries, induction is aimed at new teachers who have completed initial teacher education, have attained the relevant qualification (a degree) and have obtained the relevant licence or authorisation to teach. In other countries, induction is aimed at teachers who have the required qualification but do not yet have a licence to teach; in these cases, they are regarded as “candidate” or “probationary” teachers or “trainees” and the induction phase may end with a formal assessment of their teaching skills and a decision about their entry into the profession. In other countries, an induction system is aimed at teachers who are not yet qualified and do not have a licence to teach; in such cases the division between initial teacher education and induction becomes blurred (SCHEERENS, 2010: p. 157).

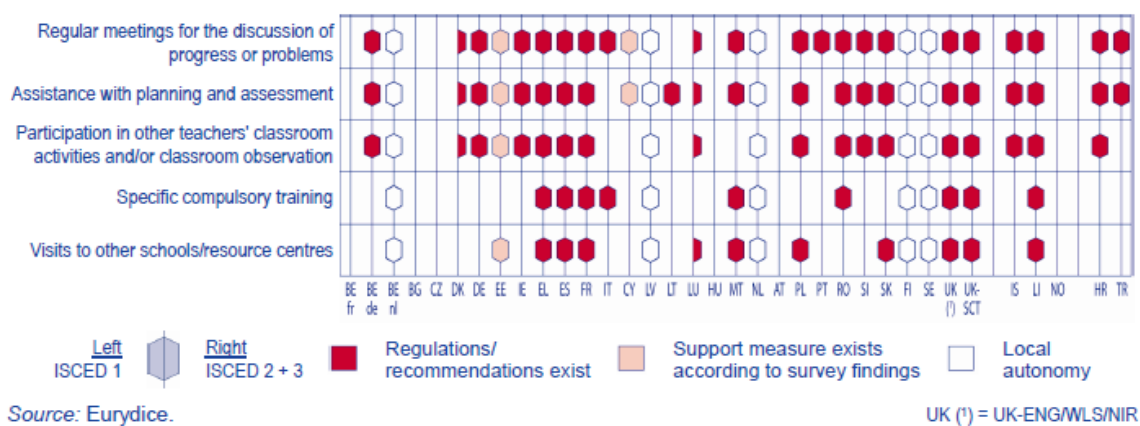
The Eurydice report nevertheless states that more and more countries now have some form of coaching (ECS, IP): there were 14 in 2003 and 20 in 2006. In 2012, 21 countries report “that central guidance on support measures for new teachers existed” (EURYDICE 2012a: p. 114).

There seems to be a continuum between the total absence of a guidance programme and the existence of a more or less complete scheme, which essentially depends on whether their implementation is regulated on a national level (EE, FR, GR, LI and UK) or local initiatives provided by each school (BE-fl, FI, LV, NL, SE) (EURYDICE, 2012a: p. 114).

1.2. The current state of ECS in European countries

As a reminder, in the following discussion, we refer to the overview table on p. 115 in the “Initial education for teachers of students in compulsory education” section of the Eurydice 2012 report:

Figure 5.3. Types of support available to new entrants to the teaching profession in primary and general secondary education (ISCED 1, 2 and 3): regulations, recommendations or survey findings, 2010/11



Source: Eurydice, Key Data on Education in Europe, 2012: p. 115

The challenges of ECS

Coaching is important because the effectiveness of ECS influences two linked phenomena: *attractiveness* on the one hand, but also *retention*, i.e. ensuring that good students wish to become teachers and do not leave the profession.

Unlike many other professions, the teaching profession in many European countries lacks an incremental approach to enable practitioners to ‘grow’ into their professional roles. Once a teacher is qualified, he/she often is given full responsibility over classes. “This creates a gap between the supported and more or less safe environment that a student teacher experiences during her/his study at the teacher education institution and the shift to full responsibility once appointed as a teacher at school. This gap is increased by the way in which most schools are organized: each teacher has responsibility for his/her own classes, which creates a strong sense of isolation for teachers. Once you are qualified you have full responsibility and you are on your own” (EC/DGEC, 2010). Thus, many teachers experience a ‘praxis-shock’ (STOCKING et al, 2003) during the change from student teacher to beginning teacher: “Many new teachers went through their first months of school believing that they should already know how their schools work, what their students need and how to teach well. When they had questions about their schools and their students, they eavesdropped on lunchroom conversations and peered through classroom doors seeking clues to expert practice. Having no access to clear answers or alternative models compromised the

quality of their teaching, challenged the sense of their professional competence, and ultimately caused them to question their choice of teaching as a career.” (MOORE JOHNSON & KARDOS, 2005: p.13)

Impact of ECS on attractiveness

Our literature review revealed general agreement among researchers about the importance of coaching at the induction stage (example: ALTET et al. 2002; JORRO, 2002; HOWE, 2006; ASHBY et al, 2008; FEYFANT, 2010; SCHEERENS, 2010). These researchers demonstrate that initial teacher education is generally not considered to prepare future teachers for a real life teaching situation, because it does not allow them to develop *professionalism*. One might assume that the importance of ECS is viewed differently among interviewees. This is not the case: decision-makers, policy makers and school heads all mentioned the subject during our interviews, except in countries where priority is given to the salary level or a surplus of teachers looking for a job, which allows the authorities to choose the best candidates (as in some southern and eastern European countries).

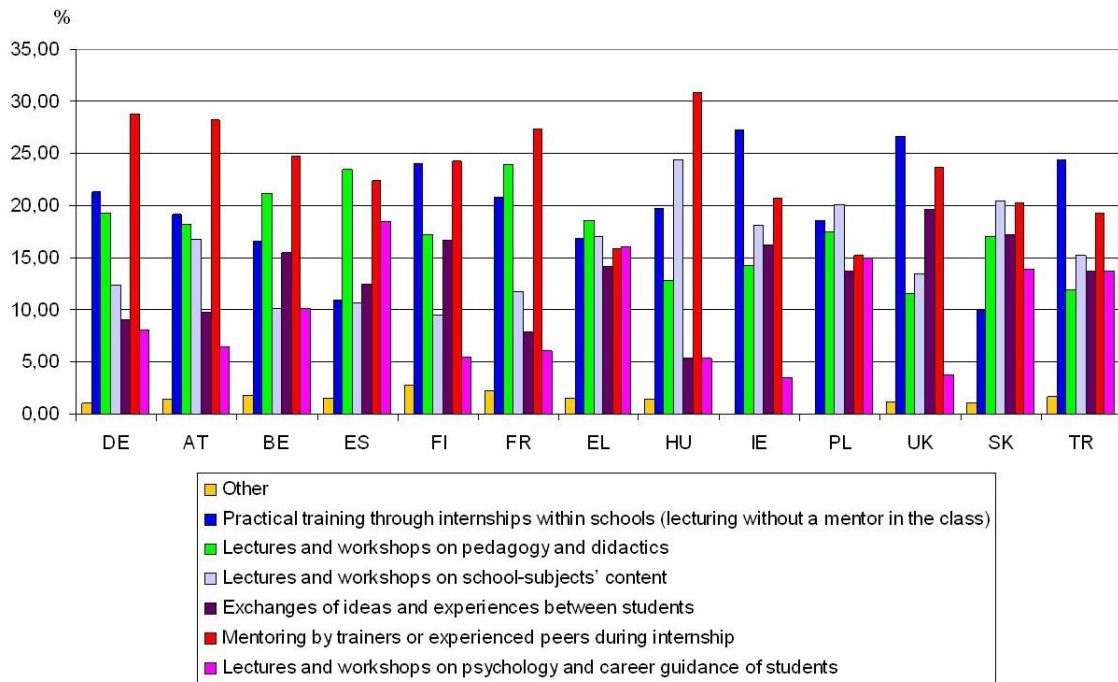
Responses to our online questionnaire: For ITE students, in the majority of countries, the most popular answers to the question *“What aspects of your professional training seem to best prepare you for your future job?”* are: (1) *“Practical training through internships within schools (lecturing without a mentor in the class)”*; (2) *“Mentoring by trainers or experienced peers during internship”* (figure 7.4).

Teachers favour the following responses: *“Mentoring by a trainer or an experienced teacher in organising a teaching sequence”* and *“Regular meetings with peers to exchange ideas about problems, solutions and pedagogic resources.”* (Figure 7.5) Among the professional categories interviewed, the teacher category appears to be the best placed to give a pertinent reply, because they have experienced some form of coaching during their induction. When asked which kind of support is most likely to make the teaching profession more attractive, one of the first replies is *“Better coaching for early career teachers.”* In fact, in our findings, this response always ranks above 6th place, but it does create a divide between two groups of countries:

- Countries where the answer ranked third among the requested changes (6th to 8th position): AT, BE, BU, CY, DE, FR, HU and IT;
- Other countries where the answer had a low ranking (10th place or lower). It seems that in these countries teachers are more concerned about the material conditions of their profession. Early career support therefore appears to be a secondary variable.

Figure 5.4 (For students in initial teacher education)

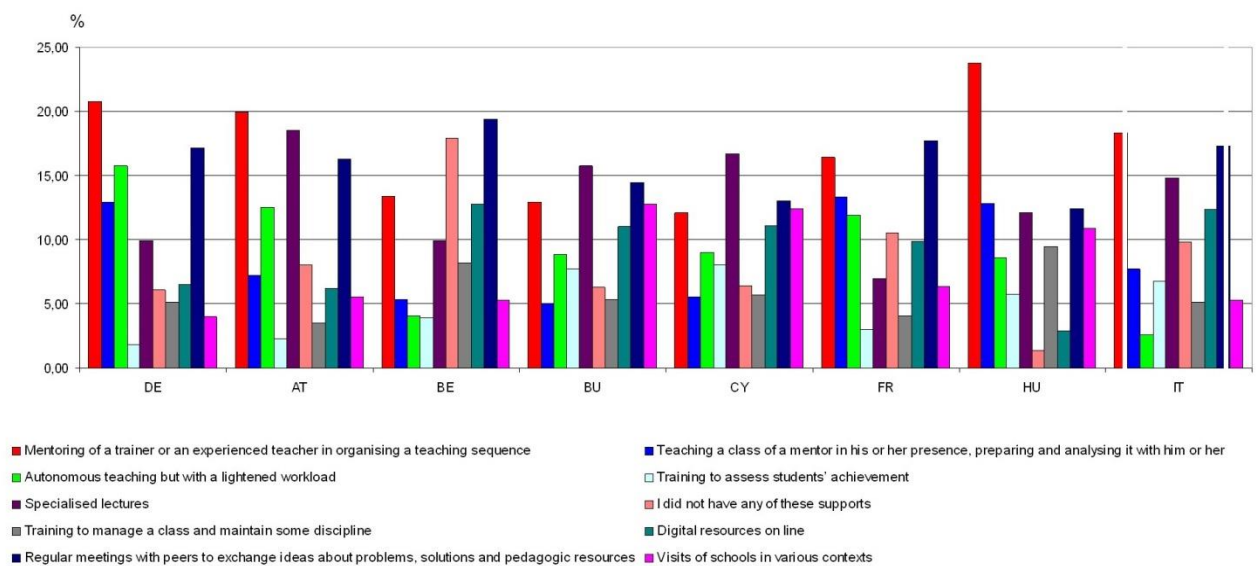
What aspects of your professional training seem to best prepare you to your future job?



Graphic based on the results of our online questionnaire (in the 13 countries with a sufficient number of responses of students in initial teacher education)

Figure 5.5 (For experienced teachers)

What are the aspects of induction for beginning teachers that helped you the most?



Graph based on the results of our online questionnaire

Impact of ECS on teachers leaving the profession early and on retention

ECS seems to be crucial for limiting the number of NQTs leaving the profession. Induction and mentoring programmes may help new teachers cope with these challenges and stop them leaving the profession (SCHEERENS, 2010: p. 75). Negative experiences of new teachers who receive little or no support may explain early attrition. Over a quarter of interviewees cited this as a likely reason, especially in countries where ECS is absent or has been scaled down for budget reasons (especially in France and Greece).

According to the head of the department in charge of teacher resource management at the Flemish education ministry (Belgium) *"We are faced with a lot of teachers who drop out during the first 5 years—between 20 and 30%. Two factors seem to be at play: replacement fatigue and the 'class shock', i.e. a brutal immersion in the profession."*

In the French Community of Belgium the president of a teacher union declares: *"40% of new teachers quit within the first five years. This is due to a lack of support for young teachers who receive no form of coaching or tutoring."* Early career difficulties are highlighted by the unions. The union publication of CSEE/ETUCE points out that ECS programmes may help to keep new teachers from dropping out after only a few years (ETUCE, 2008). This point is also mentioned by an OECD report: *"The quality of early career experiences is now considered one of the main reasons for the percentage of teachers leaving the profession. Induction and guidance programmes for new teachers are likely to improve the retention ratio"* (OECD, 2005: p. 235).

The impact of ECS on the quality of teachers, especially when initial teacher education is insufficient

The present study essentially examines the attractiveness of the profession rather than the measures required to improve the teaching quality itself. It should nevertheless be stressed that job satisfaction of young teachers is a good incentive for students. A staff working document of the Commission mentions the impact of ECS on the quality of teachers: *"a crucial impact on subsequent professional commitment"* (EC-DGEC, 2010: p. 15).

ECS and the limits of initial teacher education

All interviewees seem to agree that initial teacher education (ITE) is insufficiently practical. From the vast number of remarks received, we will quote one from a creativity workshop in Hungary: *"Certain students are disappointed by their internship. They are aware of their professional shortcomings. [...] Students unanimously believe that the balance between theory and practice in their initial teacher education is wrong. [...] Only after four years of studies will students meet pupils in a demonstration school. [...] They suggest that teacher shadowing sessions should start during the first semester. Teachers note that practical training for school teachers and pre-primary teachers works well. Students attend micro teaching sessions as early as the third semester."*

According to a Eurydice report, the introduction of teacher shadowing sessions or teaching practice during the ITE stage (under the supervision of the class teachers) is only considered in Cyprus, Germany and Slovakia (EURYDICE, 2012a: p. 112). This is

called a 'concurrent model' (as opposed to a 'consecutive model'), where ITE is followed by an induction stage after university certification. In Spain, a senior civil servant from the Ministry of Education of Andalusia says that: *"The new orientations for initial teacher education of teachers establish a permanent relationship between theory and practice."*

The specific nature of learning by doing

Research findings on the professional development of teachers (revised by Jaap Scheerens in 2010) lead to one essential conclusion: teachers need both academic knowledge acquired through a traditional university curriculum and "action-situated knowledge" (SCHÖN, 1983; JORRO, 2002; BILLETT, 2011). Such "action-situated knowledge" can only be acquired in a real-life working environment, through *training by practice*, which is part of the didactics of practice (BILLETT, 2010). Here is a testimonial from the former director of the Institute for Teacher Training (Madrid): *"One should pay more attention to practice involvement of teacher trainees. Practice should be the basis of all teachers training, even in more theoretical subjects"*. For participants in a creativity workshop in Poland, *"Students are more wary of educational problems (how to handle a bunch of youngsters) than didactic issues, and that is precisely the difficult bit to prepare for."*

Entering the profession is also about changing one's professional identity rather than just acquiring technical skills: Students attending training - irrespective of the quality and duration of initial teacher education - need to transform their identity to make the transition to the teacher status. A teacher in Scotland emphasised that: *"You need to look at transitions for teachers from being students to coming into a school"*. Very often, the brutality of this transition is at the heart of teachers leaving the profession early. The Staff Working Paper 538 of the Commission (EC-DGEC, 2010) cites three dimensions for professional development, which *can only be acquired through practice*:

The **personal** dimension: which covers *"the process of development of a professional identity as a teacher"* (JORRO, 2002; LANG, 2008). This requires defining values (ethics) for the profession and taking into account the important role of emotions and self-esteem. In this respect, one can quote the Head of an Initial Teacher Training Centre in a UK University: *"This was important in them developing critically and not simply seeing classroom practice that they had to then replicate. (...) This would impact upon retention in that (...) people were more likely to stay in a profession where it represented and resonated with their own professional values, rather than it being a case that they simply had to adopt a set of professional values that were not their own"*.

The **social** dimension: helping beginners to *"become members of the community of teachers on several levels: in their schools but also within the community of the profession"*.

The **professional** dimension: *"gaining more confidence in the use of essential teacher competences, including pedagogical knowledge and skills"*.

Defining the three education stages

The stages of ITE, induction and CPD need to be much better interconnected to create a lifelong learning framework for teachers. Initial teacher education must not only provide sound basic training in subject-matter knowledge, pedagogy related to subjects and general pedagogical knowledge; it also **needs to develop the skills for reflective practice and research on-the-job** (OECD, 2005: summary of chapter 4).

1.3. The critical aspects of ECS for the attractiveness of the teaching profession

Spread the ECS over time

The documentary study, interviews and the responses to the questionnaires appear to agree on the necessity of spreading early career support measures over time. *"Induction needs to be seen as part of a continuum: building on ITE and feeding into CPD"* (EC-DGEC, 2010, p. 26; DONALDSON, 2011).

Anticipate

ECS may indeed start long before the qualification and certification stages and take the form of go-between university training and practicum based on a curriculum that encourages a concurrent form of education. An interviewee in Hungary commented that *"initial teacher education students would like shadowing sessions to start during the first semester of the master's curriculum"*. In the majority of countries we surveyed, the classroom-observation-to-internship ratio is higher for education curricula for younger pupils (ISCED 1 and 2): *"Students attend micro teaching sessions as early as the 3rd semester"* [i.e. during the 2nd year of a 5-year curriculum]. In addition, a better integration of internships with ITE makes it possible to:

- Avoid a longer education curriculum, which is less expensive for students.
- Show students preparing for specific teacher education the difficulties as well as the attractiveness of the profession, and thereby aiming to raise retention; according to a school/college liaison officer in Scotland *"before taking up training, there should be an opportunity for young people who are interested to spend a short period (e.g. 2 weeks) in a school shadowing a teacher to see the reality."*
- Avoid losses at subsequent recruitment stages and motivate early career teachers: *"It is always better to create a shortlist of candidates who are qualified for the job"* (a political spokesperson of the education ministry in Hungary). In Lithuania, one can sum up part of the interviews by saying that *"another very important measure is the introduction of a motivational test for those who want to start educational/pedagogical study programmes (it was first introduced in 2010). The practice of earlier years when enrolment to pedagogical study programmes together with all study programmes were just according to academic achievements meant that young people with no direct motivation to work as teachers quite often started the studies. When young people just identified priorities and almost by chance got into study*

programmes, we could not expect motivated teachers. We still need to monitor how these young teachers will work in schools, but the very fact that people are motivated enough to come for an additional test is positive”.

- Call on a group of partially qualified students to take charge of a class, work as substitutes in schools (within a strictly confined area), etc., and thus to enable organisational innovation while receiving on-the-job training.

Extending the ECS period beyond the first year of service

Depending on the countries, the induction stage lasts between ten months (AT,EE, HU, HR, IE, LT PT, SI, TR, UK) and two years (LU, RO) (EC-DGEC, 2010). It generally coincides with a pre-recruitment status based on a provisional contract (probationary period).

In Lithuania, a senior official of the ministry of Education and Science) describes the situation: *“According to Lithuanian law, there is a clear requirement for any person employed in school: to either have been through higher education or to acquire pedagogical higher education in the period of two years after the start of employment in school. Until 2011, almost 99% of teachers adhered to this requirement, and we will achieve 100% within a couple of years.”* In France and in Italy, interviewees lambast the abolition of a genuine coaching period, which has been scaled down quite dramatically. This is also the case in Greece, where it has been scaled down from one year to two 2-week periods. Teacher education reforms in Cyprus, by contrast, have extended this support stage to two years (this example is cited by a university representative in Greece and welcomed by Cyprus interviewees). Its introduction is welcomed by the education staff we interviewed (high-level civil servants in the ministry in France for instance). But it still meets with scepticism among union representatives; it caters to a strong demand among students (workshops in France and Hungary; interviews in Sweden and Spain).

The reduction of workload during the induction period

For the European Commission, it is essential that new teachers benefit from a reduced workload, without a reduction of their salary.” (EC/DGEC, 2010: p. 25) There are two reasons: they need more time for the preparation and assessment of their classes and for ECS measures. Similarly, tutors (mentors) need to be given the time and also a financial incentive to contribute effectively (ibid.).

A McKinsey report published in 2010 estimates that the impact of paid training consisting of a supervised one-year education period leads to an 11% annual increase in the number of top-third students who decide to become teachers (as opposed to a 39% increase when the salary is raised). *“A residency-style model where the government covers full tuition for two years of high-quality education training, including one year of classroom training alongside a mentor teacher for which trainees receive a full salary.”* (AUGUST et al.: p. 30)

In the absence of legal constraints, countries where the decision is left to school heads do not always set aside support for NQTs. The Head of Initial Teacher Training at a UK University: *“[we] also talked about the importance of newly qualified teachers getting adequate release time and that they should not be teaching a full timetable. Whilst some of this time was theoretically protected now (and that NQTs were*

expected to have an 80% teaching deployment), he noted that this did vary from school to school – and not all schools/ head teachers were good at protecting this time for NQTs. With the reduction of Local Authority capacity and also the increase of the government's Academies programme (where schools effectively opt out of Local Authority control and become self-determining), he expressed that it was difficult to see who would now ensure that NQTs were supported in such ways."

A cut in the number of pupils per class may also be beneficial for new teachers.

This factor often ranks second or third in the on-line questionnaires and is mainly voiced by NQTs. In Germany a teacher comments: "*During my first years (Referendariat), I worked in a private school. There were, on an average, 15 pupils per class. That was a real pleasure.*"

A literature review lists the variety of support conditions available to newly qualified teachers (NQTs) and diversifying the induction stage appears to be important (EC/DGEC, 2010, p. 12):

- Regular meetings to discuss possible problems;
- Assistance with the preparation of classes and assessment;
- Taking part in, or shadowing, classes of other teachers;
- Regular meetings with supervisors to discuss possible problems;
- Visits to other schools and other resource centres.
- Resource sharing, access to online resources, etc.

An integration model calls for the implication and collaboration of different parties: school heads, education advisors, teachers and the body in charge of educating teachers (ETUCE, 2008; EISENSCHMIDT, 2006).

The Staff Working Document of the Commission already cited (ED/DGEC, 2010) contains (p. 21) a table of required interlocking ECS levels—personal, social and professional mentors and presents four systems (op. cit. p. 17 and a summary table, *ibid.*, p. 19) which are presented below.

Mentoring by expert teachers

New teachers naturally turn to their more experienced colleagues for advice and suggestions. This "spontaneous tutorship" is, however, not enough, as the interviews and studies that insist on the need for (1) recognition of this function, and (2) training for this function. Mentoring must be considered *a full-time job*. It is therefore important that the panel of mentors includes active teachers whom new teachers view as *experienced models* for *real-life* work situations. They may *have their own classes* or *act as support for the classes of beginning teachers*. This explains why they need to work in the same schools as the teachers they coach.

In some European countries, support for future teachers and new entrants *is one of the duties assigned to teachers by law* in 18 out of 32 countries. It is optional in: BE, EE, IE, NL, NO, RO, SE, (EURYDICE, 2008: p. 41). "*New entrants need to have a say in the assignment of their tutor*" (EC/DGEC, 2010: p. 22; BROWN, 2001)

Guidance by education advisors and academic trainers: the experts

Our document review also pointed to other actors whom we can call “education advisors”, referring to any teacher relieved from teaching duties and former expert teachers available in schools with a view to assisting new entrants in schools. The advantage with respect to instructors attached to a school is that they are not affected by the “over here, we do it like this” attitude, i.e. the unwillingness of the local education community to think outside the box. In addition, they are free to commute between academic education and the schools where new teachers work.

“In many schools, the dominant culture is extremely averse to change, and new teachers are expected to adapt to the status quo of ‘veterans’.” (EC/DGEC 2010; 18; MOORE JOHNSON, 2004)

“The indispensable strength of the community to develop a sense of belonging to a professional cadre may also prove to be inhibitive and ‘normalising.’ It is difficult for a newcomer to resist the ‘over here, we do it like this’ effect, the thinking and working habits of their school, irrespective of whether they are promising or problematic.” (BUCHETON, 2010) In this sense relocating instructors can be an advantage, and the diversification of manpower and “closed-circuit” sites may be a positive factor, provided that exchanges among the persons in charge of ECS and those taking care of ITE are institutionalised.

Guidance by peers

In the answers given by teachers to the question “*What are the aspects of induction for beginning teachers that helped you the most?*”, the item that appeared first second or third in all countries is “[the requirement of] *‘regular meetings **with peers** to discuss problems, solutions and pedagogic resources’* (fig. 5.5 above). Paradoxically, the ability **to train new teachers via peer exchange** requires some scrutiny: it also appears in the answers given by students in ITE (fig. 5.4 above).

The European Commission Staff Working Paper about induction programmes emphasises the beneficial effect of regular task forces consisting of active teacher trainees and new and experienced teachers. This teamwork encourages the development of a *learning community*, which is much more effective than one-on-one coaching (ED/DGEC 2010, p. 22), especially at the interface of subjects, school types, etc. Another important recent addition is brought by *direct or cross analyses* of one’s own activity through self-confrontation via video footage (RIA et al. 2010; FAÏTA & SAUJAT, 2010; BILLET, 2010).

In Italy, the under-secretary of state for education talking about the two mandatory hours of programme setting and assessment: *“Each week, my colleagues and I need to think about what to do in class [...], that’s where the instructor’s assignment lies [...] We must encourage all positive aspects of an active group of teachers, solve problematic dynamics or difficulties [...] That’s what teacher education is all about: an occasion to reflect regularly and intelligently about one’s own work in every school.”*

Guidance by individual reflection in line with the initiation to research on-the-job

It also appears, however, that the link with schools or education departments at universities needs to be maintained at the induction stage. This ensures that contact with *research* and the development of a reflective competence, a prerequisite for *reflective practitioners* is maintained in line with SCHÖN's findings (1983 and 1987): Initial teacher education must not only provide sound basic training in subject knowledge, pedagogy related to subjects, and general pedagogical knowledge; it also needs to develop the skills for reflective practice and research on-the-job (OECD, 2005: summary chapter 4).

Here are some statements of the European Council of 15 November 2007: the "*reflective culture needs to be promoted*" (EC-DGEC 2010). The ability to think about one's own experience through an autonomous reflective action is something one has to learn, which needs to be developed *without disruption* at the initial education stage, fostered at the ECS and maintained in continuous professional development programmes. Quite a few research projects confirm this role of *written reflection* (diary/logbook, memorandum, portfolio...) (SCHÖN, 1983; ZEICHNER & LISTON, 1996; BOLTON, 2001; VANHULLE, 2002).

In Sweden, a union representative supported "*closer links between research and the teaching profession.*" In Scotland education policy advisor to the ministry: "*it is important that NQTs had a really good mentor and this was something that Universities should be involved in – i.e. the idea of university mentoring that extended beyond graduation into the first year of a graduate's teaching career.*" Also in Scotland, the former Chief of HMI, in his report 'Teaching Scotland's Future', suggests in order to improve ECS that "*Exploration of theory through practice should be central to all placement experiences – emphasising effective professional practice, reflection, critical analysis and evidence-based decision making*" (DONALDSON, 2011: p.42).

The most basic use is to provide feedback on initial teacher education itself, on the credibility of academic training institutions, provided they are in close contact with the places where the profession is carried out. This is the right answer to those who accuse such institutions of being too "idealistic". This surfaced from the interviews in Greece, where the PEK (regional teacher education centres) are criticised. In this country a journalist who specialises in education said: "*The PEK have a limited role (2 weeks at the beginning and end of the year) and the instructors were not exactly competent.*"

Intensify coaching through resource centres and online exchange

The development of ICTs is leading to the creation of many online resources for teachers. Although they are very popular among early career teachers, they often receive little support or validation from education institutions or supervisory authorities. In some countries, these resources are developed on behalf of the education authorities. Pending their validation by research, such initiatives should be generalised. This development is likely to boost the teaching profession's attractiveness, because if these sites can be accessed by ITE students and candidates for the teaching profession, they will provide inside information about the profession, its pitfalls and challenges.

Here are a few examples:

'Probationer Teachers Scotland'

<http://www.probationerteacherscotland.org.uk/home/home.aspx>;

In France: Neop@ssaction (<http://neo.ens-lyon.fr/neo>), Banque de séquences didactiques (BSD) (<http://www.crdp-montpellier.fr/bsd/>).

During an interview, the director of the Cyprus education institute declared: *"We have created an electronic platform for schools where they can talk about their problems, ask us for help and request educators for on-site attendance. In the first two months, 100 schools took advantage of this platform (almost 1/3 of all schools). We have become more flexible."*

Mentors are sometimes selected based on their experience: This applies to Cyprus where teachers who have completed over five years of service are eligible to act as mentors to newly appointed teachers on probation (ED-DGEC 2010, 42). Yet, research into the education of teachers suggests that specific training is needed (ALTET, PAQUAY & PERRENOUD, 2002). Some countries use a specific examination for certificating experts, such as France (instruction fitness certificate [CAFIPEMF], primary level) and Scotland (AST status= Advanced Skilled Teacher).

Mentors need specific professional skills, and the same is true of tutors selected from among the teachers of a given school. "Specialised tutor training programmes are indispensable" (HULING & RESTA, 2001). They need to include all categories of persons providing guidance, and thus also school heads (EC-DGEC, 2010: p. 27).

In addition, this function, or rather this *profession*, is sometimes best compensated through a lighter teaching schedule (or the reduction in teaching duties), or by means of a bonus (as in Austria, Finland, France and Slovakia), sometimes at the school head's discretion (England and Wales). The responsibility of mentoring may also be considered a promotion and involve a raise.

In **Lithuania**, it may be an advantage for teachers who are seeking promotion to support any student teachers or newly qualified teachers assigned to them. (EURYDICE, 2012a) It should also be noted that mentoring responsibilities may be beneficial for expert teachers themselves and even for the quality of the entire education system.

In **Cyprus**, the director of the education institute: *"I would like to add that we have education programmes for early career teachers, and that our example is being discussed on a European level (presentations in forums, programmes, etc.), because it is considered a success. New teachers are expected to receive training from a 'mentor'. Our programme has been in effect for three years, and we notice that it has benefits for all persons involved, both teachers and mentors."* The Cyprus induction system is one of the six examples described in the handbook for policy makers '*Developing coherent and system-wide induction programmes for beginning teachers*', that has been cited already many times in this section (EC/DGEC, 2010: Staff Working Document 538). The induction programme in Cyprus began in 2008 and is addressed to teachers of all levels (primary, secondary and technical /vocational education) and to mentors.

Another interesting example of induction is the programme implemented in **Estonia** since 2004. All teachers must pass an induction year (the obligation does not extend to those who have completed teacher education in parallel to working in a pedagogical position and already have professional experience). It is regarded as a continuation of ITE and as the first phase of CPD. ITE is the first step for novice teachers, induction is the second, promoting socialisation and cooperation at the school level and CPD is the third stage, a time for continuing education, reflection and analysis (EC/DGEC, 2010: p. 26). The Estonian Teachers' Standard (2005) emphasises the creation of an attitude and understanding of the teacher as a reflective practitioner and a lifelong learner. The first working year is called vocational year and only after its completion will the young teacher receive a vocational certificate. *"One challenge is how to increase the attractiveness of the teaching profession. It has been difficult to recruit students to teacher education; studying to become a teacher is not popular among young people. The number of university entrants into teacher training is decreasing and at the same time the teaching staff is ageing"* (EISENSCHMIDT, 2006).

In Ireland, on completion of their initial teacher education, all teachers are on probation for one year. At the end of this year most are recognised as qualified. The Department of Education and Science (DES) established in 2002 the 'National Pilot Project on Teacher Induction' (NPPTI) to examine suitable models of induction in the Irish context. A key characteristic of the programme is its mentor scheme.

NPPTI is based on a partnership including the three Teacher Unions (the Association of Secondary Teachers in Ireland; the Irish National Teachers' Organisation and the Teachers' Union of Ireland), the DES and the University Education Departments. The programme has not yet been extended to national level and is not mandatory. The types of support for new teachers include:

- *Personal and emotional support:* Access of the new teacher to a mentor at school, or in a neighbouring school, is a key element of the programme.
- *Social Support:* A whole school approach is crucial.
- *Professional support:* The mentor acts as professional support to the new teachers. Mentors undertake professional training for their role and the DES pays for substitute teachers to cover the periods when they are released from teaching for this training.

In the Netherlands, the growing shortage of teachers and the fact that many teachers leave the profession after the very first years of their career makes teacher induction an important area for policy development. Schools, which are largely autonomous, are responsible for the support and further professional development of beginning teachers. Given this context a number of policy measures can be identified:

- In 1997 an independent teaching practice phase in the final year of the teacher education curriculum was introduced. This teaching practice is intended as an on-the-job qualifying phase which covers half a year of work within a school (full time or part time during a whole year) as part of the curriculum of initial teacher education. Its aim is to reduce the 'practice shock' by making the first part of the induction period as a new teacher part of the teacher education curriculum. In this teaching practice, student teachers receive guidance and

mentoring both from teacher educators and from mentors in schools. No research has been done on the effects of this practice or whether the number of teachers leaving the profession has reduced after its introduction in 1997.

- In recent years intense co-operation between schools and teacher education institutes has been strongly promoted. This has increased schools' awareness of the need for a strong learning environment for student teachers. The involvement of schools in the initial education of teachers has in many cases led to the appointment of mentors within the schools who have the task of supporting and guiding student teachers, but who often also support new teachers within the school. However, since induction programmes are not centrally steered, the support received by newly qualified teachers depends on each school. A strong point is that in those schools that have developed induction programmes, the school leader and school team feel a strong commitment to the support of new teachers.

In Norway, national funding aims at stimulating regional authorities and municipalities to develop a support system together with initial teacher education institutions. A state-funded national development programme '*Mentoring Newly Qualified Teachers*' was established in 2003. This allows teacher education institutions to support local authorities by offering mentor training and by developing locally-based induction programmes. The main aims of the programme are to support NQTs' professional development, increase the knowledge of mentoring and improve initial teacher education. Participation is voluntary, both for local authorities and in most cases also for the NQTs. A network of teacher educators (*The Norwegian National Network for Mentoring Newly Qualified Teachers*) has been established to stimulate learning across regions and R&D related to the programme. Approximately 20% of new teachers attended induction programmes in 2007/2008. Evaluation has proved the project to be successful (FRANSSON & GUSTAFSSON, 2008) and a White Paper presented by the government in February 2009 stated that the national aim was that all NQTs in primary and secondary education should receive guidance and support programmes from 2010/2011. For the NQTs, the frequency of mentoring varies from 10 to 20 consultations a year, and may include individual, peer and group mentoring as well as courses. The mentoring aims at helping NQTs develop their professional identity as teachers. In the evaluation of the programme, NQTs report that mentoring helped them reflect on their own practice and on what constitutes a good learning environment. Participation in the programmes provided arenas for sharing experiences and seems to raise NQTs' self-esteem as professionals and essential teacher competences as well as being part of the school community (EC/DGEC, 2010).

Finally, as an example of good practice, we have chosen to develop a case study on the Scottish policy.

CASE STUDY

Early career mentoring system in Scotland

This case study illustrates “good practice” for early career mentoring. It presents the tools provided by the PTC platform (Probationer Teacher Scotland). This support system for new teachers was devised under the supervision of the General Teaching Council for Scotland (GTC Scotland).

GTC Scotland (<http://www.gtcs.org.uk/home/home.aspx>) is an independent professional body in charge of improving references for the education system, promoting and regulating the teaching profession in Scotland. GTC Scotland is funded by the teachers rather than public bodies.

“We strive to be a world leader in professional education issues”. Established in 1965, GTC Scotland was the first such professional body for teaching and teachers in the United Kingdom and one of the first teaching councils in the world. The legislation that established GTC Scotland in 1965 was replaced by The Public Services Reform (General Teaching Council for Scotland) Order 2011 (the Order) which passed into law in March 2011. GTC Scotland has always been financially independent and has also had a wide range of professional responsibilities but some decisions were subject to final approval by the Scottish Government. On 2 April 2012 the Order conferred independent status on GTC Scotland, with enhanced powers and greater flexibility of operation. As a result GTC Scotland became the world’s first independent, self-regulating professional body for teaching.

Managed by teachers on behalf of teachers, GTC Scotland’s initiative can be expected to provide a valuable answer to the question how to best support newly qualified teachers (NQTs). Its website provides a link devoted to probationer training, Probationer Teacher Scotland

<http://www.probationerteacherscotland.org.uk/home/home.aspx>

The Teacher Induction Scheme (TIS)

The TIS is a one-year training programme open to all holders of a teaching certificate issued by one of Scotland’s universities. GTC Scotland supervises this programme in collaboration with the Scottish Government Education Department (the four nations of the United Kingdom enjoy a large amount of autonomy in various important fields, including education). This programme is not mandatory, and so newly qualified teachers are free to adjust its components in accordance with an alternative programme that better serves their special needs (flexible route). The TIS allows probationer teachers to apply for full registration after one year (190 working days).

The programme is based on: (1) a reduction of the full-time workload by 20%; (2) the time required to attend the training programme; (3) the possibility to solicit an experienced teacher who will act as tutor (coach) during the training year.

Time table and training conditions

The TIS schedule starts with the development of an ‘Initial Professional Development

Action Plan' (IPDAP) during the first semester (August through December), based on a first review.

Trainees are then advised to attend weekly supporter meetings about the subjects defined in the IPDAP. During that time, new teachers may solicit educational visits for the observation of their teaching practice. At least five such sessions are recommended.

A probation profile is created to record the education plan and its schedule, attendance of continuing education sessions, training seminars and training visits. At the end of the first semester, the information gathered in the probation file is used to establish an interim profile, which is assessed by local validation authorities. A poor assessment is sanctioned by a new intermediary training cycle that lasts until Easter.

The other semester (January to June) is characterised by the same alternation among seminars, education visits and continuing education sessions. The logbook for this second term defines the 'final profile' and serves as the basis for the validation examination in May/June. If the probationer fails, and after an unsuccessful first appeal, he or she can repeat the training programme on certain conditions.

Competences required for full registration

The competences and abilities required to pass the full registration examination are specified in the "Standard for Full Registration" document (SFR). This is based on three key factors: professional knowledge and understanding, professional skills and abilities, and professional values and personal commitment.

- Professional knowledge and understanding are related to the programmes, the ICT, understanding the education system and the school where one teaches as well as an awareness of education research and the benefits of scientific research in this field.
- Professional skills and abilities are related to educational practice, class management and assessment.
- Professional values and personal commitment are related to respecting the school's social role and its contribution to social justice and inclusion, the willingness to pursue one's training and to commit oneself to the education community.

Education volume and contents

Probationers are expected to devote 20% of their working time (*i.e.* 4.5 hours per week) to continuous professional development (CPD) inside or outside their schools. It should be stressed that probation teachers are free to use this time credit for the education contents they choose. It is nevertheless recommended to spread it over two equal halves: 1) team teaching, collaborative working and shadowing other teachers; 2) training for devising the programme and approach for one's classes and other interesting continuous-training aspects. The implementation of the education programme can take different shapes and guises: collaborative working may be performed with specialised instructors, teams from other schools, parents of pupils, school psychology services, inspectors (careers officers), etc. The education

programme also includes using the educational and didactic literature (professional reading resources) and taking part in classroom based research.

Other highly original options are available, like ***self-training through training activities***: tutoring other colleagues, taking part in innovating projects (special projects) that involve parents, extra-curricular school staff and local communities.

Teaching practice as the core of the education programme

80% of the working time is used for actual teaching. To this end, teachers are assigned to a school: a class for the primary level, one or two subjects for the secondary level. The assignment of probationary teachers is handled by local school heads in Scotland, but based on a convention that regulates the reception conditions devised by GTC Scotland (Statement of Expectations). More specifically, it defines that teachers, despite their standard teaching assignments, need to work in an environment that encourages training, with time for discussions and group projects, on-site mentoring, the possibility to conduct research, etc.

A network of complementary players for the training programme: key players play a decisive part in this system. Each of them has a unique role and their own responsibilities. They are: supporter (education tutor), coordinating teacher, school head, and local authority probation manager.

2. Continuous professional development: stakes and political guidelines

2.1. Introductory remarks

Europe needs more effective teachers who are capable of staying abreast of the transformation and upheaval of society so as to encourage their pupils to perform better. A continuous professional development policy based on new, clearly defined and workable measures for its democratic, attractive and efficient implementation is called for if the teaching profession is to become more attractive. It must contribute to a positive image of school systems capable of adapting to the profound changes that are taking place. The challenge is therefore to promote an appealing image of a democratic, future-oriented education system among the general public, young people and in the media.

The challenge of a bold continuous education policy for teachers

This challenge lies in helping both new and senior teachers cope with the inevitable changes of the teaching profession. Parents, governments, teachers and teacher unions are well aware of the need to tackle this issue. Over the last 20 years, the profession's public image has suffered and has been derided by the media (see chapter 6). Faced with the challenge of managing an increasingly diverse group of pupils, usually from different cultural backgrounds, and a rising number of pupils with behavioural difficulties who may also have specific education problems, teachers cannot be blamed for being increasingly dissatisfied with their profession and ultimately for leaving the profession (chapter 3). Continuous professional development is a rebuilding, reinstating job satisfaction and reviving the commitment an education project needs. It is clear that the teaching profession is in need of a profound overhaul. And not just of its framework - relations with families, the environment, attendance time in schools, collaboration with the school team, the need to report on the pupils' results. Changes need to be recognised and it is a matter of political decisions and negotiating with the unions (chapter 3).

Questioning the profession: a crucial task sure to face opposition?

The core of the teaching profession needs to be questioned and changed, delicately perhaps, but firmly. Teachers need to leave go of the top-down, teacher-led approach to classroom control in favour of an approach that allows them to function as facilitators and tutors working with pupil councils, with small groups of pupils in various kinds of workshops, and leave more room for personalised work. These profound cultural changes are necessary and will meet with stiff opposition. This is why they need to be valued and communicated.

With the exception of a minority of countries, like the United Kingdom, continuous professional development is currently not a political priority but it needs to become one. Politicians need to be made aware of the importance and urgency of continuous professional development for teachers. Though mentioned in all OECD reports since

2005, it has, so far, had little effect on the measures designed to help teachers face new difficulties. It is therefore important to analyse the reasons why urgent, tailor-made and efficient measures need to be taken to specify the conditions for professional development. They concern both support for the professional development of individuals and assistance with training their principals.

Important changes to education content and teaching approaches

Research into professional development (KENNEDY, 2005) reveals that important changes are necessary for the most traditional forms of continuous professional development. "Scattering", "waste", "no connection with local problems and specific school problems", "no coherence with initial teacher education or new urgent needs of teachers" are terms that surfaced in the interviews we conducted. A new approach with a continuous professional development programme closely linked to schools is needed. It might even cost less and be more efficient. By encouraging a sense of responsibility and belonging to the school's professional community, it could root teachers in their profession and contribute to their improvement. Kennedy proposes a framework founded on the available literature; she explores the extent to which continuous professional development (CPD) is perceived and promoted either as an individual endeavour related to accountability, or as a collaborative endeavour that supports transformative practice" (KENNEDY, 2005: p. 235). The nine models proposed range from the 'training model', "*generally delivered to the teacher by an expert, with the agenda determined by the deliverer, and the participant placed in a passive role*" (p. 237), to what Kennedy terms the 'transformative model', "*which combines a range of practices and conditions to support collective development towards a transformative agenda where the relationship provides a supportive, but challenging forum for both intellectual and affective interrogation of practice*" (p. 243).

2.2. Methodological issues: convergent results from three types of sources

Our recommendations are based on the study of the abundant, albeit slightly old, literature that looks into the question of school effectiveness and sense of self-effectiveness (REYNOLDS & CUTTANCE, 1992; SCHEERENS, 2004). Other publications about the social dimension of learning and the importance of the notion of a community of practice for professional development (LAVE & WENGER, 1991) were also helpful. This discussion started around 2005 when the role of schools as learning environments (OECD, 2009) and learning communities was analysed. A summary and confrontation of the findings (SCHEERENS, 2010) with quantitative data gathered by TALIS, notably "snapshot from TALIS of lower secondary education" was also instrumental. This summary is based on a very detailed survey of ISCED 2 teachers who were asked to supply information about the kind of training they had received over the last 18 months. This study led to the development of a model of the diversity of variables for professional development (p. 114). Their complexity and relationships in systemic dynamics explain how 'virtuous circles' develop when several favourable conditions come together. They also help to explain harmful effects, like a sense of isolation, despair, falling back on old teaching methods, or even leaving teaching.

More recent quantitative data gathered through our questionnaires appear to corroborate older figures. They show a relative stagnation over approximately the last five years. They also reveal that the differences are minimal among the countries we surveyed. Finally, the interviews of persons with different responsibilities in the education field further clarified our analyses. Here again, there seems to be broad consensus. Based on these findings, we are able to present the major trends in continuous professional development and their challenges. Based on all these analyses, we shall propose a model of the main aspects to be handled by continuous professional development and make a few recommendations.

2.3. The current situation: common overall context

We shall begin with the overall context of political choices regarding continuous professional development throughout Europe. This will allow us to take stock of teachers' perceptions and to pinpoint the main issues that need to be tackled. Most of them are common to all countries of the developed world and underline the need for radical change.

Patchy data: lack of clarity in continuous professional development policies

The OECD 2010 Teachers' Development report mentions that continuous professional development efforts made by national or local authorities are not easily understood. The data available in the various countries, except in those that have a continuous professional development policy (Belgium, Poland and UK) are often patchy. Despite national continuous professional development initiatives (as in Greece and The Netherlands) and their assessment, follow-up on the local or regional level and the number days set aside are hardly ever documented. This indicates little commitment for this type of training.

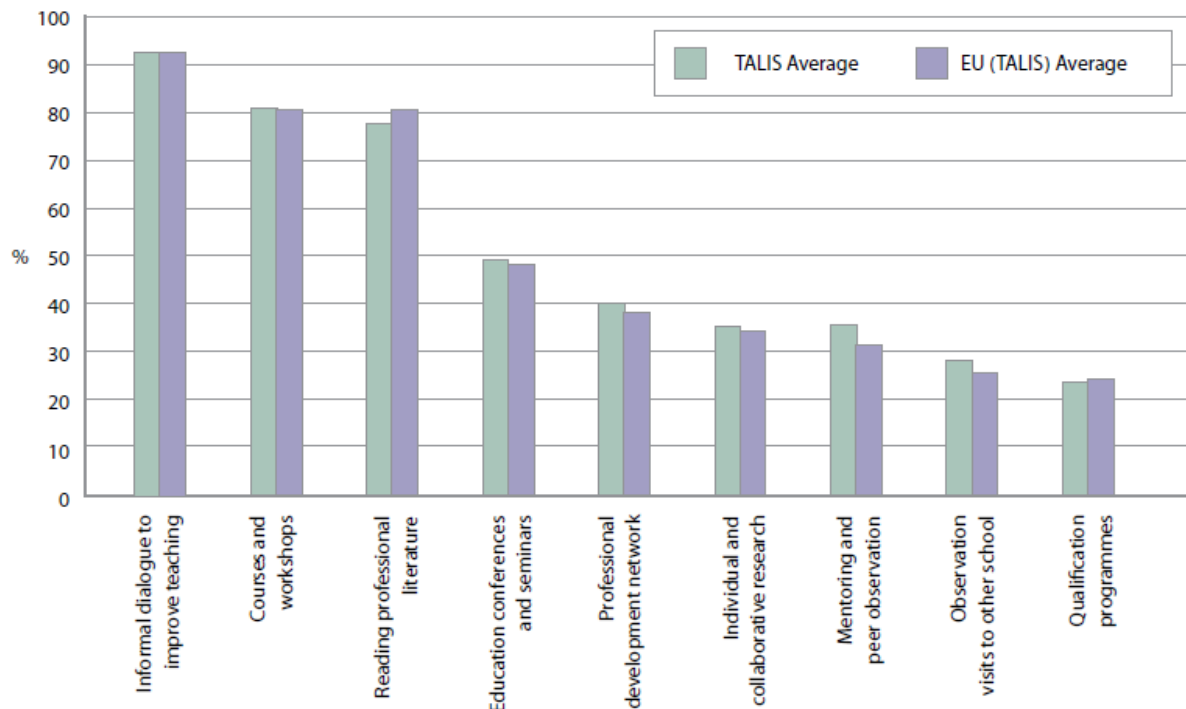
A training programme considered as part of professional duties in over half the European countries, but not mandatory (EURYDICE - Key Data 2009). The TALIS report reveals that about 11% of teachers did not take part in any of the more structured forms of professional development during the 18 months prior to the survey. The low rate of participation is more obvious among men than women as well as among the oldest and youngest teachers. In certain countries one secondary level teacher in four received no training at all (Denmark, Iceland, Slovak Republic and Turkey). In Spain, by contrast, all secondary level teachers took part in some form of professional development. In certain countries, teachers need to renew their professional qualification (Norway).

In Hungary, a new act, scheduled to be passed in 2013, introduces a new promotion and salary scale based on seniority, diplomas and the number of mandatory and optional qualification processes in which teachers participated. The new system seeks to encourage continuous professional development and the participation in training programmes by means of a national and educational assessment of qualifications.

With the exception of Belgium, teachers believe that training has a positive effect on their development. Their consistently positive view of the impact of all types of development is striking. On average teachers report that the most effective forms of

development are individual and collaborative types of research, informal dialogue to improve teaching and qualification programmes. **Qualification programmes are deemed by 90% of the teachers to be the main factor for their development.** Seminars and conferences, such as visiting other schools, are considered the least beneficial for their own activity. This means that the training programmes they appreciate most and consider to have the highest professional impact are those they hardly ever attend.

Figure 5.7: Participation rates by type of professional development activity (2007-08)



Source OECD/TALIS

Huge unsatisfied needs, especially for teaching pupils with special needs, ICT teaching skills, pupil discipline and behaviour: 45% of the teachers interviewed report a lack of suitable professional development activities for their needs. The extent of unsatisfied demand appears large, and in some countries the great majority of teachers state they need more development than they receive. One-third of the teachers report a need in the area of teaching students with special learning needs. This issue is recurrent in many of the interviews and often complemented by the request to provide specifically qualified personnel. This translates the extreme difficulties of teachers faced with increasingly heterogeneous pupils with respect to their behaviour, knowledge, attitude towards school and mixed cultural backgrounds (chapter 3).

Especially strong needs for secondary-level teachers: There are huge differences among the various domains of training. They are due to gaps in the initial teacher education programme at university, which usually focuses on the subject matter, while

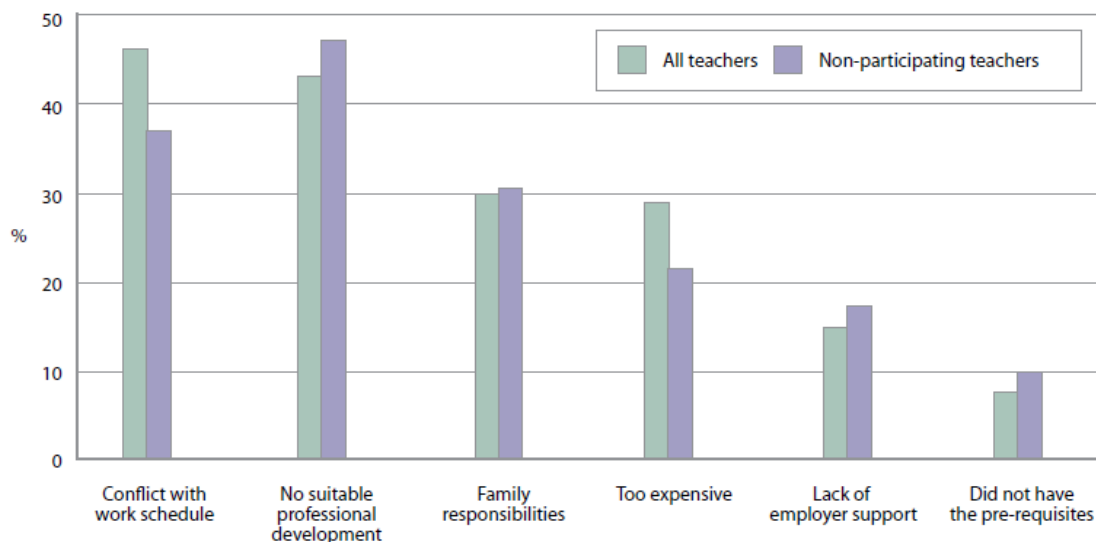
didactic and educational skills are more or less treated like an afterthought (chapter 4).

Marked differences among countries, geographic areas and schools: The number of days devoted to training (according to the teachers) may differ by up to a 5:1 ratio: The highest number is approximately 17 days/year: Bulgaria, Italy, Poland and Spain. The lowest is an average of 4 days: Belgium, Ireland, Slovak Republic and Slovenia. This divergence in duration and intensity is also noticeable on the geographic level: teachers in remote areas receive less training. Given that the training policy is often left to school heads or local/regional education authorities, the weight of training programmes and their orientation often depend on the budget set aside for it and on the ability of school heads to comprehend the importance of training and the willingness to implement it.

There are two principal barriers for teacher professional development (SCHEERENS/OECD, 2010: p. 76):

- 1) **Conflicts between work schedule and cost:** While professional development is considered an inherent part of the profession, training can be too expensive for teachers. Only mandatory training is free of charge and accounts for about 40% of the training package. The rest is at the teachers' own expense but in most countries their salaries are not very high. When training leads neither to some form of qualification, nor to promotion, it is more understandable that teachers ignore these programmes. The cost of training is especially a barrier in countries where it is expensive (Poland), while it is low in Belgium, Ireland and Turkey.
- 2) **The lack of possible replacements** also stands in the way of professional development initiatives.

Figure 5.8: Reasons for not participating in more professional development among TALIS teachers (all teachers compared with teachers who did not participate in professional development)



Source: OECD: Teachers' professional development – a snapshot from TALIS of lower secondary education, p.76

Fragmentation, waste, lack of coherence, distance from the field

Several persons interviewed stressed the lack of coherence of the training programmes they attended, the lack of adjustments to the assessment of pupils in schools, and long response times when faced with a problem. They often cited the lack of coherence between primary and secondary level training (Belgium, Greece and Turkey).

The need for training and coaching staff to be up-to-date with practice in schools

One question that keeps coming back in the interviews is related to the qualification of instructors or tutors and their awareness of the changes on the ground. Those with an academic status are often deemed to be out of touch with the worries on the ground. Here is a testimonial: *"We need a system where excellent teachers can work in teacher education institutions while staying in school,"* notes a Swedish interviewee. *"Training is a safety element. It is first and foremost a regular and constant reflection performed with those who contribute to the work and results of each individual. The instructor is someone who encourages regular reflection and the observation of what goes on at school,"* says a Spanish education official.

2.4. What we know about the conditions that encourage professional development, and recommendations

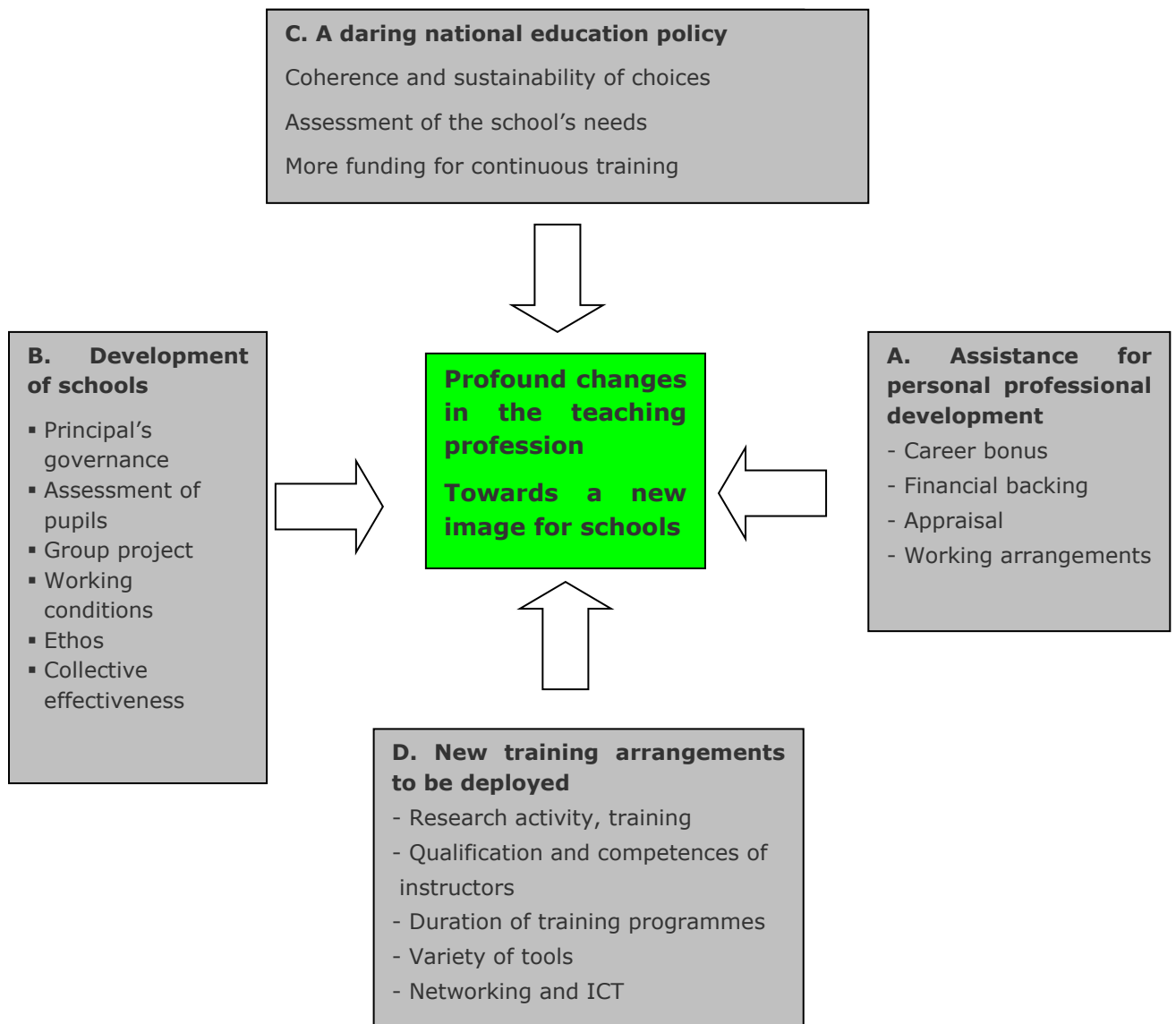
All research projects about professional development agree on a number of points. The first is that only one or two specific measures, no matter how daring and relevant, have no lasting effect on the practice of teachers and their commitment to the profession. On the contrary, these studies show that the combination of a number of variables creates the right chemistry for development. We have been able to identify several conditions: respect for individuals, concern about their safety and mentoring their career; end scattered offers; maintain a balance between practical workshops with external refreshing courses, etc. We shall develop below some other basic conditions.

Who is involved in continuous professional development?

TALIS study shows that women are keener to commit themselves to professional development projects than men and that young and older teachers are less likely to do so than teachers in their prime. Their background, degrees held and attitudes are important. Usually, the most qualified are the ones who tend to question their practices most, because they want to keep learning and wish to undertake research. Moreover, they already have an idea about learning concepts similar to socio-constructivism for the learning process of their pupils, and they are most active in personal or collective training projects which create momentum. They do not mind staying longer in their schools to learn and benefit from it. This is the opposite of what happens for the others.

The sense of belonging to a community of practice, and even more so to a community of trainees, is a determining factor. Personal development is linked to the development of the team. Teachers need to feel secure and have trust in their pupils and their families, the principal and the inspectors. This is a prerequisite for a sense of self and collective effectiveness. This kind of satisfaction encourages the readiness to pursue one’s development. Feedback and various kinds of assessment play an important part.

Figure 5.9: The conditions for effective professional development: a complex dynamic



Clarity, coherence and stability of national and local policy

National policies need to be clearly formulated, well-argued, in line with research and provide sufficient funding for what is expected. This is also an issue of commitment to shared educational and instructional values and goals. This commitment is difficult to maintain when reforms, programmes and textbooks change with successive governments. The aim of national education campaigns is precisely to provide coherence and to ensure that the main objectives are shared. Teachers accept to attend training when they have a sense of responsibility and involvement in the decisions regarding the programme and its orientation (chapter 3). In Finland, teachers have a say in reforms, in France, there are frequent consultation sessions. They now accept the notion of national and international evaluation (PISA), as our questionnaires show, yet they hardly ever apply the findings to their own activity. Unless the school where they work supplies the required information, they cannot compare the results of their pupils with those of others when considering and devising school projects. Such projects would then also justify negotiating additional training for the school.

A different structure, other contents and training tools

This scenario requires important changes. They are partially linked to the training structure (focused content for clearly defined specific projects or needs, variety of available tools, training time allotted by the contract, financial support or free training sessions). These new training tools should encourage and validate innovation (EURYDICE, 2008: p. 59). They are closely linked to the implementation of new and open training concepts, whether “first-aid” training or a training programme that develops the reflective and creative dimension of teachers. In this scenario, the quality of the instructors is crucial.

In Finland, pilot projects and involvement in research projects provide the foundation for future reforms. Since 2002 in Norway, there has been a demonstration-school system for testing new approaches. If an experiment succeeds, the school in question becomes a training and observation site. Another example of good practice can be cited in France: the ‘neo-pass system’, a database of didactic video footage for young teachers. The use of video footage in education programmes can be a powerful accelerator if the footage is clear and well thought-out. The sequences are based on the input of researchers, teachers, instructors and video professionals. They show young teachers and analyse their challenges and successes. Complementary comments / voice-overs are essential. They present theoretical and professional viewpoints as well as “user impressions” (by the students). The viewing session is followed by a professional discussion. The short scenes focus on recurrent problems and present real life solutions. Designing such research–action–training tools is time-consuming, with lead times of up to three years for a finished product which can be reproduced, is theoretically founded and provides demonstrated solutions. They require regional, national and international coordination. They also require sufficient funding for research contracts, the availability of teachers, administrative recognition of teachers and school heads that encourage this kind of work as well as academic recognition for the researchers (these kinds of projects are not considered prestigious for research careers).

Across the scenarios

The measures we advocate for changing continuous professional development are based on four considerations:

- The wish of the those in the field to rediscover the satisfaction and pleasure of the profession through a sense of effectiveness, by assisting them with their career project, helping them to become reflective practitioners and autonomous learners, willing to contribute to innovation and research.
- Concern about the profession: ambitious objectives for anticipating future transformations and providing assistance.
- Refocusing on schools: increase consistency; put an end to waste and scattered approaches.
- Assistance through research and innovation assessment.

Changing the profession's image

"What really makes the profession attractive is the quality of teachers". This opinion of a Greek interviewee illustrates the importance of developing teaching skills and knowledge for restoring the profession's social image and making it more attractive. The image needs to counter the perception of a profession sometimes entrenched in out-dated routines and truisms, and present the impression of a profession that is dynamic, capable of analysing its results and reflecting on what to do about them. European society is facing ideological, political, cultural and economic upheavals. Today's pupils will have to invent novel solutions to these fundamental changes, and hence be prepared to take charge. They will have to be creative, critical and stand together, have broad general knowledge and be able to expand and refine it. They will have to develop skills for staying informed and communicating, which is a far cry from what they learn at school today (HALVERSON, 2009; HALASZ & MICHEL, 2011). Another challenge is to allow students to update their knowledge using the latest technologies (HALVERSON, 2009).

The urgency of addressing the teaching malaise: The uneasiness of a high number of teachers, their urgent needs regarding similar problems all over Europe and even on a global scale need to be addressed as soon as possible: the authority issue, handling the heterogeneity of pupils, mastering new technologies and, above all, the absence of social recognition (FREDRIKSSON, 2003). Surveys indeed suggest that a significant number of teachers are considering leaving the profession, and that the only thing that prevents them from doing so is due to economic considerations.

3. Support for teachers in difficulty

3.1. Teachers experiencing difficulties

The documentation we consulted about this subject is not as extensive and comprehensive as one might hope. Some studies nevertheless allow us to describe the situation. For example, European teacher unions tackled this issue in a study published in 2001 (EI/ETUCE, 2001) as a follow-up to an international seminar organised in 1999 and a survey in 27 European countries. This study has already been partially analysed in chapter 2 of the present volume (section 2.8). It emphasised the growing stress of teachers in all European countries that were surveyed. This stress is felt at all education levels and especially among women teachers. Not only does stress among teachers pose the risk of induced pathologies like migraine, asthma, digestive problems and depression, it also affects the quality and efficiency of their classes, because it leads to 'demotivation' and a higher absenteeism.

The survey pointed out that the stress experienced by teachers is not due to personal problems but rather to the organisation of their teaching activity. The authors concluded that this stress is the result of a rising workload for teachers. According to this survey, there are four main reasons:

The deterioration of working conditions

In the poorest countries, this deterioration first leads to a deterioration of the material teaching conditions: lack of classroom maintenance, lack of equipment and of adequate teaching materials. Another salient point is the growing number of administrative duties teachers are expected to perform. The main factor is nevertheless the changing school population and an increasingly tense relationship with parents. Pupils are viewed as lacking motivation and respect for school discipline. Incidents of violence and aggression (sometime induced by alcohol or drugs) are common and make actual teaching increasingly difficult.

Difficulties with adapting to change

Frequent restructuring in a lot of countries is considered a second important source of stress. Countless reforms of curricula, the rise of new ICT and new aspects of teaching activity (diversification of assignments) create a sense of insecurity and require an extra effort to adapt, which creates stress.

Loss of autonomy and leeway for initiatives

The survey emphasises that teachers experience this evolution as a loss of autonomy and right to take initiatives, especially in countries where they are burdened with a heavy hierarchy.

The deterioration of the teachers' image in society

The elements described above and the low salaries in a number of countries have led to a situation where the media only talk about negative incidents in schools or lament the problems schools are facing, but successes are hardly ever mentioned. This does

not encourage teachers to think highly of their profession and, by extension, themselves. The lack of social recognition in a lot of countries is bound to affect the stress level among teachers.

The combination of these factors has an adverse effect on working conditions and explains the stress experienced by teachers. Based on its analysis of the professional difficulties that cause stress among teachers, **the study makes a number of recommendations** to avoid such difficulties. The proposals are standard trade union ones:

- **Invest more in education policy:** Mobilise more funds for the improvement of the schools' functioning (premises, ICT equipment, didactic material, etc.), salaries and general working conditions.
- **Improve conditions for the teaching activity:** This investment should make it possible to improve working conditions; the most frequently cited measure is reducing the number of students per class, which means hiring more qualified teachers. Teachers should also have the possibility to develop their careers.
- **Improve initial teacher education and continuous professional development:** The strongest concern appears to be raising the standards for new teachers (this study was published well before the general trend of a mandatory master's degree) and to adapt the education programme to the profession's new realities. Teachers need to acquire better communication and conflict-management skills, etc.
- **Involve teachers in the evolution of education systems:** Teachers need to be more involved in the reflections and decisions of the education system if they are to commit themselves more strongly to the implementation of education policies.

Among the study's weak points are the absence of data (especially about the number of teachers suffering from stress) and the lack of information regarding possible differences among countries. It does allow us, however, to identify professional difficulties encountered by teachers. More recent studies can be used to complement the picture. They allow us to extend the number of classification criteria based on the kinds of difficulties. A document (EURYDICE, 2009) for instance, describes four kinds of relative recurrent situations:

- 1) **Problems of a personal nature** relate in particular to burnout, a form of stress characterised by physical and nervous exhaustion making it hard for the teachers concerned to carry out their duties effectively. This type of difficulty mentions stress as an obstacle to proper achievement with respect to the teaching assignment.
- 2) **Interpersonal conflicts** involving pupils, parents and/or colleagues are primarily conflicts of a disciplinary nature with pupils (disruptive classroom behaviour, verbal and/or physical attacks on teachers, etc.).
- 3) **Teaching problems** which relate to problems teachers may have in adapting to new teaching methods or didactic media.

4) **Work with pupils with additional needs**, i.e. pupils from immigrant backgrounds, those with social problems (disadvantaged backgrounds) and/or pupils with very important learning abilities.

Interestingly, in three out of four cases, this classification assumes that the difficulties encountered by teachers are explained by factors external to the individual. It corroborates the findings of the first study, which sees the source of the teachers' difficulties not in the individuals but in the school organisation, and especially in its recent developments. It also indirectly defines the "difficulty" from the institution's and employer's point of view as the manifestation of professional inefficiency. From a teacher's perspective, however, it is a source of personal suffering. Irrespective of whether one is concerned about improving the performance of the education system or preventive occupational health care, a majority of European countries raise the issue of providing assistance to teachers in need.

According to the study we mentioned (see table below), 13 European countries (out of the 35 surveyed) have put in place measures (regulations or recommendations) for the teachers faced with problems: 19 countries have devised an aid package for teachers faced with conflicts; 23 countries have devised measures to address "teaching problems"; and 29 countries have devised support measures for teachers who work with pupils with additional needs. These measures are intended to solve professional difficulties, some of which are part of continuous professional development programmes but also tools of a different nature, like occupational health measures to address personal problems. In France, for instance, many teachers with difficulties are placed on leave or assigned other non-teaching tasks. Most countries have retraining packages for teachers facing difficulties (see infra the section about mobility). The study points out that the number of countries adopting such measures has risen since the previous 2002 -2003 European survey. There are also more informal tools for assisting teachers in need.

Figure 5.10: Regulations and/or recommendations on certain forms of support for teachers in primary education and general secondary education (ISCED 1, 2 and 3), 2006/07

	BE fr	BE de	BE nl	BG	CZ	DK	DE	EE	IE	EL	ES	FR	IT	CY	LV	LT	LU	HU	MT	NL	AT	PL	PT	RO	SI	SK	FI	SE	UK (¹)	UK- SCT	IS	LI	NO	TR			
A	○	○	○	●	■	○	●	○	●	■	■	●	■	○	○	○	○	●	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○		
B	●	○	○	●	●	○	●	●	●	●	●	○	■	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○		
C	●	●	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	
D	●	●	●	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	
●	Existence of regulations, recommendations and/or guidelines (at central/regional/local level)																				A	Personal problems															
																					B	Conflicts															
○	Support exists but is not formal (not systematically organised)																				C	Teaching problems															
■	Kind of support not provided																				D	Work with pupils with additional needs															
UK (¹): UK-ENGWLSNIR																																					
Source: Eurydice.																																					

Source: Eurydice (Key data on Education in Europe) 2009, pp. 165, 166

Paradoxically, the professional difficulties of teachers can also be viewed from the angle of teacher dismissals. The 2005 OECD study names the countries with public service teachers (not necessarily civil servants) that nevertheless have devised terms of dismissal. There are three reasons for dismissal: disciplinary reasons (all countries surveyed), redundancies (some countries) and “chronic inefficiency”. Belgium, Denmark, Finland, Hungary, Ireland, Slovakia, the United Kingdom (England, Scotland and Wales) and Switzerland have regulations that allow dismissing teachers for “inefficiency”. This suggests that these countries have what are labelled inefficient teachers who may be in fact facing major difficulties. The same study shows that no country actually uses dismissals for inefficiency, because “*in the absence of criteria to assess the efficiency of teachers [...] it is impossible to officially detect inefficient teaching.*” (p. 168). From a social point of view, dismissing teachers for this reason is extremely tricky.

In conclusion, the issue of teachers faced with difficulties is a problem in all European countries; these difficulties may trigger pathologies and lead to a drop in the quality of their teaching. They are most often not related to the personal problems of individuals, but rather induced by the development of school organisation. Most European countries are aware of the problems caused by these personal difficulties and have devised a set of measures to solve them. These measures are based on continuous professional development and assistance to individuals. In some cases, they take the shape of retraining. We did not find any study capable of measuring the effectiveness of the measures taken.

3.2. The current support to teachers in difficulty: information from our on-line survey and interviews

Several studies guided our reasoning. In particular we used the study done by Béla Galgóczi and Vera Glassner (commissioned by EI/ETUCE) which pinpointed that:

“Teacher shortages were identified as a major problem: 50 per cent of all state schools were reported as facing this challenge; indeed, in some subjects, 70 per cent of respondents mentioned a teacher shortage. Such shortages were generally seen as a consequence of lower wages and less attractive working conditions compared to other professional groups with equal, comparable or even lower qualifications. Demographic change as a reason for teacher shortages appeared in the Netherlands, Denmark and Lithuania, where the share of teachers close to retirement age is high. In contrast, in Iceland it was rather the growth of population that had increased the need for qualified teachers, so giving rise to a shortage. Migration as a reason for shortages was reported from Georgia, but also Latvia, Lithuania and Poland. ... While diversity in all aspects can be named as the overarching feature of teacher’s situation in Europe, the report also shows some common trends. If part time employment, non-competitive salaries at least for beginning teachers, second jobs and chronic shortage of qualified teachers in particular subject areas, is becoming norm for teaching profession in Europe, education could be in a long-term decline. Although the study

addressed the development of certain characteristics over time, the real trends can be identified and proofed only after repeat surveys". (GALCOCZI & GLASSNER, 2008)

Christian Maroy and Branka Cattonar address the problem from a different angle: "*The satisfaction of employment varies mainly depending on the difficulty of school work, which can have a moderate influence. Discipline problems, the industrial relations climate within the institution (with colleagues or the manager) and the quality of the physical working conditions also have a slight influence. Finally, the majority of teachers who give classes (more than 75% of their time) in technical and vocational education were slightly more satisfied in this respect than the general, independent of other variables in the model"* (MAROY & CATTONAR, 2002).

Based on the results of research, several interpretations can be suggested for teachers experiencing difficulties and the relationship with scarcity. Most importantly, we find that the dissatisfaction and discomfort of teachers is generated by the evolution of practical work with students. This is a key difficulty in their work and also relationship issues with students which leads to dissatisfaction and even wanting to leave the profession. As we have seen earlier, the relationship with students and the specific content of the work shape the expectations of the profession, rather than the conditions of employment or the place teachers in society. This is where a level of anger or disappointment may emerge in comparison with their initial attitude that considered contact with students as an enhancing factor as well as interest in the subject, work autonomy and interest for pedagogy. It appears that many teachers do not seem find their true vocation once in the teaching situation. Changes in the school system and students make their role more complex, uncertain and indeterminate, and thus appear to be the cause of a sort of "betrayed affection" for working with students from which they originally expected much. In addition, teachers are unanimous in deploring the deterioration of their status and their place in society.

Some other articles and papers have also guided our study, especially a comparative study, by a team of researchers, of primary teaching in England and Finland (WEBB et al., 2004) and another one including a literature review from Patrick Barmby of Durham university about the importance of workload and pupil behaviour for improving teacher recruitment and retention (BARMBY, 2006). Reading this literature has led us to extract four key reasons that appear to make the teaching profession less attractive: the deterioration of working conditions, the difficulty to adapt to frequent changes of the education system, the loss of autonomy and possibility of taking initiatives, and the deterioration of the image of teachers in society. These factors complicate the teaching activity and may cause difficulties for certain teachers, such as personal problems, relationship conflicts, teaching problems or difficulties to adapt to a certain kind of audience. These problems come at a human cost for the persons in question but also affect the schools' effectiveness.

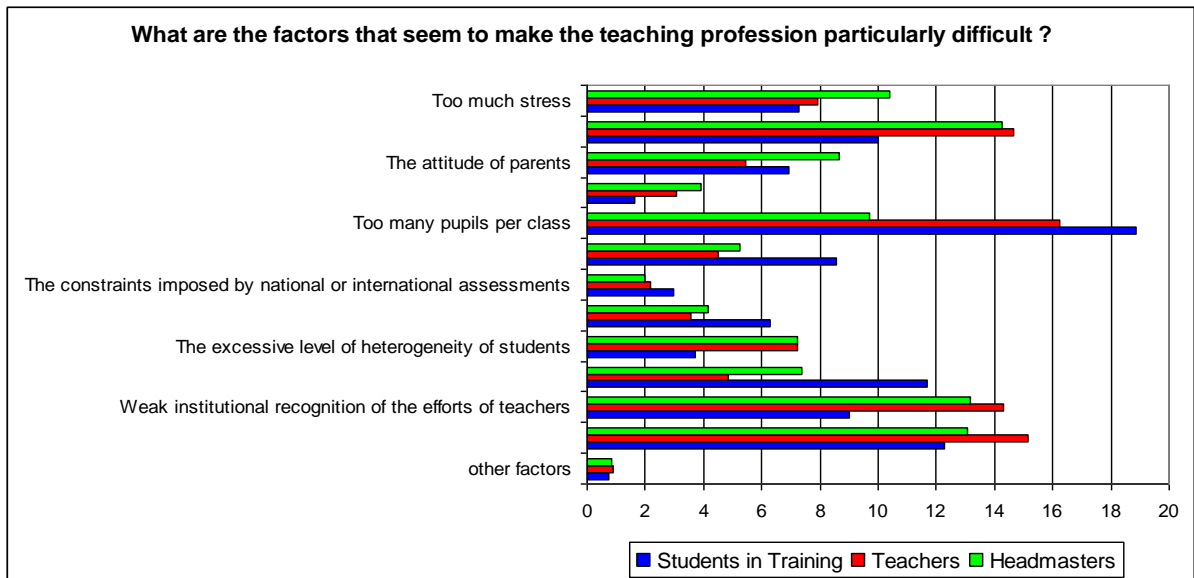
What exactly does our survey bring to the table? Firstly the questionnaires confirm previous studies regarding explanations for the difficulties inherent to the teaching profession. In response to the question about 'changes that are most likely to make the teaching profession more attractive', the four most popular responses (aggregate of the first three questions) out of 13 are: better social recognition and a better image of the profession (23%), a higher salary (21.7%), smaller classes (15.2%) and improved material working conditions (7.9%). The last two items

underline the importance given to working conditions. This concern resurfaces in the replies to the question *“What are the factors that seem to make the teaching profession particularly difficult?”* The top five replies (out of 13) are: the number of pupils per class (16.5%), the workload not directly related to teaching (15.3%), the weak institutional recognition of the efforts of teachers (14.4%), the excessive level of heterogeneity of pupils (6.2%) and the attitude of parents (5.6%). With the exception of the third item, the working conditions seem to be perceived by teachers as the main causes for professional difficulties, most of all the number of pupils per class.

A third question of our questionnaire for teachers allowed us to address the difficulties inherent in the profession: *“If you were to choose a different occupation, what would be the main reasons?”* The first two reasons are related to the profession’s social image (14.5%) and pay (14.2%), followed by three items that refer to professional difficulties: too much stress (9.5%) - in 13.4% of the cases, this was the reply ranked first - the accumulation of tasks and responsibilities of teachers (11.6%) and discipline problems too hard to handle (7.1%). There was no “overcrowded classes” response proposed. Here again, the perception of the difficulties inherent to the teaching profession and adverse working conditions corroborate previous studies. It is interesting to note the relative, yet significant, weight of the stress factor compared with the study cited above.

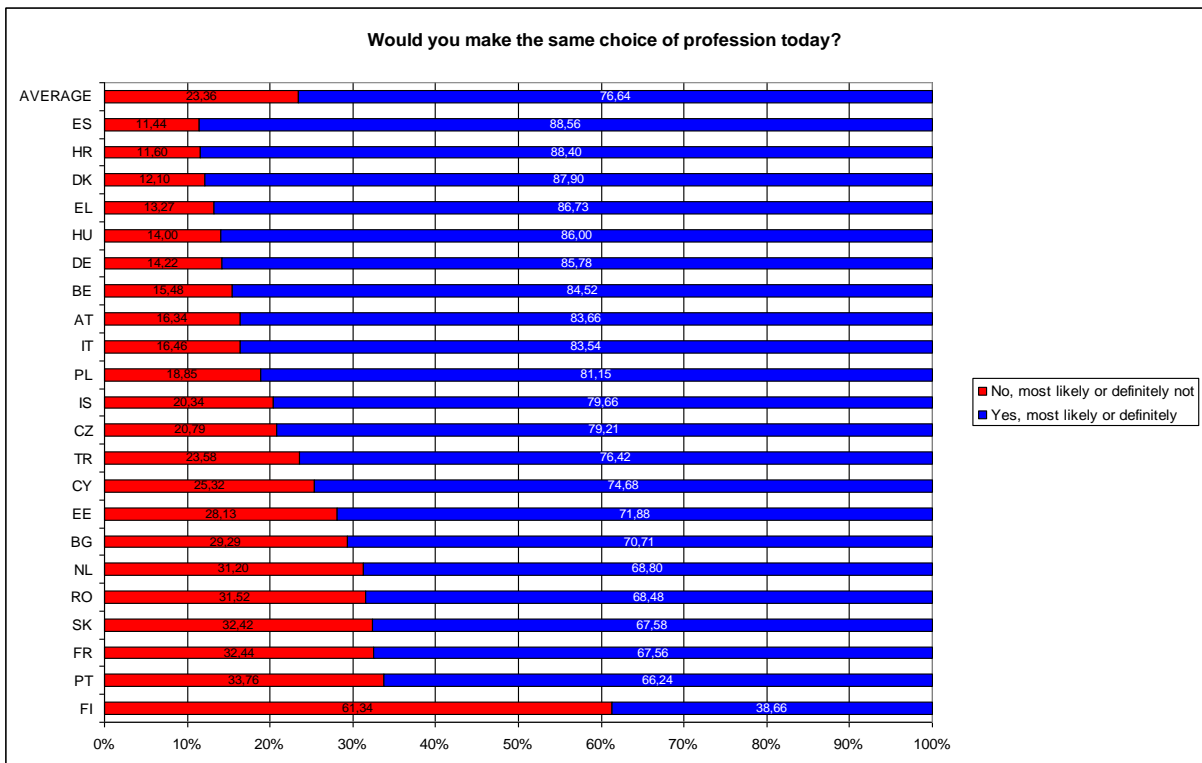
The responses to the questionnaires for school heads and principals seem to be in agreement. The stress factor is even more important (10.4%). It ranks after indiscipline and the lack of motivation among pupils (15.3%), the weak recognition of teachers’ efforts by institutions (13.5%), the added workload (12.8%) and, finally, the high number of pupils per class (9.5%). For the persons in charge of the regional or local education systems who responded to the questionnaire, the difficulties faced by teachers can be explained by six factors (out of 13): education that does not prepare for real life teaching (19%), the number of pupils per class (17.6%), weak institutional recognition of the efforts of teachers (11.9%), the indiscipline and the lack of motivation among certain students (10.5%), too much stress (9.8%) and the excessive level of heterogeneity of students (7%). This category of staff stands out through the importance they attribute to the initial teacher education programme, which is ill-adapted to real life teaching. Apart from that, however, they are in agreement with the teachers, school heads and principals.

Figure 5.11



Graph based on the responses to the online questionnaire

Figure 5.12

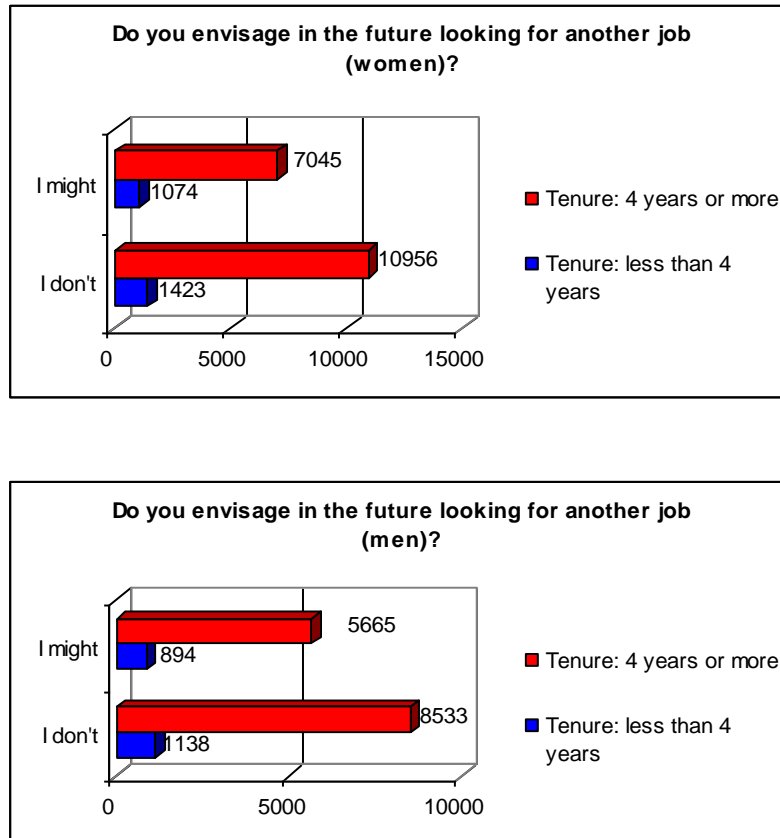


Graph based on the responses to the online questionnaire

Even though the questionnaire does not make it possible to produce an accurate chart about those teachers facing difficulties, the fact that 23.4% of the teachers declare

that they would not choose this profession again may suggest that there are some of them who are facing difficulties.

Figure 5.13



Graphs based on responses to the online questionnaire (numbers of teachers)

If one accepts that the questionnaire corroborates earlier research into the perception of working conditions (too many pupils per class, strong heterogeneity of the pupil population, multiplication of additional tasks, stress, etc.) that make the difficulties even worse, what do teachers think of the assistance they can solicit?

Is assistance for teachers facing difficulties considered a parameter that contributes to the profession’s attractiveness—provided it exists? In our study, this point was tackled essentially by means of the questionnaires. One direct question was submitted to the teachers: “Which kinds of assistance in the course of a career are most helpful for tackling problems?” Elements from the questionnaire for initial-training students (“What are the factors that seem to make the teaching profession particularly difficult?”) and of the questionnaire for “classic” students (Which types of change are most likely to make the teaching profession more attractive?) allow us to clarify this point. If the question does not appear explicitly in the set we selected for the interviews, there are however elements of answer to this question, especially in question 4: “Which aspects of the teaching profession should be changed first to make it more attractive?”

Impressions of students in initial teacher education

If support for teachers facing difficulties is not or only rarely mentioned by the interviewees, it means that this aspect does not really contribute to making the teaching profession more attractive. In any case, it is not one of the main drives that lead students to decide to become teachers. This is easy to verify by looking at the replies of initial teacher education students. To the question “*What are the factors that seem to make the teaching profession particularly difficult?*”, “*lack of support for teachers facing difficulties*” was mentioned by only 6.44% (see the table below for details about the various countries).

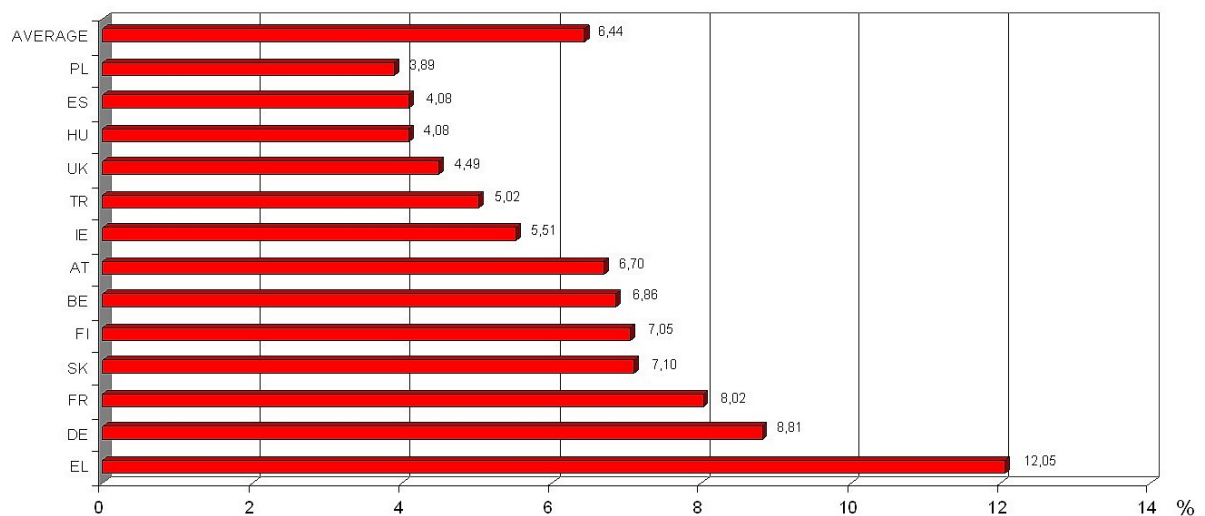
Students in initial education programmes are more likely to quote the high number of pupils per class (15.22% on average), followed by indiscipline and lack of motivation among certain pupils (11.02% on average) and the added workload not directly related to teaching (10.52% on average).

Figure 5-14

STUDENTS IN TEACHER EDUCATION

What are the factors that seem to make the teaching profession particularly difficult? overall result

Lack of support for teachers in trouble



Graph based on the responses to the online questionnaire

Among students not enrolled in initial teacher education, the quality of continuous professional development represents only 4.62% of their preoccupations. This allows us to conclude that support for teachers facing difficulties is unlikely to make the profession more attractive for future teachers, and has little or no impact on young students. It would be interesting to gauge the impact this measure has on practicing teachers who are considering changing profession because of their difficulties or suffering and find no assistance at their workplace.

Impressions of teachers

In the questionnaire for teachers, five possible responses were proposed to the question “*What kinds of support during a career help to better manage the problems?*”: The opportunity to consult with colleagues, the possibility of training adapted to your needs, access to a resource site, the intervention of specialised personnel in assisting teachers facing difficulties, and the possibility of meeting with trainers.

The responses are unambiguous. Among the possible responses, 21 countries essentially selected “*The opportunity to consult with colleagues*”—only Romania recorded lower though respectable percentage with 27.3%. A more thorough analysis of these result leads to the conclusion that none of the 4 items is rejected outright. On average: 30.28% for “*the opportunity to consult with colleagues*”; 21.97% for “*the possibility of training adapted to your needs*”; 18.27% for “*the access to an on-line resource site*”, 15.92% for “*the intervention of specialised personnel in assisting teachers facing difficulties*” and 13.56% for “*the possibility of meeting with trainers*”.

Examining these results, a first impression might be that teachers give priority to receiving swift replies to their problem(s). Proximity, speed and consulting with peers are preferred. They believe that continuous professional development (no matter how well adapted) will never be sufficiently reactive and timely to address a given difficulty, and will therefore never be appropriate enough. They prefer talking to peers with whom they can share their problems without being judged (or so they think), a peer who “*knows the ropes*” is most likely to come up with a practical answer. But taking account of the imprecise formulation of the question since the nature of “*difficulties*” is not specified, it is fair to assume that the relatively homogeneous distribution among the five items cover different kinds of problems. In this way, the choice of the opportunity to consult with colleagues can be assumed to refer to a host of small professional problems teachers may be faced with on a day-to-day basis. The high score of this item should, in fact, be seen as a vote in favour of collegial consultation, teamwork and the desire to break the isolation experienced by many teachers. It expresses the desire for a new way of going about the teaching activity.

A closer look at the possibility of meeting with trainers and the possibility of training suited to your needs items reveals that both are related to continuous professional development and that these modes are inspired by the needs of the trainees and geared to solving real life professional problems. The aggregate of these two items reveals that 35% are eagerly waiting for continuous training programmes. Access to on-line resources (requested by over 18%) must be understood as a complement to continuous professional development training. The selection of any one of these three items refers to “*problems*” that may be solved by acquiring new skills and competences, and through tools and programmes that help teachers solve education-related problems. The expectation of continuous professional development programmes closely linked to educational problems (and hence organised within the schools) can therefore be said to be central in our questionnaire.

This leaves one last item, the intervention of specialised personnel that assists teachers in trouble (about 16%). What kind of specialised personnel do the respondents have in mind? Doctors, psychologists or specialists who help them retrain

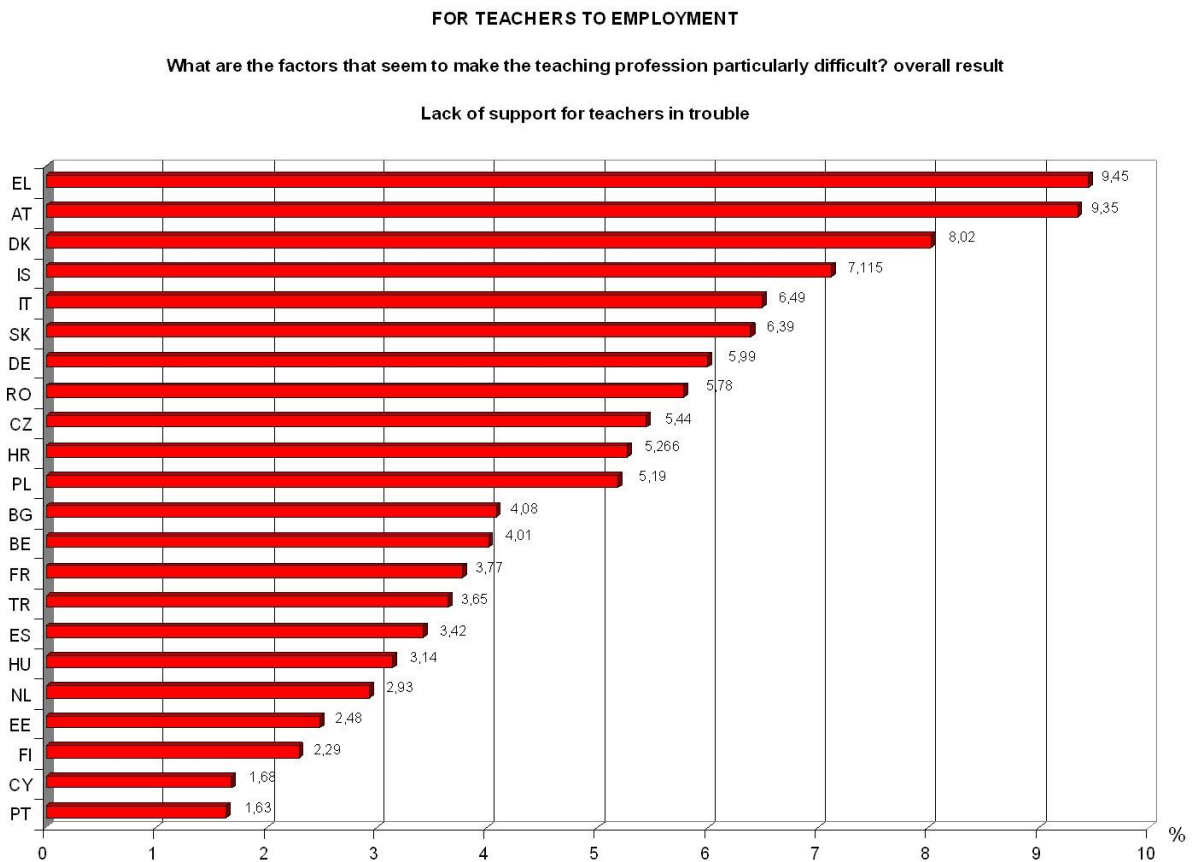
for another job...? One can only speculate about the answer to this question. It seems fair, however, to assume that the “difficulties” associated with this choice are of an altogether different nature and weight than the above choices. This item is characterised by striking differences among the countries surveyed: in Austria, the Czech Republic, Denmark, Estonia, Germany, Iceland, and the Netherlands this item scores over 20%, while fewer than 10% choose it in Croatia, Hungary, Romania and Turkey. The remaining countries are somewhere in-between. The question is posed whether this could be due to cultural differences between essentially northern European countries where this kind of assistance is welcomed, and central and southern European countries less open to such assistance. According to this interpretation, the teachers who took part in this study expect assistance that helps them address the difficulties they are facing: consultation and dialogue with members of the school staff, continuous professional development programmes tailored to their needs and access to specialists for more serious issues.

The teacher educators interviewed seem to agree and make the following propositions for helping teachers in need: coaching by a more experienced teacher (34.1%), additional training (26.2%), fewer teaching hours (19.5%), assistance with retraining (14.8%), other approaches (5.1%). So the measures cited here are: continuous professional development (with the original tutorship concept, which was absent from the items submitted to the teachers and thus cannot be compared), assistance with retraining (which refers to the “intervention of specialised personnel” item in the teacher questionnaire) and another proposition that was not tested with teachers: lighter duty. This proposition may lead to the assumption that teachers facing difficulties may be unable to handle the various tasks assigned to them. And this, in turn, takes us back to the working conditions.

Table 5.1. Types of answers in European countries (%)

Answers Countries	The opportunity to consult with colleagues	The possibility of training suited to your needs	The ability to access a resource site	The intervention of specialized personnel in assisting teachers in trouble	The possibility of meetings with trainers
<i>DE</i>	27,97	21,31	16,66	23,10	10,96
<i>AT</i>	28,34	26,29	10,17	27,31	7,90
<i>BE</i>	32,06	24,98	18,03	12,62	12,30
<i>BG</i>	23,96	20,93	23,55	13,09	18,46
<i>CY</i>	24,33	22,09	24,15	13,31	16,12
<i>HR</i>	32,74	18,53	24,08	8,48	16,17
<i>DK</i>	30,58	21,74	11,91	22,28	13,49
<i>ES</i>	27,26	29,28	11,52	16,90	15,03
<i>EE</i>	28,16	18,74	15,79	22,37	14,95
<i>FI</i>	31,24	23,13	13,80	18,02	13,81
<i>FR</i>	32,44	25,19	15,75	12,92	13,70
<i>HU</i>	34,29	28,46	13,45	8,11	15,69
<i>EL</i>	31,36	18,34	23,67	13,41	13,23
<i>IC</i>	30,93	17,47	12,06	21,17	18,38
<i>IT</i>	28,55	28,03	17,01	12,86	13,55
<i>NL</i>	31,07	17,53	12,75	20,76	17,89
<i>PL</i>	24,60	24,39	19,99	16,77	14,25
<i>PT</i>	30,55	22,16	18,78	15,88	12,63
<i>RO</i>	27,31	15,68	28,74	9,58	18,69
<i>CZ</i>	28,55	26,70	15,67	21,25	7,83
<i>SK</i>	32,74	24,87	27,05	12,52	2,82
<i>TK</i>	47,05	7,59	27,35	7,47	10,55

Figure 5.15



Graph based on the responses to the on-line questionnaire

The interviews allow us to refine this analysis. As stated earlier, none of the interview questions was specifically about this subject. The replies to the next pair of questions (developments and policy measures of the last five years that had an impact on the teaching profession, aspects requiring improvement to make the profession more attractive) nevertheless allow us to highlight important differences among the countries. The responses indicate that assistance for teachers facing difficulties is not among the core concerns of our interviewees, irrespective of the country and level of responsibility. In most countries (Croatia, Finland, France, Greece, Poland, Sweden, etc.), the problem is only tackled with reference to pupils and their achievements. In this respect, the interviewees refer to the “teacher effect” and “good teachers”: In France, an education journalist: *“Initial teacher education and continuous training need an overhaul to better prepare for a real assignment—helping pupils succeed, a teacher effect. Good teachers are those who are good in front of their classes. Teachers may very well be specialists in their discipline, but unable to convey it to their pupils.”*

And/or more generally with respect to continuous professional development for teachers, in Italy, an under-secretary of education: *“I believe training is first and foremost a regular and constant reflection performed with those who contribute to the work and results of each individual. As such, I do not believe that training can be a*

process that 'brings good tidings' and helps to change the words used by the profession. The instructor is someone who encourages a regular reflection process about the achievements and the observation of what goes on at school, especially as far as learning is concerned."

In France, a former head of the central administration department, now member of the 'Haut Conseil de l'École': *"Continuous training needs to be mandatory for teachers and school heads."*

In Scotland, according to primary school teacher: *"Maybe one should look for an improvement of initial and in-service education by integrating more theoretical and practical aspects of this training, mainly for subject teachers. Another issue will be to help the teachers in keeping with the fast change of ICT and also to reinforce the links between teachers and the research in the field of education. Enough support with difficult students and increased multi-professional support and collaboration will be needed in the future."*

In Finland: *"May be one should look for an improvement of initial and in-service education by integrating more theoretical and practical aspects of this training, mainly for subject teachers."*

In Sweden, *"two measures have been implemented in the recent years: Lärarlyftet (a system for continuing education and teacher certification); and more resources for in-service training of teachers"* (Representative for Lärarförbundet (the largest Teacher Union in Sweden).

In Germany, *"Schools and teachers urgently need more autonomy, the state should leave the teachers alone,"* says a person in charge of the education system in one of the Länder.

In Austria, teachers faced with difficulties require help by new school staff that specialise in psychology, for instance. *"Schools need social workers and psychologists"* says a person in charge of the education system in one region.

In Cyprus, the Dean of the Faculty of educational sciences at the University of Nicosia: *"Schools also need to hire other professionals likely to assist teachers with their duty in the light of the (psychological, social, etc.) challenges teachers have to face in class. Schools cannot just have teachers."*

It is also the state of mind of schools that needs to change. In France, *"Put an end to individualism: create a climate that encourages teamwork, re-establish confidence. Mentoring needs to be encouraged,"* says a university president. In Cyprus, *"In the case of exceptional teachers, we have made it a habit to present their work to the others and the persons in charge at the ministry. We ask them to show other teachers what such teachers do during training sessions. We want to use them as examples for others"* (A person in charge of the Cypriot education system). In Croatia: *"Every priority measure in future should be to improve professional skills of teachers through mentoring"* (Interview of a journalist specialist in education).

Not once is this issue cited as one of the causes for the profession's unattractiveness. In other words: if the school does not function as expected, this is in part due to the poor quality (or absence) of (initial and continuous) education for teachers. The

school, and even more so the pupils, are close to the interviewees' hearts—not the teachers. In certain countries (Hungary, Romania), this point is not even mentioned by the interviewees. Other matters are considered more pressing: especially higher pay (salaries are considered far too low), economic crisis, job security, etc.

Only in some interviews (Austria, Belgium, Cyprus and Germany) do we find the following concerns. In Germany: The head of the "teacher education department" of the teachers' union GEW thinks that *"providing assistance for new teachers when they first start out (mentoring, coaching, supervision) is essential"*, and *"we need measures that allow us to take swift action when pupils (and their parents) clearly show their lack of interest in the education system."* In Austria, *"Teachers sometimes feel left to their own devices at work and require assistance"* (journalist specialised in education). In Belgium, another union representative in French-speaking Belgium: *"First of all, we must improve working conditions. We need to combat teacher stress and malaise. Some teachers are wary of entering classrooms and are scared of the pupils."* In Norway, *"more effort to mentoring new teachers, more autonomy for teachers"* (a member of the Executive Board Utdanningsforbunde).

According to the replies gathered during our interviews with decision-makers of the education system, continuous professional development is perceived as the best solution for the difficulties of teachers, and as a tool for updating their knowledge and skills. We are unable to identify a specific solution request for suffering teachers who are considering switching jobs. A high-ranking French official nevertheless states: *"In the past, teachers committed themselves to a uniform 40-year career, their main consideration being that they preferred civil-service security to private-sector risk. Today, despite the high jobless figures, security is no longer attractive, scares people and is perceived as a dead end. It is considered "corny".* He goes on to illustrate what he means by referring to Rémi Boyer's appearance (author of two books about professional mobility) in the 8 pm news show of the France 2 TV channel: *"Only minutes after his appearance on TV, during which he mentioned only a few possibilities for teachers to change jobs, his website was assailed by 1,000 connections a second and literally exploded! It was the same again the next morning. In the face of the expectations regarding changing jobs, nothing is said about possible changes in orientation. The ministry of national education should have the courage to inform teachers about them."*

CASE STUDY

An innovative assistance scheme for teachers facing difficulties at the Montpellier Academy (France)

Professional activity counselling scheme (DCVP)

This programme was set up in 2007 by the human resources department of the Montpellier Academy. Aimed essentially at teachers, it is nevertheless also open to other categories of staff.

A dual purpose

Its originality is rooted in its dual purpose: mentoring early career teachers and assisting staff facing difficulties. It assists staff with internal education-related career moves (change of subject taught, either for personal reasons or in the wake of the closure of an institution), switches to administrative careers within the national education system, or switches to other career in the public service or elsewhere. This scheme also assists staff facing difficulties (professional, whether or not based on a single incident; related to class management, geographic evolution, relationship problems). Several tools are available: personal interviews, skills appraisal, career guidance session, educational support and training schemes.

Streamlined, networked structure

The DCVP is headed by a project manager who is assisted by a secretariat and nine advisors scattered over the academy's premises who report to her. Each advisor has a different status and only devotes a portion of their professional activity to the DCVP. It is thus a streamlined structure with direct links to the human resources department. Yet, the DCVP is part of a larger scheme that allows it to mobilise all human resources that may be of help for a person in need: principals, inspectors, staff management departments, medical doctors, social workers, etc. It also has the authority to solicit all tools and schemes it may require, like continuous professional development, better-suited posts, retraining schemes, training leave... Its efficiency is based on the fact that it is both at the heart of, and outside the system. It is part of the system in that it may interact with all structures and persons in charge of human resources management, and also because it reports directly to HR. At the same time, it is extraneous to the system by virtue of its professional rules (action outside the traditional administrative framework, no direct hierarchical connection or assessment, based on volunteering, adoption of an ethical posture based on providing assistance, confidentiality, etc.). This dual position warrants its efficiency.

The DCVP enjoys an excellent reputation among the supervisory staff (inspectors and principals) and has been accepted "as is". All staff likely to deal with teachers facing difficulties know that they can rely on this entity. Conversely, the DCVP can rely on the entire supervisory staff to make its actions more effective. The schemes prepared by the DCVP rely heavily on a school's internal resources, starting with the principal. The main aim is to build and coordinate a collaborative network around a person in need that focuses on reinforcing professional skills at several levels (educational, human, social interaction, integration into a team, etc.).

The DCVP tries to steer clear of actions that are not connected to the professional environment. Its success is based on its ability to mobilise a group of actors for a given assistance programme.

An approach based on assistance and individual careers

Posters and brochures have been published that invite the staff to contact the DCVP directly by calling a hotline or sending an e-mail. In other instances, they are referred to this entity by an occupational physician, an inspector, the school head, etc.

After a first contact, they meet with a career advisor at a location close to their workplace to ensure their anonymity is maintained. After several rounds of talks, a contract is made up which specifies the approach for meeting the objective to be achieved. Depending on the case, this approach may include setting up a tutorship, a personalised training unit, lighter duty or any other approach tailored to the person's situation. The contract also specifies the stages that need to be completed: intermediary audits, final assessment, duration of the programme. In most instances, such a programme is spread over two years for teachers facing difficulties. This is usually the time it takes for an assistance program to catch on.

The training programme aims to develop professional skills through working on a person's professional posture and identity.

Specific training modules have been created in collaboration with the academic continuous professional development training department: general pedagogy, class management, body and voice control (non-verbal communication), review of professional practices, etc. The training units are given by instructors who work along the DCVP's guidelines.

There are also other tools, e.g. for assistance with professional mobility, like career interviews (mandatory after five years of service), career checks, skills assessment, voluntary severance packages, etc.).

A team of specialists

The scheme's efficiency also relies on the specialised skills of the persons who provide assistance. It is supervised by an occupational psychologist with several complementary skills. The advisors are experienced instructors with a perfect command of the techniques and ethics of active listening and support. Each year, they attend new training courses to further refine their skills. They also take part in practice analysis schemes designed to assess their balance and efficiency. They are expected to write reports about their actions to avoid any form of abuse.

Conclusion

After a few years of operation, the DCVP has become a part of the life within the Academy. It currently coaches about a hundred teachers per year, helping them either with career moves or with their vocational reintegration. Some beneficiaries of this scheme have regained their enthusiasm, and their testimonies prove the scheme's effectiveness: in some cases, it appears that it is possible to overcome one's professional difficulties.

3.3. What do we mean by 'mentoring'?

We begin this section with an extract from a report on a review of the literature about 'beginner teachers' experiences of ITP, induction and early professional development (ASHBY et al, 2008):

"Research has found that the school-based mentor or teacher tutor is one of the most powerful sources of influence on student teachers under-going pre-service training. NETTLE (1998) identified evidence of an association between changes in trainees' beliefs and the beliefs held by their supervising teachers, whilst HOBSON (2002) found that trainees perceive school-based mentoring to be a, if not the, key element of the ITP experience. His study indicated that trainees most value supportive, reassuring mentors who are prepared and able to make time for them, to offer practical advice and ideas relating to their teaching, and to provide constructive feedback on their teaching attempts (FOSTER, 1999). In MARTIN and RIPPON (2003) exploration of student teachers' views as they looked forward to induction, 'approachability' was the characteristic most frequently mentioned (by 86% of respondents) as desirable within the mentoring relationship. While KOSKELA and GANSER (1998, typify school-based student teacher mentors as either 'role models', 'guides' or 'facilitators', FEIMAN--NEMSER (2001) identifies a range of mentor styles which could impede the learning of 'mentees'. These included 'imposing styles', where the mentor forces his or her style on the mentee; and the 'laissez-faire' style, in which the mentee is not given sufficient support or guidance. The ideal mentor, for Feiman-Nemser, is the 'co thinker', who scaffolds the mentee into self-awareness and deeper levels of thinking. For many student teachers, the perceived value of their school experience is affected by the degree to which they feel able to act independently, as teachers, in the classroom. McNALLY et al. (1997) found that trainees felt a need to be in charge, and suggested that they found it difficult to take control of a class in the presence of a teacher, and hard to accept a situation in which the transfer of control from the supervising teacher is partial, such as where the teacher stays in the room. The worst kind of experience, from the trainees' point of view, was when the teacher actively intervened during the lesson. Trainees preferred teachers to allow them a period of solo teaching to settle in before being observed, were concerned about being over-observed, and indicated that they preferred more informal modes of observation such as 'dropping in' (even unannounced) rather than formal observation (especially where the latter involved note taking)."(All authors cited are in the bibliography included in the Ashby's report)

For Maela PAUL, providing assistance leads to a new way of looking at others, who cease to be objects that require looking after but are active subjects of their careers. The act of providing assistance is geared at helping people with once again making their own choices, taking decisions and realising their strengths—in short: regaining their status of active subject. For this researcher, the assistance concept has four dimensions (PAUL, 2004): the role corresponds to a mandate, an institutionally-defined responsibility; the "position", is the result of a choice on the part of the support provider whose position at the Other's side is one of equality, not of control; the approach assumes that the supporting professional is capable of making this approach an objectivised one; the relation can only be developed at the request of the Other.

Support brings together two individuals 'organised' by different values-skills-practice systems. The rule of the game is to find a common ground to co-operate and to seek progress. Such a meeting therefore supposes that the person supported accepts the scrutiny of the other, to analyse his/her practice with the help of the tutor, to give credit to the tutor's remarks, to project himself/herself onto possible transformations. *"The tutor's role is to help the person supported find their place in a continuum of impressions induced by an as yet rudimentary practice. Faced with dilemmas like 'criticise or spare the intern', the tutor is expected to assess the positive practice aspects while also pointing out the areas that need improving. In addition, he or she has the duty to assist with the changes by finding the most appropriate posture"* (PEREZ-ROUX, 2007). Every teacher, with or without formal education is faced with questions, uncertainties, difficulties and problems on a daily basis. Each teacher would like sometimes to be able to ask a colleague for help, i.e. a "peer expert" who plays two parts: reassuring the person in need of help and allowing him/her to find their own solution to their problems.

4. Inter-professional mobility

4.1. Preliminary remarks on the literature concerning the choice of a teaching position as a second career

Qualitative studies and quantitative data dealing with the reasons for choosing to become a teacher as a second career are more recent and fewer than those dealing with the reasons to become a teacher as a first career (SEROW & FORREST, 1994; RICHARDSON & WATT & TYSVAER, 2007). BERGER & D'ASCOLI (2011) review the conclusions of several previous studies and summarise them: *"Choosing to become a teacher as a second career seems to result from two interacting reaction processes: on the one hand, a disinterest towards the first occupational activity, that could for instance result from stress, working conditions, too little challenges, or more generally from the feeling of a gap between the job and values, skills or interests of the individual, on the other hand an attractive process towards teaching, that would reinforce the disinterest for the first job"* (DUCHESNE, 2008; BALLEUX & PEREZ-ROUX, 2011).

If some studies tend to conclude that the motivations to become a teacher as a first and as a second career are not much different, BERGER and D'ASCOLI (op.cit.) insist on the difference between these two groups of people. Some studies also show an important heterogeneity of the individuals choosing to become a teacher as a second career according to their age (between 25 and 50) and their social background. Also, most studies deal with the motivations to become a teacher rather than to those to leave their first job. They focus on *"Why do professionals from other sectors enter the teaching profession?"* (PRIYADHARSHINI & ROBINSON-PANT, 2003)

Existing qualitative studies rely on interviews with small samples of individuals. For example, a study carried out in 2003 concerned 34 teachers who were asked about the processes through which they took the decision to become teachers as a second

career (PRIYADHARSHINI, ROBINSON & PANT, 2003). Another study (TIGUELAAR, BROUWER & KORTHAGEN, 2008) carried out in The Netherlands was based on interviews of 14 teachers. Inter-professional mobility has become frequent on the European job market. The teaching profession is no exception, as certain studies point out (DUCHESNE, 2011).

Inter-professional mobility as described here needs to be considered at several levels and is related to: vertical mobility that leads a teacher to leave the profession for another occupation inside the education sector (school head, inspector/guidance counsellor, instructor, etc.); horizontal mobility that leads teachers to leave the profession for other occupations outside the field of education; horizontal mobility of professionals from other sectors who start working as teachers. In all three cases, inter-professional mobility involves retraining, i.e. a "professionalisation process" and may require attending an education programme. The term "professional transition" used in certain studies has the advantage of indicating that such career moves take time and require a personal strategy as well as sometimes discussion with facilitators (official or non-official retraining aid) and addressing institutional resistance to a career move.

Studying inter-professional and geographical mobility among teachers is justified because such moves have a direct impact on the shortage of qualified teachers and the way this is handled by local, regional or national supervisory authorities (depending on the country). Yet, in many countries, mobility of any kind does not include the preservation of previously acquired rights (status, salary, etc.) in the new position.

4.2. The issue of attrition and retention of teachers

Other studies address the issue of teachers who decide to leave their job for another occupation. Some of them in the 1980s analysed the most frequent motives to do so: work load, dealing with discipline within the classroom, insufficient motivation to learn of many pupils, too much heterogeneity of pupils, assessment of pupils' performance, communication with parents, etc. (VEENMAN, 1984). Another type of diagnostic can be found in Belgium: *"It is mainly with respect to the concrete aspect of their job that many teachers seem not to be satisfied. The evolution of the education system and of the pupils makes their role more complex and more uncertain, thus being the source of a feeling of a betrayed affection towards working with pupils, which was regarded as a hopeful activity when starting their job"* (MAROY, 2002: p. 52). Another study (BARMBY, 2006) underlines the importance of workload and pupil behaviour. Other authors mention the negative image of the profession (HOYLE, 2001, HARGREAVES et al, 2006). In a literature review on this issue, the authors analyse the profiles of teachers who quit their profession: *"leavers tended to be disproportionately either young with a few years' service or older and approaching retirement. Young leavers were more likely to cite salary and personal circumstances, older leavers "workload"* (SMITHERS & ROBINSON, 2003). These conclusions are corroborated by a qualitative study (on 18 teachers) of Lindsey Smethem (University of Nottingham): *"The main reasons cited for considering leaving teaching confirm the findings of Smithers and*

Robinson (2003): heavy workload, pupil behaviour and remuneration in comparison to other professions” (SMETHEM, 2007).

With respect to this aspect of our study of the teaching profession’s attractiveness, we shall try to provide answers to the following questions: What motives do teachers give for leaving their profession? Are there Europe-wide statistics that allow us to quantify this phenomenon? Are there aids for inter-professional mobility away from and into the teaching profession? Are the persons likely to be concerned aware of such schemes? Are such schemes effective?

Does the possibility of changing profession contribute to making the teaching profession more attractive? Does continuous professional development for teachers contribute to the emergence of transferable competences from the perspective of inter-professional mobility?

The statistical analysis of our on-line questionnaire examines the reasons teachers envisage leaving or deciding to leave their profession, through the question: *« If you were to envisage looking for another job, what would be the main reasons to do so? »*

4.3. Motives cited for inter-professional mobility

The idea that entering the teaching profession is not necessarily a dead end for one’s professional career is gaining ground. A lot of stakeholders of the education system consider that the competences acquired as a teacher may also be of help in other careers. Even teacher unions accept this evolution (EI/ETUCE, 2008): *“Also, unlike 40 years ago, teacher education programmes need to acknowledge that the skills which teachers acquire, equip them for a number of other professional careers, and that a number of students intending to become teachers will find their way into those alternative careers immediately after qualifying or after only a few years of teaching experience. Conversely, students on programmes leading to other professions may be attracted to teaching and cross over onto teacher education programmes.”*

The studies that deal with this subject are not based on statistical samples of the countries they survey but rather analyse the careers of a few individuals with the intention of showing the motives of teachers who drop out of the profession, or of professionals from other sectors who enter the teaching profession. The main factors they cite are: the desire to obtain promotion, the possible precarious state of their original vocation (voluntary or forced retraining), the gap between their idea of the profession and real life (the feeling of not having made the right choice), the perception of the social status of teachers, the absence or loss of meaning.

The decision to look for another job essentially depends on the perception one may have of the new profession but also on the motives for leaving teaching in the first place. The data analysis of the questionnaires we submitted to teachers provides answers to several questions that shed light on the motivation of people contemplating inter-professional mobility:

“Do you envisage looking for another job?”

“If you were to envisage looking for another job, what would be the main reasons to do so?”

What is your impression of the assistance programmes designed to retrain for a different occupation?

The graph below shows that the teachers from the 22 countries for which the number of valid responses were sufficient answered the question **“If you were to envisage looking for another job, what would be the main reasons to do so?”** as follows:

- Looking for a better salary prominent in BG, CZ, EE, EL HR, PO, SK, TR (the former member states of the communist block are over-represented), but weak in AT, CY, DE,.
- Degradation of the social image of the profession, prominent in AT, CY, ES, IT, RO, but very weak in DK, EE, FI, IS.
- Increasing workload and responsibilities, significant responses in DE, EE, FI, FR, N, PO, but weak in BG, CZ, EL HU, HR and RO.

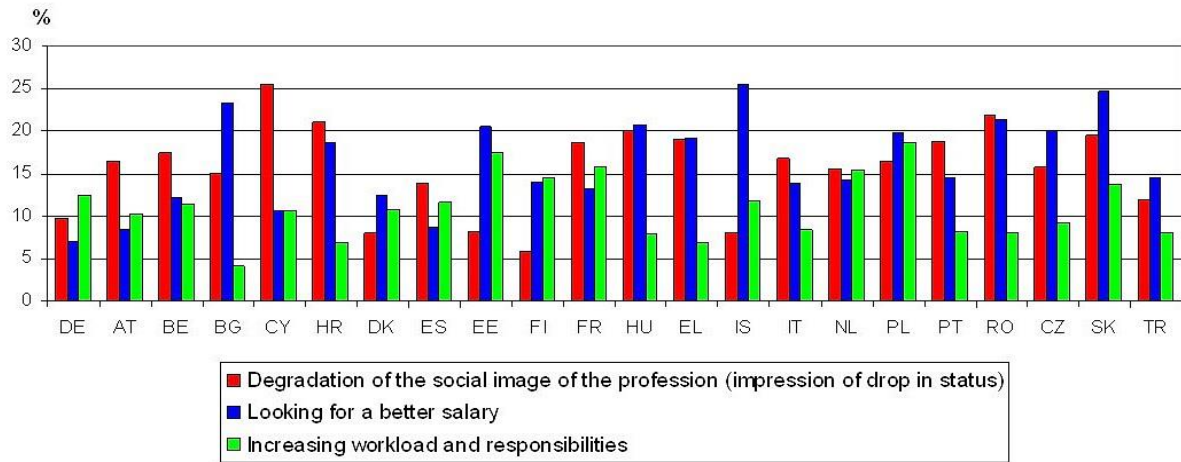
The teachers we interviewed paid little attention to the following items: Overly strong societal expectations, discipline problems too hard to handle, the desire to obtain promotion, the absence or loss of meaning, the gap between their initial idea of the profession and real life.

Responses that favour *“Looking for a better salary”*, *“Degradation of the social image of the profession”* and *“Increasing workload and responsibilities”* are strongly correlated, because they help to explain the attempts to leave the teaching profession. As for the issue of the importance of salaries, we saw in chapter 3 above that if it is not a factor of attractiveness for entering the teaching profession, it is an important one for looking for another job in all countries, except Germany.

For entering the teaching profession as a first career, salary is not important, which fits with the conclusions of previous studies based on interviews of small samples of teachers or students. A former study carried out in 1955 in the U.S.A. (FIELSTRA, 1955) based on 230 interviews of students intending to become teachers already reached the same conclusions: the salary was not an important issue while the main reason to become a teacher was to transmit values. More than 50 years later in Europe, students choose to become a teacher for about the same main reasons, in a quite different context. But this is quite compatible with the results of many studies showing the importance of a better salary to attract good students (see chapter 3 above)

For leaving the teaching profession for another career, the importance of the salary is much greater and more obvious. In the results of the question *“If you were to envisage looking for another job, what would be the main reasons to do so?”* the salary appears to be the main reason (chapter 3 above).

Figure 5.16. Question asked to teachers: If you were to envisage looking for another job, what would be the main reasons to do so?



Graph based on the responses to our online questionnaire

4.4. European-wide statistics about inter-professional mobility

The European-wide statistics on this issue are limited. At the level of documentary sources, a study published by Eurydice in 2004 mentioned the absence of data making it possible to quantify periodic changes of positions by teachers in the various countries (EURYDICE, 2004). The field study confirms this almost general absence of figures about inter-professional or geographical mobility. Our interviews with decision-makers of the various education systems have not produced any quantifiable data about the ratio of teachers retraining.

Although the education ministries of the various European countries hardly ever communicate about teachers who leave teaching for professions in other fields, they sometimes provide information on mobility trends inside the education sector. There is less hesitation about professionals of other sectors who become teachers; yet there are no national statistics, or at least they are never published (except in the UK). The subject is often covered by the media that do not have any figures either, and so they focus on a few examples (quest for sensational stories). The teachers' unions provide no quantifiable information either about inter-professional mobility. National and European teachers' unions nevertheless discuss the issue: "*Teacher education must provide teachers with enough expertise to encourage mobility between different sectors of education and different professions within the education sector*" (ETUCE, 2008). The inter-professional mobility phenomenon clearly exists, yet there are no quantifiable data, for fear that such information be used during election campaigns and might affect the profession's attractiveness if it points to a high number of staff leaving for careers outside the education system. Some studies look at retraining for a new occupation in a practical way and ask how to assist teachers who want to change jobs.

In certain European countries **not hit by a shortage of teachers**, the profession remains attractive (at least for socio-economic reasons), the drop-out issue is considered marginal, and ministries do not systematically compile statistics.

Most European countries faced **with a significant shortage of teachers** hardly ever communicate about assistance programmes for inter-professional mobility towards other sectors, even if they exist. Some countries, however, do take stock of the number of teachers leaving (or students who leave the training programme).

Norway: The 2009 White Book *"admits that the drop-out ratio among students poses a serious problem as does the high number of teachers who move to other jobs."*

France: Fewer than about 10,000 out of 800,000 teachers change jobs each year (but do not leave the education system), and this figure is confirmed by the ministry of national education to be stable. Resignations by first level tenured teachers in France in 2009-2010 are thought to have been 0.06% of all active teachers, while resignations by secondary level tenured teachers thought to have been 0.09%. There is a regulatory framework to encourage real professional career paths (BOYER, 2009) aimed essentially at mobility towards principal or inspection posts. To this end, "career mobility" counsellors were first trained and then deployed in education bodies in 2009 to assist teachers with their personal projects (about 4,000 are accepted each year).

Ireland does not appear to have a serious problem in retaining effective teachers. In the background country report written for the 2005 OECD report, the author John COOLAHAN explains: *"Some of the factors which are operative in countries experiencing high teacher attrition rates seem to be less evident in Ireland. When a range of relevant issues such as image and profile of the job, public confidence in and affirmation of teachers' work, the quality of pre-service teacher education, the opportunities for continuing professional development, the opportunities for partnership and input to policy, the conditions of work, opportunities for diversification, worker-friendly leave arrangements, modes of teacher appointment, security of tenure, supports in times of difficulty, general salary scales, scope for promotion and are appraised, they reflect a mainly positive framework regarding the teaching career"*.

4.5. Aid packages for inter-professional mobility

Where they exist, schemes for assisting teachers with their inter-professional mobility projects are mainly related to further education leave. The duration of such leave funded by the state varies from a few days to several months:

Germany: Legal further education leave is only taken up by 1.5% of employees of all categories. Attempts are made to attract professionals from other sectors. Some German Länder provide for lateral entry (*Quereinsteiger*) to the teaching profession. Other Länder propose financial incentives, four to five days of professional or political training within the legal framework of educational leave (*Bildungsurlaub*).

Belgium: The French-speaking and Brussels regions have a professional transition programme (PTP) that provides up to 24 months of training (especially for those entering the teaching profession rather than those who want leave).

France: Up to twelve months for the 'individual entitlement to training' (DIF) with a monthly financial compensation of 85% of the last salary.

Italy: there is a "150 hours scheme", the right for all workers to a combined leave of 150 hours per year, provided they attend training for a new occupation of a higher level. Teachers are entitled to five days a year for continuous professional development (but need to arrange for a free substitute).

Iceland: up to one year over the course of the career for primary- and secondary-level teachers with current pay and benefits (EURYDICE, 2008).

Czech Republic: Twelve days per school year for a training course selected by the teachers themselves.

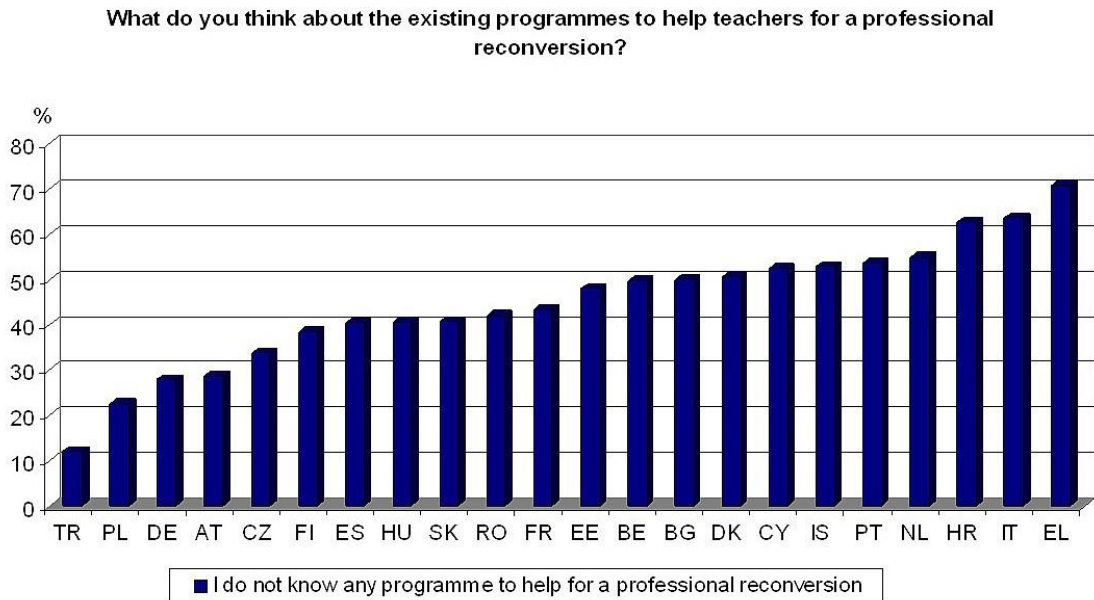
"One of the basic differences in the provision of study leave amongst EU countries concerns the categories of employees who are covered. The right to take or request study leave is often determined by the sector in which employees work or the size of the organisation". (EURYDICE, 2008)

Other encouragements for professional mobility are: the presence of a website providing information, statutory provisions for the state's public service with respect to civil servants who are unfit to perform their duties, publication of open public service competitions on official websites, skills recognition systems, validation of professional skills and other experience (e.g. VAE in France), assistance with skills assessment or advice for developing a vocational project, equivalence of diplomas, authorisation for schools to recruit holders of a degree without any experience, on the condition that they attend a training programme, etc. Visits to various official websites and the information gathered during our interviews show that existing retraining programmes are usually geared at teachers who are facing professional difficulties rather than those who are contemplating the possibility of temporarily or permanently entering a different profession.

4.6. Low awareness of inter-professional mobility provisions

The existence of provision for professional retraining does not mean that teachers are aware of it. The answers of our European teacher population to the on-line questionnaire show how little they know about it and what they think of it.

Figure 5.17



Graph based on the responses to the online questionnaire

To the question “*What do you think about the existing programmes to help teachers for a professional reconversion?*”, the majority of teachers in 22 countries say they are unaware of such programmes, with the exception of teachers in AT, CZ, DE, FI, TR and PL (figure 7.17).

The following graph (figure 7.18 below) only takes into account teachers who say they are aware of the programmes. Those not concerned by a retraining programme have not provided their opinion about the existence or quality of available reconversion programmes. Among those who claim to be aware of such programmes, a majority thinks they are insufficient, except in countries like Hungary and Estonia.

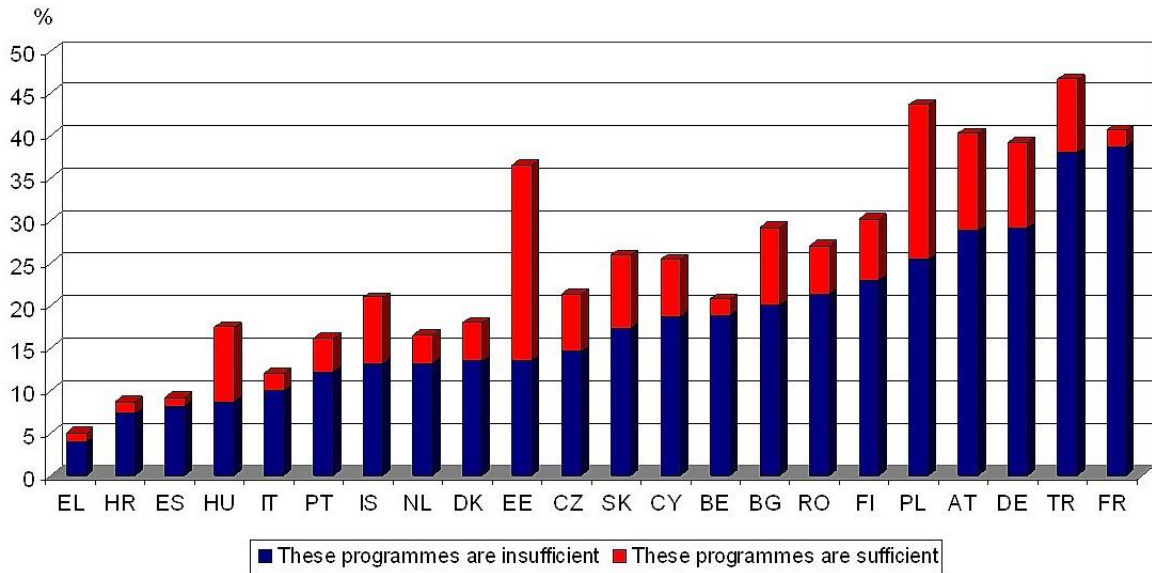
Does the possibility of changing jobs make the teaching profession more attractive?

The perception of inter-professional mobility varies from one country to the next. The position or job stability factor is welcomed in certain countries, while in others, any form of mobility is perceived negatively. The responses to the questionnaires elucidate the attractiveness of inter-professional mobility possibilities by way of a question asked to future European teachers.

These inter-professional reconversion programmes contribute to the profession’s attractiveness in the eyes of future teachers, as the responses show. “*Does the fact that active teachers have access to retraining programmes for other professions or other positions make the teaching profession more attractive?*”

Figure 5.18

What do you think about the existing programmes to help teachers for a professional reconversion?



Graph based on the responses to the online questionnaire

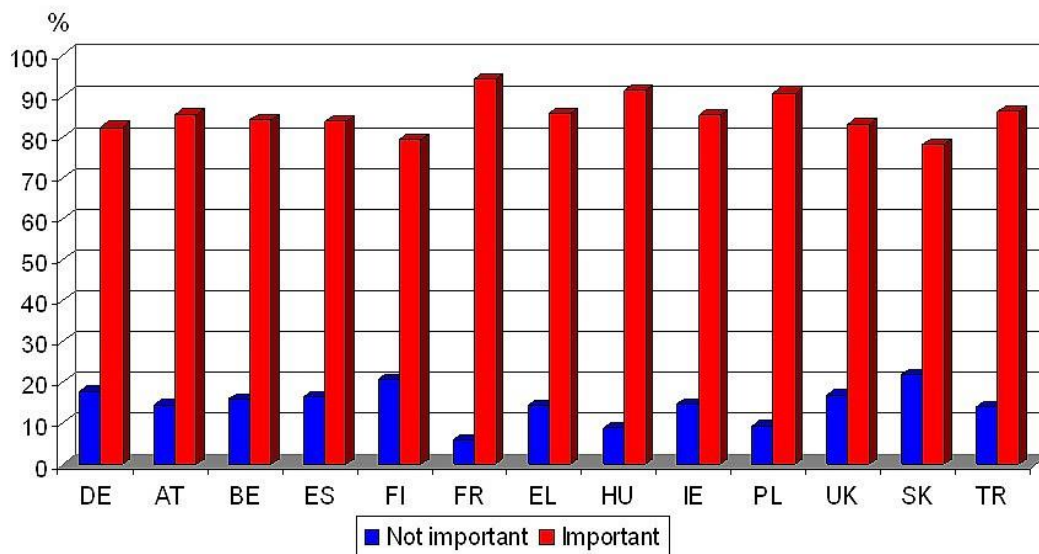
The inter-professional mobility question needs to be cross-checked against geographical mobility. The responses illustrate the importance given to geographical mobility for the attractiveness of the teaching profession. The question was: "Does the fact that active teachers have access to retraining programmes for other professions or other positions make the teaching profession more attractive?"

Table 5.2: Replies of teachers (in %)

Countries	Not important	Rather not important	Rather important	Very important
DE	1	16.72	47.25	35.04
AUT	1.2	13.4	45.2	40.3
BE	1.1	14.8	56.8	27.3
ES	1.7	14.5	42.8	41
FI	0	20.7	54.5	24.8
FR	0.7	5.30	46.6	47.3
EL	0.7	13.6	54.3	31.4
HU	3.2	5.4	61.3	30.1
IRL	3.4	11.4	51.1	34

PO	0	9.3	53.4	37.3
UK	4.8	12	47.8	37
SK	3.5	18.4	51.2	26.9
TR	1.3	12.4	47.5	38.7

Figure 5.19: Replies of teachers about the importance of retraining programmes for the attractiveness of the teaching profession in 13 European countries



Graph based on the responses to the online questionnaire

In the figure above, “Not important” and “Rather not important” have been combined, as well as “Rather important” and “Very important”. One can see that in all countries a large majority of teachers find it important to have access to programmes of retraining for new positions or new professions. It is deemed particularly important in France and Hungary (about 90% of positive answers).

4.7. Obstacles to inter-professional mobility of teachers

Mobility inside the education sector

Access modes to other occupations inside the education system (inspectorate, school heads, education advisors, librarians, teacher educators, etc.) are defined by regulations published on official websites for public-sector positions. Access to such positions varies from one country to another (competitive exams, reserve lists, examinations, etc.). Usually, the competences required for each position or function are described, except for teacher educators for which there is no specific profile, while most countries do provide a profile for teachers. Several studies recognise the heterogeneity of teacher educators and their importance: “Teacher educators are key

players in ensuring a high-quality teaching force; yet many European countries have no explicit policy on the competences they should possess or on how they should be selected or trained.” (Teacher Education for Inclusion across Europe: Challenges and Opportunities, p. 73, European Agency for Development in Special Needs Education, 2011)

Obstacles to this kind of mobility **inside the education sector** are not related to the awareness of these programmes but to the necessity of retraining after passing the competition. In over half the European countries, this retraining is mandatory.

Mobility outside the education sector

Teachers who do not rule out career moves do not elaborate on their professional projects, because they are deterred by certain restrictions:

- Leaving the teaching profession leads to a build-up of social pressure, because it may be considered a professional failure (DUCHESNE, 2011).
- Every professional reconversion project involves a certain risk, which is aggravated by the economy and the labour market situations.
- Most reconversion projects imply attending retraining programmes with little financial aid in most countries.
- Most teachers only have indirect knowledge of the business world and the expected skills. Their perception of other lines of business is based on some prejudices (an idealised or demonised view).
- Due to their specialised education, teachers who never took part in a skills assessment have a blurred perception of how their skills can be of interest to other professional areas.
- Teachers receive little official assistance for their individual reconversion programmes.

The obstacles to this kind of **mobility outside the education system** are related to the awareness of programmes, if at all available, and to the preservation of acquired rights (seniority, status, salary, etc.).

Supervisory authorities hardly ever communicate about teachers who resign for careers in other fields. There are no Europe-wide statistics, yet the ratio of inter-professional ‘reconversion’ outside the education seems to be very low. The programmes designed to support inter-professional mobility plans of teachers, where they exist, are not very well known and judged insufficient by teachers. On the whole, European teachers who wish to start a “second career” outside the education system receive little support from supervisory authorities, which have a policy of keeping teachers inside the education system. The possibility of inter-professional and geographic career moves is, however, one of the aspects contributing to the profession’s attractiveness.

CASE STUDY

Professional reconversion of French teachers

The objective of this case study of inter-professional reconversion is to present an association headed by a French teacher, Rémi Boyer, who in 2006 set up a website <http://robothumb.com/aideauxprofs.org> in order to help teachers with retraining for a temporary or permanent second career. After helping over 1,500 teachers with his association, Rémi Boyer published a guide for teachers considering a reconversion programme (BOYER, 2009). Although this action was staged by an association, it may be considered good practice that deserves to be developed on an institutional level by a ministry or a supervisory body in several European countries.

Objectives of the “aide aux profs” association

The statutes of association specify that it wishes to provide help to early career teachers, both for new teachers and people coming from other business areas; to experienced teachers desirous of temporarily or permanently taking up another career, either within or outside the education system; to teachers facing difficulties with respect to their teaching activity; to public- or private-sector professionals who are considering becoming teachers.

Context of the French stance regarding retraining for teachers

The national education minister wishes to retain teachers, and so communication—in the guise of regulations—is restricted to mobility programmes inside the education system. The assistance programme is chiefly intended for teachers with health-related professional problems. Regulations are implemented by the heads of human resources in each ‘*académie*’. A mobility advisor is provided to help teachers. There is, as yet, no assessment of the programme’s efficiency. The introduction of a voluntary separation package (IVD) explains the rise in the number of teachers who resign. The majority of these resignations, however, is not tendered by teachers facing difficulties but rather by those who wish to start a new professional project. A programme designed to encourage setting up small businesses was launched (‘*auto-entrepreneur*’ status, law no. 2008-776 dated 4 august 2008). A ‘second career programme’ for public-service profiles is open to teachers with 15 years of service. Yet small numbers are recruited and candidates receive no assistance from ministerial services.

Assistance for teachers via the ‘aideauxprofs.org website’

The service is free of charge for teachers. The persons in charge of the website are volunteers and usually active or retired teachers. The association is independent of any union, professional, religious or political formation.

Information about the regulatory framework regarding inter-professional mobility

The aideauxprofs.org website compiles all regulations regarding temporary (secondment) or permanent mobility projects (resignation/removal). These texts

are about secondment assignments to a state administration or public institution, a local authority or public institution, a company, a non-profit private organisation of general interest, international organisations,...in order to hold an elective public office or a union mandate, to work as an instructor in the French army, to work in a member state of the European Union, etc.

Assistance with spotting detached positions offered by other administrations

A directory of 180 public bodies likely to offer detached positions suitable for former teachers is available to retrained teachers or teachers wishing to retrain.

Assistance with the development of an individual mobility project for teachers

Assistance for teachers who wish to retrain hinges on self-evaluation of their acquired competences likely to be of interest to future employers, be they based on formal, non-formal or informal training. Teachers who are members of the association can solicit assistance with: career checks the analysis of their transferable competences, the analysis of the feasibility of their project based on a variety of parameters, the preparation of a CV and/or a letter of motivation, the preparation of a recruitment interview by phone.

The association also organises conferences about the professional reconversion in various French cities. The existence of the "aide aux profs" association was covered extensively by the press.

A member of the High Council for Education, paid tribute to Rémi Boyer's work, saying that the "Aide aux profs" initiative was very useful. He indeed believes that "long, linear careers are not considered attractive by students. Yet, switching jobs is not easy for teachers." They will have to run "a steeple chase of challenges and face the incomprehension of institutions and the dominant education system, where defection is frowned upon." Mobility is a genuine "cultural problem" for the education sector.

He therefore makes a number of **recommendations** for how to provide valuable support to those envisaging a career move. The first is a set of collective upward assessments. School heads could be assessed, for instance, by an audit firm to limit harassment. Rémy Boyer also asks that teachers be allowed to switch to other jobs during the school year, for the simple reason that hardly anybody is hired between 1 July and 1 September. And, finally, the institution needs stop locking up teachers and instead support them. Could this be a cultural revolution?

François JARRAUD - Excerpt from an article of the on-line review 'Café pédagogique', 17 May 2012

5. Possibilities for geographical mobility

In their conclusions *“The urgency of reforms for the success of the Lisbon Strategy”* published in 2010, the education ministers of the European Union established four principles to warrant the attractiveness of the teaching profession, among them the notion of a mobile profession. Already in the Council conclusions of 12 May 2009 on a strategic framework for European cooperation in education and training 2020 (2009/C 119/02), the first strategic objective was: *“Making lifelong learning and mobility a reality.”* The European Council also states that *“mobility for learners, teachers and teacher trainers should be gradually expanded with a view to making periods of learning abroad—both within Europe and the wider world—the rule rather than the exception.”* The Council is thus clearly hoping for a different mobility culture.

5.1. Teacher mobility in Europe

In spite of the efforts made by the European Union and the progress that has already been made, mobility of trainees and teachers is still very limited in Europe. Within the framework of its competences, the European Union can encourage mobility in the following two ways: *“by assisting individual teachers to undertake professional development activities, and by bringing together policies makers from different Member States to exchange and promote good practices”* (SCHEERENS, 2012). In 1989, the European Union launched the LINGUA cooperation programme, which included the possibility of mobility for continuous training for both teachers and instructors. These possibilities were adopted and expanded by subsequent European programmes. The current “Lifelong Learning Programme” (2007-2013), Comenius, Leonardo, and Grundtvig allow teachers and instructors to spend some time abroad.

Under the *Comenius programme*, about 10,000 serving teachers every year receive financial support to undertake some form of mobility for professional development purposes in another European country for a period of one to six weeks. Around 1,200 future teachers also receive financial support to enable them to develop their teaching competences while working for several months as an assistant in a school abroad. Over 100,000 teachers take part each year in multilateral school partnerships, which also involve the mobility of teachers and pupils. (cf. Comenius for schools “Mobility creates opportunities” CE 2008).

The *Grundtvig programme* funds around 1,300 teachers a year to travel in Europe for professional development purposes. Furthermore, around 1,400 Learning Partnerships receive financial support to enable adult education staff to co-operate across national boundaries.

Under the *Leonardo programme* teachers and trainers received support to undertake exchanges (17,000 in 2007 and 12,000 in 2008).

Despite the funding provided by the European Union for teacher mobility with respect to continuous training, the number of teachers who take advantage of it remains very low. It is estimated at well below 0.5% of all teachers in the European Union, out of—

according to a study carried out in 2007 (3/8/2007, COM (2007) 392 final)— 6.25 million (according to figures based on the TALIS survey). This proportion does not take into account the 100,000 teachers who participate each year in school partnerships and thus enhance their professional training.

The member states, local authorities and various partners, such as companies, are also invited to fund mobility scholarships for teachers or instructors, or to supplement the funds already made available by the European Union (the European Social Fund can also be solicited for such endeavours). In line with these considerations, France launched its “*Jules Verne*” programme in 2009, which is renewed each year and awards scholarships to teachers working on an education project that allow them to spend up to one year at a school in a member state of the European Union. There are also agreements, between France and Germany, for instance, for the exchange of positions and funding for language-development or professional training stays.

The Council of Europe, for its part, launched the Pestalozzi programme, which contributes to the professional development of teachers and education staff. It encourages dialogue and exchange among European colleagues.

All of these programmes and tools, even when combined, only concern a tiny percentage of European teachers who would be entitled to such a mobility scheme. Yet, teachers who return from such a mobility programme are mostly extremely satisfied. The study into the impact of the Comenius continuous professional development programme, published by GES in Kassel on behalf of the European Commission in 2010, mentions a satisfaction rate of about 93% among participants.

New measures should be taken. Some are already under investigation, like the Commission’s future “Erasmus for All” programme (IP/11/1398), which is scheduled to replace the current Lifelong Learning Programmes for 2014 - 2020. Comenius scholarships for students willing to take part in a continuous professional development programme in Europe might also be awarded for periods in excess of six weeks. Other measures could also be envisaged, both on a European scale and in the various Member States.

Studies conducted mainly by the OECD (2012), Eurydice (2008), and CEREQ (CAREL, DELOYE & MAZOUIN, 2011) in France, show the beneficial effects of geographical mobility on teachers: students will be more eager to work elsewhere if their teachers tell them about their working experience in other European countries. Geographical mobility of teachers is likely to contribute to the professional teaching quality and to a more dynamic education system. If the objective is to develop Europe-wide mobility and to turn it into a factor that contributes to the profession’s attractiveness, the best target audience should be youngsters, and **especially future teachers** who need to be encouraged to take advantage of European mobility scholarships.

5.2. Local and regional geographical mobility

Figures about geographical mobility inside countries, especially in decentralised countries, are hard to find. Mobility aspirations in a given country, region or at a school level, can be vastly different, especially in competitive scenarios. Teachers may be tempted to favour prestigious schools, high salaries and job security, which may pose problems in countries like Germany, where certain Länder, in particular Berlin,

have abolished the civil-servant status of teachers. Teachers may also be tempted to steer clear of schools in less-favoured areas, like some rural areas, poor regions, or suburban schools considered “difficult”. Some may want to return to their region of origin. The interests of teachers are not necessarily good news for the pupils. Mobility inside a country, provided it is not limited in time, sometimes requires some coordination. Perhaps, it should only be granted after a minimum number of years spent in a given school. However, this teacher mobility among schools or areas is still insignificant. This is even more difficult in decentralized countries. **Germany:** teacher mobility among states is said to amount to 2%. **Spain:** depending on the interviewees, stronger inter-regional mobility would be warmly welcomed, while the unions believe that mobility at its current level is just right. And there is also the problem of regional languages. **Sweden:** more widespread teacher mobility would be warmly welcomed. **Finland:** small-scale geographic teacher mobility among schools in the same city is considered a positive aspect for teaching quality.

Europe will have to create a resource to encourage a mobility culture among teachers based on the anticipated job market situation and the evolution of society. In its recent “*New Skills for New Jobs*” study (2010), Eurydice states that teacher education needs to include concepts like skills, competences and qualifications, especially in the light of teacher mobility. This requires tools like the Europass and the uniform application of the principle of professional recognition of mobility.

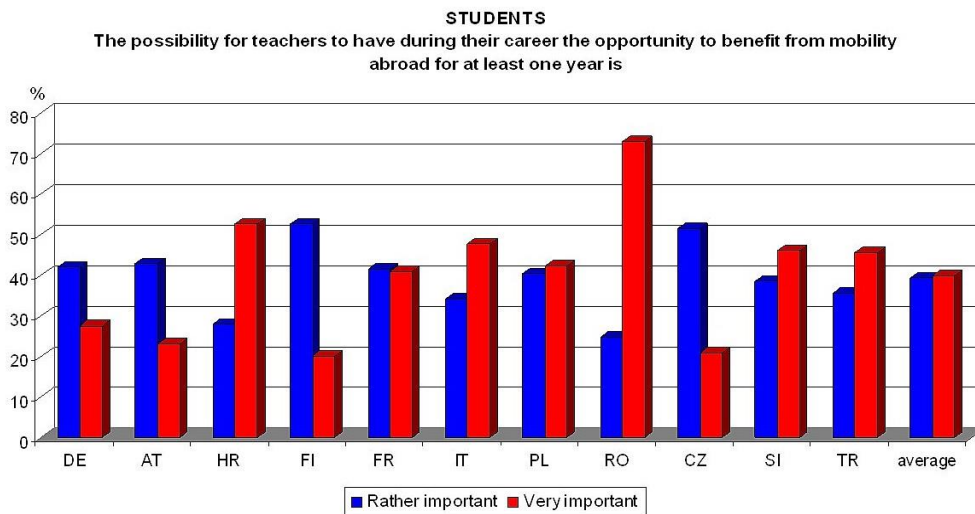
In the long run, the European Union seeks to build a European education area to meet the Lisbon objective “*to become the most competitive and dynamic knowledge-based economy in the world*”. To this end, it tries to create the conditions for a genuine teaching job market capable of regulating supply and demand and of discouraging rich European countries faced with a shortage of teachers poaching teachers from other countries. To reach these objectives, the European Union wishes to encourage both trust in qualifications acquired in any European country during initial and continuous teacher education, and the transparency of the ways in which such qualifications are acquired. It expects mutual recognition of the teaching profession’s qualification system, based on university training and experience, the recognition of the teacher status in the host country, the validation of mobility inside the home country, portability of holiday allowances, retirement benefits, etc. In certain decentralised countries, the problem with mutual recognition already surfaces on a regional level.

5.3. Mobility of students and future teachers

The opportunity of the 25th anniversary of the Erasmus programme was seized to measure its success among young people. During the academic year 2010 - 2011, over 231,000 students were awarded an Erasmus scholarship, which contributed to their support for study or training abroad. This is a new record—and an 8.5% rise over last year. Since its inception in 1987, the programme has allowed over 2.5 million European students to spend some time abroad for higher education or an internship. Among these students, some decided to become teachers, but their proportion is unknown. During an interview in France, a director at the education ministry, suggested an ‘Erasmus for future teachers’, a way to use European mobility for education, reserving a proportion of the Erasmus scholarships for future teachers.

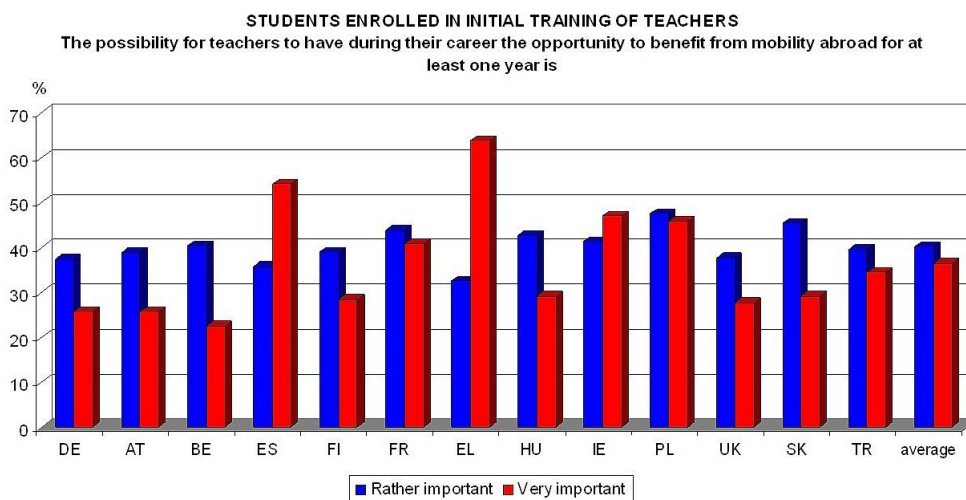
The responses to the questionnaires have revealed one interesting aspect: The possibility for teachers to spend a longer period (at least one year) abroad within the framework of job mobility is perceived as an attractive feature of the teaching profession for humanities, language, science and mathematics students—in similar proportions, even though to different degrees in the various countries. Young people indeed responded to the question “*Is the possibility for teachers to benefit from mobility abroad (for at least one year) in the course of their career an important factor of attractiveness for the profession?*” When combined, “Rather important” and “Very important” amount to 62% for Germany, 93% for Poland and 97% for Romania. In Finland, the score is about 70%, and in France it is in excess of 80%. There is no significant deviation between students and initial teacher education students.

Figure 5.20



Graph based on the responses to the online questionnaire

Figure 5.21



Graph based on the responses to the online questionnaire

6. Key Findings

ECS as well as continuing professional development, improved recognition and support rank high among recommendations of the EU and the OECD for improving the effectiveness and attractiveness of teaching. Inter-professional and geographic mobility may also be important.

Early career support (ECS) was an important topic for the majority of people we interviewed for this study and in reports on the creativity workshops. A number of factors contribute to effective ECS, including:

- A continuum of support from initial teacher education through continuous professional development
- Reduced workload during the induction period
- Smaller class sizes
- Mentoring by expert teachers
- Guidance by peers (fellow trainees and more experienced teachers)
- Ongoing links with schools or education departments at universities at the induction stage
- Intensified coaching through resource centres and online resources (pending their validation).

With the exception of a minority of countries, like the United Kingdom, **continuous professional development** is currently not a political priority but it needs to become one.

- CPD should be closely linked to teachers' and schools' specific needs
- The most effective CPD, according to teachers we surveyed, includes individual and collaborative types of research and informal dialogue to improve teaching. Ninety per cent of teachers deem qualification programmes to be the main factor for their development.
- Seminars and conferences are considered the least beneficial for their own activity
- There are huge unsatisfied needs, especially for teaching pupils with special needs, ICT teaching skills, pupil discipline and behaviour
- Secondary school teachers have strong needs for didactic and education skills, which are often not a priority in initial teacher education at this level

- The two principal barriers for CPD are: conflicts between cost (only mandatory training is free of charge) and work schedule (the lack of possible replacements)

National CPD policies need to be clearly formulated, well-argued, in line with research and provide sufficient funding for what is expected

Improved recognition and support is also important to address difficulties inherent to the teaching profession. Respondents to our online survey noted, in particular, the importance of:

- Better social recognition and a better image of the profession
- Higher salary
- Smaller classes, and
- Improved material working conditions

The perception of **inter-professional mobility** varies from one country to the next. The position or job stability factor is welcomed in certain countries, while in others, any form of mobility is perceived negatively. Nor is such mobility well supported.

- Mobility within the sector (e.g. positions other than teaching) may be hindered by the necessity of retraining (mandatory in over half the European countries)
- Obstacles to this kind of mobility outside the education system are related to the awareness of programmes, if at all available, and to the preservation of acquired rights (seniority, status, salary, etc.).

Geographical mobility is also very limited.

- The number of teachers who take advantage of CPD in other locations remains very low, in spite of the efforts made by the European Union. Yet, teachers who return from such a mobility programme are mostly extremely satisfied.
- New measures are already under investigation (the “Erasmus for All” programme, which is scheduled to replace Lifelong Learning Programmes for 2014 – 2020, and Comenius scholarships). Other measures could also be envisaged, both on a European scale and in the various Member States.
- Local and regional geographical mobility within a country, region or at a school level, may vary a lot, especially in competitive scenarios. Teachers may be tempted to favour prestigious schools, high salaries and job security and to steer clear of schools in less-favoured areas, like some rural areas, poor regions, or suburban schools considered “difficult”. Some may want to return to their region of origin.

Chapter 6 - Prestige and social status of teachers

A general term allows us to characterise the overall feeling about the teaching profession: "ambivalence". Be it descriptions given by teachers or in general by society, there are both positive and negative connotations, sometimes even with respect to the same subject. For example, relatively long holidays are considered a positive factor by teachers, while the media, public opinion or the pupils' parents consider it a negative aspect (laziness, weak sense of involvement, personal interests of teachers) that undermines the profession's credibility. It is important to understand the difference between impressions of society in general and those shared by the education community, especially among teachers, and the impact of certain initiatives to create a positive image for the profession. This chapter will conclude with the case study of a successful programme.

The issue of a supposed lowering prestige of the teaching profession is not new. For example, it was already addressed in 1925 by a study trying to compare the social status of various occupations and determine the main factors that determine it (COUNTS, 1925). About twenty years later another American author tried to examine the various parameters likely to determine the social status of teachers (SMITH, 1943). Another example is an article about the possible strategies to raise American teachers' prestige (DON CHEAN CHU, 1964) through two consecutive surveys in 1960 and 1961: the first one was addressed to 371 primary and secondary school teachers in 127 towns of 26 states. A second questionnaire was formulated by using the teachers' answers to the previous one and sent in 1962 to 391 school superintendents of 191 towns in 50 American states about 'how teachers' prestige could be raised'. Another effort to measure empirically the social status of individuals which deserves to be cited is the classification made by a professor of Yale University through a four factor-index. In a 9 step-scale the author is ranking secondary school teachers at scale 8 and primary teachers at scale 7 (HOLLINSHEAD, 1975). More recently Eric HOYLE, professor at the University of Bristol, suggested that the general term 'social status' includes three independent components: prestige, status itself, and esteem. The author explores the different factors influencing each component and the possibilities of enhancing them before examining whether the notion of 'new professionalism' might improve the status of teachers.

1. Prestige in society and the image in fiction and the media

1.1. The link between image/identity/attractiveness/quality

The image of teachers is an aspect that boosts or weakens the profession's attractiveness and shapes the professional identity. It also has a direct impact on the quality of their practice in so far as teachers who have a bad impression about themselves or are influenced by a bad image of education staff may have little incentive to perform at their best. Demotivated, faced with little social and symbolic

recognition, teachers simply cannot experience their profession in a positive manner. Instead they avoid difficulties, put up with the school reality and accept compromises of which they are not proud. Such a negative image is bound to affect the number of students who deliberately choose to become teachers. The depiction of teachers in fiction and the media therefore affects the profession's image.

Indeed the image of teachers in the media has an impact on their **professional identity**. Our analysis of the data will take into account some research findings: about the impact of representations on resistance to change in professional practice in Australia and in England (YATES, 1978), about teachers' professionalism and the process a building up a professional identity in France (ALTET, 1994; BARBIER et al., 2006), a report about Poland (NIEZGODA, 2005) entitled "*Polish teachers at the turn of the century: caught between mission and professionalism*", the findings of Yves LENOIR about the expert teacher and the analysis of the reforms in France and the United States (LENOIR, 2002) the critical approach of teacher education in Germany (SANDER, 1994 and 1996), and more recent contributions about assistance to young teachers and the recent additions about assistance for young teachers in Quebec (LACOURSE et al., 2010) or the issue of the links between the social recognition of teachers and their professional development in Hungary (LAZAR, 2010). These studies provide no specific indication about the impact of recurrent representations—they take stock of the difficulties experienced by the profession in various contexts, all of them characterised by change.

There are also specific and indirect contributions about the image of teachers in the press: an historic study on the period 1950-1990 (CUNNINGHAM, 1992) and an analysis of the discursive construction that builds the image of good teachers in the media (WICKLUND, 2003). In "The Status of Teachers and the Teaching Profession in England: Views from Inside and Outside the Profession", a report written by a team of researchers from the University of Cambridge and the University of Leicester, a precise analysis of the representation generated by the English media at the beginning of the last decade is presented (HARGREAVES et al, 2006).

1.2. The evolution of fiction in four countries

This study examined movies and television series as well as novels in which the teaching profession plays a central part. We selected popular productions to be sure that the audience at least partially identified with them and agreed with the depiction. A 'periodisation' proved necessary because the data indicated a change over the last five years. We selected four countries where many television series and movies are produced: United Kingdom, France, Germany and Italy.

The first aspect to mention is the profession's negative image in audio-visual and literary productions over the last five years. These productions do not directly question the teachers' image, except perhaps in certain instances, yet they systematically provide a negative representation of the profession, caught in a particularly difficult social context.

United Kingdom A forerunner in this area and ahead of the 2006 - 2011 change, the English sitcom "*Teachers*" (stopped in 2006 at the end of the 4th season) depicts a

negative image of teachers and their environment. Personal conflict, the faint-heartedness of the characters, and occasional lapses into vulgarity provide a degraded image of the profession, but even more so of teachers.

Grange Hill is a British television drama series originally made by the BBC. The show began in 1978 and was one of the longest-running programmes on British Television when it ended in 2008. It was created by Phil Redmond. The drama was centred on the fictional comprehensive school of Grange Hill in an equally fictitious borough of North London called "Northam" (although when filming moved to Liverpool in 2003, it ceased to have any specific location), and follows the lives of the students as they progress through school. From the start, the series caused controversy for its real-life, gritty portrayal of school life rather than the more idealistic school dramas that preceded it. During the 1990s, Grange Hill did not receive the same media attention it had just a few years previously. The teachers were now equals in the narrative with their personal lives taking up almost as much time as those of the pupils. In 1994, two characters with disabilities were introduced. Interest in *Grange Hill* renewed in the late 1990s. The programme has covered many controversial storylines, ranging from heroin addiction, knife crime, rape and attempted suicide, prompting many complaints from viewers. Grange Hill broke new ground by the inclusion of a gay teacher, who was in the cast from 1992 to 1999. During the final series in 2008, Grange Hill cut back on the harder-hitting issues and concentrated more on the early years of secondary school. The final series, though concentrating mainly on lighter aspects of school life, still dealt with some social issues. Overall, this series never aimed at describing the core activities of learning/teaching and did not contribute to improve the image of teachers.

France: "*L'institut*" is about a primary school supply teacher who moves from school to school. The series emphasises the teacher's charisma and his ability to solve several kinds of distress and suffering as well as social and personal problems. His replacement teacher status constantly projects him into new, usually difficult, situations that nevertheless end well, while sentimental effects and social realism are restricted to the bare minimum. In other words, social difficulties are euphemised and depicted in a rather timeless way (which is also a utopia, because the setting is never the same and lasts only one episode), which eliminates its destructive nature. The teacher is never directly threatened by the difficulties he solves and has no real reason to function as a member of the education team or the school. Regular repeats of this series, which is based on a suggestion voiced by the then French President of the Republic, and which ran until 2004, are perceived as a soothing moment of nostalgia by the French audience. The current reality of the 2006 - 2011 period indeed looks much different.

The images conveyed by movies and novels published in that period are heavily biased with respect to the professional difficulties and present a dark picture of school reality, which is linked to a realistic depiction of society. The movie "*Être ou avoir*" (Nicholas PHILIBERT, 2002), set in a rural single-class school, depicted an educational mission in which the teacher had a strong "calling" and subsumed the values of the "*L'Institut*" series. This documentary was presented in a special viewing at the Cannes Film festival in May 2002 where it was well received.

Another movie, *“Entre les murs”*, by Laurent CANTET, filmed in 2008 and based on a novel by François BÉGAUDEAU, was a box office success (1,550,000 tickets) and even received a prestigious award at the Cannes film festival. It is mainly about the difficulty of communicating in class.

“Little by little, the movie zooms in on the situation that opposes François Marin and his class. The teacher pays dearly for an error of assessment during a school council. He shocks his pupils with a series of misunderstandings and a stiffening attitude, and gradually the pupils lose their conviction for the school’s cause. The conflict culminates in a moving meeting of the disciplinary board during which a mother who does not speak French and receives no translation witnesses how her son is tried by a judge. The stale after-taste of this scene is also the closing section of ‘Entre les murs’. The movie is not an advocacy, though—it offers a clear-sighted look on an endangered school.” (Le Monde, 28/05/2008)

Due to the movie, the novel on which it is based became a bestseller. This can be taken to mean that audiences like this image of a teacher faced with the daily struggle of communicating, establishing his/her authority and doing his/her job. The blogs dedicated to this film oscillate significantly between a negative perception of the education system and sympathy for the teacher’s situation. Teachers find the movie annoying because it presents a fragmented image; it shows only one aspect of the profession without ever hinting at the diversity of situations. Above all, it never mentions the core of the profession, i.e. the teaching/learning activity.

Finally, French novels like *“Ils sont votre épouvante et vous êtes leur crainte”* by Thierry JONQUET (2006) provide a pessimistic view of the profession. The title - *“They are your horror and you are their fear”* - clearly hints at a biased view.

In *“Télérama”* (n° 2960-07, October 2006), Martine LAVAL presents the novel’s subject: *“September 2005, start of the new school year. Jonquet introduces a young female teacher ready to embark on her teaching career. She drives to Certigny, an imaginary town of the “93” département, a.k.a. the “banlieue” (disadvantaged suburb). Do we need to say more? Most of her pupils are of North-African extraction and certainly do not have a clean slate. The young teacher discovers the total absence of culture—aggression, anguish—the brutality of everyday life, racism, religious fanaticism, anti-Semitism. Her name is Doblinsky, and her pupils cannot believe she is Jewish. To her, this had never meant much anyway. She is fond of Lakdar Abdane, a gifted boy eager to learn and to progress. Further to a medical error, Lakdar’s right hand is paralysed. The young boy first suffers a nervous breakdown and then embarks on an ignominious revenge...”*

Germany: In Germany, the series and movies released in the last five years often refer to the teaching profession. Most productions emphasise the teachers’ commitment, their aura among pupils (teachers as superheroes), but also show their professional difficulties (lack of authority, violence) and the dramatic effect this has on their private lives. In an already difficult context, they largely reinforce the profession’s negative image in Germany. The movies and series are: *‘Die Welle’* (The Wave), Dennis GANSELL, 2008; *‘Guten Morgen, Herr Grothe’*, TV movie (Lars KRAUME, 2007); *‘Der Beste Lehrer der Welt’* (Lars BECKER, 2006); *‘Kollegium – Klassenkampf im Lehrerzimmer’* (Class warfare in the staff room), 12 episodes

broadcast on the Internet (Daniel HAN, 2010); *'Die Super Lehrer'*, reality-TV movie telecast by Sat1 in 2009.

In 1996, a senior official in Lower Saxony called teachers "lazy bums" ("*faule Säcke*"). The divergence between the rather mediocre score in the first PISA study and the salary package of German teachers, considered comfortable, in part explains this verbal violence. The more recent fall from grace of the teaching elite, especially at universities, due to countless cases of plagiarism in doctoral theses, which even affected the political scene in 2011, contributes to a general feeling of distrust with respect to the teaching profession.

Italy: Schools are only rarely used as a backdrop for Italian movies. There are nevertheless two movies of a rather militant nature. "*La Scuola*" (Daniele LUCCHETTI, 1995) reached a large audience with its fond look at a technical college teacher who starts having second thoughts. The author of the two novels - '*Ex cattedra*' (this is a pun as the '*cattedra*' is the teacher's desk) and '*Sottobanco*' - on which the movie is based, Domenico STARNONE, is a technical school teacher in Rome who writes regular columns about schools in the radical left-wing paper, "*Il Manifesto*".

Another movie, a documentary, was released in 2010: '*La Scuola Italiana*' by the director Angelo LOY. It first tackles the multicultural issue in schools, showing children aged between 3 and 5. These movie productions provide a professional perception of schools and show strong empathy with teachers. This doesn't keep the audience from noticing the difficulties inherent to the teaching activity.

1.3. The stability of journalistic productions

The interest in trivial incidents in today's newspapers is said by all interviewees to be a very negative factor. While print media are less affected by this phenomenon, audio-visual media relish any kind of aggression by pupils against their teacher, or vice versa, as well as suicides and violence among pupils. One feature even presented a Polish teacher who was also a drug dealer. This general trend goes hand in hand with the absence of surveys about the actual working conditions of teachers in most European countries. Although laziness, teachers receiving a full-time salary for part-time work long holidays, and lack of commitment as such do not make the news, they are nevertheless present as stereotypes in the media.

As noted in a study conducted by a team of researchers from the University of Cambridge and the University of Leicester (HARGREAVES et al., 2006) this very high media presence which increased between the end of the 1990s and 2005 put the accent on the "*bad individual teachers in sexual and other misconducts cases*". However, the study adds that the teacher corpus, taken collectively, is generally an object of representation which inspires respect, esteem or compassion. The ambivalence indicated at the beginning of this chapter is clearly confirmed by this English study and also by the responses to our questionnaire.

Some remarks will allow us to better understand the conditions, in a global negative context, of this ambivalent picture. Firstly, specialised (chiefly print) media are interested in the main education policy issues. This becomes evident from the new

trend of school rankings, the analysis of PISA findings, the popularisation of sociological studies as well as the interest in educational choices and reforms of the education system. In many cases, however, articles in the specialised press or the 'Education column' of big newspapers go by almost unnoticed. What the public does remember, however, are trivial incidents, extraordinary results (excellent ranking of a given school, exposure of literacy problems, lambasting the poor results of an education system in comparison with international standards, etc.).

However, the regional press is usually more attentive to the education system and its successes. In Lithuania, for instance, the regional press provides more precise and optimistic coverage of the teaching profession, while the national press all but ignores it (interview). Teaching activities, school projects, and educational achievements are frequently mentioned. This aspect is confirmed by other survey elements: **the proximity factor usually leads to a positive appraisal of the profession**, both within the education system and in the media.

Finally, there is often a divide between what the media say and what parents feel: parents often value what their children's teachers do and respect them accordingly. For example, here is what the French press said at the start of the 2010 school year: "82% of the pupils' parents say they are globally satisfied with the quality and commitment of the teachers". That, at least, is what a Harris Interactive survey for RTL and 'Aujourd'hui en France'/'Le Parisien' (newspapers) say. Almost three parents in four (73%) are satisfied with the presence and the openness of their children's teachers. The survey furthermore reveals high expectations regarding the pupils' safety: 93% of the persons interviewed would welcome more supervisors; 85% of the parents wish there were more teachers. Finally, a police presence is requested around schools (74%), yet a majority would not want the police to enter the buildings. A second survey by the pollster TNS Sofres/Logica for 'Pèlerin' is less flattering. According to its findings, the French expect teachers to attend to their children (65%) and to talk to them (59%) before becoming authoritarian (44%). But only one third of the parents think that teachers are capable of meeting the first criterion while less than one in two (44%) thinks they are able to communicate. The pupils themselves are less severe: 51% say they can talk with their teachers. Source(s): AFP, Pèlerin, RTL, le Parisien, le Figaro, la Croix, l'Express.fr, Elle.fr, le JDD (Sunday newspaper).

Conversely, persons with no direct link to the education system are usually more sensitive to what the media say and hence have a more negative impression of the profession. This is a constant result in all surveys about teachers in all countries. In addition, in countries like Spain, education issues are often exploited for political purposes, which indirectly create a negative image that may not be in tune with what the public actually feels (interview in Spain).

2. The profession's status in the society

2.1. A profession facing an identity crisis in most European countries

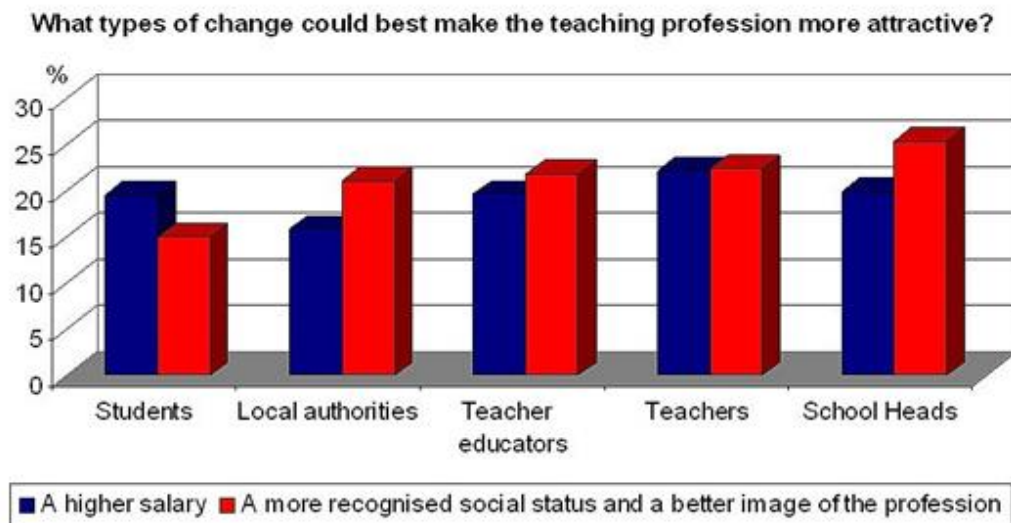
We already mentioned that 'status' or 'social status' is a notion rather than a sociological concept to the extent that there is no consensus about the way to measure it. One can adopt the general definition given by the Encyclopaedia Britannica: "*Social status is the relative rank that an individual holds, with attendant rights, duties, and lifestyle, in a social hierarchy based upon honour or prestige*" (Encyclopaedia Britannica, 2012). So the social status implies social stratification on a vertical scale. The first explicit definition of this notion has been proposed by Ralph LINTON in 1936 in a book reedited in 1945: "The Cultural Background of Personality" (LINTON, 1945).

All over Europe, there is a 'prevailing impression' and the persons we interviewed share to a certain extent the impression created by the representations in movies and TV series. They all agree that the situation has become worse; there are no exceptions. While the profession was still considered relatively prestigious and demanding in 2005 (OECD, 2005), there is now a general feeling of deterioration, induced by TV and movie fiction, often echoed by audio-visual media and picked up by teachers. This feeling goes well beyond public opinion.

The English study already cited (HARGREAVES et al., 2006: p. 96) underpins and highlights this situation: "*To a large extent, it is a profession that feels itself untrusted, undervalued, and over-regulated by its government*". This observation is generally confirmed by our study for all European countries analysed.

During our interviews of members of the education community, the issue of the negative image created by the media mainly affects both teachers and management staff; students tend to shrug it off. Teachers and school heads, often former teachers themselves, feel a strong need for a recognised social and symbolic status and a better image of the profession. This feeling of the teachers is confirmed by our on-line questionnaire which shows that all categories are concerned by the decreasing social status of the teaching profession but to less extent by the students. Figure 6. 1 below shows the overall results for all the countries involved in this survey.

Figure 6.1



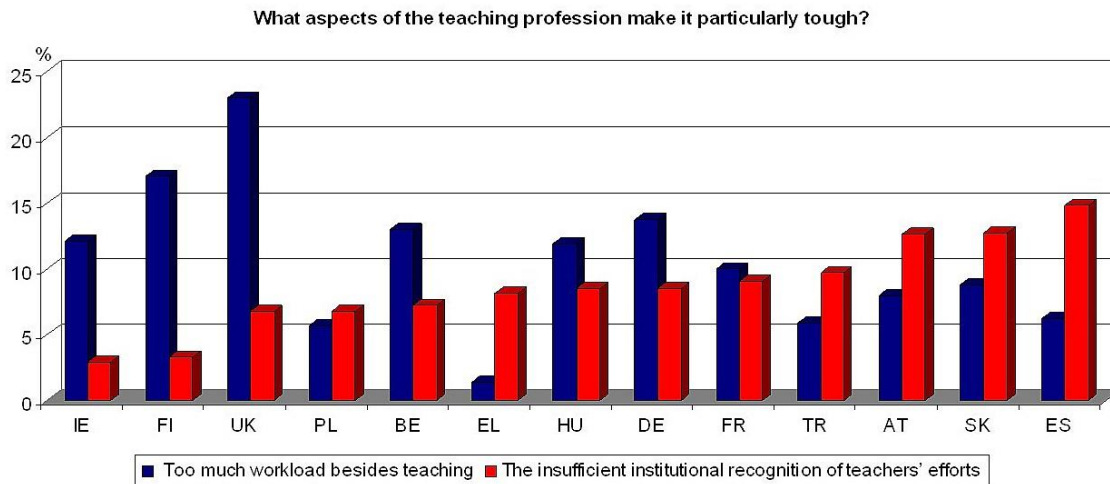
Graph based on the responses to the online questionnaire

Student teachers are more concerned about salaries. For teachers, the salary and image issues are equally important. School heads are more concerned about image issues than salaries. Beyond the feeling of a correlation between the salary and the social status, the symbolic dimension prevails for school heads, local authorities and teacher educators.

There are national and local variables. The available data show that the teaching profession is the most popular vocation in Cyprus; it ranks third in the list of most respected occupations in Germany, second or fifth in Finland (according to surveys) and among the most popular in Greece. This can be explained in part by the civil service status and/or the salary package. Although the profession is still popular, teaching staffs are not so sure about their role.

National variables show that in countries where the status has recently changed, the most pressing concern is weak institutional recognition. In three countries, there is a reverse correlation with the impression of a profession that includes much more than the teaching activity. Teachers in Ireland, Finland and the United Kingdom feel that their role encompasses much more than teaching, while their demand for institutional recognition is not particularly strong. The crisis is more pressing in Hungary, Germany and France where teachers feel “exploited” and “disrespected”.

Figure 6.2



Graph based on the teachers' responses to the online questionnaire

There is a geographic aspect in so far as in northern and western European countries, teachers feel burdened by a high workload but require relatively little symbolic recognition. Southern and eastern European countries exhibit the opposite trend, mostly for historic reasons. The weight of the state in the former communist block and the strong state tradition in southern Europe make the current changes all the more painful for the education sector and give them the impression of a depreciated status, which is why they demand more recognition.

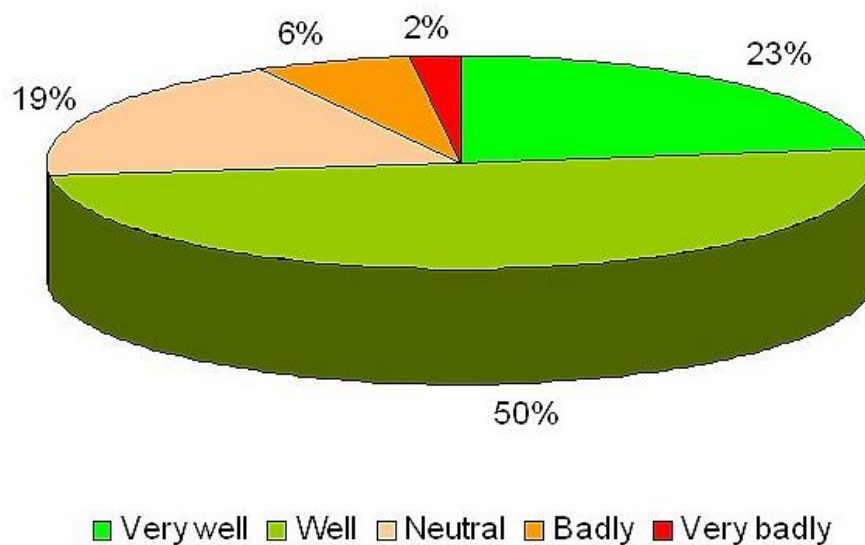
The interviews allowed us to come to grips with a process that causes teachers in certain countries to preserve a positive image about themselves. In Finland, for instance, the profession still enjoys high prestige, due mainly to the excellent results published in international surveys like PISA. One Finnish interviewee suggested a few explanations for this situation: a strong tradition of respect for the profession, a proven quality of teachers, who are highly educated (Master's degree), effective autonomy regarding field research and innovation, genuine responsibility for the teaching quality. This therefore creates a virtuous circle in which the strong tradition of respect for this profession is reinforced by favourable international assessments, which are the result of quality, autonomy and teacher responsibility.

Complementary data also explain the relative success in Ireland. Teachers and public opinion have a favourable impression of the profession and its qualitative successes. The Teaching Council shows that the perception of the teaching profession is mainly positive and that the Irish society trusts its teachers (Evaluation of public attitudes to the teaching profession, survey commissioned by the Teaching Council in 2012). It also shows that the social role of teachers is well perceived. These elements are in agreement with the lesser demand by teachers for a better image. They show that, as in Finland, a systemic approach for solving problems helps to improve the profession's image both among the general public and teachers. The Teaching Council indeed monitors and guarantees the quality of teachers. Thanks to a selection process, only the top quartile of students becomes teachers. And finally, in its fourth objective, the

strategic plan 2012 - 2014 provides for the development of the teaching system with a view to turning it into a genuine profession.

Figure 6.3

As a parent or guardian, how well or badly would you say that most teachers do their jobs nowadays (n = 453)



Source: Survey of the teaching Council in Ireland in 2012 (453 respondents)

Overall, our study suggests the conclusion that, within the framework of the current economic crisis, the teaching profession is being reassessed both by the general public and teachers themselves. It also shows, however, that a durable improvement of the image of teachers created by the media and supported by the main stakeholders is subject to global policies that focus on a genuine professionalisation, for example like in Finland, Ireland and Scotland.

2.2. Impact of policy measures

2.2.1. Piecemeal measures without a systemic approach

Several European countries or regions of Member states have chosen to demonstrate the value they place on teachers by means of a teachers' day (Slovak Republic), through ceremonies for new entries into the profession and retirement (Germany, Land of Brandenburg), by means of awards for the quality of both teachers and schools (Austria with its Teaching Oscars) and through the encouragement of school

projects and active communication (Austria, Finland and Sweden). Although the effects of such measures are difficult to assess, they confirm the concern of governments about the actual or possible deterioration of the image of the teaching profession. In a more direct way, some governments organise advertising campaigns to encourage the recruitment of teachers. France and Belgium, for instance, have set up several campaigns since the nineties whose impact has not yet been measured scientifically but that had some impact on the flows of candidates.

In its search for solutions regarding the profession's image, the present analysis focuses on systemic approaches, rather than solutions centred just on the image. Perceptions of teachers by teachers themselves, the general public and the media cannot be changed simply by advertising salaries, the profession's advantages or job security. The links among the various aspects related to the profession's image need to be clarified both for teachers and the general public.

2.2.2. Some perspectives of structural measures

As stated in an ETUCE report, *"It must be emphasised that teachers, as professional workers and their unions, are important actors in society and contribute to shape social attitudes and policies. Certainly they are not passive recipients of societal change. It is important for teachers to carry the consciousness of this pro-active social role with them into their day-to-day professional role. They carry a major responsibility for forming the future society."* (ETUCE, 2008)

This conclusion is in line with the recommendations of other studies and emphasises the decisive role teachers need to play in the social transformation process, while at the same time pointing out the difficult position as they are faced with changes for which they cannot be the only responsible stakeholders. They are both considered icons and contradictory figures. The ambivalent representations that were noted in the media, fiction and among the actors themselves, which are often negative, can only be changed through systemic processes and policies.

An important mission for initial teacher education is to take into account the aspects related to the profession's image. The representations provided by the media and fiction can be used during teacher education. Before becoming aware of the image created in the media, young teachers build their professional identity on their perception of the teachers who taught them, either through assimilation if the image is deemed positive, or through dissociation for negative models. They need to deal with what is already there.

Two authors from Belgium (DEZUTTER & DEJEMEPPE, 1998) note that: *"A large number of interns try to imitate the behaviour and adopt the values of their former teachers. They expect their pupils to remember the image they themselves have of the teachers they liked. They want to be the ideal teachers they used to know and would like to have themselves same personal qualities (tolerant, devoted, cool, dynamic, fair, humane and nice) and methods (structured person, clear, efficient, and helping to learn)."* These authors explain how fiction (literature and cinema) can be used with student teachers for helping them to adhere to certain values and get involved in educating pupils to values beyond simple transmission of knowledge. The

image provided by the media is only a complementary element, which can be used to shift representations: *"In addition to the work completed for the probationer reports, we thought it might be interesting to reflect on teaching situations shown in movies and novels. In 'L'envers du tableau', for instance, Philippe Meirieu shows that literature can be a powerful unveiling of values. This is in line with Claude Pujade-Renaud's conclusion (1986) who insists that fiction, as opposed to reality, has the advantage that it can create both a distance and involvement."* These suggestions, which are not recent, to include the profession's image in the education curriculum are largely ignored.

Two researchers from the University of Sherbrooke (NAULT & LACOURSE, 2009) describe a teaching experience observed in a survey in Quebec that one of the two associated teachers communicated about the motivation of future teachers. Five students responded to this preoccupation, *mentioning the need for valuating the profession*. Here is one of their thoughts: *'I, too, am convinced that we need to restore our profession's image to ensure there will still be teachers a generation from now. I often have the impression that people think of me as brave to have chosen this profession. Even my own pupils do not understand why I would want to be a teacher. They often ask me why I decided to become a teacher. They have no interest in this profession'*.

A second course of action is related to human resource policies that emphasise quality and the actors' involvement. Countries where the image of teachers is more robust apply selective recruitment and high educational requirements. The positive effect on the profession's image is almost automatic, both among the general public and teachers themselves. In addition, countries where teachers are actively involved in changes to the education system usually fare better with respect to the teachers' image. Ireland, Finland and Scotland are excellent examples of this more participative policy.

A third approach is based on redefining the profession's nature, on developing it and linking its mission to other societal actors. A first example of such a global approach is **Ireland**. Promoting the image and prestige of the teaching profession is one of the explicit missions of **the Teaching Council** (see case study chapter 3). The Council contributes to enhance the prestige of the teaching profession first by regulating it and promoting demanding professional standards. It published in 2012 a new **Code of Professional Conduct for Teachers** which replaced the previous one dating from 2007 in order to take account of recent changes and the relationship with all stakeholders within the Irish society. But, the Teaching Council is also implementing a coherent and global communication strategy:

Media relations: The Teaching Council has written a number of articles promoting teaching as a profession and these include:

- 'The school shows the real joys of teaching' (*Irish Independent*, 13/01/2010)
- 'Why people respect this noble profession' (*Irish Independent*, 24/02/2010)
- 'Teachers should be celebrated for helping us through crises' (*Irish Independent*, 29/09/2010)

- The findings of a survey, commissioned by the Teaching Council, in relation to public attitudes to teaching resulted in some national and considerable regional media coverage. See, for example: 75% of parents think teachers do a good job, Irish Independent, 24/02/2010.

The Council has also written articles for a number of careers supplements: for instance the Irish Independent's Career Supplement 2008 and on an ongoing basis, the Council issues statements and clarifications to the media, as appropriate, in response to current issues which fall within its remit.

Careers exhibitions: Careers exhibitions, aimed at those making choices in relation to their future career, provide a valuable opportunity to promote teaching as a profession to potential teachers. Each year, the Council attends a number of career exhibitions and communicates on an ongoing basis with schools, colleges and universities about the real opportunities and challenges of teaching as a career.

World Teachers' Day celebration: World Teachers' day was inaugurated by UNESCO in 1966. To mark World Teachers' Day in 2008, the Teaching Council awarded 34 research bursaries totalling €100,000 as part of its second scheme of research bursaries. The award event and associated press releases resulted in more than 30 articles in regional newspapers which informed the public about the variety of research work being carried out by members of the teaching profession in the areas of teaching, learning and assessment. The fourth scheme of research bursaries was launched on World Teachers' Day in 2009 and recipients under that scheme were awarded their bursaries on World Teachers' Day 2010. A large number of regional media articles ensued as a result of press releases issued by the Council.

Grad Ireland - Careers in Teaching and Education: In recent years, the Council supported the publication of a booklet on teaching as a career. This booklet has been circulated to Grad Ireland's network of careers officers and to guidance counsellors in all post-primary schools.

Website: www.teach.ie The Council has purchased this domain name and completed the design process for the website. Content for the site, including video footage, is now being produced. Within the broad goal of promoting teaching as a profession, the site will provide a much-needed counterbalance to the often ill-informed commentary on the profession in the national media. When the site is ready for launch, the Council will issue a press release. The Council has also contributed content about teaching as a profession to a number of careers websites.

Another good example is **Norway:** The 'GNIST' ('SPARK') programme has developed is presented in the box below as a case study.

CASE STUDY

the Norwegian GNIST programme

The Norwegian GNIST programme was signed on 2 February 2009. It is based on a strong partnership between the ministry of education and the ministry of higher education and scientific research, the employees' unions, employers' organisations, professional education associations and students' associations. Its aim is to reinforce the quality and image of the teaching profession by promoting targeted recruitment and the implementation of professional standards for the entire education system. It is designed to have a long-term effect and to take into account the stringent requirements of all parties involved in this partnership. The main objectives are as follows:

"The teachers must be empowered. They must be met with respect and be given ample opportunities for accepting responsibility, and for professional and academic development and collaboration. This must take place in the public sphere, through systematic and comprehensive focus on information, influence and popularisation of research, among other things.

We must strengthen schools as organisations and facilitate clear leadership. Compared with other sectors schools have had no tradition of perceiving themselves as organisations. There is ample documentation of the significance of the school leaders for the pupils' learning outcome. The effect of good leadership is often also considerable when it comes to the teachers' working conditions, the implementation of reforms, recruitment to the profession, the working environment, etc. Nor can planned change take place without leadership.

Both schools and the teacher education system must be open towards each other and towards the outside world. The two systems must be challenged, be receptive for improvements, look for feedback and exercise self-criticism. No-one can learn or improve without the aid of others.

The partners also agree that emphasis must be placed on knowledge. It is an objective that both schools and the teacher education system become more knowledge-based in their practice and development."

The elements for the implementation are described and specified, and so is the assessment of this provision:

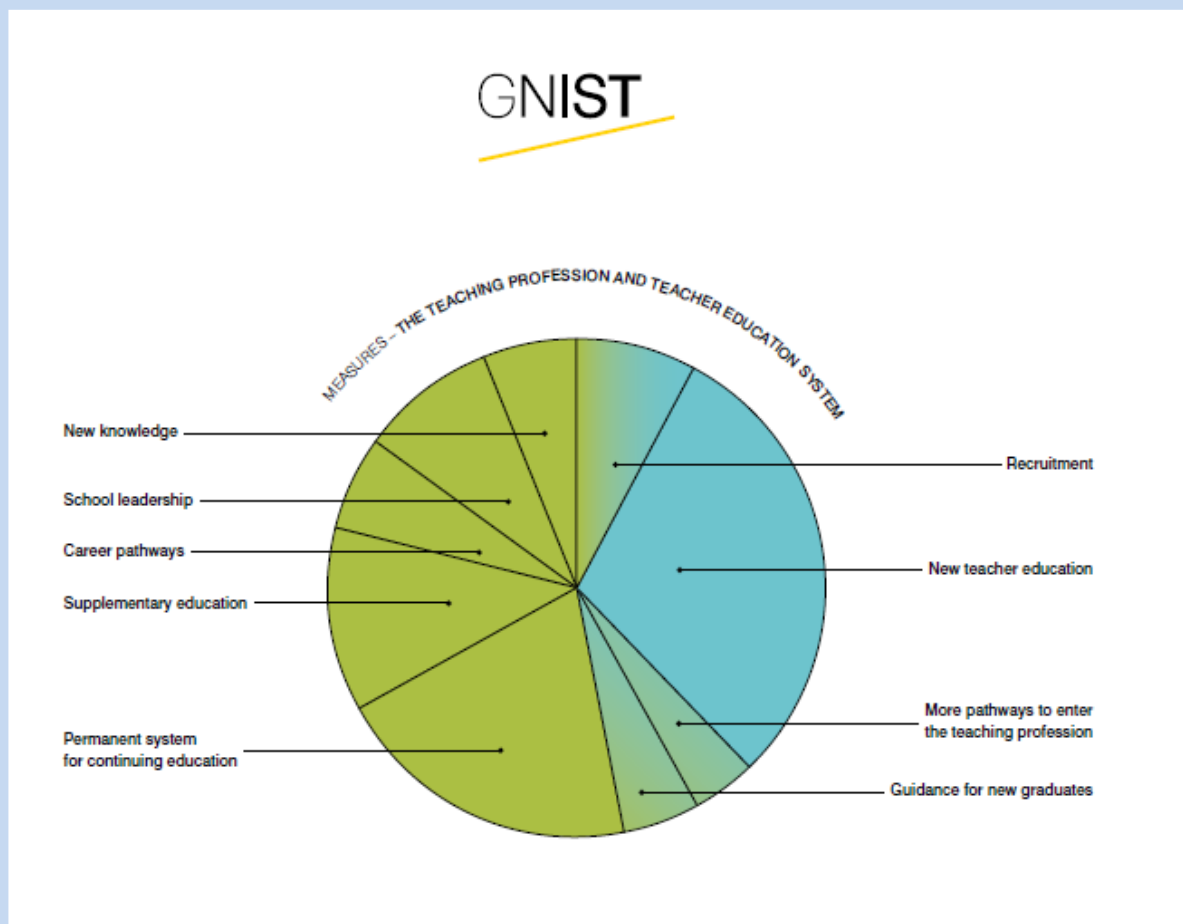
"A task force consisting of representatives from the organizations that are most involved (KS, teachers' unions, the National Council for Teacher Education and the national authorities) is to be established and will have meetings between the main sessions of the partnership. The task force is to be served by the GNIST secretariat (currently localised at the Ministry of Education and Research).

It is important to emphasise that the partnership is not a new decision-making body. The measures included in GNIST will involve the partners to a greater or lesser degree, and many decisions must be taken en route in the various lines. The partnership is to be acquainted with, challenge, support and contribute so that the

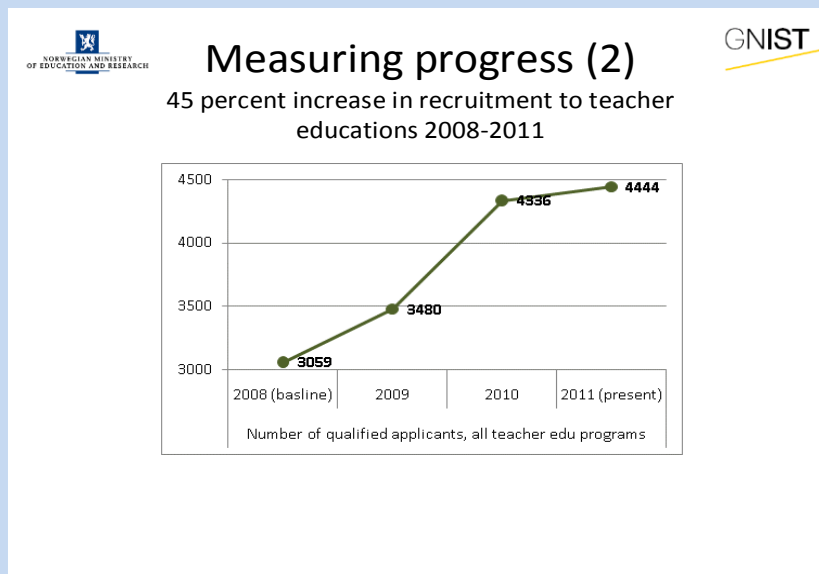
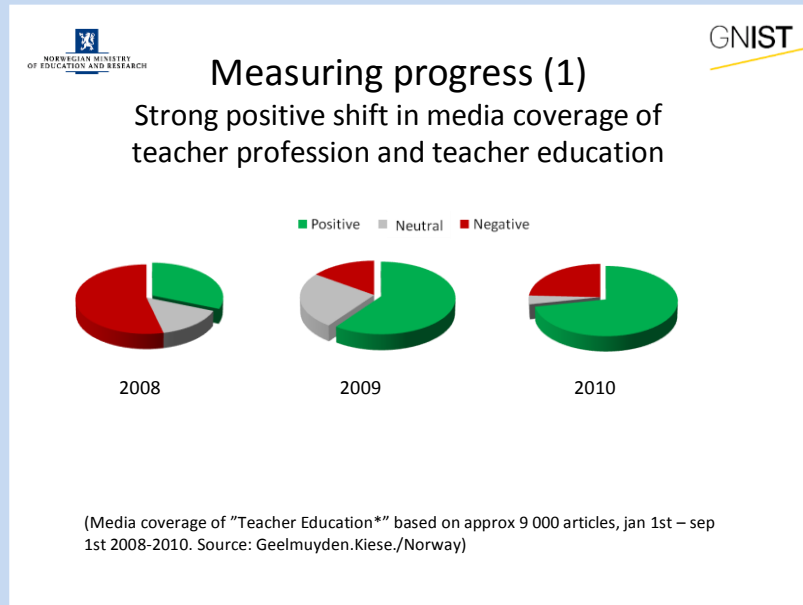
shared objectives for teacher education and the teaching profession are achieved.

Partnerships are also being established at regional and local level, along the lines of already well-established partnerships or inspired by them. Almost all the counties have established regional collaboration forums with the central partners of the strategy for competence development."

The scheme includes the following areas, which it tries to invigorate and spread among all partners:



The positive effects did not take long to materialise, as the following tables show.



The image effect quickly surfaced. Short-term objectives were not the only ones. Other more fundamental elements are expected for the medium term. This programme is a good illustration of a systemic approach for the improvement of the profession's image—it provides a new foundation and enhances the image in a rich societal context.

3. Key Findings

A negative or ambivalent image of the prestige and social status of teachers may weaken the profession's attractiveness and have a direct impact on the quality of practice as well as on the number of students who deliberately choose to become teachers. Print and audio-visual news media as well as movies, television series and literature have directly contributed to this image.

Systemic, rather than piecemeal, approaches are needed to improve the profession's image and counteract negative portrayals.

- Initial teacher education needs to recognise and address the ways in which the teaching profession is portrayed in various media.
- In countries where there is selective recruitment and high educational requirements, there is a positive image of the profession among the general public and teachers themselves. This is also the case in those countries where teachers are actively involved in changes to the education system.
- Efforts to redefine the nature of the teaching profession and to promote demanding professional standards are also important. In addition, outreach to the media, careers exhibitions and public celebrations of teachers can enhance the view of teachers.

Chapter 7 - Country monographs

AUSTRIA (AT)

Austria is facing a global shortage of qualified teachers, especially for the ISCED levels 2 and 3. Yet only a few measures taken so far have been aimed at boosting the teaching profession's attractiveness. The difficulty to recruit suitable applicants is likely to have serious consequences because of the possibility of retiring at the age of 55. However, in the 2009 PISA survey the percentage of pupils in schools affected by a lack of qualified teachers in core subjects is lower than the EU average percentage: 11% in science (EU average 16%) and only 6% for maths (EU average: 15%) and 7% for mother language (EU: 8%).

Salaries: Salaries are slightly above the EU average but rise much more during the career than the EU average (chapter 3 – table 3.1). In this respect, the situation is rather favourable for teachers. However, compared to other equivalent qualified jobs, teacher salaries are not really competitive for new teachers. The minimum and maximum statutory salaries at ISCED level 1 amount respectively to 80% and 150% of the GDP/capita and 80% and 190% for ISCED 3 teachers, a situation very close to Belgium (nl). This explains the increase of teachers' salaries that was adopted. Responding to our on-line questionnaire the teachers in Austria selected as the two main types of change needed: 1) 'A better social status'; 2) 'A higher salary'.

Recruitment of teachers: The profession's attractiveness is closely linked to the civil servant status of Austrian teachers. Teachers who are not civil servants have a contractual status, which is converted to a permanent contract after five years. Several regions have abolished the civil servant status for teachers, which risks affecting the profession's attractiveness, because teachers are now concerned about job security, even though there is no hard and fast evidence to support that impression. In areas where the civil servant status is still in effect, the profession is still considered attractive. Some regions are suffering from Austrian teachers leaving for the southern German Länder (no figures appear to be available).

Initial teacher training: Initial teacher training varies according to ISCED levels and remains rather heterogeneous. The initial training system has been reformed: *"In October 2007, new institutions called pedagogic colleges -'Pädagogische Hochschulen (PH)'- opened in Austria and now take care of training all primary and lower secondary-level teachers. They are also in charge of training teachers for hands-on VET subjects in part-time vocational schools for apprentices, called 'Berufsschulen' (dual system), and vocational schools and colleges called 'Berufsbildende Mittlerer und Höhere Schulen (BMHS)'. These new institutions (Pädagogische Hochschulen) enjoy the same status as universities and can therefore award VET degrees... Given the university status of these new PH institutions, only applicants who pass the examination that entitles them to access higher education—the 'Matura'—and have the required professional qualifications are admitted. Furthermore, these applicants have the possibility to go on to university and take a master's degree."* (ETUCE, 2008)

A reform project regarding a better competence profile of teacher instructors is currently under consideration.

Working conditions: The number of pupils has been decreased for mathematics and German classes and for all classes with a high number of immigrant pupils. Another important change was the creation of offices for teachers. In certain cases, administrative tasks are delegated to administrative staff. Accompanying teachers—the “*Begleitlehrer*”—are available for teachers of all schools, with the specific mission of facilitating the integration of immigrants.

Induction programmes: Since 2009, the law has required future teachers to undertake internships under the supervision of a mentor (Internship act: Bundesgesetz of 25 February 1988 über das Unterrichtspraktikum (Unterrichtspraktikumsgesetz – UPG) BGBl. Nr. 145/1988, zuletzt geändert durch BGBl. I Nr. 135/2009)

Continuing professional development: Continuing professional development is an integral part of the education system. It relies on two approaches: continuing training within the schools (SCHILF) and continuing training in external institutions (SCHUELF) (Ministry of Education BMUKK <http://www.bmukk.gv.at/schulen/lehr/lfb/ahsbundesseminare.xml>).

Teacher assessment: Austria has no teacher assessment system.

BELGIUM (BE-nl)

In Belgium (Flemish community) the shortage of teachers is lower than in the French community of Belgium and is about the average situation within the European Union though there is a lack of teachers in mathematics. According to PISA (OECD, 2009), the percentage of pupils in schools affected by a lack of qualified teachers in core subjects is about 26% for mathematics (EU average: 15%) and 16% for sciences (about the EU average). At the beginning of the 2012/2013 school year, the number of teaching posts at the primary level was increased substantially. Yet, quite a few schools are finding it hard to fill their positions.

Salaries: The salaries are slightly higher than in the French Community and also higher than the average level in Europe. The difference is more significant for secondary teachers, mainly at the top of the scale (end of career progression) as shown in table 3.1 of this report. The situation is very close to the situation in Finland and Scotland at ISCED levels 1 and 2 but significantly better at ISCED 3. Given the fact that the annual number of teaching hours is close to the EU average, the situation of Belgium (nl) is also about the EU average in terms of salary per teaching hour.

Through a collective labour agreement, the social partners and the minister agreed to raise the salary of school heads (collective agreement dated 5/10/2006). The same agreement also provided for a rise of holiday allowances and end of year bonuses to the same level as Flemish civil servants.

The minimum and the maximum statutory salaries amount respectively to about 80% and 150% of the GDP/capita for teachers at level ISCED 1 and 2, and at respectively

110% and 190% of the GDP/capita at level ISCED 3 (EURYDICE, 2012b). Thus, teachers' salaries are rather competitive with comparable professions only for ISCED 3 teachers.

Recruitment of teachers: The 2007 amendment to the teacher status (Decreet betreffende de rechtspositie van sommige personeelsleden van het gesubsidieerd onderwijs en de gesubsidieerde centra voor leerlingenbegeleiding (27/3/1991) and Decreet betreffende de rechtspositie van bepaalde personeelsleden van het Gemeenschapsonderwijs (27/3/1991) introduced the notions of job description and evaluation; the former can be used as the basis for periodic assessments. The explicit objective of such assessments is to improve the performance of teachers.

The retirement scheme has changed: the retirement age will be gradually raised to 62 years, while teachers can still decide to retire earlier, albeit on less generous terms than in the past. (2012)

Initial teacher education: Between 2000 and 2002, the Flemish region assessed all forms of teacher education. This led to a number of conclusions, the most important being:

- The lack of internships in real life teaching situations;
- Insufficient training for didactic use of ICTs;
- The compartmentalisation of academic and non-academic teachers;
- The rigidity of the teacher education curricula as well as an overly theoretical approach, which leaves little room for acquiring in-depth knowledge about the subjects to be taught (mother tongue, mathematics, etc.).

On the 5/12/2006, the Flemish Region published a new decree about initial teacher education (*Decreet betreffende lerarenopleidingen in Vlaanderen*) which provided for two education curricula sanctioned by a teaching certificate:

- A bachelor's curriculum that combines the theoretical training with internships, accounting for 180 points.
- Theoretical and practical training related to purely educational matters.

In both cases the importance of hands-on experience was increased. Further to a decree regarding basic skills (05/10/2007), the ultimate objectives of teacher education were revised to include new pedagogical and social developments and new challenges: ICTs, cultural diversity, problems inherent to big cities, multilingualism, etc. To assist teachers with these changes, 4 cooperation platforms called Expertise Networks were set up as well as a regional platform.

Induction programmes: The decree of 5 December 2006 also introduced the tutorship concept to help newly qualified teachers cope with first steps as teachers. An experienced teacher mentors young graduates and helps them find their place and master the art of teaching. Funding for this tutorship programme has, however, been abolished.

Continuing professional development (CPD): A fund for the continuing professional development of school heads has been created. It guarantees an

entitlement to training for all school heads over the course of their career. (Collective agreement of 5/10/2006)

Help for teachers in difficulty: With a view to implementing the equal opportunities policy, schools with a high number of children from disadvantaged backgrounds are entitled to additional teachers (Decree of 28/6/2002 regarding equal education opportunities, which has been amended several times).

Since the 2008/2009 school-year, grants for operating expenses at the basic education and secondary levels have been increased, allowing schools to cover for expenses incurred by the staff.

Encouraging inter-professional mobility: A little over three years ago, the Flemish education ministry entered into a discussion regarding teaching careers with education authorities and trade unions.

This led to a discussion about the recognition of skills acquired in other sectors in order to enhance the recruitment of professionals looking for a teaching second career.

BELGIUM (BE-fr)

Belgium (French community) is badly hit by a global shortage of qualified teachers (see Volume 2, chapter 2) at all ISCED levels. This is confirmed by the results of the 2009 PISA survey. The percentage of 15 year-old pupils in schools affected by a lack of qualified teachers in core subjects is much higher than the average percentage within the European Union: 45% for maths, 38% for science and 25% for French language. In Europe, only Turkey and Luxembourg have higher percentages (OECD PISA, 2009; figure 2.1, Chapter 2). On the one hand, the loss of beginning teachers is rather high, mainly because of the length of the waiting period for obtaining a fixed post after certification. On the other hand, despite the official retirement age of 65, many teachers leave earlier. So, the problem is not so much to attract good applicants, but rather to retain newly qualified teachers, as many of them switch to other careers.

Salaries: The 1990s were characterised by austerity. In 2001, the education budget was increased, and so teachers' salaries started to rise, especially in 2008 - +7% for all teachers (*Implemented on 01/09/2008. Amendment of the financial status dated 12/04/69*). Teachers holding a Master's degree receive a substantial monthly bonus. The seniority of teachers coming from private schools is now taken into account by the public sector. The teachers' salary grid has improved (Decree of 27/01/2006). The progression of salary during the career is quite significant: the ratio top level/starting salary in primary education is 1.74 for ISCED 1 and 1.77 for ISCED 2 (Education at a glance, 2011). For ISCED 1 and 2 levels, the minimum and maximum statutory salaries amount respectively to 80% and 150% of the average GDP/capita. For ISCED 3 teachers, the minimum and maximum statutory salaries amount respectively to 120% and 190% of the average GDP/capita (EURYDICE, 2012b). Therefore, salaries are rather competitive with those of comparable professions in terms of qualification.

Recruitment of teachers: Between 2005 and 2008, the number of graduates for the teaching profession fell by 7%. To address this shortage, ad-hoc measures were taken by the public and private education systems. One example is that “‘B’ label or ‘Shortage Title’ persons with little or no teaching experience who decide to teach after losing their previous jobs rather than for vocational reasons get hired (BAIE, 2008, UFAPEC study - Union of Federations of Parent-Teacher Associations of Catholic Schools: “Le malaise des enseignants dans le secondaire”). Today, training for the ISCED 1 and 2 levels takes three years, against five years for ISCED 3. In 2011, a broad consultation investigated the necessity to extend initial education for ISCED 1 and 2 (from a Bachelor’s to a Master’s degree). The resulting reform is scheduled for 2014.

Impact: Some unqualified teachers are hired on a contract basis to make up for the shortage, yet such teaching careers are characterised by a high degree of instability.

Initial teacher education: In 2009, teacher education centres suffered a 15% drop in funding. In order to be certified as a primary education teacher, one must have passed exams of ISCED 5 level in a special school (Haute École). It is the same conditions for becoming a lower secondary education teacher. For upper secondary education, one must pass a competitive examination (*Agrégation*) after a bachelor’s or a master’s degree. The ‘*agrégation*’ was reformed in order to adapt it to the new demands of the teaching profession. However, initial teacher education is still considered too theoretical and giving too much importance to subjects (disciplines). The importance of internships is too low and there is not enough inter-disciplinarity or subject polyvalence (OECD, 2005). Initial Teacher Education (ITE) has been assessed in 2009 by a university team (DEGRAEF, 2012: *Evaluation qualitative, participative et prospective de la Formation Initiale des Enseignants en Fédération Wallonie-Bruxelles*).

Impact: Among the main results of this study, it appears that a great number of respondents think that overall there is a gap between their initial training and the complex concrete aspects of the teaching job. The main propositions are:

- be aware of the fundamental importance of a professionalisation through initial teacher education (ITE)
- the value of internships and of practice
- the necessary new balance to find out between theoretical and practical education
- the crucial role of induction and early career support
- A new consistency to do define between ITE and continuing professional development
- The necessity to improve the training of teacher educators: Cf. Press Release of 28 February 2012 at the Haute École Charlemagne (Gembloux).

Induction programmes: Remediation teacher posts have been created to assist newly qualified teachers.

Help for teachers in difficulty: The number of pupils per class has decreased (Decree of 2-5-2012). Some ‘affirmative action’ schools have been selected as the

teacher shortage issue concerns mainly schools deemed particularly difficult. Indeed, very few teachers wish to teach in these schools and most of their teachers want to leave them as soon as possible (BAIE, 2008).

In-service training: Continuous education (six half-days each year) is compulsory for basic education and special education (decree of 11 July 2002).

Encouraging teacher mobility: Teachers who combine their teaching activity with a professional career no longer need to perform the usual 'complementary tasks expected from full-time teachers (Decree of 27/1/2006).

Impact: The key measure is related to the reforms of recruitment standards and initial training, both of which are still at the draft stage. Professionalisation and assignment procedures have remained unchanged: newly qualified teachers often need to wait several years for a permanent assignment.

BULGARIA (BG)

The policy measures implemented these last ten years do not concern the attractiveness of the teaching profession but mainly the integration of ethnic minorities and decentralisation of the education system. According to the 2009 PISA survey the percentage of 15 year-old pupils in schools affected by a lack of qualified teachers in core subjects was extremely low. But according to interviews there is a shortage of teachers limited to a few subjects: physics, chemistry and biology).

The budget of education is only 4% of GDP, which is 18% less than the EU average.

Salaries: Statutory salaries are as defined by the Rules for determination of the work salaries of the heads of the municipal and state schools and units. In 2011/12, the only data provided by Eurydice are related to the minimum statutory salary at ISCED 1 level which is competitive with respect to other qualified professions since it amounts to 170% of the average GDP/capita (EURYDICE, 2012b). But the GDP/Capita is one of the lowest in Europe. Moreover, because of the economic crisis salaries have decreased since 2009.

Recruitment of teachers: Teacher job vacancies are announced by school heads at Regional Education Inspectorates and Labour Offices. Selection procedures for teachers are decentralized. The school bears responsibility for this 'open recruitment'. This approach allows teachers to choose education institutions. Career progression is limited and is not an attractive aspect of the profession (EURYPEDIA, 2012).

Initial Education for Teachers: The minimum length of tertiary education is 4 years for teaching at ISCED levels 1, 2 and 3.

The professional qualification is acquired at higher institutions meeting the requirements of the Higher Education Law and the Ordinance on Common State Requirements for Acquiring Teacher's Professional Qualification by students of specific subjects. The admission requirements for acquiring a pedagogical degree vary depending on the higher education institution, but typically include taking an entry exam of the student's choice, or alternatively, applying using the grade from the state examination (Matura) after completing secondary education. Teacher educators can

only be people within a higher education institution with an acquired PhD in a pedagogical degree.

The Ministry of Education, Youth and Science has listed the necessary requirements for the pedagogical and methodological qualification of teachers. The most important test for each student is a required practice work during which professors can evaluate their students' performance and stimulate them to acquire the necessary skills. Students in pedagogical degrees receive a diploma for their respective degree, whereas all other students receive a professional qualification certificate. The certificate is not valid unless accompanied by a higher education diploma.

Early career support: The persons who have successfully graduated from higher schools and have acquired educational and qualification degree "Bachelor" or "Master" entering the education system are appointed as "Junior Teachers". In the execution of their obligations they are helped by a "Senior Teacher" and under his direction they improve their practical competence (EURYPEDIA, 2012).

Continuing Professional Development for Teachers: Regional Inspectorates of the Ministry of Education, Youth and Science (MEYS) develop annual qualification programmes for pedagogical staff at regional level and assign the centres for professional and creative development of teachers to organise relevant activities. Teachers who have acquired professional-qualification degrees are entitled to manage activities for qualification enhancement at school level. Qualification activities are implemented, possibly with the assistance of higher institutions, specialised institutes for teachers' qualification and the Regional Inspectorates of Education of MEYS.

Financing is provided by the budget of the school other incomes of their own, sponsorship, etc. Specialised institutes for teachers' qualification: Central Teachers' Qualification Institute in Sofia, Teachers' Qualification Institute in Varna, Teachers' Qualification Institute in Stara Zagora. They develop annual plans pedagogical qualification funded by the state. The plans for pedagogical qualification of the specialised institutes are approved by the MEYS. On successful completing qualification training carried out by the institutes and higher schools, participants from the pedagogical staff are given a certificate. On the basis of this document their payment is raised.

Five qualification degrees have been introduced; the highest one is awarded the highest payment. It is equivalent to an educational PhD.

With the help of the European Funds the MEYS has started a programme for creating conditions for teachers' continuing pedagogical development. It includes activities on developing differentiated payment mechanisms, connected with teachers' training and improving teachers' performance assessment system. The development of a programme on developing pedagogical staff professional competences is of crucial importance (constant current knowledge improvement, acquisition of new skills and adopting new teaching and training methods, skills for working in an intercultural environment, ICT training, on-line research, foreign language education, adult education etc.). The 2011/2014 program will involve in various forms almost 70% of Bulgarian teachers.

Professional status: Teachers working in School Education in the Republic of Bulgaria are employed in compliance with the general labour legislation. The types of contracts are as follows: for an indefinite period of time, which defends the workplace in the best way; for a definite period of time as this can be a time of probation and civil labour contract that is concluded for assigning a certain volume of work. Upon appointment, teachers besides labour contract sign a job description getting familiar with their rights and obligations as well as with the Code of Ethics for working with children.

Retirement and Pensions: Academic staff retires in compliance with the Labour Code, for women at the age of 63 and for men at the age of 65.

Inter-professional mobility is not much stimulated to the extent that a school head for instance earns about the same salary as a teacher. In 2011/2012, the average annual salary of a school head in a public school is about 4 800 euros in primary and secondary schools.

It seems that no initiative was taken during these last years in order to improve the attractiveness of the teaching profession.

CROATIA (HR)

There is no overall shortage of qualified teachers, except in some rural areas. There is a surplus of teachers due to the lower number of pupils. Unemployed teachers of all profiles find it hard to get a job. Education officials say they want to raise teaching skills to European levels to make the profession more attractive. In the 2009 PISA survey, the proportion of pupils aged 15 attending schools where teaching is affected by a lack of qualified teachers in core subjects was above the EU average in mathematics, around the average in science, and under the average in national language.

Several agencies have been set up to streamline the education system and the workload of teachers: the Agency for Vocational Education; the Agency for Science and Higher Education; the Agency for Mobility and EU programmes; the National Centre for the Evaluation of Education.

Salaries: Education policies related to career advancement and teacher recruitment are developed by the central administration. However, these policies are largely implemented at local level, especially in schools. The positive practice of the last ten years has been retained in so far as educators and teachers have had two possibilities of career progression: a) mentor b) advisor. On becoming a mentor the salary increases by 7%, and by 12% on becoming an adviser (*Državni pedagoški standardi za srednjoškolskog sustava odgoja i obrazovanja (Naodne novine, 63/08 90/10) (State pedagogical standards for secondary education)*). Measures for improving the salary of new teachers were very rare. The progress in salary levels depends mostly on years of professional experience, rather than individual effectiveness. In responding to the on-line questionnaire, the teachers consider (exactly like Cypriot teachers) that the three main changes in order to improve the attractiveness of their

profession are: "highly qualified profession", "higher salary" and "fewer pupils per class" (online survey).

Impact: According to the Education Sector Development Plan prepared by the Ministry of Education, Science and Sport, the education information management system is still relatively weak, and is not able to support policy development or the monitoring of the system's performance.

Teacher recruitment: All teachers must complete postgraduate studies, and this commitment is strictly respected and should enable the enhancement of the quality of education. An indirect measure to improve the selection of teachers is related to the introduction of an external evaluation exam, which indirectly influences the choice of teaching faculties and the need for continuous training of educators and teachers.

Impact: A direct positive result has been to increase the qualifications of educators and teachers. The regulation about probationary teacher exams has been focused on better control over the entry into the education system, with higher requirements concerning the theory and practice of education.

Initial training of teachers: The length of initial training has been increased from 2 to 3 years for teaching at ISCED level 0, and from 3 to 5 years (master's) for teaching at ISCED levels 1, 2 and 3. This increase required the adaptation of the curricula according to national standards. **Impact:** There are some regional discrepancies in the way the new training curricula are being implemented.

Induction programmes for new teachers: This process has been achieved by extending probation periods for young teachers. With the 'Book of rules' a probation period was established in the form of an examination that better regulates the entry of new teachers into the education system. The initial training period is followed by a support programme, which is a one-year probationary period that has to be successfully passed in order to be recognised as NQTs.

Continuous professional development (CPD): the Agency for Education and the Agency for Vocational Education and Training have organised CPD of educators, teachers and principals. The training programmes are published in advance for one or two years on the agency's website, while training is provided at local, regional and national levels. For example, from 2004 to 2010, all educators, teachers and school heads had the opportunity to acquire basic computer literacy and ICT skills. In-training priorities are set by law and the Book of rules (which includes all regulations). They include subject knowledge, student-centred teaching methods, the use of ICT, an awareness of national identity, inter-cultural understanding and competency in foreign languages. An integrated model of professional learning aims to train teaching staff to apply the content of their teaching to real life experience.

Impact: Regardless of clearly legal obligations for teachers' lifelong learning, this task has been performed quite often only *pro forma* without real improvement in knowledge and skills.

Working conditions: The concrete steps taken over recent years to improve working conditions aimed mainly at improving the equipment and maintenance of computers and other teaching equipment and software. According to national pedagogical

standards, the number of children in pre-school and school classes has been reduced if they include children with special needs.

Assessment of teacher performance: The parents' council and the students' council have the right and obligation to review the work of teachers.

Measures having a negative impact on the attractiveness of the teaching profession: the retirement age has been changed from 55 to 60 years for women (with a gradual increase to 65 in 2030), and from 60 to 65 years for men.

Reference: VIDOVIC V. & DOMOVIC V. (2008)

CYPRUS (CY)

Cyprus has no lack of qualified teachers. Yet, even though this country devotes a significant portion of its budget to education (Ministry of Education, Annual Report, 2011), pupil attainment in international studies has raised doubts about the recruitment and training procedures. In addition, Cyprus does not try to attract more teachers, because the profession is already considered highly attractive.

Teacher salaries remain relatively high despite a 2.5% cut in 2011/2012. This cut has led to a substantial rise in early retirement, probably for fear that salaries and pensions may continue to fall in the medium term. According to a recent European publication (EURYDICE/EURYPEDIA, 2012), the salaries of Cypriot teachers are highly competitive with respect to what people are paid in other fields: the maximum statutory salary for teachers represents 282% of the GDP/capita, which is the highest value in Europe, just before Portugal (271%) and Germany (211%). Therefore, it is somewhat surprising that in their responses to the online questionnaire, teachers in this country consider 'a higher salary' the second most important type of change likely to improve the attractiveness of their profession, second only to a highly qualified job".

The number of teachers has remained relatively stable. At the ministry's request, the number of new student recruits was lowered by the university, because in many subjects, supply already exceeds demand. Prospective recruits need to have a bachelor's degree, pass a qualification exam and register on a list (EPETIRIDA). This system, considered archaic by education system officials, leads to some new graduates having to wait several years to be appointed. In the meantime, graduates work in other fields. This system does not lead to the recruitment of the best newly qualified teachers. The unions are opposed to any kind of reform of the recruitment system that might affect the EPETIRIDA scheme. In 2012, the Parliament objected to further appointments of teachers requested by the ministry, for budgetary reasons.

Initial teacher training: Since the establishment of the University of Cyprus in 1992, initial teacher training has been dispensed by the university. Students preparing for a secondary level teaching career have to pass a specialised training examination to receive their teaching qualification certificate, which is required to register on the *Epetirida* list. The 2011/2012 reform has led to the implementation of new training programmes with a stronger focus on teachers working autonomously.

Induction programmes for new teachers: New teachers are assigned to schools that provide a mentor. The Pedagogical Institute has created a platform that provides remote assistance for early-career teachers and teachers facing difficulties. *Impact:* within two months of its launch, the platform had been solicited by over 100 schools, i.e. one-third of all schools. Teachers are supported by means of visits from instructors of the Pedagogical Institute. During the two year trial period, they are visited by inspectors at least twice per semester.

Continuous professional development: Optional in-service training is provided during working hours. One option, which is currently at the draft stage, would remunerate in-service training to encourage teachers to attend. According to in-service training officials, primary level teachers mainly request training for new subjects as they are added to the curriculum, while secondary level teachers are more interested in methodological and didactic issues. Over the last few years, a number of requests were related to school violence and ICT for which the needs have been increasing. The Pedagogical Institute also offers training for school heads that shows them how to help teachers facing difficulties.

Teacher assessment: The current system, which has no effect on teaching careers, is considered archaic by education system officials.

No measure likely to have a negative impact was found (except the recent decrease of salaries).

The CZECH REPUBLIC (CZ)

There is no global shortage of qualified teachers in the Czech Republic. But the teaching profession is not attractive because of low salaries, according to the 2009 PISA survey, the percentage of 15 year-old pupils in schools affected by a lack of qualified teachers in core subjects is slightly lower than the average percentage within the European Union (Volume 1, chapter 1, table 1.1).

Salaries: In 2009, the salaries in the Czech Republic were much lower than the EU average level in primary and secondary education (OECD/EAG, 2011). Given that the progression during the career is about the average, this means that the Czech Republic can be ranked (with Hungary and Poland) in the 5th group of countries with low salaries but some significant progression during the career (table 3.1, chapter 3). The situation is even worse in terms of ratios of salaries with respect to the average GDP/capita: the statutory minimum and maximum salaries for all ISCED levels amount respectively to 70% and 80% of the GDP/capita. This is one of the worse situations in Europe in terms of competitiveness with the salaries of professions requiring equivalent levels of qualification. In this respect the Czech Republic is a situation close to Estonia, Latvia, Lithuania and Slovakia. In 2010, the Government decided a rise of 25% of beginning teachers for attracting good students.

'In accordance with the national government's decision, since January 2011 there were two salary scales for teachers – one salary scale was designed for fully qualified teachers with a Master's degree, the second one for qualified teachers without a master's degree together with unqualified teaching staff. Since 2012, two different

salary scales for teachers have been put together again; the one with higher salaries was preserved' (EURYDICE, 2012).

Recruitment: Since an Act of 2004, the required level for teachers in primary and secondary education is a Master's delivered after five years of tertiary education. The school heads are responsible to recruit the qualified teachers through competitive procedures.

Initial training: an aptitude test is organised to be accepted in initial teacher training (one of the criteria is a good oral expression). The faculties of pedagogy are free since 2004 to define the content and the modalities of the curriculum, but this curriculum must take into account skills and competences defined by the Ministry of Education, Youth and Sports. All universities must provide specific programmes for teaching to pupils with special needs (Act of 2004). The programmes include practical internships that can last between 5 and 9 weeks according to the universities.

Early career support: the support by tutors or mentors is left to the initiative of each school head.

Continuous training: the Ministry is financing in-service training programmes but their content is decided by the school heads.

The requirement of Master's level for ISCED 1 to 3 levels seems the only important measure likely to enhance the prestige of the teaching profession.

DENMARK (DK)

Despite several advertising campaigns, the teaching profession has lost its lustre. The shortage of teachers affects all ISCED levels, especially positions that deal with children with special needs (special needs teacher and remedial teacher). The teaching population is aging rapidly (ETUCE, 2008).

The shortage of qualified teachers is an old issue. In 2002, at the height of the shortage crisis, an education programme called "*meritlæruddannelsen*" was launched. It is still in place and it is open to persons with some form of educational skills or professional experience. According to the 2009 PISA survey the percentage of 15 year-old pupils in schools affected by a lack of qualified teachers in core subjects, the shortage of qualified teachers is not obvious since the percentage of pupils concerned is lower than the EU average percentage for science subject (13% against 15%) and much lower for maths and Danish language (less than 3% against 15% for maths).

Salaries: Teachers' salaries are significantly higher than the average level in European countries, mainly for ISCED 1 teachers, but their progression during the career is relatively moderate. So, Denmark is in a situation close to Germany, Norway and Spain (volume 2, chapter 3, table 3.2). Teachers' salaries are still below those paid in other professions requiring equivalent qualifications, mainly because of the small salary progression between the beginning and the end of a teaching career: for ISCED 1 teachers the minimum and maximum statutory salaries amount respectively to 95% and 120% of the country average GDP/capita and for ISCED teachers they amount respectively to 100% and 120% (EURYDICE, 2012b).

Recruitment: For the ISCED 1 and 2 levels, a 4-year curriculum has become mandatory. For ISCED 3, applicants for the teaching profession must hold a Master's degree awarded by a university.

Initial teacher training: The initial training period, which, for a long time, used to be shorter than in other European countries, has been extended. Initial training for the ISCED 1 and 2 levels includes internships and education in a major and a minor subject. Since January 2008, initial training of primary and lower secondary school teachers has taken place at one of the 8 university colleges in Denmark. University colleges are non-profit institutions under public administration which offer professional bachelor programmes as well as in-service training. The programmes are constructed upon a **concurrent model**, i.e. a single programme in which students combine general education with theoretical and practical professional teaching.

Initial training of teachers at upper secondary level takes place at the universities. This university programme is constructed upon a **consecutive model** which means that the students first undertake general education to obtain a degree in their chosen subject followed by a programme of professional teacher training.

Induction: In order to teach at the upper secondary education institutions, graduates need to complete a short course of professional teacher training, *the paedagogikum*. In order to be admitted to the *paedagogikum* the candidate must have a university degree in one or more subjects of the curriculum in general upper secondary education. The number of *paedagogikum* places and their distribution on subjects are fixed by the ministry of Science, Innovation and Higher Education prior to each fiscal year on the basis of an estimate of the need for teachers in the different subjects. The places are distributed with approximately 50% for admission in the spring and approximately 50% in the autumn. The Ministry of Science, Innovation and Higher Education receives the applications and decides on the admission. If the number of applicants exceeds the total number of places, an admission board is set up. If not all applicants in a group can be admitted, the applicants are admitted after a concrete assessment where primary account is taken of the examination results in the qualifying examination and prior employment. During the *paedagogikum*, the candidate is employed at and paid by the institution where it takes place. The *paedagogikum* consists of a theoretical part and a practical part, which includes teaching. A teacher has to complete a *paedagogikum* in all his or hers subject related courses. The practical *paedagogikum* is to give the candidates an insight into and a routine in the planning, implementation and evaluation of the teaching. Teachers must complete the *paedagogikum* before or subsequent to their appointment at the school. The practical *paedagogikum* is concluded by the candidate teaching his teaching practice classes for at least one hour in each of his or her subjects. The teaching is attended by the candidate's tutors, the supervisor appointed by the ministry of Science, Innovation and Higher Education and the course leader. These jointly decide on whether the candidate has passed the practical teaching and they issue a written statement on the proficiency in practical teaching.

Continuous professional development (CPD): Within the adult education programmes, there are several diploma degrees (corresponding to the level of Bachelor degrees) and Master programmes within the pedagogical field which, among others, are aimed at teachers.

The programmes are fee-based, part time and usually take place at university colleges or universities. The normal requirements are usually an upper-secondary education or a higher education as well as work experience. **The new collective agreement 2011 for teachers in the municipalities**, which has been agreed by the Danish Union of Teachers, contains elements of an individual CPD. The agreement states that the school leader and the teacher together work out a CPD plan. The goal is to make sure that the resources are used for education which is relevant in relation to the challenges the teachers meet in their teaching. The result of this agreement is seen as the first step towards a securing of the right to CPD. Teachers are free to participate in in-service training activities. Unlike many other EU countries, promotion is not conditional upon having taken part in in-service training activities.

Working conditions: Since 2003, teachers have gained considerable autonomy and teaching freedom, even though the ministry still sets out the common objectives for all programmes. Teachers are required to use the same assessment model for their pupils. Teachers are assisted by specialised centres in their mission to provide guidance: 52 Youth Guidance Centres provide guidance services for young people up to the age of 25 years.

The profession's image: Several ad campaigns were run over the last few years ('Become a teacher and change lives!' and 'Become a Teacher' in the spring of 2010). The recruitment campaigns were visible to the public through a strategy that included posters at bus stops in major cities.

Impact: Since 2007, the Danish Union of Teachers has been conducting an annual study to show the number of teaching positions in public primary and lower secondary education. According to this teacher union the number of candidates to teaching has increased, thanks partially to recruitment campaigns.

ESTONIA (EE)

In Estonia, there is no overall shortage of qualified teachers. According to a survey carried out in 2009 at the same time as the PISA tests, the percentage of pupils aged 15 attending schools where teaching is affected by a lack of qualified teachers in the core subjects is one of the lowest among OECD countries (OECD/PISA, 2009; volume 1, chapter 1, figure 1.1 of this report).

Salaries: In Estonia, salaries are much lower than the EU average and their progression during the career is very limited. The salaries are the same for teachers of ISCED levels 1, 2 and 3 (table 3.1). Even though, the number of teaching hours is lower (at all ISCED levels) than the EU average (table 3.2), the salary per teaching hour (in terms of purchasing power) is still much lower than the EU average: about half at ISCED 1 level and about one third at ISCED 3 (table 3.3). And this is the case despite an important increase over the period 2000 – 2009 (EURYDICE, 2012). Therefore, it is not surprising that in responding to the on-line questionnaire the teachers in Estonia consider that a higher salary and a better social status are the two most important types of change likely to increase the attractiveness of the teaching profession.

Recruitment: The best students may compete for a teacher training scholarship financed by the State. In 2008, a new teacher's start-up support scheme was launched that supports young teachers who have finished teacher training and go to work in rural areas. The total amount of the support is 12 782 euros and it is paid within three years. Comprehensive schools will use career consultations to inform pupils of the opportunities and challenges of being a teacher. Universities are supposed to encourage students at Bachelor's level to continue their studies in teacher education programmes at Master's level and encourage the graduates of Master's programmes to become teachers. Vacant positions for teachers are filled through competition, the conditions of which are approved by the school board. Teachers work on the basis of employment contracts. The head teacher of a school signs amends and terminates employment contracts with teachers in accordance with the legislation regulating the employment relations of teachers. Employment contracts are established for an unspecified term, or a specified term only in exceptional cases: if a teacher does not have the required qualification or is hired as a substitute teacher.

Initial training of teachers: The initial training of teachers is funded through the state-commissioned education programme. Teacher training mainly takes place at universities and colleges.

The duration of the training programme for class and subject teachers is five years, and basic school teachers acquire the competence for teaching several subjects in the course of the programme. Initial training for vocational teachers is primarily based on the curricula for the bachelor's study and professional higher education. In 2005, new standards for the initial training curricula have been adopted by the Professional Council for Education. Based on **the Professions Act (2008)**, the professional standards of teacher and vocational teachers have been developed and renewed.

Induction programmes for new teachers: Since 2004, all teacher training graduates can undergo an induction year during which they are supported by their colleagues and mentors and have the opportunity to participate in the support programme offered by institutions of higher education. The objective of the induction year is to support NQTs and improve their professional skills. In 2011, an adaptation phase for vocational teachers was implemented in order to help a junior vocational teacher to adapt to the vocational education institution and start working in the teaching profession. The adaptation phase is spent at a vocational education institution; a teacher is supported by a mentor and during the adaptation phase, unlike the on-the-job qualifying phase, a junior teacher may also be engaged in studies.

Continuing professional development: Teachers must undergo at least 160 hours of continuing education every five years. In accordance with the Adult Education Act, the funding for the continuing education of teachers is provided from the state budget and makes up 3% of the teachers' wages fund. The vocational continuing education of teachers can take place in the form of independent work as well as at state or municipal establishments or at a private school with the necessary education licence.

Teachers can also improve their education abroad. The mobility of teachers is supported by different mobility European programmes.

When undertaking the tasks set by the first development plan (which ended in 2003), good progress was made with regard to initial training and the on-the-job qualifying phase but less with regard to organisation and support of teachers' CPD. Due to this, the strategic document titled the **Estonian teacher education strategy 2009-2013** takes a wider view of teachers' training. The focus of the strategy has moved to the teacher, to development of the support system of his/her professional development and to a greater appreciation of his/her position in the society. The strategy formulates the vision for teachers' training for the coming years: *"In 2013, dignified, motivated and competent teachers work in Estonian schools"* (EURYDICE/EURYPEDIA, 2012). In order to implement the vision, six main objectives for teacher training have been formulated:

- studying to be a teacher is science-based and supports the development of competencies described in the professional standard;
- flexible models taking account of the needs of the educational system and learners' individuality are implemented in teachers' training;
- the professional development of teachers and support for such development is systematic and continuous;
- a teacher is an active member of the community (colleagues, subject unions, professional unions) and contributes to the development of the profession;
- the management and development of the teachers' training sphere is based on survey results, is continuous and linked to the development of the education system as a whole;
- the teacher's profession is valued and attractive in the society.

The renewal of syllabi of initial teacher training has been continuous, based on the teachers' professional standards. Since 1st September 2009, all higher education curricula include learning outcomes, and the recognition of previous study and professional experience is rapidly developing in universities. To this end, teaching staff is continuously trained and student counselling is developed. In order to better link theory and practice in teacher training and offer working teachers methodological advice, a support system for the CPD of teachers has been created in universities. In 2010, the new outcome-based basic school and upper secondary school curricula came to effect, the implementation of which presupposed also changes in teachers' training.

Working conditions: The European Social Fund (ESF) supports the financing of projects which pilot new activities to raise the job satisfaction of teachers and to increase how teachers and support specialists can cope with work stress. ESF resources are also used for financing the creation and development of teachers' subject-related and professional networks. Educational departments of county governments and the Ministry of Education and Research (MER) may advise teachers if needed. One of the duties of the subject group leader is to provide advice in case of problems related to teaching.

Communication campaigns: The MER and teachers' professional organisations are working to improve the reputation of the teaching profession. They will launch public

debates on important aspects of the development of education and teacher education, publicise success stories and best practice, and launch projects **to raise the social status of teachers** such as “ministers become teachers and teachers become ministers” on **Teacher’s Day**, teachers’ song festival, etc. The MER will also set up a system to recognise education institutions and will establish awards for good teachers.

The ‘Eduko Development Programme for Education Sciences and Teacher Training 2008-2015’: the aim of this Programme is to support education sciences in Estonia and ensure a new generation of researchers of education and teaching staff for teacher training. **‘TEACHER’S PROFESSION IS ATTRACTIVE’:** a Programme subsidised by the ESF.

The MER together with the different stakeholders will find ways to reduce teachers’ workload and stress, for example by using specialists and assistant teachers to support pupils’ development, and limit the workload of teachers in induction year to take account of their special needs.

Schools will be the regional pillars of culture and will take an active role in the development of the regions, working together with teachers, pupils and parents. School managements will recognise and inform their communities of the achievements of their teachers in supporting the development of their pupils. Teachers’ professional organisations will propose amendments to regulations on the development needs of teacher education and the whole education system to the MER.

Universities will give teacher education priority in their development plans and inform the public regularly of achievements in this field.

References

EISENSCHMIDT E. & LÖFSRÖM E. (2008)

www.pef.uni-lj.si/tepe2008/

EISENSCHMIDT E. (2006)

FINLAND (FI)

Finland is an outstanding example of a 'virtuous circle' concerning the attractiveness of the teaching profession: the excellent results of pupils in international tests for more than 20 years (in IEA surveys and in PISA) improved the image of teachers and hence attracted evermore qualified candidates for the teaching profession.

There is no shortage of qualified teachers in Finland, except in a few rural areas where there is a small shortage of teachers in mathematics, and, to a lesser extent, in Swedish and English languages. The situation depends to a large extent on the economic situation; there is less or no shortage at all in periods of economic slump. The only structural shortage concerns teachers able to teach pupils with special needs.

The social status and prestige of the teaching profession has been very high for many years: "The teaching profession became the favourite of matriculation examination candidates" (*Helsingin Sanomat* 11/2/2004). According to all the people interviewed in this country (including representatives of trade unions and journalists),

this is due to several factors: tradition of respect towards education and teachers, very good results of pupils in international tests (IEA and PISA) for the last 20 years, attitude of teachers, the large decentralisation of the education system and the important autonomy given to the schools and to the teachers that reinforce the prestige of the teachers who are considered as '**competent professionals**' responsible for their effectiveness. They are being trained to act as research-based teachers. They have a large autonomy for implementing the curriculum and they like to innovate. They are well-trusted and respected. They are fully responsible for the quality of the education they provide.

The Ministry of education does not play any role in the recruitment and management of teachers in Finland. The competent bodies are:

- The local authorities (municipalities) which recruit the teachers and organise induction and in-service training under the more general concept of "continuous professional development" (CPD) play the major role.
- School heads are consulted for the recruitment and can allocate some bonuses to teachers according to their commitment and efficiency. In some municipalities they have more power to assess the teachers.
- The Finnish National Board of Education defines the national core curriculum
- The universities provide the initial training of teachers.

During the first 6 grades of basic education (from age 7 to age 16) the teachers are general teachers (or "class teachers") while during the last 3 years of basic education and in upper secondary education teachers are 'subject teachers'. **Since 1979, all teachers must hold a Master's degree** either in sciences of education for the class teachers or in a subject (including pedagogic and didactic training) for the subject teachers. Since 1974 all teacher education has been undertaken in Universities. In 1979 also primary teachers' education was upgraded to the Master's level (5 years).

Teaching is regarded as a very attractive profession, even though it is not well paid compared with some other professions requiring the same level of education.

The salary of teachers in Finland is slightly above the average salary of teachers within OECD members (table 3.1). The salary increase though is well above the average. The overall situation in terms of teacher salaries is about the same as in Austria, Belgium and Scotland. For the national trade-union, policy priorities should be to increase salaries considered as relatively low with respect to some other European countries and reduce the number of students per teaching group.

During the interviews, no negative aspect of the profession or the possibility of burnout during the career of a teacher, were ever mentioned. It seems that the relative social cohesion of Finnish society ensures that there are no schools in the country meeting real difficulties with their students. Even the two members of the national trade-union of teachers said that the violence or any other attitude of the students was not a real issue. The only issue mentioned was that certain parents are more and more demanding. These positive opinions have been confirmed by a recent survey showing that teachers are very satisfied with their job (Helsingin Sanomat,

15/6/2012: *Kysely: tyytyväisimmät työntekijät löytyvät kouluista (Survey: The most satisfied workers in Finland can be found at schools).*

As a result there is no difficulty in attracting good students to become teachers, and the quality of the initial training and the requirement of the master's degree are important factors for recruiting qualified teachers. The only issue is the lack of candidates for special education or teaching pupils with special needs. The only campaign of recruitment was addressed at teachers to incite them to attend special for teaching such students. In the city of Kerava, for example, on average there are at least 8 to 10 applicants for a job for class teachers and subject teachers. In the city of Espoo, there is a shortage only for special-needs education teachers. For teaching positions, there are on average 40 applications for one post, so it is very selective. The quality of teachers is therefore sufficient, particularly for teachers in primary education. The subject teachers in secondary education do not have as much training in pedagogy. They are more subject-oriented than pupil-oriented. New teachers are rather more open than the older ones. Overall, the selection is particularly severe for basic education (less than 10% of candidates accepted in initial education). There are even too many teachers in some subjects (ex: history).—Such competition facilitates selecting well-qualified teachers.

The generalised **teamwork** within schools and **effective CPD** are equally positive factors for the social prestige of the profession. **Only a small percentage of teachers resign.** Most of them are in their first years of teaching. However, in the city of Espoo, there has been a slight increase of teachers resigning after a few years. This was confirmed at national level at the Finnish National Board of Education. This means that enough money must be provided for improving the induction of new teachers and more generally for CPD in the future. There have been mentoring and other CPD programmes available for young teachers, but induction should be improved and mentoring has to be established in schools to support the young teachers.

At national level, and only recently because of the economic crisis, there has been a slight increase in applicants coming from other professions. The candidates must have one year of training before they are allowed to teach and must hold a master's degree. At Espoo, there has been a significant increase in the last few years. "*Such a diversity of recruitment can be positive if these new applicants have the required qualifications*". It is more usual in vocational schools.

No measure likely to have a negative impact was taken in the last ten years.

FRANCE (FR)

France faces a sector-based (maths, science, some technological subjects) shortage of qualified teachers, while there is a supply exceeding the demand in some subjects like physical education (see volume 2, chapter 2). In 2012, the new government has launched a far-reaching school reform, which involves rethinking the entire education system, including teacher education and working conditions. The university institutes for teacher training (IUFM), established 20 years ago, are scheduled to be replaced in 2013 by 'teacher and education colleges' (ESPE), which will be in charge of initial and continuing training of teachers for all ISCED levels. Their structure is not known yet.

Salaries: From 2000 to 2009, the real salaries of teachers have increased in all European countries except France (OECD, 2011). In 2003, primary-level teacher salaries rose substantially to catch up partially the gap with other countries but also with ISCED 2 and 3 teachers. Salary increases over the last few years only concerned newly qualified teachers and their career advancement speed. In 2009, the salaries in France were significantly lower than the average EU level for beginning teachers at all ISCED levels (mainly at ISCED 1 level), but because a relatively substantial progression during the career they are slightly higher for top scale salaries for ISCED 1 teachers and nearly about the EU average for ISCED 3 teachers (table 3.1). In 2011/2012, the minimum and maximum statutory salaries for ISCED 1 teachers amount respectively to 75% and 145% of the average French GDP/capita and for ISCED 3 teachers they amount respectively to 80% and 155%. So, mainly for beginning teachers, the salaries are not attractive in comparison to other professions requiring equivalent qualification (EURYDICE, 2012b: p.9). This justifies the priority that was given during the last years to the raise of beginning teachers' salaries. This will be complemented by a welcome bonus of 1500 euros for new teachers (Decree no. 2008-926, 12/9/2008). The ECLAIR pilot programme (primary, lower and secondary schools) to encourage ambition and innovation, involving disadvantaged schools (339 at ISCED 2 and 3 levels and 2 189 at ISCED 1 level) gives school heads a say in the recruitment process of teachers and distributing additional allowances (May 2012).

Impact: The salary increases for ISCED 1-level teachers (mainly in 2003) produced a rise in the number of registrations for recruitment examinations.

Recruitment: In line with the Bologna Process, a Master's degree is now mandatory for all students desirous to become civil-servant teachers of the national education ministry (Decree no. 2010-570, 28 May 2010). In addition to the master's degree, candidates have to take either a national competitive recruitment examination (ISCED 2 and 3) or a regional one (ISCED 1). In 2012, the new government added the creation of 60,000 posts over three years (43,000 of which in 2013) to the 'guidance-and-planning law' (Loi d'orientation). Given the outstanding importance of such recruitment, a national campaign has been organised in December 2012 in order to promote the teaching profession. Some pilot experiments have taken place. The experiment launched at the start of the 2011 school year regarding alternance training at the master's level in collaboration with universities for students from modest

backgrounds provides such students with a contract and a gross weekly salary of 495 euros. It has been well received. But it is only an experiment. In 2012, a new law was voted to provide for the creation of 6 000 “future-oriented jobs” and the remuneration of future teachers by means of a scholarship. This is scheduled to start in September 2013. Those prospective teachers are expected to teach 12 hours a week (Law of 9 October 2012).

Impact: Until 2012, the number of posts available via competitive examinations had dropped by 16,000 a year. Furthermore, the number of openings per year tended to vary: -56% in 2011 and +59% in 2012 (ISCED 1), while the figure for the secondary level (ISCED 2 and 3) stagnated. It is not known whether the drop in the number of applicants taking part in these competitions was essentially due to the mandatory a master’s degree, or whether it was exacerbated by job instability and the abolition of the IUFM training year. Further to the announcement of extensive recruitment campaigns for teachers, the number of applicants for the 2013 competition is expected to rise dramatically.

Initial teacher education: The IUFMs were transferred to universities in 2005 to better prepare future teachers for the competitive examinations and their professional activity. At the start of the 2010 school year, the recruitment requirement for all ISCED levels was raised to the master’s degree. Since 2009, reforms of the recruitment and teacher education processes have led to the abolishment of the IUFM training year, for financial reasons (Decree, 28 May 2010). The new government intends to replace the IUFM by teacher and education colleges. The modalities for this transition are still under discussion.

Impact: The requirement of the Master’s degree has had negative consequences in the short run; those who pass the competitive examination are immediately assigned to schools and requested to work fulltime. This reform has led to a drop in the number of potential applicants, because there are 300,000 fewer master’s students than there are bachelor’s students. It is therefore safe to say that the requirement of a master’s degree for teachers has led to substantially lower selection criteria for both competitive examinations and recruitment procedures. *“The ministry admits that, as a result, certain selection criteria had to be substantially softened. Nowadays, all applicants have more than one chance in two to pass the competitive examination”* (Report of the Court of Auditors, February 2012: *“Initial education and recruitment of teachers”*, p. 78). The reforms that have been announced, but not yet decided, are expected to reinstate the education year at the new teacher education institutions (ESPE).

Induction programmes: The previous government had toiled with the idea to replace the IUFMs by an “apprenticeship system” (*compagnonnage*) under which newly qualified teachers are supervised by experienced colleagues. In theory, the beginner status is taken into account during the assignment of the first post (avoiding difficult schools, specific teaching situations), yet it is up to school heads to decide the schedule for teacher trainees (Ministerial circular, 31 March 2011; this text will be revised within the framework of the inception of teacher and education colleges).

Impact: Further to the abolishment of the IUFM training year, the first promotion of teacher trainees had to teach full-time (18 hours a week at ISCED 2 and 3) with no

professional training to speak of, which raised substantial issues among these new teachers (Report 2011-045 and report 2011-093: *Implementation of the reform of teacher education*, IGEN/IGAENR). The reform regarding support for newly qualified teachers has not been agreed yet.

Continuing professional development The individual right to training (DIF) has been open to teachers since 2010. "While 1.5 million teachers (ISCED 1, 2 and 3) applied for such training, only 66% actually attended the sessions with an average duration of 1.8 days" (*Repères et Références statistiques*, Ministry of national education, 2012).

Impact: This "DIF" is clearly underused. Even though *académies* are obliged to provide continuing training, attendance remains subdued and is hardly ever taken into account for career advancement purposes.

Help for teachers in difficulty: One scheme provides for the accommodation of teachers facing health problems. Despite a strong rise in the number of teachers who are relieved from part of their duties (909 in 2007, 1862 in 2010), the impact of this scheme is deemed insufficient.

Encouraging teacher mobility: In addition to European programmes that encourage teacher mobility (COMENIUS, etc.), the Jules Verne programme launched in 2009 gives active teachers (ISCED 1, 2 and 3 the opportunity to teach abroad during an entire year. The impact of this measure is considered paltry. It turns out that this programme was solicited by a mere 160 persons in 2010/2011, and 102 in 2011/2012.

Encouraging inter-professional mobility: In 2009 specially trained "career mobility counsellors" were added to the education authority staff, their mission being to assist teachers with their career projects. The ministry tries to encourage career interviews and retraining through secondment (Article 77 of the law of 21 August 2003, implementation decrees dated 9 August 2005).

Impact: Only 4000 teachers a year have been able to see a "career mobility counsellor" since its inception.

Advertising to attract new recruits: In 2011, the ministry launched an advertising campaign to attract new teachers. The headline read as follows: "The education ministry will recruit 17,000 applicants in 2011." Another recruitment national campaign has just been launched at the end of 2012.

Impact: This recruitment of 17,000 teachers did not compensate for posts that had been scrapped via the non-replacement of one out of two retiring civil servants. According to the ministry, the number of applicants for external competitive examinations, which had been in decline since 2005, rose by 11% for the 2012 session, thanks mainly to this advertising campaign.

Negative measures: The previous government has considerably reduced the effectiveness of the support networks for pupils facing difficulties (RASED), "which provide tailor-made help to kindergarten and elementary-school pupils with difficulties. Such measures are either of an educational or a re-educational nature. They complement the personalised support measures launched in 2008 and update

coaching sessions during school holidays.” Many RASED teaching posts have been scrapped. The retirement age for teachers has been raised from 60 to 62 years.

GERMANY (DE)

Germany is facing a global shortage of qualified teachers (see volume 1, chapter 1). It is confirmed by the 2009 PISA survey results: the percentage of 15 year-old pupils in schools affected by a lack of qualified teachers in core subjects (volume 1, chapter 1, table 1.1) is very high: 42% for science and 28% for maths (i.e. much higher than the EU average percentage). The age structure of the teaching population further contributes to this shortage because of a high number of retirees (volume 1, chapter 1). The “new” Länder (former GDR) are the hardest hit: their young teachers leave for the “old” Länder where salaries are higher, which further exacerbates the problem of a rapidly aging teaching population. Two “new” Länder have abolished the civil servant status for teachers, thereby driving even more young teachers away. Berlin reinstated it to halt the haemorrhage of young teachers. On the whole, the profession’s attractiveness has dropped compared with other sectors.

Salaries: Salaries among Länder differ widely (for instance civil-servant teachers in Baden-Württemberg earn 600 euros more than their colleagues in Berlin). Overall, in 2011/2012, the salaries of German teachers are significantly higher than the average level in European countries. Germany can be ranked in the group of countries with a relatively high salary but a moderate progression during the career with Denmark, Norway and Spain (table 3.1). Despite a 1.4% reduction in real terms in 2011 (and of 20% over the last 20 years) they remain relatively attractive: the minimum and maximum statutory salary at level ISCED 1 amount respectively to 125 % and 175% of average German GDP/capita; those at level ISCED 3 amount respectively to 150% and 211% of GDP/capita - i.e. the third highest level after Cyprus and Portugal (EURYDICE, 2012b: p.9). The 13th and 14th months (holiday allowance and year-end bonus) have shrunk considerably (by up to 70%) and have even been dropped altogether in some states. Only recently was a bonus introduced for teachers who exceed their quota of teaching hours (BGBl. 3701, 4 November 2009, art. 10; BGBl. 1670, 15 August 2012). Overall, government expenditures for education and research have risen. The objective is to reach 10% of GDP by 2015 so as to attract qualified personnel and improve the quality of education. These measures were taken partly in response to the country’s poor PISA results (Lfd. Nr. 3, launched in 2008. Priority 1, NRP 2005-2008).

Impact: The bonus system for working overtime has little effect—teachers already complain about a lack of free time.

Recruitment of teachers: Financial support for students preparing for a teaching career comes from scholarships provided by private foundations. Some of them focus on students from migrant backgrounds (*Hertie-Stiftung scholarships: Förderung von Lehramtsstudierende mit Migrationshintergrund*). In addition, there are preparatory courses for gifted foreign students (*Studienkolleg Begabtenförderung für Lehramtsstudierende*). In Germany, the selection and recruitment of teachers is traditionally handled by school boards, but for ISCED 1, the school inspectorate

selects teachers from a list of applicants and assigns them to schools. Over the last ten years, some *Bundesländer* have nevertheless introduced new recruitment procedures. The *Bundesland* North-Rhine Westphalia (NRW), for instance, changed its recruitment system in 1997. Schools are allowed to stage competitive examinations and to select the best applicants. The aim of this procedure is to support schools that wish to develop their own specific education profile. Further to the shortage of qualified teachers, some Länder have started to recruit qualified persons desirous to retrain as teachers - the so-called "*Quereinsteiger*", or lateral recruits (*Das Bildungswesen in der Bundesrepublik Deutschland*, 2010/11 p 181). Schools now have a budget for recruiting teachers from other professional areas. Some Länder have taken to compete for the best teachers (Baden-Württemberg, for instance, lures teachers away from Berlin). Some Länder run evermore recruitment advertisements.

Impact: "*The assessment results are here to show that schools appreciate these new tools*" (SCHAEFERS & TERHART, 2006). Some Länder have started to recruit teachers from other sectors: in 2009, 5.9% of the teachers hired by German schools took advantage of this preferential treatment (*Das Bildungswesen in der Bundesrepublik Deutschland* 2010/11, pp. 174 - 181).

Initial teacher education: Nowadays, all teachers of the traditional education system must hold a Master's degree. It is in 2005 that the federal ministry of education (KMK) recommended to all Länder to recruit teachers at Master's level.

Impact: "*The introduction of the Master's degrees has had a positive impact on the profession's attractiveness. Students see the benefit of this rather more diversified curriculum in case they decide to switch to other careers along the way*". (Comment made during our interviews).

Induction programmes: Teachers facing difficulties can count on the support of their instructors and continuing-training staff. Newly qualified teachers selected for difficult posts welcome this kind of support.

Continuing professional development: Financial efforts have been made to improve the continuing teacher training curriculum so as to appeal to a wider group of teachers (Lfd. Nr. 52, entered into force in 2008. (Priority II, NRP 2005, integrated guideline 18.24). Attending teachers receive a financial reward. The number of training courses has been drastically increased (Lfd, no. 104.2.1, entered into force on 19-7-2006).

Encouraging teacher mobility: Teachers wishing to move to a different Land need to ask their current Land and the prospective one for permission. A teacher exchange system has been set up by the Länder to facilitate teacher mobility (*Das Bildungswesen in der Bundesrepublik Deutschland*, 2010/11: p. 190). This was complemented by the standardisation of the skill levels required by the various Länder (especially between "new" and "old" ones).

Improving working conditions: The working conditions essentially depend on the funds available in each Land. They tend to vary, with strong differences between the "new" Länder and Bavaria, for instance. This issue is, however, not high on the education policy agenda of any Land.

Changing the profession's image: In 2007, the Vodafone Foundation and the Federation of the German Association of Philologists launched an award for innovative teaching for secondary-level teachers. Presented by the Chancellor Angela Merkel, this award received excellent media coverage. One category of laureates is selected by pupils from all over Germany who are encouraged to vote for the best teachers. The second category consists of teachers selected by a jury based on the innovative nature of the projects they submit.

Negative measures: Several Länder have abolished the civil servant status for teachers. Advertising campaigns aimed at attracting the best teachers available exacerbate the imbalance of qualified teachers.

GREECE (EL)

In Greece there is no overall quantitative shortage of teachers, mainly because of the economic context; there are few opportunities for other jobs and a high level of unemployment. Despite the adoption of drastic austerity measures resulting from the 'Rescue Mechanism' imposed by the EU and the IMF in 2010, the teaching profession remains attractive, even though there are more and more teachers who have chosen to retire in the recent period, because of the reduction of salaries and an anticipation of a further reduction of pensions. Some experts estimate that there is a lack of enough qualified teachers mainly at ISCED levels 2 and 3 in certain subjects. But, according to the PISA survey (OECD, 2009), the percentage of 15-year-old students attending schools affected by a lack of qualified teachers in core subjects (12%) is around the EU average (volume 2, chapter 2, Figure 2.1).

Moreover, the Law 3833/2010 - 'Protection of Greek Economy: urgent measures for the treatment of the budgetary crisis' - imposes a reduction in recruitment in the public sector. For the academic year 2010-2011 the recruitment of teachers was to be reduced by 50% for permanent appointments and 70% for one-year contracted teachers (PARASKEVOPOULOS & MORGAN, 2010). **In this context, nearly all measures taken had a negative impact on the attractiveness of the teaching profession:** reduction of salaries and of recruitment, reduction of the education budget, raise of retirement age, etc.

Salaries: During the period 2000/2009 Greece has been the only EU Member with France where there was a decrease of the real salary of teachers (EURYDICE, 2012b: p. 14). Moreover, on average real teachers' salaries have been reduced by 30% since 2009 and supplementary allowances have been abolished. The salary reduction has been larger for new teachers (EURYDICE, 2012b). In 2009, the salaries in Greece - which are the same for ISCED 1, 2 and 3 levels - were just under the EU average with a relatively moderate increase during the career (table 3.1). In the same way, in terms of relative purchasing power compared with other careers in the country, Greece is about the average within the EU, with a maximum statutory salary of about 140% of GDP per capita (EURYDICE, 2012: p. 9). Responding to the on-line questionnaire, teachers selected 'a higher salary' as the most important type of change likely to improve the attractiveness of their profession, just before 'a better social status' and 'fewer pupils per class'.

Recruitment of teachers: This aspect has been an issue for many years and considered by several governments since 1997 (PARASKEVOPOULOS & MORGAN, 2010). There are two ways of recruiting new teachers: competitive examination or registration on a list (EPETIRIDA) on the basis of diplomas. Since 2008, there have been very few recruits. According to the law there should be a recruitment examination every two years, but none have been organised since December 2008. The qualified candidates who are registered on a list may wait for a post for several years as the supply is exceeding demand, mainly at ISCED 2 and 3 levels. In primary education, the NQTs are usually appointed much faster at the end of their initial training. As a consequence, during the recent years, students enrolled in initial training in order to become secondary education teachers have transferred to training preparing them for primary education.

The recruitment decrease is very significant - in 2012 only 185 new teachers have been appointed in secondary education - and still more drastic over the last five years in primary education: 4 341 appointments in 2002, 3 665 in 2007, 1 400 in 2010, 127 in 2011 and only 40 in 2012. Moreover, in the recent period, there has been an increase of teachers refusing their appointment in certain remote areas because of the raise of transportation costs. The recruitment of substitutes, who are paid less, has been increasing steadily.

The Law 3848/2010 (Update of Educators' Role: Establishment of rules for assessment and meritocracy in education) aims to restructure the teachers' recruitment system which remains centralised. New teachers will be hired only after accrediting their pedagogical proficiency through a university course and after passing centrally organised exams held every two years by the Superior Committee of Personnel Selection (ASEP). Their appointment must be followed by a two-year probationary period under the supervision of a mentor with a final assessment taking place at the end of the period. Those who are successful will become civil servants; the others will be transferred to other public services. Among other measures, the various secondments will be strictly reduced and limited, promotions will be reduced, and an overtime of five hours a week will be compulsory if required by the head teacher.

Induction for new teachers: The mechanisms in place for early career support are limited to 100 hours of training (including three sessions: 45 hours in September, 35 hours in November and 20 hours in June) and up to 30 hours before the beginning of the first school term for substitute teachers. The mentoring that was established by the law in 2010 has not been implemented yet. There is no workload reduction for new teachers. Most of the time, new teachers are appointed in suburbs of large towns where they must stay at least two years before they can apply for another post.

Continuing Professional Development (CPD): Universities are free to define the objectives and the curricula of continuous training of secondary education teachers. The CPD for primary education teachers is provided by special institutes (DIDASKALEIA) but their activity has been suspended in 2012 because of dysfunction and budgetary restrictions. New CPD systems should be implemented in the future.

Assessment of teachers: A new evaluation system was established by the Law 3848/2010. In fact, most of the time, this assessment is limited to the evaluation of schools, which does not include an individualised assessment of teachers. When this

happens, the assessment does not have any impact on the teacher's career progression. There is a project of linking this progression to teacher's performance but it has not been decided yet.

Negative measures (their impact has not been assessed):

- Retirement age that is currently at 65 has been increased to 67 from 2013.
- Salaries: the sharp fall of salaries generated many anticipated retirements.
- The number of pupils per class has been increased.
- The image of the teachers given by public authorities has also contributed to reduce the attractiveness of their profession. «... A very important aspect of the situation is the ethical-psychological one which directly affects teachers' work. This is the organized attack by the Ministry of Education leadership on teachers (through interviews in the media) presenting a negative picture of teachers to the wider society accusing them of being lazy and of resisting changes...”(PARASKEVOPOULOS & MORGAN , 2010). This has also been reported in nearly all the interviews in Greece.

HUNGARY (HU)

The shortening of teachers remains significant: “*A lot of them leave the profession*” (LAZAR, 2010).

However, the 2009 PISA survey shows that the percentage of 15 year-old pupils in schools affected by a lack of qualified teachers in core subjects is much lower than the EU average level: 5% against 15% for mathematics and science (table 2.1, chapter 2 above). Despite a series of raises, salaries are still at a low level. Teachers' professional skills regarding new technologies are deemed insufficient despite efforts by schools to purchase such equipment. Managing heterogeneous classes is considered another weak spot.

From 1 January 2013, schools will be operated by the Minister responsible for education through a national school maintenance centre (Klebensberg Institution Maintenance Centre) and the related network of county and district level school maintenance authorities. The tasks of the district authorities will include: budgeting for the personnel and the costs of materials related to teaching, collecting procurement needs and conducting procurement procedures, recording the expenses of each institution, participating in planning human resources related to teaching; keeping headcounts, wages and accounting records, providing information and instructing the State Treasury to pay wages. A network of consultants and subject specialists will be established and operated by the Institute for Educational Research and Development, which will also develop the requirements, procedures, content and professional standards of consultancy and subject specialist work and will coordinate the work of the county-level pedagogical institutes (EURYPEDIA, 2012).

Salaries: In 2003, salaries rose by 50%. In 2009, according to OECD indicators, salaries' teachers are still much lower than the EU average in primary and upper secondary education (table 3.1, chapter 3). Their progression during the career is close to the EU21 average (ratio top level/starting salary) so that Hungary belongs to the group of countries with a low level of salaries with a significant progression during the career: its situation is between the Czech Republic and Poland. In 2011/2012, for ISCED 1 level teachers, the minimum and maximum statutory salaries amount respectively to 50 % and 85% of the average GDP/capita. For ISCED 2 and 3 levels teachers, the minimum and maximum statutory salaries amount respectively to 55 % and 110% of the average GDP/capita in Hungary (EURYDICE, 2012b). This means that teachers' salaries are not competitive with other professions requiring an equivalent level of qualification.

The new education law schedules a new raise on 1st September 2013, in exchange for longer working hours. Additional incentives will be provided for teachers in charge of children with special needs.

Recruitment: The major features of the teacher training system are set out in the Higher Education Act of 2005. The new higher-education law (Law no. CCIV of 2011, amended by law n^o CXXIII of 2012 that came into effect on 1st September 2012 proposes to change the teacher education programme for the academic year 2013/2014. The new teacher education system—unlike the current one, which is based on different curricula (duration, contents) for the various ISCED levels—will be based on the Bachelor's and Master's degrees, with a common core during the first three years.

Impact: In 2009, given the level of salaries, the number of applicants remains large but some authors regret that they are not the best students. In the 'Green Book for the Renewal of Public Education' one can read: « *In Hungary, an excessive number of students are enrolled in teacher training programmes and different specialisations are offered in skewed proportions.. It is both impossible and uneconomical to deliver quality teacher training to congregations of this size. Trends in the number of applications indicate a decline in the proportion of school leavers who find a teaching career an attractive choice. The number of people who apply to nursery, primary or secondary school teacher training institutions as their first choice has recently plummeted and the school results of applicants are below the national average (KÁRPÁTI, 2009 in FAZEKAS K. et al, 2009, Green Book for the Renewal of Public Education: p. 214).* Therefore the Green Book proposes to set up a selective process of applicants like in Finland for instance to raise the quality of teachers and the prestige of the profession.

Initial teacher training: The current teacher education system will be phased out. The new higher-education law (2012) will change teacher education for the secondary level (5 years + 1 trainee year) and the primary level (4 years + 1 trainee year) as of the academic year 2013/2014. Starting with the academic year 2013/2014, the first three years will be the same for both levels. Only during the 4th and 5th years will the programmes become level-specific. Under the new system, teacher and methodology training will be dispensed until the end of the fourth year. The fifth year will be devoted to the didactics of the chosen subject. At the end of the third year, future

students will have to choose a teaching level: either 5 + 1 years (secondary level) or 4 + 1 years (primary).

Impact: Teacher education will take more time. According to education officials, these new curricula will be beneficial for future teachers. The duration of the internship will be extended compared with the previous system, which is still in effect. One major issue is to increase the number of schools offering internships with the support of mentors and to diversify these schools because most of the internships are offered in schools that do not reflect the real state of more disadvantaged schools.

Early-career support: The new public education law, which came into effect on 01/01/2012, makes it compulsory for schools to provide mentoring for newly qualified teachers. Under the current system, early-career teachers enjoy little or no supervision. The law stipulates that all schools must provide a tutorship for newly qualified teachers. This measure has not yet been thoroughly implemented for lack of resources. A change of status for schools is currently under discussion, especially for 'demonstration schools'.

Continuing professional development: Continuing teacher training is mandatory (three or four days a year). The state has devised a few continuing training programmes. Continuing training is now taken into consideration for career advancement. Teachers are expected to accumulate 120 credits (Law no. LXXIX of 1993 regarding public education and government edict 277/1997) every seven years, but they need to pay themselves for any other form of continuing training. Continuing training sessions organised by the administration can be attended during working hours, provided teachers find a replacement. Yet, replacement teachers are not paid by the schools in question. According to a TALIS survey the level of satisfaction of teachers is lower than the average level of the 23 participating countries: 40% against 55% (MUSSET, 2010).

Negative measure:

Working hours: Longer teaching hours and attendance time (32 hours a week) as well as the abolition of overtime (which is expected to come into effect in January 2013) affect the profession's attractiveness. This, in turn, is likely to exacerbate the problem of teachers holding several positions just to preserve their full-time status.

ICELAND (IS)

Despite historically lower salaries, compared with other sectors, the teaching profession is still considered attractive, probably because of the current job market situation and the economic crisis. The shortage of qualified teachers is restricted to a few scientific subjects. The 2009 PISA survey for instance shows that the percentage of 15 years-old pupils in schools affected by a lack of qualified teachers in core subjects is higher than the EU average percentage for science teachers: 22% against 15%. It is much lower for maths and national language.

Salaries: Almost all teachers are civil servants. Teachers are paid by the state but hired locally. In 2009, the real salary (PPA salary) is slightly lower than the average EU salary for ISCED 1 beginning teachers, but it is significantly lower for the top-scale salary because of a very moderate progression during the career. The difference is still larger for starting and top scale salary for ISCED 3 level teachers. So the salaries are not very attractive (OECD, 2011). This is confirmed by more recent statistics about the salaries in 2011/2012: the minimum and maximum statutory salaries of ISCED 1 and 2 teachers amount respectively to 80% and 100% of the average GDP/capita and for upper secondary teachers they amount respectively to 100% and 125%. So teachers' salaries are not competitive with other professions requiring an equivalent level of qualification.

Recruitment of teachers: While the number of applicants for the teaching profession dropped significantly between 2004 and 2007, this trend seems to have stabilised. *"However, in 2009 this decrease turned into an increase of 35% over 2008"* (RASMUSSEN & DORF, 2010). A law passed in 2008 makes the Master's degree mandatory for new recruits from 2013 (Act 87/2008 on the Education and Recruitment of Teachers and Head Teachers in Pre-School, Compulsory School and Upper Secondary School). Yet, it also provides for exemptions: if necessary, school heads are allowed to recruit unqualified applicants, albeit for a limited time. *"If no qualified compulsory school teacher applies for an advertised post despite numerous advertisements, the head teacher may apply for an exemption to the exemption committee for compulsory schools to hire a particular employee for teaching as a temporary measure, but never for more than a year at a time."*

Initial teacher education: Three universities are in charge of initial teacher training. The contents of the initial training curricula are different for each of them. During the current transition period (2008-2011), four-year education programmes are still in effect and coexist with Master's curricula. Regulations still in effect require a BA or BS for ISCED 3-level teachers, along with 30 didactics and teaching credits.

Continuing professional development: Though still optional, it starts to develop in the guise of distance-training modules. This kind of training is for the better part dispensed by the universities' continuing training services. Today, in addition to their attendance in schools, teachers are expected to spend 150 hours preparing lessons, for continuing training and other professional duties. The Ministry of Education, Youth and Physical Education encourages education leaves for teachers. *"Teachers who have worked for at least five years can request a special study leave for the purpose of improving their professional knowledge and teaching skills"* (Upper Secondary Act, n° 92, June 2008).

Teacher assessment: Each school devises its own self-evaluation strategy and decides whether and how the performance of its teachers is evaluated.

Working conditions: Teachers recruited before 1997 and with over 35 years of service may retire at the age of 60. For all other teachers, the official retirement age is now 67 years.

IRELAND (IE)

At present, there is no overall shortage, but an oversupply of teachers, with many newly qualified teachers, having to wait to obtain permanent positions. This is a matter of concern to newly qualified teachers, current student teachers and those considering primary teaching as a career option. At post-primary level, there would appear to be an oversupply of teachers in certain subject areas, while in others such as maths and science, there is a sometimes a shortage of qualified teachers entering the system. The 2009 PISA survey shows that this shortage is not important. The percentage of 15 year-old pupils in schools affected by a lack of qualified teachers in core subjects is lower than the EU average level: less than 10% against 15%. Projections suggest, however, that enrolments in primary schools will rise to a peak between 2015 and 2019. Therefore, supply needs to be carefully managed in order to ensure it is sufficient to meet demand at that time.

The general context shows that the attractiveness of the teaching profession is this country is already very high. The general image of the teaching profession is very good. Surveys have indicated that teachers are held in very high regard by the public and enjoy high social status. The reasons are linked to a deeply rooted historical tradition of regard for teachers among the public. It is also linked to their sense of commitment to pupils and to their engagement with their communities. At present the Prime Minister is a former teacher, so is the Minister for Finance, as is the Minister for the Public Service, who has the same status as the Finance Minister. Teachers' salaries and allowances have been high by international standards. This helps attraction to the job, entry to which is highly competitive. In general, the media reflect a favourable image of teachers, while occasionally taking a "pot-shot" at them. A national survey conducted on behalf of the Medical Council published in April 2011 found that, after medical doctors, teachers are the second most trusted profession in Ireland. This confirms the results of a survey commissioned by the Teaching Council in 2009 (64% of respondents very satisfied or satisfied against only 12% dissatisfied or very dissatisfied with the way teachers do their job).

This is also the result of a coherent and systemic policy during the last years and the establishment of the Teaching Council, as a statutory agency, with extensive powers (Teaching Council Act of 2001 amended in 2006). *"The Teaching Council is the regulator of the teaching profession and promotes professional standards in teaching. It acts in the interests of the public good while upholding and enhancing the reputation and status of the teaching profession through fair and transparent regulation"* (Website of the Council: www.teachingcouncil.ie). This establishment represented a milestone in the development of teaching as a profession in Ireland. The ongoing professionalisation of teaching by the Council is likely to impact in a positive way on the attractiveness of teaching as a career option. Another major step has been the adoption of a Code of Professional Conduct in 2011. It is important to the Council that the attractiveness of teaching as a career be maintained, so that:

- The profession can continue to attract the best students

- Teachers are motivated to remain in the profession, thereby developing their competence over time and building long term relationships with staff, schools and the local community.

Other major positive factors are: favourable salary awards until the recent economic recession; the extension of the duration of teacher education courses and the formal acceptance that the teachers should benefit from the '3 Is' (initial, induction and in-service training or CPD) in their careers under the banner of another '3 Is' (innovation, integration and improvement).

As of as 2007 The Council began the process of drafting its **Policy on the Continuum of Teacher Education** (TEACHING COUNCIL, 2011a) covering initial teacher education, induction and early and continuing professional development. To inform the development of this policy, the Council commissioned two pieces of research. Firstly, a position paper entitled "*A Review Paper on Thinking and Policies Relating to Teacher Education in Ireland*" was prepared by Dr John COOLAHAN, Professor Emeritus, NUI Maynooth. This was followed by a detailed study entitled "*Learning to Teach: A Nine Country Cross National Study*", undertaken by a team of researchers from University College Cork, led by Dr Paul CONWAY (see references at the end of this report).

Salaries: In 2009, according to OECD/EAG data (OECD, 2011), the salaries (in terms of PPP) in Ireland were much higher than the EU average level and Ireland can be ranked (with Luxembourg, the Netherlands and Portugal) among countries with high salaries and an important progression during the career. The relative situation is particularly high for primary education teachers since the salaries in Ireland are the same for ISCED 1 to 3 levels teachers (table 3.1). In terms of comparative attractiveness with other professions requiring equivalent levels of qualification, the situation is a bit less favourable for beginning teachers but remains positive for those with some years of seniority: the minimum and maximum statutory salaries amount respectively (for ISCED 1,2 and3) to 80% and 170% of the average GDP/capita in the country (EURYDICE, 2012b). However, all teachers had to face important pay reductions over the last two years. The new teachers entering the workforce in 2011 had to face a 14% salary cut which represents an annual loss of about €5,000 compared with those appointed in 2010.

Recruitment: Enrolment to programmes of initial teacher education in Ireland is highly competitive. Points are allocated based on the results attained in a terminal examination known as the 'Leaving Certificate' and the majority of entrants come from the top quartile. This is a reflection of the attractiveness of teaching as a career option. In order to promote the profession, the Council works with Grad Ireland in developing its information booklet on 'Teaching and Education'. It has attended teaching career fairs in colleges and universities and visits all final year teacher education students. In addition the Council is developing a website to promote teaching as a profession.

As part of its role in promoting teaching as a profession, the Council has published results of a survey on attitudes to the teaching profession. This survey of 1,000 adults, carried out by an independent market research company, has shown that, overall, there are positive attitudes to the teaching profession. The majority of respondents are satisfied with the way teachers do their jobs and have a **high level**

of trust in teachers. Teaching remains a highly popular career choice for students and the high entry requirements indicate the high status of the profession.

There are special allowances to encourage people from disadvantaged and minority backgrounds to go into teaching.

Extension to the duration of the initial teacher education (ITE) programmes:

The proposal to extend the ITE programmes comes from two draft documents: '*Policy on the Continuum of Teacher Education*' (op.cit.) and '*Better Literacy and Numeracy for Children and Young People*', a draft national plan to improve literacy and numeracy in schools from the Department of Education and Skills. The Bachelor of Education will be 4 years in duration from the 2012/2013 academic year while post-graduate programmes of ITE will be two years in duration from 2014/2015.

"All schools are expected to provide structured mentoring support for student teachers through extensive classroom observation and constructive conversations. The increased duration of placements is also aimed at schools providing student teachers with the opportunity to undertake a range of non-teaching activities. The Council's inspiration is to allow for the development of a more reflective, enquiry-oriented approach to the school placement" (MULCAHY & McSHARRY, 2012). The Teaching Council has published in August 2011 a document prepared by a task force (advisory group) on 'criteria and guidelines for programme providers' in initial teacher education (TEACHING COUNCIL, 2011b)

Early career support: The Teaching Council has responsibility for the **induction** and **probation** of teachers since 1st September 2012. One of the first steps the Council has taken in this regard is to introduce a requirement that all NQTs will undergo a programme of induction workshops in the first three years after graduation.

Continuous professional development (CPD): The new 'Continuum Policy' starting to be implemented in September 2012 states that CPD is a responsibility of all registered teachers and that eventually renewal of registration with the Teaching Council will be subject to the receipt of satisfactory evidence in relation to engagement in CPD (op. cit. : p. 19).

A major challenge: implementing Teaching Council's policy in a context of austerity

Beyond the impact of salary cuts, it is possible that the Work Placement Programme launched in 2011 further exacerbates teachers' discontent. *"Under this scheme unemployed teachers offer schools unpaid work in order to rebuild their teaching experience. This creates a three-tiered stratified system in school containing established teachers with reduced pay, new entrants with dramatically reduced pay and job seekers with no pay"* (MULCAHY & Mc SHARRY, 2012: p. 9).

Another issue is related to the recent doubling of college registration fees and the extension of T.E. programmes: who will be actually able to afford teacher training? When induction and probation are added to extended training programmes, it will take seven years to become a teacher. There is a real risk of not attracting students from disadvantaged social backgrounds, thus enlarging the divide between a majority of teachers and disadvantaged pupils.

Lastly, the recent freezing of allowances that were granted to teachers gaining additional recognised qualifications through in-service training is not likely to enhance the motivation of teachers for CPD.

Perspectives

The Strategic Plan entitled 'A New Era of Professionalism : Fás, Forbairt agus Foghlaim 2012-2014', sets out the Teaching Council's strategic priorities and direction with the aim of realising in full its significant role in enhancing the quality of teaching in Ireland. The title 'Fás, Forbairt agus Foghlaim' that translates from Irish to English as 'Growth, Development and Learning' is indicative of the continuum of learning with which the Council is engaged and reflects its drive towards greater achievement in the professionalisation of teaching.

ITALY (IT)

There is no quantitative shortage of teachers but there is a lack of enough qualified teachers. However, this is not confirmed by the PISA survey (OECD, 2009): the percentage of 15 year-old pupils in schools affected by a lack of qualified teachers in core subjects is about 15%, which is the EU average percentage (figure 2.1, chapter 2 above). Overall, the country is facing some difficult issues concerning the teaching profession.

Salaries: Italy belongs to the group of countries with salaries slightly lower than the EU average in primary and upper secondary education, and a moderate progression during the career (table 3.1). Given that its position with respect to the annual number of teaching hours is also close to the EU average, its relative position in terms of salary per teaching hour is also about the EU average. When responding to the online questionnaire the teachers ranked as the first three types of change likely to improve the attractiveness of their profession: a higher salary, a better social status and better working conditions.

Some measures of minor importance have been introduced for the contracts of the teaching staff with the establishment in 1999 of the *Fondo dell'Istituzione Scolastica* through a collective agreement. This agreement states that certain tasks, for example didactic activities, will be paid through additional allowances. Thus, a fund of a variable amount is allocated every year to each school and distributed to the teaching and administrative staff.

Recruitment: While still being an issue, the recruitment has not been reformed. Each year, 130,000 teachers are recruited through fixed-term contracts and some of them are not qualified enough (chapter 2 above). A competitive examination has just been organised in 2012 in order to recruit 12,000 teachers (the previous one had been organised in 1999) having the required degrees since a few years or who already have a recognised qualification (*abilitazione*). According to the number of registrations, only one candidate out of 33 will pass. The Government has promised to organise other competitive examinations in the future.

Initial training of teachers: Until 2008 future secondary education teachers (ISCED 2 and 3 levels) were trained in special university institutes (SSIS). The payment of

salaries to the future teachers was never envisaged. Instead, they had to pay some tuition for their education which included some pedagogical and subject aspects, and school internships. In September 2012, a new system was established: the '*Tirocinio Formativo Attivo*' replaced the '*SSIS*'. This system of apprenticeship provides 475 hours of school internship during a year and the future teachers must pay about 2,500 euros to attend this training programme, after having passed a selective examination. At the end of the year, they obtain an *abilitazione*, after which they must take another competitive examination in order to be appointed with a permanent status.

Induction programmes for new teachers: In 2006 a practice training year was established for secondary education NQTs with the support of a mentor within the school and another mentoring on-line. This programme is limited to teachers who have obtained a permanent status after having passed a competitive examination or having been selected from a regional list established for non-permanent staff. Trainees must succeed this internship in order to become civil servants (CM 967/91 196/2006).

Continuing Professional Development: Teachers can attend an in-service training - named '*150 hours*' (*150 ore*) - (Decreto MIUR 249/2010) – which is organised by the Ministry of education. This device corresponds to a legal right for any worker to benefit from 150 hours a year to attend training during working time in order to obtain a higher professional qualification (Law 2003, DPR 395/88). However, *de facto*, the number of places is limited and has been decreasing for financial reasons. Moreover, teachers have also the right to attend five training days a year, provided that they find somebody to replace them without resulting in any extra cost for the school.

Assessment of teachers: This assessment was suppressed in 1974. There is now a project to design a new assessment system. Its goal is to introduce in each school a differentiation of salaries and career advancement according to merit. An indirect evaluation exists through pupils' attainment tests that are provided by the National Center of pupils' assessment (INVALSI). The pupils' results in various subjects are becoming an element of assessment of teachers. But this process is not generalised.

Negative measures: Retirement age for teachers (as for all civil servants) has been raised to the age of 65 (Law of 22 December 2011). A project of raising it further to the age of 67 is now being debated; its adoption would make it more difficult for new generations to accede to the teaching profession.

The working commitment of teachers has been increased, but in November 2012 the Government renounced to increase the teaching time.

The statutory maximum number of pupils per teaching group has been increased (CM 25/12, 29 March 2012).

Teachers' real salaries have decreased during the last years as the contracts have not been renewed since 2006.

The negative impact of these measures which has been denounced by teacher unions has not been evaluated.

LATVIA (LV)

Latvia has a shortage of qualified teachers at all ISCED levels, mainly for science subjects (physics/chemistry), mathematics, computer science and foreign languages. The shortage is somewhat cushioned by a drop in the number of children to be enrolled, thanks to a declining fertility rate. The shortage is in part addressed by the reinstatement of retired teachers. However according to the 2009 PISA survey, the percentage of 15 year-old pupils in schools affected by a lack of qualified teachers in core subjects was very low (<5%). The teaching profession is considered unattractive because of low salaries. No significant measures have been taken over the last few years to boost the profession's attractiveness—most measures were aimed at the integration of minorities and special needs pupils, as well as improving the continuous professional development of teachers.

Salaries: Teachers do not have a civil servant status. In 1995 the average wage rate of a preschool teacher was approximately 78.4% of the country's average salary and 90.9% of the average teacher wage rate in general education. Teachers' salaries increased in the beginning of school year 2008/09 according to the Programme for increasing the salaries for pedagogues (2006-2010). Since September 2009, there was a significant reduction of public budget for education, including teachers' salaries, of almost 40 %. However, since January 2010, total funding for salaries increased again by 37 % and there was a possibility for salary increase through salary indexation and through reward for additional responsibilities (EURYPEDIA, 2012). In 2012, the minimum statutory salary of teachers at all ISCED levels was below 50% of GDP per capita. This is the worst earnings situation of all European countries along with Lithuania, Romania and Slovakia (EURYDICE, 2012b).

Recruitment: The General Education Law (1998) specifies the recruitment requirements for teachers. A new guidance law is in the making. Applicants for the ISCED 1-2-3 levels must hold a bachelor's degree (four years). . *Two training routes can be taken: 1) a professional bachelor's degree programme lasting 4 years which provides a teaching qualification for a specific level of education (primary, lower secondary) and, for upper secondary school teachers, a specific subject area. Primary school teachers are qualified to teach all subjects; 2) the second route requires two stages – a bachelor's degree (3 years) in Education Sciences, plus an additional two years of study in a second-level professional programme of studies to qualify as a teacher in a specific level of education and/or subject area. Vocational school teachers generally have a professional diploma in a vocational area with an additional qualification in vocational teaching....The number of young teachers is small with a tendency to decrease (601 young teachers starting working at school and who have received higher pedagogical education in 1997, and 269 in 2002".* The number of young teachers is small with a tendency to decrease: in 2003, only 20% of young teachers who have graduated from universities choose to work in schools (CATLAKE, 2003: "Curriculum development and teacher training in Latvia", final report of the UNESCO sub-regional seminar held in Tbilisi on 'Teacher training and curriculum').

Initial teacher training: "All general education teachers have to complete initial teacher education, i.e. higher education study programme in pedagogy and obtain teacher's qualification in the respective level of education and the subject or course they are going to teach. Initial teacher education may last from 1-2 years (in the consecutive model after a non-pedagogical higher education) up to 4-5 years in the parallel model- higher professional education programme with an integrated Bachelor programme in pedagogy leading to a professional Bachelor's degree and teacher qualification (EURYDICE, 2011).

General secondary school teachers may work also if they have obtained academic education in the respective field and a teacher's qualification, or have started its acquisition within two years after they started to work as teachers. Teachers at vocational schools have to obtain corresponding professional education (qualification) and pedagogical education as well. All teachers working with children with special needs must have higher education in pedagogy and the teacher qualification corresponding to the respective branch of special education.

Continuous professional development (CPD): In 2003, there were two independent paths for professional development:

- 1) Continuing further education according to study programmes at higher education institutions;
- 2) Systematic ongoing in-service training in professional development programmes. The second type is offered by different NGOs and professional teachers' organizations. In 2003, about 70% of teachers (nearly 24,000) have participated in professional development programmes (CATLAKS, 2003).

Since 2007 people can work as 'pedagogues' in education institutions after acquiring at least a three year higher education in a field corresponding to a certain study subject. In this case pedagogues may acquire teacher qualification while working in a school" (Council of Europe Standing Conference of Ministers of Education: "Education for Sustainable Democratic Societies: the Role of Teachers", Ljubljana, Slovenia, 4-5 June 2010, Report by Latvia).

Today, CPD is compulsory in Latvia for teachers at all education levels. Teachers themselves are responsible for acquiring the mandatory in-service training, acquiring CPD programmes of at least 36 hours in three years period. 12 hours of self-development and experience module (participation in seminars, conferences, non-formal adult education programmes) can be included in the calculation of CDP amount for a teacher. Procedures of teachers' professional development approved by the Ministry of Education and Science in 2011 define the functions of CPD for teachers. The results of CPD activities do not reflect in teacher salaries (EURYPEDIA, 2012). One important aspect for the development of continuing training over the last few years was related to the inclusion of minorities as well as disability issues (European Agency for Development in Special Needs Education, 2011).

LITHUANIA (LT)

The teaching profession is not attractive as such, but due to demographic changes the supply exceeds demand. Consequently, some schools were closed and the number of teachers decreased from 41,000 in 2001 to 29,000 in 2012. There is no significant shortage of qualified teachers: in the 2009 PISA survey, the percentage of 15 year-old pupils in schools affected by a lack of qualified teachers in core subjects is very low : less than 5% against 15% for the average level of European Union.

The reforms in the recent period have concerned essentially teachers' salaries, the quality improvement of new recruits and the profession's image through advertising.

Salaries: There is a stipend for future teachers in exchange for the pledge to teach for at least eight years. Salaries of active teachers have been raised to attract more applicants. The authorities intend to raise teachers' salaries by 18% above the average salary in other sectors. This objective of an 18% rise has not been reached yet. Teachers' salaries have increased at about the same level as the average salary in other sectors. In 2011-2012, at the three ISCED levels, the minimum and maximum statutory salaries amount respectively to 40% and 75% of the average GDP/capita in Lithuania (EURYDICE, 2012b: p. 9). It means that the salaries are still not at all attractive in comparison to professions requiring equivalent qualifications.

Recruitment of teachers: A motivational test was introduced in 2009-2010 in order to increase the level of initial competencies and motivation of those wishing to join the profession. The test's innovating nature focuses on the inclusion of the motivation of candidates rather than on their academic skills. There is a broader project for National strategy of education development (*Valstybinė švietimo stratgeija*) 2013- 2022, but it is still a project.

Initial teacher education: In 2010, an initiative was implemented to start a consecutive model of education of teachers: Regulations for teacher training (*Pedagogų rengimo reglamentas*, 2010).

The model includes frequent alternance - based internships in the initial teacher education curriculum. Furthermore specific trainings regarding the profession's difficulties were added to the training package, including communication techniques for addressing the various stakeholders of the education community, especially parents from different social backgrounds. (Description of study programmes resulting in diploma (2010) : http://www.smm.lt/smt/st_org/index.htm A sabbatical year is planned for Lithuanian teachers.

Continuing professional development: The teacher is responsible for his qualification improvement and must attend qualification improvement programmes. He must plan the qualification improvement in collaboration with the educational institution he works in. Among other ideas, one is to make the system of professional development (in-service training) closer to university studies, it enables also teachers to pursue personal and professional aims (Minister of Education and Science 2012, Concept of 'Teachers In-service Training' order, 30 May, No. 899): Lithuania has designed a programme of professional development of five days (90 hours) for each

teacher. This programme is financed by state funds (Law on education, 2010). The procedures developed in this area are similar to those for initial training with an accent put on communication techniques for addressing the various stakeholders of the education community (especially parents from different social backgrounds). The responsibility for the CPD of teachers lies with the school head.

Teacher's appraisal and career advancement: As specified in the Law on Education (2011), teachers must upgrade their professional qualifications and are entitled to at least five days a year for attending in-service training events. Five days of in-service training per year is a necessary condition for a teacher to be appraised and acquire a higher or retain the same qualification category. A higher qualification category leads to a higher salary. The teacher appraisal process is carried out according to the Regulations on Appraisal of Teachers approved by ministerial order N° ISAK-3216 (24/11/2008). The process of appraising teacher performance is aimed at giving teachers stronger incentives for professional development, career progression and acquisition of qualification categories that correspond to their competence and practical activities. It is also aimed at rewarding them with performance-related pay and increasing the responsibility of teachers for education outcomes and professional development. There are four qualification categories established for teachers: teacher, senior teacher, teacher–methodologist and teacher–expert.

The role and rights of teacher facing difficulties in class with disruptive students were described, thus resulting in better conditions for teachers (ministry of Education and Science, 2012: Recommendations for the means of impact on misbehaving high school pupils, Order Nr. V-1268) . Examples: 1) Recommendations for the means of impact on misbehaving high school pupils (further on referred to as 'Recommendations') are prepared for the high schools providing basic education as well as institutions providing vocational education and schools providing informal education (except for schools providing informal education to adults); 2) Recommendations are aimed at helping a school's staff react effectively to the extreme cases of pupils' misbehaviour and possible threat in order to ensure physical and psychological safety of the members of the School's community and (or) other individuals; 3) Recommendations define applicable means of impact on misbehaving pupils and describe conditions of their application at the School. Their impact is not known yet.

Advertising for attracting new recruits: The government has created awards to improve the teaching profession's image (prize for the best teacher and prize for the best young teacher or prize for the best students, who obtained 100% in their state exams. These awards are co-sponsored by privately-held companies (banks, for instance).

The official retirement age is 60 years for women and 62.5 for men.

LUXEMBOURG (LU)

There is an important shortage of qualified teachers (Chapter 2; and ETUCE, 2008). It is confirmed by the 2009 PISA survey. The percentage of 15 year-old pupils who are in schools affected by the lack of qualified teachers in core subjects is the highest among European countries (at about the same level as Turkey): 79% for maths, 59 % for science and 58% for mother language. This may look quite paradoxal at first glance, given the very high level of salaries compared to all other European and OECD countries. Since 2007, various measures have been implemented in order to improve the overall education system, without aiming specifically at increasing the attractiveness of the teaching profession. Most reforms were focusing on pupils and students. However, the law of 19 December 2008 makes provision for some measures concerning the recruitment and the initial and continuous training of teachers, which could eventually enhance the attractiveness of the teaching profession. A large national consultation has been launched in 2012 concerning all stakeholders of the education system. Its results will be published in 2013.

Salaries: The level of teachers' salaries in Luxembourg is very high compared to all European and OECD countries (table 3.1): salaries at the start of the teachers' career in Luxembourg, at all ISCED levels, are more than twice as high as the EU average level and they are 2.5 times higher than the EU average level of salaries at the top level, because of an important progression during the career. However this high salary has to be competitive with salaries of other comparative professions in Luxembourg where the income per head is the highest in Europe. The starting salary represents for primary teachers only 75% of the average GDP/capita and 90% for secondary teachers, and the top salaries respectively 140% and 160% of the GDP/capita, i.e. much less than in Cyprus, Portugal or Germany for example (EURYDICE, 2012: p. 9). This can explain in part the paradox mentioned earlier.

Recruitment: Within the overall reform of basic education (*'Règlement Grand Ducal'* of 9 March 2009) the procedure of competitive examination for recruiting primary education teachers has been changed. The candidates must pass the competitive examination and be certified for teaching at each of the four levels of primary education. Three profiles have been defined. The candidates must have a diploma in education sciences from the University of Luxembourg, or a diploma of professional tertiary education delivered in another country preparing primary education teachers and respecting the EU recommendations concerning recognition of professional qualifications, or a diploma of the same type delivered in a country outside the European Union. In 2011, given the shortage of qualified teachers, 795 substitutes were hired for 4,087 qualified teachers (Ministry of education and professional training (MENFP): Report 2012).

Impact: It is easier to recruit qualified teachers from abroad but the impact has not been assessed. The reform adopted in 2010 concerning vocational training and the validation of learning outcomes from experience is also applicable to teachers.

Initial training of teachers: The initial education curriculum of secondary level teachers now includes some modules of education for citizenship and Human Rights.

The curriculum of those teaching at primary level includes a module about 'philosophy for children' (Permanent Conference of the Ministers of Education: "Education for a Sustainable Democratic Society: the Role of Teachers", Luxembourg Report, Council of Europe, Ljubljana, 4 June 2010). The reform of the curriculum for pupils is now directed towards a competences-driven approach, which implies an initial and continuous training of teachers for implementing new teaching practices (GORDON et al, 2009; HALASZ & MICHEL, 2011).

Induction programmes for new teachers: New teachers have a two-year training programme with a mentor that is based on class observation, analysis of practice and a reflexive approach to teaching practice.

Continuing Professional Development: A right to individual leave for training purposes has been granted to all teachers. CPD deals mainly with the practical aspects of teaching. The law of 6 February 2009 has established a new structure, which is the 'Institute for continuing education of teachers and education staff of primary and secondary schools'.

Impact: 1,104 training sessions have been organised involving 21,914 trainees. The number of registrations has increased by 13.3 % in 2010/2011 (MENFP, March 2012). Substitute teachers can also attend the training sessions.

Working conditions: In September 2011, new mechanisms of co-operation of education staff (*cellules de développement scolaire*) have been implemented within schools in order to facilitate initiatives and projects, and improve the relations between the various actors involved (MENFP, March 2012). Their impact is currently being assessed.

MALTA (MT)

"Over the last 10 years, Malta has moved from a tightly centralised system, considered bureaucratic by its stakeholders, towards a system that encourages involvement in the decision-making process and more cooperation. As a result, teachers and schools assume greater responsibility for shaping the long-term future, thus helping schools to become learning communities." (BEZZINA & TESTA, 2005)

There are not available statistical data on the shortage of teachers in Malta and there are no data about the percentage of 15 year-old pupils in schools affected by a lack of qualified teachers in core subjects (PISA 2009). According to our interviews, there is no general shortage. However, some teachers in the primary sector do not have sufficient professional qualifications. Qualified primary teachers are hard to find in church schools. These generally prefer employment within the state sector, as this offers more opportunities for career advancement as well as mobility between schools. In church schools mobility between schools is very limited and there are very few opportunities for promotions. There is also a shortage of teachers in some areas, particularly in maths/sciences. Secondary schools are the most affected and consequently most maths/sciences teachers have a heavy teaching load. Teachers who possess minimum qualification in the subjects have been engaged in the past years to provide the services in schools. The perspectives for the next years are not

encouraging as fewer university students will be graduating in these subjects. The present emphasis by the local educational authorities to allocate the maximum teaching load possible to teaching grades is not helping the intake of new teachers. Some incentives have been put in place such as salary increases (EURYDICE, 2008).

Salaries: As regards to salary, local teachers' salaries, on average, increased by 304€ compared to the previous figures of 2009-2010 (EURYDICE 2012b). In 2011/2012, the minimum and maximum statutory salaries amount respectively to 110% and 150% of GDP/capita, which is close to the situation in Belgium, France, Slovenia and UK (England and Scotland).

Recruitment of teachers: Male teachers are no longer attracted to the teaching profession. The share of women teachers keeps rising year after year, mainly because of an unattractive salary structure.

Initial teacher education: In terms of initial teacher education, primary, secondary and post-secondary education is the responsibility of teachers having a good academic and pedagogical grounding. ITE (for both generalist and specialist teachers) generally involves a four-year Bachelor of Education Honours degree course, or a Bachelor's degree in one or more subject areas followed by a one-year Postgraduate Certificate in Education. Both routes are offered by the University of Malta. On successful completion of the course, teachers apply for employment either within the state or the non-state sector. With the introduction of quality assessment procedures within university, initial teacher education programmes have increased their accountability and a standard which all teaching units need to adhere to has been developed.

As from 2006: all teachers in a regular post have to hold an Education degree or a post-graduate certificate in Education (Amendment to the Education Act CAP 327, 2006).

Induction programmes: As from October 2007, newly appointed teachers have to follow a two-year mentoring period before being awarded the professional warrant as well as an induction course at the beginning of their professional career. Newly Qualified teachers hold regular meetings for the discussion or progress or problems; receive assistance with planning and assessment; receive specific compulsory training consisting of three half-day training seminars held before the start of the school year; and can go on visits to other schools and resource centres. In the past, such an extensive induction program was non-existent and induction consisted of two class visits by an Educational Officer to the NQT concerned, and the award of a teacher's certificate after a few months of being recruited (BEZZINA, 2007). More support structures have been introduced, like literacy checklists, learning zones, complementary teachers, mentoring for NQTs. *"College Principals, in line with the Education Directorates' policy of decentralisation, are responsible for the mentoring process in the schools within their college. During their first year, NQTs are to be mentored by suitably trained Teacher Mentors or Assistant Heads. Mentors will be matched by Head of school, in liaison with the induction coordinator, according to the professional needs of the mentees"*(Ministry of Education, 2012: *Induction for newly qualified teachers: Handbook*).

Encouraging teacher mobility: The procedures for switching between the public system and private, religious schools, and vice versa, have been softened. There is

also more mobility, in terms of teachers being promoted across the whole spectrum – those coming from state, church and independent sectors. Ten years ago, a teacher employed in a church school could not apply for a post in a state school, and vice versa.

Continuous training: The reorganization agreement of 1994 brought about a provision for compulsory attendance at in-service courses. State school teachers are now obliged to pursue at least one course per year. The duration of these courses has gone down to three days (i.e. 12 hours). Certificates of attendance are offered to course participants. It is compulsory for schools to have a continuing professional development plan for their teachers as part of the school development plan. It is hard to estimate the extent to which the continuous professional development needs of teachers are taken into account in these training plans. (BEZZINA, 2006)

Working conditions: A reduction of class sizes had the most immediate effect across the system for better providing all students with the key competences. This reduction in the public sector is largely due to lower birth rate and more students enrolled in an increasing amount of church schools. Teachers in Malta have full autonomy in choosing teaching methods, pupil grouping for compulsory learning activities, and setting internal pupil assessment criteria. The new national curriculum framework has been accompanied by a consultation exercise at a national scale (Ministry of Education, 2012: Consultation Process on the Draft National Curriculum Framework Report).

Co-operation between various stakeholders improved. A Council for the Teaching Profession has been set up for the first time in July 2008. It is composed of both elected members and appointed members from among the teaching staff. This Council advises the Minister of Education on professional issues including the granting of professional certificates. It also regulates the practice of the teaching profession in Malta.

THE NETHERLANDS (NL)

There is no shortage of qualified teachers in primary education, but there is a significant shortage in secondary education, mainly for maths and science subjects, as well as for German and for vocational subjects, particularly in the Western part of the country. According to the Ministry of Education, Culture and Science (MOECS), in 2011 about 25% of teachers were not qualified enough. This estimation fits with the results of the PISA survey (OECD, 2009): about 30% of the pupils aged 15 are attending schools where teaching is affected by a lack of qualified teachers in maths and sciences (against only 15% on average within the EU), and 20% for the national language and literature (7.5% on average within the EU). The demographic structure of the teaching staff should increase this issue because many teachers will retire in the next years and there are not enough new candidates. As yet, there has not been any planning policy of recruitment based on forecasting models.

However, the MOECS has been aware for a few years of the risk of a greater shortage as it can be seen from a document published in 2008: *"The Onderwijsmeter 2007, an annual monitoring survey reveals that the approval rating for educational services*

continues to fall. Primary and university education achieve the highest average scores, with a somewhat meagre 6.6 (out of 10). Secondary education scores just 5.8. The proportion of respondents that holds secondary education teachers in high esteem fell from 68% in 2006 to 55% in 2007. Nevertheless, public opinion remains worrying in terms of the recruitment potential of the education sector. After all, it is this perception of the profession which determines whether people will opt for a career in this sector, which is now facing an impending serious shortage of teachers. If the general perception is allowed to deteriorate further, this will raise an additional disincentive to the choice of education as a career" (Working in Education, MOECS, 2008).

This document provides some figures about the actual shortage: "The number of unfilled vacancies in the education sector is now rising. Competition from and among other sectors has greatly increased in recent years. The supply-demand imbalance is now acute. School management boards are experiencing far greater difficulty in filling their vacancies. The average number of vacancies in primary, secondary and senior vocational education increased from 950 during the 2005/2006 school year to 1,600 in 2006/2007". Further, a statement shows how difficult it is to make the right forecasts about the future: "The supply side of the employment market is likely to become even more restricted in the years ahead, due to factors including population ageing and continued economic prosperity. (...)The employment market will come under further pressure as the 'baby boom' generation approaches retirement age and the general economy continues to fare well. Many staff in today's education sector are 'seniors', i.e. 55 years of age and above. In fact, the proportion of seniors working in education is between one-and-a half and two times higher than the national average. The turnover due to retirement will therefore be greater in the education sector than elsewhere, resulting in yet greater demand for new staff to fill the resulting vacancies." And the official document makes another statement about the expectations of teachers: "At present, teachers and other staff, particularly in the primary and secondary sectors, cannot be said to be particularly satisfied with their remuneration levels. Indeed, some are (extremely) dissatisfied. They complain that there are too few opportunities for career advancement leading to higher remuneration. A higher salary is therefore at the top of the 'wish list' of education staff, with opportunities to take early retirement in second place."

Such a diagnostic and these forecasts show how much all the assumptions about the shortage of teachers can be dependent of the general situation of the economy: in early 2008, it appeared that the future deep downturn of the economy was not very plausible.

Salaries: Teachers' salaries in the Netherlands are among the highest in Europe, just after the salaries in Luxembourg, and at a level comparable with Ireland and Portugal. There are significantly higher than the EU average and their progression during the career is among the best (but slightly less than in Ireland or Portugal). However, it is impossible to know whether the teachers' salaries levels are competitive with other comparable occupations in terms of qualifications, or even compared to the average per capita GDP, because these data are not available for this country (EURYDICE,

2012). Responding to our on-line questionnaire, 41% of the teachers consider that a higher salary is the type of change most likely to improve the attractiveness of their profession, just before a better social status and fewer pupils per class.

The MOECS is well aware of the crucial issue to attract more qualified teachers in order to improve the effectiveness of the education system and results in international tests like PISA. In this respect three main objectives have been defined: 1) Improve the quality of teachers and head teachers; 2) stimulate a 'professional culture' inside the schools; 3) recruit a sufficient number of new teachers and improve their initial and continuing training. Among the main measures taken in this respect one can cite an acceleration of the teachers' career progression and very few experimental reforms concerning the recruitment, the initial training and the assessment of teachers' performance as a basis for specific allowances. At the moment, salaries increase mainly according to seniority but they can increase more every six years by demonstrating a certain level of participation in continuing training activities, at the initiative of each school (as it is not compulsory).

Recruitment: The main change proposed and debated was the adoption of a principle to recruit all new teachers at Masters' level but it has not been decided yet and the recruitment is still organised according to the Royal Decree 860/2010 (2 July 2010). There are no specific financial aids for future teachers apart from the general scholarships system (Royal Decree 708/2011, 20 December 2011 which defines scholarships and loans regime). Another decree defines the assessment procedures for access to teaching bodies (Royal Decree 276/2007, 23 February 2007).

Initial training of teachers: Electives (optional courses) have been established in educational sciences from the Bachelor's level.

Induction for new teachers: The first year of newly recruited teachers is considered a practice period of initial training with a mentor and is part of the selection process (Organic Law of Education, 3rd May 2006): see chapter 6 of this report.

Continuing professional development: In-service training is provided but is not compulsory (Organic law, 2006). There are no specific support devices in order to help teachers meeting difficulties.

Image of the profession: The image of the teaching profession is 'rather good' in general but not so good for teachers of vocational schools. According to a senior civil servant of the MOECS, in a recent poll, 'teacher' ranked second after 'surgeon' among the well-estimated professions, but the teachers do not have a good image of themselves. For the teacher unions the image is not good because the governments have been inclined to lower qualification standards rather than to increase salaries and the image given by the media is rather bad. There were no communication campaigns in the last years, but national rewards (prizes) have been granted by the Prime Minister to the three best teachers of the year and the event is shown on TV and in other media. The last national campaign for recruiting teachers was in 2006. It did not seem to have had much impact.

Conclusion: The MOECS is quite aware of the main issues concerning the attractiveness of the teaching profession and has proposed substantial measures to be

debated. But most of them have not been decided or implemented yet, except through very few experiments at the initiative of some schools.

NORWAY (NO)

The authorities in Norway have been well aware of the shortage of qualified teachers (volume 2, chapter 2) and that the number of teachers leaving for other careers was keeping rising. This shortage is only partially confirmed by the 2009 PISA survey on the percentage of 15 year-old pupils in schools affected by a lack of qualified teachers; this percentage in Norway is just above the EU average: about 18% for maths and science subjects against 15% for the average level in Europe.

In 2008, the Norwegian government initiated an extensive reform programme for the education system called GNIST ('Spark' partnership), based on a partnership with all stakeholders in the education sector, including teacher education institutions, school owners (municipal and county authorities) and trade unions. It was the result of a concern that policies were not sufficiently directed towards ensuring enough well-qualified teachers in Norwegian schools. The GNIST programme also included attractiveness and recruitment measures. The main objectives were to increase the quality and status of the teaching profession, teacher education, and school leadership. *"The measures can be divided into the following five main areas: 1) Contribute to the development of the teaching profession; 2) Change and develop the teacher education system and contribute to good interaction between profession and career. Both are to be attractive, demanding and relevant; 3) Establish a national education for head teachers; 4) Increase the knowledge base for professional education and professional practice; 5) Stimulate recruitment to the teaching profession"* (*"GNIST: Partnership for a coherent and comprehensive effort for teachers"*, Norwegian Ministry of Education and Research, 2009).

Impact: One aim of the partnership has been to develop reliable indicators of status and quality and to measure progress. The latest indicator report shows that there has been a strong positive shift in media coverage of the teacher profession and teacher education between 2008 and 2011. There has also been an increased attractiveness in the teacher profession in target groups during the same period, and a 45% increase in recruitment to teacher education between 2008 and 2011.

Salaries: In 2009, the average salary of teachers in Norway was slightly higher than the EU average level at the beginning of the career but lower at the end, because of a very moderate progression during the career (table 3.1). Moreover, teachers' salaries are relatively low compared to other groups with similar level of education (GNIST Indicator reports and official statistics, 2011). The growth rate of teacher salary has been lower than for other higher education groups during the last five years.

Recruitment of teachers: the recruitment campaigns launched within the GNIST programme and the new teacher education curricula (for primary and lower secondary teachers) from 2010 has had an impact on number of teacher students.

Impact: The recruitment campaigns and the new teacher education programmes have had an impact on teacher recruitment flows as shown by statistics from

universities and colleges' admission services: 54% increase of qualified applicants for teaching education against 35% increase for tertiary education in general (Statistics from Norwegian Universities and Colleges Admission Service). Up to 50 % of students applying for teacher education programmes do not meet the minimum admission requirements. This fact has a negative impact on the number of accepted applicants for these programmes but a positive one for the quality of future teachers.

Initial teacher education (ITE): from 2010, there has been new education programmes for primary and lower secondary teachers: *"From August 2010, a new and differentiated teacher education programme will be introduced. The reform is based on the government's suggestions in the 'White Paper on Teacher Education'. The most important change is that teacher students will choose one of two educational pathways; teacher education for grades 1 through 7, or teacher education for grades 5 through 10. There are also fewer compulsory subjects and thus more opportunity for teacher students to choose the subjects they wish to specialize in as teachers. In addition, the role of pedagogy has been strengthened."* (Report to the Storting n° 11 for year 2008-2009)

Impact: The new programmes seem to have a centralising effect: large institutions in large cities attract more students while small institutions in the province are struggling to keep the teaching education programmes. This has been documented by a panel (called *Følgegruppen*) appointed by the ministry of Education and whose commission is to follow up the introduction of the new teacher education programmes.

Induction programmes: National funding aims at stimulating regional authorities and municipalities to develop an early career support system together with initial teacher education institutions. A state-funded national development programme *'Mentoring Newly Qualified Teachers'* was established in 2003. This allows teacher education institutions to support local authorities by offering mentor training and by developing locally-based induction programmes. The main aims of the programme are to support NQTs' professional development, increase the knowledge of mentoring and improve initial teacher education. Participation is voluntary, both for local authorities and in most cases also for the NQTs. A network of teacher educators (*The Norwegian National Network for Mentoring Newly Qualified Teachers*) has been established to stimulate learning across regions and R&D related to the programme. Approximately 20% of new teachers attended induction programmes in 2007/2008.

Impact: Evaluation has proved the project to be successful (FRANSSON & GUSTAFSSON, 2008) and a White Paper presented by the government in February 2009 stated that the national aim was that all NQTs in primary and secondary education should receive guidance and support programmes from 2010/2011. For the NQTs, the frequency of mentoring varies from 10 to 20 consultations a year, and may include individual, peer and group mentoring as well as courses. The mentoring aims at helping NQTs develop their professional identity as teachers. In the evaluation of the programme, NQTs report that mentoring helped them reflect on their own practice and on what constitutes a good learning environment. Participation in the programmes provided arenas for sharing experiences and seems to raise NQTs' self-esteem as professionals and essential teacher competences as well as being part of the school community (EC/DGEC, 2010).

Two studies (one performed by the Ministry of Education, the other from *Utdanningsforbunde*) show that 57 % of the schools have an induction program and 63 % of new candidates affirm being offered such a programme. There is still a lack of formal competencies in the group of mentors (78 % of the mentors had a 30 ECTS course in guidance or a similar formal training). There are also big differences between schools and districts exist (GNIST report 2011).

Continuing professional development: Attending continuing training is optional. It is an optional in-service training at the teacher's initiative, co-financed by the Norwegian State, County, Municipality and the teacher. The responsibilities of counties and municipalities for in-service training as employers of teachers are stated in the Education Act of 1998. In the 2005 Act on Universities and University Colleges, it is stated that university colleges offering teacher education and other higher education institutions should provide in-service training. It is a priority for the national education authorities to stimulate to greater involvement.

But, attendance at continuing training depends to a large degree on the resources and attitudes of local authorities. Municipal education authorities decide whether staff may participate or not. The tradition of local autonomy is strong in the Norwegian administrative system. National educational authorities are discussing ways of avoiding such differences in participation in in-service programmes.

The content of in-service training is influenced by current school reforms as well as by the priority given to certain areas by the ministry of Education and Research. *The strategy Competence for quality* (2009-2012) gives school owners an opportunity to apply for teachers to attend continuing training courses in prioritised subjects at different universities and university Colleges. By February 2011 there has been made agreements with 22 universities and university colleges to offer 96 study programmes. Teachers are released from parts of their ordinary duties, but keep their salary during the training. In addition there are also separate continuing training programmes for mentors (as an offer for those mentoring beginning teachers) and education programmes for newly employed head teachers/principals and school deputies. Both programmes lead to formal accreditations.

Prioritised areas for in-service training in 2010/2011 were: reading, mathematics, assessment, vocational training and class management. Teachers who participate in continuing training can in general argue for an increase in their salary, depending on their seniority and the extent of the training.

Impact: Each year during the last five years around 1 500 teachers have followed in-service training courses of 30 or 60 ECTS within the programme '*Kompetanse for kvalitet*'. In addition, about 4 000 teachers follow other programs (Directorate for Education and Training: "*Kompetanse for kvalitet*" - Competences for Quality-, Report on continuing education from 2010)

Help for teachers in difficulty: No new measures specifically aimed at providing assistance to teachers in difficulty have been devised. In some cases, a teacher (or class) can obtain extra resources (an assistant teacher for instance) for a limited period of time. The allocation of such resources is decided locally (by school head or municipality).

Encouraging teacher mobility: Teachers can choose freely from vacant positions all over the country. There is a lack of positions in large cities (especially those with teacher education institutions). Thus some new graduates are "forced" to choose positions in the districts outside urban areas. This might be seen as positive for the district schools.

Assessment: Students, schools and school owners (municipalities) are assessed annually by "*nasjonale prøver*" (national assessment). This assessment does not include teachers. There is no system of salary based on merit to avoid the risk of some teachers leaving the profession. Salary and other incentives are discussed in the report 'Reservestykken', but no precise impact is mentioned.

Advertising to attract new recruits: The GNIST partnership (2008-20013) campaign was present at every student fair in Norway (see chapter 6 above).

Negative measures: The retirement age is now 67.

POLAND (PL)

The shortage of teachers which was observed in some remote rural areas and disadvantaged urban areas in the nineties has been gradually reduced, mainly because of demographic factors (less pupils in age to go to school). The 2009 PISA survey shows that the percentage of 15 year-old pupils in schools affected by a lack of qualified teachers in core subjects is very low and much lower than the EU average level: less than 3% against 15%. The Chart of 1982 on the rights of teachers is still in force and does not allow for any remuneration based upon merit.

Salaries: In 2009, according to OECD data in terms of PPP, the salaries in Poland are much lower than the EU average both in primary and secondary education (OECD, 2011). Despite a rather good progression during the career the top-grade salaries remain comparatively low at all ISCED levels: 34% of the EU average level for ISCED 1 and 40% for ISCED level 3. That is why Poland can be ranked (with the Czech Republic and Hungary) in the 5th group of countries: those with a low salary but a significant increase during the career (table 3.1, chapter 3). Even though salaries have been steadily raised between 2006 and 2012, they remain not very competitive with salaries of professions requiring an equivalent level of qualification: the statutory minimum and maximum salaries amount respectively to 60% and 100% of the average GDP/capita for primary teachers and to 75% and 125% for secondary education teachers. However the situation in this respect is better than in many other European countries (Czech Republic, Estonia, Latvia, Lithuania and Slovakia) and about the same as in Denmark, Hungary and Iceland.

Percentage of annual salary rise of the 4 categories of teachers since 2002

	Trainee Teacher (First stage of the career)	Contract Teacher	Appointed Teacher	Chartered Teacher
from September 2002	0%	2%	9%	22%
2003	4%	4%	4%	4%
2004	3%	3%	3%	3%
2005	3%	3%	3%	3%
2006	2%	1%	2%	2%
2007	5%	5%	5%	5%
2008	10%	10%	10%	10%
from January 2009	28%	14%	5%	5%
from September 2009	5%	5%	5%	5%
from September 2010	7%	7%	7%	7%
from September 2011	7%	7%	7%	7%
from September 2012	4%	4%	4%	4%

In 2009, the important rise (28%) of trainee teachers (beginning teachers) and to a less extent of contract teachers was aimed at making the teaching profession more attractive for good students.

The four categories of teachers (four stages of the professional career) were introduced as a part of an overall reform of the education system in 1999. The teachers of 3rd and 4th categories are civil servants. For the promotion to a higher level it is needed to participate in in-service training and to pass an evaluation (called 'exam' but in fact all who applied passing). The effectiveness (however defined) of teachers is not assessed and taken into account. Some additional allowances have been granted for teachers accepting to go in some remote and disadvantaged areas. Accommodations can also be provided in certain cases. But the students in initial teacher education are not remunerated.

Continuous training: it is mandatory in order to progress in one's career. There is a project to extend the prerogatives of regional centres of in-service education in order to increase their effectiveness (Speech of the Minister of Education on 22nd August 2012 in Warsaw).

Assessment: As yet, the assessment of teachers does not have any impact on teacher's career. The current project to reform the 1982 Chart on the status of teachers proposes advancement based upon merit (interview of the vice-minister of education with *Gazeta Prawna* on 26 June 2012). The government thinks that such a reform would increase the prestige of the teaching profession.

Working conditions: The retirement age has been raised to 67 years and the possibility of anticipated retirements has been suppressed. These measures have been very badly perceived by teachers and teacher unions.

At the moment (November 2012) the government intends to propose a series of measures:

- reduction of the annual holidays from 78 to 52 days
- increase of the weekly duty time in school from 18 to 22 hours without any financial compensation
- reduction of the rights of teachers on leave for health reasons
- increase the time required for passing from one stage of the career to the next.

Positive evolution: reduction of the number of pupils per class (demographic trend) even though there were some suppressions of post; better support to teachers faced with pupils with special needs (in part financed by The European Social Fund), a significant increase of beginning teachers' salary.

Negative measures: All the negative measures which have been announced have not yet be adopted but they have created very negative reactions from teachers and the unions.

The current project of reform is in *statu nascendi*. It is difficult to say at this stage in which direction the changes will go.

PORTUGAL (PT)

In Portugal there is no shortage of teachers. On the contrary, there are too many qualified teachers, as reflected in the reports from the *Instituto de Emprego e Formação Profissional* (Institute of Employment and Professional Training) which is the public Office where the unemployed who have worked in the last two years must register to access retraining courses and to access to job offers. Subscription is also required to receive monetary unemployment benefits which is a percentage of the average their monthly salary of last two years. The number of teachers registered has increased dramatically in the last years: 2 442 in 2009, 3 608 in 2010 and 7 945 in 2011. In fact, the unions consider that there are about 30,000 teachers who are unemployed, including those who have never worked after their graduation at University and those who have not worked in the last two years, since these categories of unemployed teachers cannot be enrolled in the IEFP.

The 2009 PISA survey shows that the percentage of 15 year-old pupils in schools affected by a lack of qualified teachers in core subjects is among the lowest (less than 2%) of all European countries.

Salaries: one of the main reasons of the attractiveness of the teaching profession is the very attractive level of the salaries. In 2009, according to OECD/EAG data, the salaries in Portugal (in PPP terms) are much higher than the average EU level, mainly for ISCED 1 teachers, as in Portugal the salaries are the same for the ISCED 1 to 3 levels. As the progression during the career is also slightly larger than the EU average, Portugal can be ranked in the first group of countries (with Luxembourg, Ireland and The Netherlands) where there are high salaries and a rather good progression during

the career, even though in Portugal it takes about 30 years to reach the top-scale salary (table 3.1).

This positive factor is confirmed by Eurydice data that compare the levels of minimum and maximum statutory salaries in European countries with respect to their average GDP/capita which is an indication of the relative attractiveness of the teaching profession in comparison with professions requiring equivalent levels of qualification. The relative ratio of minimum salary for ISCED 1 teachers in Portugal amounts to 133% (4th rank after Turkey, Germany and Spain) and to 271% for the maximum salary (2nd rank in Europe, just behind Cyprus). So, teachers' salaries in Portugal are particularly attractive mainly primary education teachers. This is still true despite the drastic austerity measures adopted since 2011 in the context of the economic depression: salaries have been significantly decreased (by 3.5 to 16% according to the various categories of teachers), various advantages or supplements have been suppressed (for instance the 13th month), any salary raise has been frozen, and the additional allowances for the teachers having a Master's degree or a PhD have also been suppressed.

Recruitment: The ministry of education employs about 90% of the teachers. The required level of recruitment is 3 years degree for ISCED 1 and 2 teachers and 5 years (Master) for ISCED 3 teachers. The recruitment is national. The candidates fill in a ranking list of the jobs where they want to go and the ministry appoints the teachers by taking as much as possible of these rankings (optimisation model by computer). All the candidates must have the qualification established by the law. Among the criteria taken into account there are seniority, level of initial education, certifications obtained through in-service training, etc.

Initial training: since the end of the eighties initial training has been gradually transferred to universities for all ISCED levels. The training includes internships in schools. The curriculum is designed by the universities. Some basic competences and ethical rules are defined by the ministry.

"The reform of initial teacher education policy in Portugal in February 2007 was designed to meet the education and training challenges teachers face nowadays and to make a greater contribution to improving the quality of their teaching practices. This reform is integrated in a: (i) career-long professional development perspective, and it particularly emphasises (ii) a research-based level of qualification; (iii) a professional qualification where the learning outcomes are those required by the renewed role of the teacher; (iv) a teaching qualification acquired in the teaching context with supervised practice, internship and early career support (induction) periods demanding mutual-benefit partnerships between higher education institutions and schools; and (v) quality development and quality assurance. However, the transformation of this written reform into innovative practices of policymakers, of teacher education institutions and of teacher educators and mentors as well as of the main stakeholders constitutes a great; (vi) implementation challenge which is benefiting from the support stemming from European co-operation" (CAMPOS, 2010).

Early career support: mentors that have received a specific training and have at least 5 years of professional experience ensure the coaching of the NQTs.

Continuous training: participation to in-service training programmes can be taken in to account for a faster progression in the career.

Working conditions: There was no measure taken during these last years in order to improve work conditions. On the contrary some negative measures were adopted like the increase of the number of pupils per class at all ISCED levels.

Assessment: Since 2008, a new model of teachers' assessment has been adopted and aimed at selecting 5% of excellent teachers and 20% of very good teachers. This was introduced because of the bad results in PISA tests.

Negative measures likely to decrease the attractiveness of the teaching profession:

- *In 2005: Freezing of career teachers* (Resolução do Conselho de Ministros n.º 102/2005 (Council of Ministers Resolution) Teachers were placed at the level of the career they were in 2005, implying that its index of salary was frozen. The Portuguese Teachers' Career (updated by the Decreto-lei n.º 41/2012) has 10 levels of progression. Each level has a salary index based in an amount defined by law. Transition between levels occurs by meeting several rules and conditions that are different in some levels and very different in the last two.
- *In 2007: Reduction of the bonus*, converted in years of service accountable for career progression, given to teachers who completed a Masters', to teachers who completed their PhD.
- *In 2008: Adoption of a new model of teacher performance evaluation* based on quotas, setting limits on the award of Excellent (5%) and Very Good (20%) (Laws n.º 20131/2008 and n.º 5465/ 2011)
- The **reductions of salaries** are also measures which impacts negatively teachers' profession attractiveness. There have been two reductions: in 2011 between 3.5% and 16% of the gross salary; in 2012: between 3.5% and 16% of the gross salary plus salary reduction corresponding to holiday pay and 13th month.
- And a gradual increase of the number of pupils per class.

ROMANIA (RO)

All education levels face shortage problems, the deficit amounted to 3% at primary and secondary education levels (chapter 2; and ETUCE, 2008). However, according to the PISA survey (2009) there was no shortage of qualified teachers in Romania in the schools in which the pupils of 15 were taking the PISA tests (figure 2.1, chapter 2).

Salaries: Teachers' salaries are among the lowest in Europe for all categories. "*In Romania, from July 2010, teachers' basic salaries were reduced by 25% to restore the budget balance in accordance with Law 118/2010 of 30 June 2010. However, from January 2011, basic salaries were increased by 15% and, starting in June 2012, salaries have been increased by an additional 8% compared with May 2012 salaries*" (EURYDICE, 2012b). A bonus system has been devised to encourage teachers to work

in rural areas. Teachers' salaries are not competitive with those of comparable professions. The minimum and maximum statutory salaries for ISCED levels 1, 2 and 3 amount respectively to 50% and 130% of the average GDP/capita (Eurydice, 2012b: p. 9).

A small number of measures related to teacher training aim to improve recruitment and the initial-training stages.

Recruitment: The recruitment system adopted in 1997 is still in effect. *"The selection, recruitment and employment process for primary and secondary education teachers is based on an annual competitive examination. Anyone who meets the education requirements established in the Status of Teaching Staff can participate"* (UNESCO, World data on Education 2012). Those who passed were then allocated to a post by a computer system. In 2011, a Master's degree was created (Act n°1/2011) for ISCED 3 level, but due to the currently difficult situation in Romania it has yet to be implemented. Implementation is planned for 2014 and it should ensure an enhanced salary for teachers at this level.

In theory, the 2011 legislation provides for schools to recruit teachers via the school board. The Education Act of 2011 also abolished the status of "permanent contract" teachers but in practice there are both teachers with permanent contracts and those with temporary contracts though there are no figures to assess the proportions.

Initial training: The training for primary teachers is an integrated curriculum that focuses on pedagogical training. For secondary level teachers it is in two parts: the subject or technical field and the pedagogical training.

Early career support: As regards primary school teachers, pre-service training is followed by a probation period of at least two years, considered the final stage of teacher training. The probation period ends with an examination that confirms qualified teacher status. Those who do not pass the examination can no longer work as qualified teachers. (BIRZEA et al, 2006). The system provides in principle for probationary teacher to be mentored by more experienced teachers in the school.

Continuing professional development (In-service training): There is a system of 90 credits of professional updating to be obtained over five years but, depending on the region, CPD is variably available to teachers. Obtaining the 90 credits over five years is becoming difficult and increasingly teachers have to fund their training themselves, unless it is funded by special programmes such as ESF. Short training can be offered by the local "Teachers' Houses".

There are assessments/evaluations of young teachers at start of 1st year, then in 1st/2nd year and then every 6 years. After they've achieved the highest teaching level there are few inspections. Teachers are always inspected by same inspector through all teaching degrees, but one interviewee remarked that inspectors are always changing.

SLOVAKIA (SK)

ISCED 1, 2 and 3 levels face a shortage of qualified teachers. It is one of the countries where the teacher salaries are the lowest in Europe (chapter 3 above). The use of unqualified staff is on the rise for subjects like mathematics, physics, chemistry and foreign languages (because English, for the first primary level, and IT are now mandatory). The shortage is more severe in the Eastern part of Slovakia as well as in big cities, because most graduates try to find jobs in other fields given the low pay for teachers. Prospects do not look encouraging given the ageing of the teacher population which will especially affect the primary level. However, the results of the 2009 PISA survey show that the percentage of 15 year-old pupils in schools affected by a lack of qualified teachers in core subjects is very low compared to most European countries: less than 5% for science and less than 3% for maths and Slovak language (figure 2.1, chapter 2).

Salaries: In 2009, the salaries in Slovakia are the lowest of all the European countries covered by the present study: not only the starting salaries are very low but the progression during the career is very small. The top level salary for ISCED3 teachers is only 28% of the average top level salary in the European Union at purchasing power parity (table 3.1). Even though the same year the government has raised the salary of early-career teachers by 6%, the salaries of ISCED 1/2/3 level teachers are still very low in 2011/2012 even in comparison of salaries of professions requiring equivalent qualification: for teachers at the 3 ISCED levels, the minimum and maximum statutory salaries amount respectively to 50% and 60% of the average GDP/capita (EURYDICE, 2012b: p. 9). Admittedly, after a change of pay scales as of 1st January 2012 (Act n° 390/2011), teachers' salaries are scheduled to rise by another 5% in 2013 (Act of 24 June 2009 regarding instructional and specialist staff, amending 317/2009 Rec.317/2009, 390/2011 Rec.). But it will not be enough to increase significantly the attractiveness of the teaching profession in terms of income. Students preparing for a teaching career receive no backing during their studies.

Recruitment of teachers: ISCED 1 and 2 level teachers are recruited and paid by school heads themselves (Acts 317/2009 Rec. and 17/2009, 390/2011 Rec.). No other parties are involved in the recruitment process. All teachers are hired on a contract basis. ISCED 3 level teachers are recruited by school heads and paid by the regional authority.

Impact: In times of teacher shortages, school heads resort to recruiting unqualified teachers. Our interviews reveal that the contract-based status of teachers generates little motivation.

Initial teacher education: Pedagogical faculties are in charge of initial teacher training for all levels (ISCED 1/2/3). Training programmes are based on national standards. In 2008/2009, there were seven faculties of education in Slovakia. "The pedagogical core of teaching is oriented at defining and interpreting modern attitudes in education (...) It teaches the students to define education as a subject of science, to learn aims and content of educational process, teacher's personality, etc. It endeavours to carry out interpretation of the basic pedagogical phenomena,

integration of the conclusions of all pedagogical disciplines. The professional section of education is devoted about 70% of teaching load, the practical part about 30%. The interconnection of theoretical and practical preparation is carried out through practical exercises from the field of education and training, reviews of lessons which are aimed at analysis of educational and didactic activity, and afterwards independent teaching (...). The training teacher plays a principal role. He is the main adviser of the practising student. Quality of his consultations is an important impulse at professional profile of the future teacher" (EURYPEDIA, 2012).

Higher education institutions publish information about the number of applicants to be admitted to the respective study programmes. The classical content of education and training of future teachers is constituted by a combination of three basic teaching blocks: core curriculum, vocational subjects and their methodology, and practice teaching.

Impact: Initial education is deemed an insufficient preparation for the teaching activity. In most faculties, initial training of future teachers for ISCED 2/3 is dispensed concurrently with the training programme for students who prepare for other careers. Initial training for mathematics, science and literature classes represents only one-third of the initial education curriculum for NQTs. Hands-on internships last a mere two months.

Induction programmes: In 2009, an Act (317/2009) recognizing the function of mentors was passed. Teachers mentoring newly qualified teachers need to have at least 5 years of experience. At the end of the one-year induction stage, trainees are assessed by a jury.

Continuing professional development (CPD): At present, the organisation, content, extent and forms of the in-service training of educational staff are laid down by the Decree of the Ministry of Education 445/2009 of the Law Code on continuous education, credits and attestations of pedagogic employees and professional employees. While mandatory for school heads, CPD is optional for teachers, even though attending such sessions entitles teachers to credits (Decision 19th October 2009) that are taken into account for their salary progression. Such credits are accrued over a seven-year period, after which they are of no use to teachers. In addition, such continuous development programmes are financed by the teachers themselves. Continuing training programmes are dispensed by universities, pedagogical centres and other public education bodies.

Impact: The impact of continuing training is limited due to the fact that teachers have to pay for it, but even more so because school heads are often reluctant to grant leaves of absence given the shortage of replacement teachers qualified enough.

Assessment: In 2010, teacher assessment by the school management became mandatory (Act 317/2009).

Impact: This has little or no effect, because a positive assessment does not translate into better pay.

Working conditions: The Act 317/2009 has abolished an upper limit for the number of pupils per class. This number now needs to be agreed upon by the municipal or regional education manager and the school council.

Career advancement: The professional promotion within the career grades and career positions defines financial remuneration of teachers. According to the Act 317/2009, the teachers and specialists are required to preserve and develop their professional competences through continuing education or self-learning. A credit system enables to offer to the active and creative teacher's higher financial evaluation for improvement of quality of their competences and teaching performance.

Negative measures: The retirement age has been raised to 62 years; continuing training for teachers is not free of charge.

Reference: GADUŠOVA Z. et al (2008)

SLOVENIA (SI)

There is no shortage of qualified teachers. The 2009 PISA survey shows that the percentage of 15 year-old pupils in schools affected by a lack of qualified teachers in core subjects is among the lowest in Europe (less than 2%).

Salaries: Salaries of basic education teachers (ISCED 1 and 2) are paid partly by municipalities and by the state. Salaries are the same at all ISCED levels. In 2009, Slovenia was among the group of countries with salaries slightly higher or lower than the EU average in primary and upper secondary education, and a moderate progression along the career, like England, Greece, Iceland, Italy, Sweden and Turkey (table 3.1). In 2011/2012, the minimum statutory salary is equal to the average GDP/capita and the maximum salary amounts to a little more than 150% of this GDP/capita, which means that teachers' salaries in Slovenia are about the average in Europe in terms of competitiveness with respect to other professions requiring equivalent levels of qualifications (EURYDICE, 2012b). However, because of austerity measures the salaries have been decreased by 8% in 2012 (Official Journal of the Republic of Slovenia, n° 40/2012, art. 236) while the additional advantages had been previously suspended until the end of 2013 (OJ n° 94/2010, art. 8).

Recruitment: « *Teachers working in public schools are civil servants according to the Civil Servants Act, but they sign the employment contract with the school head, since public schools are constituted as separate legal entities*”(EURYDICE, 2012b). The Organisation and Financing Act of 2007 defines the new levels of recruitment at all ISCED levels and the Master's degree is supposed to become gradually the normal level of recruitment.

Initial teacher education: In Slovenia basic education (ISCED 1 and 2 levels) teachers are trained primarily in four-year programs in Faculties of Education, with an additional year of *absolventski staž* provided to allow students to complete their academic requirements and write their diploma dissertation. Upper secondary school teachers are also trained in Faculties of Education and in other faculties as well. Their programmes likewise last four or four and a half years, plus a year of *absolventski staž*. Professional examinations for teacher certification follow the training programs of both basic and upper secondary level teachers. Additionally, secondary level teachers can also be prepared by completing higher education programmes and working for three years. They then follow a special credentialing course that qualifies them to

teach in upper secondary schools. The model of initial training for basic education teachers is the concurrent model; it is a consecutive one for upper secondary teachers. Professional examinations for teacher certification follow the training programs of both basic and secondary level teachers. Additionally, secondary level teachers can also be prepared by completing higher education programs and working for three years. They then follow a special credentialing course that qualifies them to teach in secondary schools.

Assessment: Schools conduct internal evaluation (EURYPEDIA, 2012). Schools and teachers are evaluated by the National School Inspectorate.

« Requirements for Appointment as an Inspector Applicant for school inspector positions must have at least a university degree (equivalent to a Master's degree), a minimum of seven years professional experience (in education, counselling, research or the development of educational administration), and must have passed a state examination in administrative procedure. One year after being appointed, they have to pass a special school inspector examination and, at four year intervals, a test of professional efficiency in order to retain their position » (Ministry of Education, Science, Culture and Sport, website of the Inspectorate: <http://www.iss.gov.si/en/>)

There has not been any significant measure during the last 10 years in order to improve the attractiveness of the teaching profession. Moreover, the pay aspects (salaries and additional allowances) have been deteriorating in the last two years and the recent announcement of more austerity measures has been very badly received by teacher unions, parents and public opinion.

SPAIN (ES)

Spain has no shortage of qualified teachers, except for English (see chapter 2). The profession remains attractive despite a deterioration of working conditions. "Teaching has attracted a growing number of candidates, even if the demand of teachers has decreased". This is confirmed by the results to the 2009 PISA survey about the percentage of 15 year-old pupils in schools affected by a lack of qualified teachers in core subjects; this percentage is close to 0. The most important recent measure is related to initial training and the requirements for teachers at all ISCED levels.

Salaries: Since 1990 and until the recent financial crisis, the teaching salary progression was improved to attract more students, even though each of the 17 autonomous regions is free to decide about the details. Some regions (e.g. Andalucía) have established school improvement plans, associated to salary raises for teachers if a set of agreed objectives are attained (Orden de 20 de febrero de 2008, *por la que se regula el Programa de calidad y mejora de los rendimientos escolares en los centros docentes públicos* - Consejería de Educación de Andalucía). In 2009, salaries in Spain were significantly higher than the average EU countries level with moderate progression during the career: in this respect Spain can be ranked in the same group of countries as Denmark, Germany and Norway (table 3.1). However, since 2010, teachers' salaries have decreased by up to 20% for certain categories. In 2011/2012, the salaries are still competitive with the salaries of comparable professions in terms

of qualification: at ISCED 1 level, the minimum and maximum statutory salaries amount respectively to 120% and 170% of the average GDP/capita; at ISCED 2 and 3 levels, the minimum and maximum statutory salaries amount respectively to 140% and 195% of the average GDP/capita (EURYDICE, 2012b: p.9).

Recruitment of teachers: The selection of students is done just on the basis of marks obtained at the university entrance examination (*Real Decreto 1892/2008, de 14 de noviembre, por el que se regulan las condiciones para el acceso a las enseñanzas universitarias oficiales de grado y los procedimientos de admisión a las universidades públicas españolas*). Universities offer a certain number of places in every grade and students do apply. The level of selection results from the ratio number of places offered/applications of students. In some cases where job expectations did increase, level has raised (e.g. English teachers). Admission to universities has been regulated based on supply and demand considerations since 2008 (Real Decreto 1892/2008, 14 November 2008).

The number of posts can be decreased by the education departments of the various autonomous regions (except for subjects with deficits, like English). Universities may have admitted too many applicants who already completed their initial training and nevertheless need to take a competitive examination (called '*oposiciones*') when there are fewer jobs than originally anticipated. There used to be scholarships for students preparing for a teaching career (in exchange for a pledge to teach for at least 8 or 10 years), but scholarships were 'frozen' in 2012 and will also be in 2013. Academic conditions for getting a scholarship have been strengthened, resulting in a likely decrease of beneficiaries. It affects all upper secondary and tertiary students and not just teacher's students.

Impact: The impact of such a measure is not yet documented, as the results have not yet been published. "*The main development of a negative effect has been the adoption in 2006 of a transnational selection offering more opportunities to supply teachers than to young graduates. It resulted in a discredited selection model affecting negatively to the prestige of teachers*" (Comment made during our interviews).

Initial teacher education: The whole system of initial teacher training has been changed as a consequence of passing the 2006 Education Act and subsequent regulation (Ley Organica 2/2006 de 3 de mayo de Educacion). The new model introduces a new grade degree for primary teachers and a Master degree for secondary teachers. So it does enlarge initial training for all teachers. Primary teacher training evolves towards a 'concurrent model' combining academic and practical learning. Secondary teacher training develops a 'consecutive model' (grade and Master) also with academic and practical components. The Education Act (2006) (Real Decreto 276/2007, de 23 de febrero, por el que se aprueba el Reglamento de ingreso, accesos y adquisición de nuevas especialidades en los cuerpos docentes a que se refiere la Ley Orgánica 2/2006) established some advantages for interim teachers to become permanent. This resulted in a greater difficulty for initial teachers to get a teaching position even with very good qualifications. New curricula have been devised to better prepare future teachers for their assignments. The duration of internships according to an alternance model has been extended. Practices and on-site learning are key components of the new model (Orden ECI/3854/2007, de 27 de diciembre).

Impact: *"Primary teachers are just finishing their new degrees and the real impact on their training process has not yet been fully studied. But, Changes have been well received and considered as a good step forward for having better trained teachers by the public and the education community. The most important political measure in the last five years has been a significant change in initial teacher training in accordance with the Bologna model. Teachers have finally got a similar training level than other professionals, like lawyers or engineers. This is an historical benchmark for pre-primary, primary and secondary teachers. It has produced a significant and possibly positive impact on the teaching profession. Nevertheless, the new regulation has not been fully and effectively translated into practice. Moreover these changes in initial teacher training have not been reflected in a new scheme for salary, especially for pre-primary and primary teachers"* (Comment made during our interviews).

Induction programmes: The first year of new recruited teachers is considered a practice period and as a part of the selection process (Ley organica 2-2006, 3 mai). Several regions have set up support programmes (Ley 17/2007 10 December de Educacion de Andalucia). The number of working hours for newly qualified teachers has remained unchanged. Induction programmes are being intensively studied and receive a lot of interest, but programmes have not been yet developed accordingly.

Continuing professional development: Certain regions used to have a scheme linking continuing training activities to career advancement (1990), but they have been suspended. Established nationally in 1990 and revised or modified by the regions since then, it has produced a demand of continuous training, but some criticisms have been raised, arguing an insufficient connection with real needs. There are not accurate data about the number of teachers involved.

Negative measures: In 2012, the number of working hours was extended. Weekly teachers' workload rose from 18 to 22 hours (Real decreto ley 14/2012, 20 abril de medidas urgentes de racionalizacion del gasto publico en el ámbito educativo) (triggering several protest rallies), but this has allowed authorities to recruit 20,000 fewer teachers over two years. This deterioration of working conditions needs to be considered in the context of falling salaries mentioned above (Real Decreto Ley 14-12-2012, 20 abril).

Retirement: The regular retirement age is still 65 years, but is likely to rise to 67 years. This would allow public-school teachers to work until 70.

Continuing professional development offer: In the wake of the 2009/2010 crisis, continuing training schemes have been scaled down (especially in Madrid and Castille-La Mancha).

SWEDEN (SE)

Sweden is faced with a global shortage of qualified teachers, which is aggravated by the fact that Sweden's teacher population is among the oldest in Europe (chapter 2). However, according to the 2009 PISA survey, the percentage of 15 year-old pupils attending schools where teaching is affected by a lack of qualified teachers in core subjects is much lower than the average EU percentage (figure 2.1, chapter 2). A

thorough reform of the education system launched in the mid-1990s centred on the decentralisation of the education system at all ISCED levels (1, 2 and 3). The reform focused on pupils' curricula, the recruitment of teachers and their training. It was characterised by wide-ranging consultations of all stakeholders in the education community. *"Dialogue and collaboration among various parties in the education sector is common, although it does not always result in consensus on change in education policy"* (OECD, 2011: p. 56).

Salaries: Teachers' salaries are close to the European average. It belongs to the group of countries with salaries slightly lower than the EU average in primary and upper secondary education, and a moderate progression during the career: the situation is close to the situation in England and Italy (table 3.1). But the salaries are not competitive with the salaries of comparable professions in terms of qualification: at the three ISCED levels, the minimum and maximum statutory salaries amount respectively to 75% and 100% of the average GDP/capita in Sweden (EURYDICE, 2012b). *"...In Sweden, teachers' salaries are performance-based and the negotiations on the central and/or local level are a frame within which teachers' salaries are negotiated on an individual basis"* (EURYDICE, 2012b). In the absence of a nation-wide pay scale, salaries are usually negotiated with employers.

Impact: Compared with salaries in other sectors, teachers' salaries do not look attractive, with substantial variations depending on the region and the schools themselves, which is due to the fact that salaries are the result of negotiations between schools, local authorities and trade unions.

Recruitment: *"Municipalities are under a statutory duty to offer pre-schools, pre-school classes, compulsory schools, special schools, upper secondary schools and municipal adult education. The Government and Parliament decide the aims of education (Schools Act, curricula, program objectives for the 17 upper secondary school programs and syllabi) and the results to be achieved. Municipalities are responsible for ensuring that schools function within the framework and according to the guidelines set by Parliament and the Government. Schools and teachers are responsible for the choice of teaching methods"* (Ministry of Education and Science and The National Agency for Education, 2001: Report on the Development of National Education).

In 2011, the supervisory authorities decided to raise recruiting standards (Master's degree for all ISCED levels) and to diversify training and certification curricula: *"Teaching qualifications may be awarded in the second cycle as a Bachelor of Arts/Science in Education or in the third cycle as a Master of Arts/Science in Education, depending on the duration of studies. From July 2011, those degrees will be replaced by four new degrees in the field of Education. Of the professional qualifications awarded in the second cycle, the Post-graduate diplomas in Midwifery, Specialist Nursing, Psychotherapy, Special Needs teaching and Special Educational needs require a previous qualification. Other programs that lead to the award of a professional qualification in the second cycle are undivided, i.e. are not split between the cycles."* (Swedish National Agency for Higher Education, 2012: Certification of Sweden's National Qualification framework, Report 12R)

Impact: Certification of teachers has been introduced which can eventually raise the status of the profession, but the reform has proved administratively cumbersome to implement.

Induction program: From 2011, the certification system entitles new graduates to mentoring/guidance during the induction period. However, there is too much academic emphasis in teacher training: subject content is considered more important than general didactics and subject didactics.

Assessment "The Swedish National Agency for Higher Education" is in charge of evaluating the education system's quality for all ISCED levels.

TURKEY (TR)

Despite a marked subject-specific shortage (chapter 2, and Eurydice 2012), no specific measure was undertaken in order to make the teaching profession more attractive. This can be explained by the fact that the country has no global shortage of qualified teachers (chapter 2, section 2.2), except for Turkish, mathematics and English. On the whole, supply outstrips demand at all ISCED levels. The most far-reaching measures regarding the education system were taken in the 1980s and '90s. In the 1980s, the country faced a global shortage of qualified ISCED 2- and 3-level teachers. At the time, the ministry had to recruit unqualified or former ISCED 1-level teachers. This shortage of qualified teachers is confirmed in the 2009 PISA survey: 77 to 79% of 15 year-old pupils are in schools affected by a lack of qualified teachers in the core subjects (79 % for maths and 77% for science and Turkish language).

Salaries: Teachers' salaries are lower than the EU average in primary and upper secondary education, with a moderate progression during the career (Education at a Glance 2011, OECD). But the salaries are competitive with the salaries of comparable professions in terms of qualification. At the three ISCED levels, the minimum and maximum statutory salaries amount respectively to 150 and 175 % of the average GDP/capita in Turkey (EURYDICE, 2012b).

Recruitment of teachers: Over the last few years, the ministry has scaled down the number of applicants, which are now recruited based on quotas for subjects with excess capacity. Teachers' salaries are still low (despite a 4% rise in July 2011 and 8% in July 2012). A reform programme for the teacher education system launched in 1981 also included teacher training centres at universities. *"Some four-year teacher training colleges and three-year foreign language high schools were transformed into colleges of education"* (ZULKUF ALTAN, 1998).

Initial teacher education: In 1991, a reform extended secondary-level teacher education to four years for the ISCED 0/1/2 levels, and to five years for ISCED level 3 (1999). *"All teachers in schools at all levels of education are trained through degree programs at the higher-education institutions. To become a pre-school, primary school or vocational and technical school teacher, a 4-year education at the undergraduate level is required. As a recent development, since 1999, a master's degree in education is required to become a high school teacher and these teachers are trained at graduate schools."* (OZER, 2004)

Impact: The benefit of a longer initial-education curriculum is weakened by the quality of teacher educators, which is deemed insufficient. Initial education for ISCED 2- and 3-level teachers is generally considered too theoretical, with little room for hands-on experience.

Continuing professional development: The availability of continuing training is mandatory. Even though the law (Act 2809, 1983, a.5) (obliges universities to provide continuing training programmes, teachers are not really interested, say several studies (BULUC 1998, "Human resource development at the Ministry of National Education", in VII. Ulusal Egitim Kongresi II, pp. 507-514). Continuing training sessions for teacher educators essentially focus on how to use ICTs, language teaching and democratic citizenship subjects. For this last subject, "*In 2009, 251 teacher educators organised 1 200 seminars that were attended by 24,000 teachers*" (Council of Europe Standing Conference of Ministers of Education 2007: 23rd session, Istanbul, p. 25). The latest measures are centred on the creation of Muslim religion classes, which are still opposed by a part of public opinion. There is no assessment system for initial and continuing teacher training programmes. (Interview with the Turkish expert)

Career advancement: Holders of a master's degree or a Ph.D. can switch to administrative careers. An (as yet unqualified) effort is being made to increase scholarships for Master's and doctoral students. Teachers applying for administrative or inspection posts need to attend continuing training.

Teacher assessment: An assessment programme for teachers is currently under consideration.

UNITED KINGDOM - ENGLAND (UK-EN)

Shortage of teachers: There is no longer a shortage of teachers, which was tackled through addressing pay and working environment issues during the 2000s when a campaign was launched by the Teacher and Development Agency for Schools. There have been gains in most subjects including those where there were substantial shortages (OECD, 2011). There are still, however, variations across regions, which are mainly due to economic factors such as low rates of pay and limited access to affordable housing in places such as London. There is also an issue of turnover in certain types of schools (inner city, urban schools) due to the difficulties encountered in trying to support children and communities in disadvantaged areas. According to the 2009 PISA survey, the percentage of 15 year-old pupils in schools affected by a lack of qualified teachers in core subjects was rather high for mathematics (28%) and about the EU average for science subjects (15%).

Salaries: Salaries for teachers in all four countries of the UK are determined by national pay agreements and negotiations. According to government they represent a competitive public sector rate. Salaries are about the same for teachers in primary and secondary education and are slightly above the EU average when they start but slightly below when they reach the top of the scale, since progression is moderate during the career. There are no specific policies or intentions in place at the moment

to increase salary levels as a means of affecting recruitment and retention. There are some indications within policy (though not yet introduced) to create upper layers within the profession with the development of a Master Teacher status. Over the last ten years there have been specific measures/ initiatives (e.g. 'Golden Hello' programme 2000-2005 offered contributions to training of £4K, post-2005 the flat rate of £4k was kept but a £5K bursary was reserved for those specialists from science and mathematics). In terms of payments, these have mainly consisted of training bursaries (rather than remunerations linked to commitment to a minimum period of service).

Impact: There is a lack of systematic evaluation of specific programmes and initiatives related to measures directly utilising salary adjustments or changes in career pathways. The research review conducted by NFER in 2007 concludes that there is limited systematic, longitudinal research and that such assessment of impact is thus problematic (BIELBY et al, 2007).

Recruitment: Over the last ten years there has been a significant growth in alternative routes into teaching and the acquisition of qualified teacher status (QTS). Whilst the undergraduate QTS degrees remain the dominant form of teacher training (recruited through national government agencies and services – Teaching Agency and Universities & Colleges Admissions Service), other forms of employment-based training have emerged (e.g. School Centred Initial Teacher Training – SCITT) and registered through the Graduate Teacher Training Registry (GTTR).

Main types of initial teacher preparation in England (GIANNAKAKI, HOBSON & MALDEREZ, 2011):

- *Postgraduate Certificate in Education (PGCE):* A full-time postgraduate course lasting one academic year. It includes university-based provision and school-based experience. Completion leads to the award of Postgraduate Certificate in Education with qualified teacher status (QTS).
- *Flexible Postgraduate Certificate in Education (Flexible PGCE):* A part-time PGCE course for graduates with work or care commitments. Its higher education component is largely delivered online. The course lasts five or more academic terms. Completion leads to the award of Postgraduate Certificate in Education with QTS.
- *Bachelor of Education (BEd):* An undergraduate course lasting three to four academic years full-time. Two-year programmes are offered for entrants with professional qualifications equivalent to degree level study. The course combines university-based provision and school-based practice. Completion leads to the award of a bachelor's degree in education with QTS.
- *Bachelor of Arts/Science with Qualified Teacher Status (BA/BSc QTS):* An undergraduate course with the same characteristics as a BEd. Completion leads to the award of a bachelor's degree in a specific curriculum subject with QTS.
- *School-Centred Initial Teacher Training (SCITT):* A one-year full-time course provided by a consortium of schools. Trainees are usually based in one school from the consortium, while undertaking teaching placements at others. Completion leads to the award of QTS and, depending on the nature of the

provision, a PGCE. Applicants must normally hold a bachelor's degree relevant to the subject they wish to teach.

- *Graduate Teacher Programme (GTP) and Registered Teacher Programme (RTP) known together as GRTP:* Trainees are appointed by schools that take responsibility for the programme. They may be paid either as qualified or unqualified teachers. Completion of the one-year GTP programme leads to the award of QTS only. Applicants must have a first degree in the subject they wish to teach. RTP applicants will not have a degree, but will have completed the equivalent of two years of bachelor degree study. The RTP programme lasts two years, combining school-based work with degree-level study in collaboration with a higher education institution.

Other examples of the broadening range of recruitment pathways are charity-led initiatives such as 'TEACH FIRST' that have been supplying graduates to the teaching profession since 2003; and more recently, the coalition government's encouragement of schools to take on direct recruitment and training, with its 'Teaching Schools initiative'.

Impact: Whilst there is an absence of comprehensive, independent evaluations of impact of these broadened pathways into the profession, some 'in-house' evaluations suggest a significant impact on teacher supply though not necessarily on retention. Perhaps most illustrative of such 'in-house' evaluations of impact is that provided by *TEACH FIRST* in 2010, which documents a significant rise in recruitment and supply.

(http://www.teachfirst.org.uk/web/FILES/TF_Impactreport_201235835_1728.pdf)

Initial training of teachers: Initial teacher education (or training as it is often referred to within the UK) is subject to governmental inspections by the same public body that carries out school inspections – the Office for Standards in Education (OfSTED). Consequently, providers of initial teacher training are bound by a set of national standards, drawn up by government. A new set of standards was introduced by the Coalition Government in September 2012.

These standards set expectations for initial teacher training (ITT) providers, including details of the minimum requirements for school practice, skills tests and entry requirements. As a consequence, improvements in ITT are largely driven by institutional response to these governmental standards. Whilst localised changes might thus be enacted by individual institutions (predominantly universities) as they revalidate their courses, their provision still has to meet the standards set by governments and in the process of inspection, institutional provision for ITT is graded. Most notable in recent announcements from Government is the withdrawal of funding support for those graduates who wish to obtain qualified teacher status but have not obtained a high enough mark in their Bachelors final exams.

Impact: No systematic impact studies have been carried out post-2010 when major economic restructuring and reductions were implemented by government.

Induction programmes for new teachers: Whilst there is no standardised induction programme for newly qualified teachers (NQTs), their entry into the profession is subject to statutory requirements that set a minimum standard. These have been set out by government agencies, in the past the Training & Development

Agency for Schools (TDA) and now the Teaching Agency. The statutory requirements as stated by the former TDA were as follows: during the induction period a NQT must receive a reduced timetable (in addition to statutory 10% planning, preparation and assessment time) and adequate support. This is defined as a designated induction tutor, a personalised programme of professional development activities, including regular observations and feedback, regular reviews of progress towards meeting the core standards, and a named contact outside school or college with whom they can discuss any concerns that go beyond the school/college, or are not addressed internally. This contact will normally be someone within the local authority or the Independent Schools Council Teacher Induction Panel (ISCTip) who is not directly involved in monitoring or supporting the NQT, or in making decisions about satisfactory completion of induction.

These statutory requirements exist for all ISCED levels, but the specifics are then the responsibility of the individual school and thus the head teacher to ensure that any induction programme they implement meets these statutory requirements.

Support for teachers in difficulty: There is little specific information at a national level that is indicative of widespread arrangements for such provision. One example is Leeds Metropolitan University which has postgraduate Masters provision that specifically target teachers' professional learning in relation to special educational needs and teaching in urban school settings.

Assessment of teachers: The assessment of teachers in terms of their competence is governed by nationally-established standards. Through the government's inspections body, OfSTED, schools and their staff are subject to rigorous inspections of standards including the use of classroom observations for assessments of quality. In recent months, new inspection arrangements mean that schools now can have less than 24 hour's notice that an inspection team will be visiting. A new framework for school inspections was published by OfSTED on 5th September 2012: <http://www.ofsted.gov.uk/resources/framework-for-school-inspection-january-2012>

Advertising campaigns for recruiting teachers: Given that the supply of teachers in the profession is national under the jurisdiction of the Teaching Agency (and former governmental bodies – the TTA and TDA), it is unsurprising that publicity campaigns directed at recruitment and increasing the attraction of the profession have occurred through governmental means. In the current arrangements, the Teaching Agency is involved in recruitment events across the country as well as on-line. University open days and graduate careers fayres are common examples of events that have a presence from the Agency.

Perhaps most interesting is the government's specific targeting of recruitment into primary or physics, maths, chemistry, modern foreign languages (MFL), biology, history, English, geography or computer science via the 'Premier Plus programme' (see link in right hand column). This programme is targeted at high quality graduates and provides a dedicated applications, support and guidance package including access to teachers to talk about 'life in the classroom'. It also provides a financial incentive in that it reimburses the registration fees associated with Graduate Teacher Training Registry (GTTR) applications.

Impact: There is no systematic evidence to assess the impact of the publicity campaigns offered by governmental agencies over the ten year period that the study covers. Aside from general annual departmental reviews, little by way of specific research has been carried out on the impact of such initiatives on perceptions of the professions image. Certainly, with regard to the new Teaching Agency's activities, it is too early for any impact to be ascertained.

Working conditions: There is little evidence from the field to suggest any systematic attempts at national and regional levels to improve working conditions. Aside from specific arrangements and national statutory requirements governing inductions and commitments to continuing professional development, the responsibility for the working environment largely falls into the general leadership of individual headteachers.

Impact: There is a lack of evidence on the impact of any localised initiatives to improve working conditions, mainly as a result of these responsibilities being largely confined to individual school responses.

Retirement age: According to new Employment Regulations (April 2011) there is now no compulsory statutory retirement age. It was 65 years before. The age at which people will be able to receive a state pension that is 65 will be raised at the age of 66 after 2018.

UNITED KINGDOM – SCOTLAND (UK-SCT)

There is **no significant shortage of qualified teachers in Scotland**. The 2009 PISA survey shows that the percentage of 15 year-old pupils in schools affected by a lack of qualified teachers in core subjects is lower than the EU average levels: 12% for mathematics instead of 15% and only 7% for science subjects against 15%. In fact there are more teachers than positions and therefore teaching is becoming less attractive because there are a lot of qualified teachers who do not have a job. While they are waiting to find teaching jobs, they are taking less qualified jobs to bring in an income. According to the Scottish National Party, up to 85% of the people having the required teaching qualification would be unemployed, but this includes those doing replacements (supply teaching) just a few hours a week.

The issue of the attractiveness of the teaching profession in Scotland is not so much quantitative than a qualitative challenge to recruit new teachers having the competences and the attitude adapted to the implementation of a very innovative curriculum for pupils, which is a real change of paradigm: the "**Curriculum for Excellence**". The reform, launched officially in 2005 but which began to be actually implemented in the schools in 2010, was '*an attempt to grow the curriculum from the grass-roots*' (Isobel McGREGOR, HMI Emeritus, during a seminar in *Futuribles International*, Paris, 2011). Schools and teachers have been given much leeway to develop the curriculum according to the needs of their specific students within the setting of general national values, principles and guidelines. The goals of Scottish education have therefore been redefined. The education system aims that every young Scot should develop four capacities across his/her education, to be and to

become a successful learner, a confident individual, an effective contributor and a responsible citizen.

The day-to-day management of education is directed through the 32 Scottish Councils, local authorities responsible for major aspects of public life, including education services. These authorities appoint, pay and are responsible for the promotion of teachers. Local authorities have a fairly large degree of autonomy as to how they run their schools, albeit along generally agreed lines and within the overall Scottish educational policies.

Salaries: In 2009, according to OECD/EAG data, the salaries in Scotland (in PPP terms) are significantly higher than the average salaries in Europe for primary education teachers but slightly under this average level for teachers in secondary education (in Scotland, the salaries are the same at ISCED 1, 2 and 3 levels) and their progression during the career are the same as the average progression within the European Union (table 3.1). Thus, Scotland can be classified in the third group of countries: *Countries with salaries slightly higher or lower than the EU average in primary and upper secondary education and a relatively important progression during the career* (as Austria, Belgium Fl., Belgium Fr., Finland, and France). In 2010/2011, the minimum and maximum statutory salaries in primary and secondary schools amount respectively to 100% and 140% of the average GDP/capita in Scotland, which means that they are moderately competitive with salaries of professions requiring equivalent levels of qualification (EURYDICE, 2012b). There are also additions to salary for teachers employed in remote areas.

Recruitment and initial teacher education: All who wish to teach in publicly funded primary, secondary and special schools are required to hold a Teaching Qualification (TQ), in order to be registered with the General Teaching Council for Scotland (GTCS). Registration is required before a teacher can be employed by a local authority in Scotland. Scottish Ministers receive advice on teacher education from the General Teaching Council for Scotland (GTCS), a statutory body of which the majority of members are elected by the teaching profession. The GTCS, in collaboration with the Scottish Government, has developed and published **The Standard for Initial Teacher Education**, which sets out the competences expected of prospective teachers at the end of their initial teacher education period. The GTCS maintains a register of teachers in Scotland who are permitted to teach in publicly funded schools. Teachers who have achieved the Teaching Qualification (TQ) are provisionally registered with the General Teaching Council for Scotland (GTCS). Full registration then follows **a period of probation** and assessment and achievement of the GTCS Standard for Full Registration.

Normally, recruitment to particular posts in a publicly funded school is through response to advertisements placed by the local authority. Candidates submit their qualifications and a statement of relevant experience. After consideration of these by local authority staff and the head teacher of the school, a short list of candidates is drawn up and interviews take place. Typically the interviewers include the head teacher, a local authority representative and other relevant staff, sometimes from another school.

Teaching is an all-graduate profession in Scotland. To become a teacher, students undertake pre-service training through a three-year education (BA) degree or through a post-graduate (after BA or MA) year-long professional diploma course in education. The number of students entering pre-service is controlled by the Scottish Government. All successful teachers are then provisionally registered with the GTCS and all are placed in a school for one year (induction period), where they take classes for 70% of the working week, with the remaining time devoted to study, discussions with senior mentors or observation of other teachers. At the end of the year, if they reach the appropriate standards, they are granted full registration. Thereafter, they must seek permanent employment by applying to local authorities.

Planning Policy: The Scottish Government carries out an annual teacher workforce planning exercise to inform the Scottish Funding Council (SFC) about the number of new teachers required. The statistical model is based on pupil projections and current pupil-teacher ratios. It takes account of the age profile of the teaching profession and the numbers retiring, leaving and returning. A Teacher Workforce Planning Group, with representatives of local authorities, universities, teacher unions and the General Teaching Council for Scotland, oversees the exercise. Its results are published annually.

The SFC is responsible for setting intakes to the different types of teacher training courses and for ensuring, through its funding allocations and in other ways, that the planned intake numbers are not exceeded.

A Teaching Qualification may be gained by one of three routes (EURYPEDIA, 2012):

- To become a primary teacher or a secondary teacher of technology, physical education or music it is possible to take a 4-year course leading to a Bachelor of Education (B.Ed) degree at one of seven universities providing initial teacher education.
- To become a secondary teacher in certain subjects it is possible in some universities to take a combined degree which includes subject study, study of education and school experience.
- Those who already hold a university degree and wish to teach in either a primary or a secondary school can take a one-year university course for a Professional Graduate Diploma in Education (PGDE), leading either to a Teaching Qualification (Primary) or a Teaching Qualification (Secondary).

Scottish Ministers, through Scottish Government Learning Directorate (SGLD), control the training of teachers in Scotland in a number of ways. The approval of Ministers is required for courses of training for teachers in schools. SGLD publishes guidelines specifying conditions under which that approval is given. Minimum entry requirements to teacher training are nationally prescribed and published in the *Memorandum on Entry Requirements to Courses of Teacher Education in Scotland*, which has the force of regulation. Teacher education is offered in eight universities: Aberdeen, Dundee, Edinburgh, Glasgow, Stirling, Strathclyde, West of Scotland and the Open University. Most secondary teachers' training courses lead to a Professional Graduate Diploma in Education (PGDE).

The document, *Guidelines for Initial Teacher Education Courses*, revised in 2006 by the Scottish Executive Education Department (now *Scottish Government Learning Directorate*), sets out general and specific conditions for all courses which involve the training of school teachers. It deals with safeguards for academic standards, acceptability to the General Teaching Council for Scotland, the professional orientation of the course, the importance of experience in schools, the need for joint planning of such experience with school staff and the time to be spent on school experience in each type of course. It sets out the general competences prerequisite for entry to the teaching profession: subject knowledge; competence in communication, in classroom methodology, in classroom management in supporting learning and in assessment; knowledge about schools; and professional awareness. Also included is a list of desirable attitudes in a teacher which the courses should encourage. These competences are further elaborated in *The Standard for Initial Teacher Education* (revised in 2006) published by the General Teaching Council for Scotland. The generic competences specified in this Standard form the basis of the curriculum (and of assessment) in all initial teacher education courses.

The Guidelines encourage teacher education institutions to ensure that their courses use practical experience in schools as a context for consideration of the theoretical aspects of education. They are expected to design courses that develop the specified competencies, encourage students to study independently and enable them to reflect on their classroom work. This implies an active role for the student in learning and variety in the teaching approaches.

Induction: Since August 2002, all newly qualified teachers who have trained at a Scottish university have access to a probationary training post for one school year immediately following qualification. This is called the *Teacher Induction Scheme*. The probationary post has a maximum class commitment of 0.7 Full-time Equivalent (FTE), with the remaining 0.3 available for professional development. Each probationer has a nominated induction tutor to provide advice, support and guidance.

Professional Status: Teachers are employees of local authorities (or of the Board of Governors or the proprietor of an independent school). They are not civil servants. The service contract is a civil contract. Most teachers work on full-time, permanent contracts, though local authorities also employ teachers on fixed term contracts, for instance, to replace staff expected to be absent for a lengthy period. Most local authorities and some individual institutions keep a register of "supply teachers", who can be approached to replace absent staff on a temporary basis.

Working conditions: According to a negotiated Teachers' Agreement in 2002, teachers in post had to work for 37 hours per week (195 days in the year), of which some 22 hours are spent in actual teaching. Since 2006, the weekly time has been decreased to 35 hours. The remaining compulsory in-school hours (five) are devoted to preparation, correction, and other school tasks. The remaining hours may be spent in other locations, such as home. Each teacher is required to spend 35 hours in the year on other professional development activities, either personally chosen or as recommended by the school or local authority. An OECD study (OECD, 2010) found that Scottish teachers spent on average 855 hours teaching in the year, more than any other country in Europe (see chapter 4). Teachers were the eighth best paid.

Teachers' salaries received a significant boost through the Teachers' Agreement in 2002.

Promotion, Advancement: Career opportunities within schools reflect the simplified career structure introduced from April 2002. The structure is common to the primary and secondary sectors and comprises 4 levels: 1) Classroom teacher (probation and main grade); 2) Principal teacher or chartered teacher; 3) depute head teacher; 4) Head teacher. The structure also provides a career track for those who prefer to remain in the classroom, without management responsibility. Such teachers would progress from being a Probationer Teacher to Main Grade status and then to Chartered Teacher status, rather than that of Principal Teacher. Teachers wishing to commence study leading to Chartered Teacher status must demonstrate a commitment to their own CPD. Chartered Teacher status requires achievement of the *Standard for Chartered Teacher*, either through successful completion of a programme of modular courses designed to enhance classroom practice or by submitting a portfolio of evidence of prior learning.

The normal retirement age for teachers is 65. However, employers have a duty to consider requests from employees to work beyond that age. In practice, many retire early.

CPD: Teachers can identify their own CPD needs at any time. 'A *Teaching Profession for the 21st Century*' entitles all teachers to a contractual 35 hours of CPD per annum. They should draw up a CPD plan for the forthcoming year after discussion with their line manager in a formal process of professional review and development. This plan should be based on individual professional need and on school, local and national priorities. Teachers are expected to maintain a portfolio of their CPD. All teachers go through an annual 'professional review and development' process. This is based on a discussion between the teacher and a more senior teacher or head teacher. Preparation includes reflection on the teacher's work. This may be supported by a number of observations of the teacher's teaching across the year and consideration of pupil outcomes. Discussion is based on strengths and points for development, to be taken forward on a personal basis and/or through attendance at specific staff development courses or study or observations of other teachers and so on. There is no 'marking' of teachers and no financial reward system. In 2002 the Scottish Government Learning Directorate distributed to local authorities and teachers guidance entitled *Professional Review and Development*. This provides a CPD framework relevant to different stages of teachers' careers.

CPD is not just about formal courses. Some of the most valuable professional development occurs in activities undertaken with colleagues in the working environment. Teachers are encouraged to take as broad a view as possible, for example by seeking new experiences, establishing new contacts, furthering theoretical knowledge and contributing to school and departmental resources and policy. One school-based initiative involves coaching and mentoring. These activities make an important contribution to the professional skills of both the mentor and the teacher being supported and so to ensuring the best quality learning experiences for pupils. There are 'salary and status benefits' from participating in the *Chartered Teacher programme*, which requires planned and recorded CPD. Both formal and informal CPD

activities out with schools that have been agreed in a teacher's professional review are regarded as part of normal work and remunerated accordingly.

This was the good basis on which the Scottish Government decided to undertake a **fundamental review of teacher education** in the light of curriculum developments and the need for a 21st century approach to teacher training and continuing professional development. The review, undertaken by the recently retired Her Majesty's Senior Chief Inspector Graham Donaldson, resulted in a report '**Teaching: Scotland's Future**', published in December 2010 (DONALDSON, 2011). The Scottish Government has started to implement the recommendations of the report, which is available on www.scotland.gov.uk

References

European official documents

European Commission – Directorate General for Education and Culture (2012) *Peer Learning Conference Conclusions on Policy Support for Teacher Educators*, Brussels (26-28 March)

European Commission – Directorate General for Education and Culture (2010a) *Developing coherent and system-wide induction programmes for beginning teachers: a handbook for policymakers*, Staff Working Document SEC, 538 final http://ec.europa.eu/education/school-education/doc/handbook0410_en.pdf

European Commission – Directorate General for Education and Culture (2010b) *The profession of Teacher Educator in Europe*, Report of a peer Learning Activity, Cluster “Teachers and trainers”, Reykjavik (21-24 June)

European union - Conclusions (2009) of the Council and of the Representatives of the Governments of the Member States, meeting within the Council of 26 November 2009 *on the professional development of teachers and school leaders* (OJ 2009/C 302/04)

European Commission (2008), ‘*An updated strategic framework for European co-operation in education and training*’, Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of Regions, Brussels, COM(2008) 865 final

European union - Conclusions (2008) of the Council and of the Representatives of the Governments of the Member States, meeting within the Council of 21 November 2008 *on preparing young people for the 21st century: an agenda for European cooperation on schools*, 2008/C 319/08, OJ 13/12/2008

European Commission (2008), *Improving Competences for the 21st Century: An Agenda for European Co-operation on Schools*’, Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of Regions, Brussels, COM (2008) 425 final

European Commission (2008) *New Skills for New Jobs*, Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of Regions, Brussels, COM(2008) 868 final

European Union - Conclusions (2007) of the Council and of the Representatives of the Governments of the Member States, meeting within the Council of 15 November 2007, *on improving the quality of teacher education* (JO C 300), 12/12/2007

European Council (2007), *Conclusions of the Council and of the Representatives of the Governments of the Member States, meeting within the Council of 15 November 2007, on improving the quality of teacher education*’, *Official Journal of the European Union*, 12.12.2007

European Commission (2007) *Improving the quality of teacher education*, Communication to the European Parliament and the Council, Com 392 final

European Commission – Directorate General for Education and Culture (2005) *Common European Principles for Teacher Competences and Qualifications*

European Agency for Development in Special Needs Education (2011), *La formation des enseignants pour l'inclusion en Europe - Défis et opportunités*

EURYDICE (2012a) *Key Data on Education in Europe*

EURYDICE (2012b) *Teachers and School Heads Salaries and Allowances in Europe in 2011/2012*

EURYDICE (2011a) *Teachers and School Heads Salaries and Allowances in Europe in 2009/2010*

EURYDICE (2011b) *Key Data on Learning and Innovation through ICT at School in Europe*

EURYDICE (2010) *New Skills for New Jobs*

EURYDICE (2008) *Levels of Autonomy and responsibilities of Teachers in Europe*

EURYDICE (2007) *Improving the Quality of Teacher Education*

EURYDICE (2006) *Quality Assurance in Teacher Education in Europe*

EURYDICE (2004) *Key data 2004 on Education in Europe*

Other references

ABEL M. H. & SEWELL J. (1999) "Stress and Burnout in rural and urban secondary school teachers", *The Journal of Educational Research*, vol. 92, pp. 287-293

ALBANEL X. (2009), *Le travail d'évaluation : l'inspection dans l'enseignement secondaire*, Paris: Octarès

ALTET M. (1994) *La formation professionnelle des enseignants*, Paris: PUF

ALTET M., PAQUAY L. & PERRENOUD P. (Eds) (2002) *Formateurs d'enseignants, quelle professionnalisation ?* Bruxelles : De Boeck

ARMAND C. & HEINZ R. (2008) *Evaluation et qualité de l'école*, Berne : CDIP

ASHBY P. et al (2008) *Beginning Teachers' Experiences of Initial Teacher Preparation, Induction and Early Professional - A Review of Literature*, School of Education, University of Nottingham, Research Report DCSF RW076

AUGUSTE Byron, KIHN Paul & MILLER Matt (2010), *Closing the talent gap: Attracting and retaining top-third graduates to careers in teaching - An international and market research-based perspective*, Mc Kinsey & Company

http://www.mckinsey.com/client-service/Social_Sector/our_practices/Education/Knowledge_Highlights/~/_media/Reports/SSO/Closing_the_talent_gap.aspx

BAILLAT G., NICLOT D. & ULMAT D. (Dir.) (2010) *La formation des enseignants en Europe*, Bruxelles : De Boeck

BAILLAT G. & MIEUSSET C. (2011) « Un défi pour la formation des enseignants : accompagner les élèves dans la construction de leurs apprentissages », *Administration et éducation*, n° 130

BALLEUX A. & PEREZ-ROUX T. (juin 2011), « Transitions professionnelles et recompositions identitaires dans les métiers de l'enseignement et de l'éducation », *Recherches en éducation*, n° 11

BALSLEV K., VANHULLE S. & TOMINSKA E. (2011) "A discursive approach to recognition in professional training", *McGill Journal of Education*, (special thematic issue: Influences of Adult Education on Teacher Education), 46 (1), pp. 23-40: <http://mje.mcgill.ca/>

BARBIER J-M. et al (2006) *Constructions identitaires et mobilisation des sujets en formation*, Paris : L'Harmattan

BARBIERI G., CIPOLLONE, P. & SESTITO, P. (2008) "Labour market for teachers: demographic characteristics and allocative mechanisms", *Giornale degli Economisti e Annali di Economia*, 66

BARMBY, P. & COE, R. (2004) *Evaluation of the Repayment of Teachers' Loan Scheme*, Research report n° 576, Nottingham: Department for Education and Skills

BARMBY P. W. (2006) "Improving teacher recruitment and retention: the importance of workload and pupil behaviour", *Educational research*, vol. 48 (3), pp. 247-265

BAUMARD M. (2009) *Les nouveaux profs ? L'école change, eux aussi*, Paris : Les Petits Matins

BECKERS J. (2007) *Compétences et identité professionnelles. L'enseignement et autres métiers de l'interaction humaine*, Bruxelles : De Boeck

BERGER J-L. & D'ASCOLI Y. (2011) "Les motivations à devenir enseignants: revue de la question chez les enseignants de première et deuxième carrière", *Revue Française de Pédagogie*, 175

BEYER, L. (2002) "The politics of standards and the education of teachers", *Teaching Education*, vol. 13

BEZZINA C. & TESTA S. (2005) "Establishing schools as professional learning communities: perspectives from Malta", *European Journal of Teacher Education*, vol. 28 (2)

BEZZINA C. (2006) "Views from the trenches: beginning teachers' perceptions about their professional development", *Journal of In-Service Education*, vol. 32 (4), pp. 411-430

BEZZINA C. (2007) "Beginning Teachers' Perceptions about their Induction in Malta", in ZULJAN M. V. & VOGRINC J. (Eds), *Professional Inductions of Teachers in Europe and Elsewhere*, Ljubljana: Faculty of Education, pp. 260-279

BIELBY G. et al (2007) *Recruitment and retention on initial teacher training: a systematic review*, Report, NFER

BILLEHØJ H. (2007) *Report on the ETUCE survey on teachers' work-related stress*, Bruxelles: ETUCE

BILLETT S. (2010) *Learning through practice*, Dordrecht (NL): Springer

- BILLETT S. & HENDERSON A. (Eds.) (2011) *Promoting professional learning*, Dordrecht (NL): Springer
- BIRZEA C. et al (2006) Romania National Report in ZGAGA (Ed.) *The Prospects of Teacher Education in South East Europe*, University of Ljubljana
- BLOK H., SLEEGERS P. & KARSTEN S. (2008) "Looking for a balance between internal and external evaluation of school quality", *Journal of Education Policy*, vol. 35 (4), pp. 379-395
- BOBEK B. (2002) "Teacher resiliency: A key to career longevity", *The Clearing House*, vol. 75 (4), pp. 202-206
- BOISSINOT A. (Dir.) (2010) "Former des enseignants », *Revue Internationale d'éducation*, n° 55, Sèvres : CIEP
- BOLTON G. (2001) *Reflective Practice: Writing and Professional Development*. London: Paul Chapman Publishers
- BORKO H., JACOBS J., & KOELLNER K. (2010). "Contemporary approaches to teacher professional development" In E. Baker, B. Mc Gaw & P. Peterson (Eds.), *International Encyclopaedia of Education*, 3rd ed., pp. 548-555, Oxford: Elsevier Scientific Publishers
- BOYER R. (2007) *L'accompagnement à distance pour les enseignants : effets sur leur motivation à évoluer professionnellement*, UFR de psychologie et sciences de l'éducation, Université de Rouen
- BOYER R. (2008) « Secondes carrières : une démarche de remotivation ? », *Administration et éducation*, n°120
- BOYER R. (2009) *Enseignant... et après ? Comment réussir sa seconde carrière ?*, Les Savoirs Inédits
- BRION F. (2008) "La formation, levier de la GRH", *Administration et éducation*, n° 118
- BROUSSAL D & TALBOT L. (2010) « Professeur des écoles : une identité professionnelle ? » *Administration et éducation*, n° 127
- BROWN K. (2001) "Mentoring and the retention of newly qualified language teachers, *Cambridge Journal of Education*, vol. 31 (1), pp. 69-88
- BROWN, S. & MCINTYRE, D (1993) *Making Sense of Teaching*, Buckingham: Open University Press
- BUCHETON D. (2010) "Un rendez-vous à ne pas manquer" in GRAU S. & ETIENNE R. (Dir.) *Quelle formation pour les enseignants ?*, *Cahiers Pédagogiques*, hors série 17, PARIS : C.R.A.P.
- BUTLER D. et al (2004) "Collaboration and self regulation in teachers' professional development", *Teaching and Teacher Education*, vol. 20, pp. 435-455
- CAMELLI A., FERRANTE F. & GHISELLI S. (2011), "The Job Market for Teachers in Italy", *European Journal of Education*, vol. 46 (4), pp. 489-507

CAMERON M. (2007) *Learning to teach: a literature review of induction theory and practice*, New Zealand Teachers Council

CAMPOS B. (2010) "Bologna and Initial Teacher Education in Portugal" in HUDSON et al (Eds) *Advancing Quality Cultures for Teacher education in Europe: Tensions and Opportunities*, Umeå University, pp. 13-32

CARR-SAUNDERS A.M. & WILSON P.A. (1933) *The Professions*, Oxford Clarendon Press

CATLAKS G. (2003) *Curriculum Development and Teacher training in Latvia*, Report of a UNESCO sub-regional seminar: www.ibe.unesco.org/SoCausesuspdf/catlaks.pdf

CAVALLI A. & ARGENTIN G. (2010) *Gli insegnanti italiani: come cambia il modo di fare scuola*, Bologna: Ed. Il Mulino

CHIVORE B.R.S. (1988) "Factors determining the attractiveness of the teaching profession in Zimbabwe", *International Review of Education*, vol. 34 (1), pp. 59-78

CHUI SENG YONG B. (1994) "Factors determining the attractiveness of the teaching profession in Brunei Darussalam as perceived by teacher trainees", *Journal of Education for Teaching*, vol. 20 (1)

CLERC F., GENES S. & PRIOU N. (2011) *Analyses de situations pour bien débuter dans l'enseignement*, Paris : Hachette éducation

COCHRAN-SMITH M. & LYTTLE S. (1999) "Relationships of knowledge and practice: teacher learning in communities", *Review of Research in Education (AERA)*, vol. 24, pp. 249-305

COCKBURN A.D. (1996) "Primary teachers' knowledge and acquisition of stress relieving strategies", *British Journal of Educational psychology*, vol. 66, pp. 399-410

CONWAY P. et al (2009) *Learning to teach and its implications for the continuum of teacher education: a nine-country cross-national study* (commissioned by the Teaching Council of Ireland), University College Cork: www.teachingcouncil.ie

COOLAHAN J. (2002) *Teacher Education and the Teaching Career in an Era of Lifelong Learning*, Working Paper n° 2, OECD

COOLAHAN J. (2007) *A Review Paper on Thinking and Policies Relating to Teacher Education in Ireland* (report commissioned by The Teaching Council, Ireland)

CORNELIUS-WHITE J. (2007) "Learner-centred teacher-student relationships are effective: A meta-analysis", *Review of Educational Research*, vol. 77 (1)

CORNU B. (2009) "Le métier d'enseignant et la formation des enseignants: un regard international", *Administration et éducation*, n° 121, pp. 59-65

COSTA E & PIRES A-M (2011) "The role of the European inspections in the European space: echoes from Portugal regarding the assessment of schools", *Research in Higher Education Journal*, n°13, pp. 1-10

COULTHARD M. & KYRIACOU C. (2002) "Does teaching as a career offer what students are looking for?" in I. MENTER, M. HUTCHINGS & A. ROSS (Eds) *The Crisis in Teacher*

Supply. Research and Strategies for Retention, Stoke on Trent: Trentham

COUNTS G.S. (1925) "The social status of occupations: a problem in vocational guidance", *The School Review*, vol. 33 (1), University of Chicago Press, pp. 16-27

CROS F. & OBIN J-P. (2003) *Attirer, former, retenir des enseignants de qualité*, French National Report, Paris : OECD

CROS F. (2005) (Dir.) *Préparer les enseignants à la formation tout au long de la vie : une priorité européenne*, Paris : L'Harmattan

CUNNINGHAM P. (1992) "Teacher's Professional Image and the Press (1950-1990)", *History of Education*, vol. 21 (1), pp. 37-56

DALE E.L. (1997) *Etikk for pedagogisk profesjonalitet (Ethics for pedagogical professionalism)*, Cappelen Akademisk, Norway

DAMSGARD H.L. (2010) *Den profesjonelle lærer (The professional teacher)*, Cappelen Akademisk, Norway

DARLING-HAMMOND L., BERRY B. & THORESON, A. (2001) "Does teacher certification matter? Evaluating the evidence", *Educational Evaluation and Policy Analysis*, vol. 23

DARLING-HAMMOND L. et al (2005) *Preparing teachers for a changing world: What teachers should learn and be able to do*, San Francisco: Jossey-Bass

DARLING-HAMMOND L. (2006) "Powerful Teacher Education: Lessons from Exemplary Programs", San Francisco: Jossey-Bass

DARLING-HAMMOND L., CHUNG WEI R. et al (2009) *Professional Learning in the Learning Profession*, A status report on teacher development in the U.S. and abroad, Dallas: National Staff Development Council (NSDC)

DEGRAEF V. (2012) *Evaluation qualitative, participative et prospective de la formation initiale des enseignants en Fédération Wallonie-Bruxelles* : www.enseignement.be

DESIMONE L. M. (2009) "Improving impact studies of teachers' professional development: Toward better conceptualizations and measures", *Educational Researcher*, vol. 38 (3), pp. 181-199

DEZUTTER O. & DEJEMEPPE X. (1998) « Inconsciences, conscience et mise en actes; Itinéraire pour une éducation aux valeurs en formation initiale d'enseignants », *Spirale – Revue de Recherches en Éducation*, n° 22, pp. 153-162

DOLTON P.J. & VAN der KLAUW W. (1995) "Leaving Teaching in the UK – A Duration Analysis", *Economic Journal*, vol. 105 (429), pp. 431-444

DOLTON P.J. & VAN der KLAUW W. (1999) "The Turnover of UK Teachers: a Competing Risks Explanation", *The Review of Economics and Statistics*, vol. 81 (3), pp. 543-550

DOLTON P. & MARCENARO-GUTIERREZ O.D. (2011), "If you pay peanuts do you get monkeys? A cross-country analysis of teacher pay and pupil performance", *Economic Policy*, vol. 26 (65), pp. 5-55

DONALDSON G. (2011) *Teaching Scotland's Future*, Report of a Review of Teacher education in Scotland, The Scottish Government, St Andrew's House, Edinburgh

DON-CHEAN CHU (1964) "How can teachers' prestige be raised?" *The Journal of Experimental Education*, vol. 32 (4), pp. 333-346

DUBAR C. (1992) *La socialisation. Construction des identités sociales et professionnelles*, Paris: A. Colin

DUBET F. (Dir.) (1997) *Ecole et familles : le malentendu*, Paris : Textuel

DUCHESNE. C, (2008) « Transition professionnelle vers l'enseignement ; conceptions et perspectives du soi », *Revue des Sciences de l'Education de McGill*, vol 33 (4) pp. 309-326

DUMONT H, ISTANCE D & BENAVIDES F (2010) *The Nature of Learning. Using Research to Inspire Practice*, Paris: OECD

DUPRIEZ V. & CHAPELLE G. (2007) "Enseigner: la recherche scientifique peut-elle aider la pratique pédagogique?" in V. Dupriez & G. Chapelle (Dir.) *Enseigner*, Paris : PUF

DUTCH MINISTRY OF EDUCATION, CULTURE and SCIENCE (2008), *Working in Education*, The Hague

EDWARDS A. (1998) "Mentoring student teachers in primary schools: assisting teachers to become

Learners", *European Journal of Teacher Education*, 21

EISENSCHMIDT E. (2006) "Implementation of induction year for novice teachers in Estonia", *Dissertation on social sciences*, 25, Tallinn: Tallinn University Press

EISENSCHMIDT E. & LÖFSTRÖM E. (2008) "The significance of the European Commission Policy Paper 'Improving the Quality of Teacher Education': Perspectives of Estonian Teachers, Teacher Educators and Policy Makers" in HUDSON B. & ZGAGA P. (Eds) *Teacher Education Policy in Europe: a Voice of Higher Education Institutions*, University of Umeå /University of Ljubljana

ESTEVE José Manuel (2003) *El malestar docente*, Barcelona: Paidós (The ill-being of the teacher)

European training Foundation (ETF) (2009a) "Teaching and learning in modern vocational education and training systems – the importance of key competences", *Inform*, September, Torino

ETF (2009b) "Vocational teacher professional development in a policy learning perspective", *Inform*, November, Torino

EI/ETUCE (2001) *Study on Stress: the causes of stress for teachers, its effects, and suggested approaches to reduce it*

ETUCE (2008) *Europe needs teachers – Teacher Education in Europe*, ETUCE Policy Paper, Brussels

ETUCE (2009) *Teacher Education in Europe: an ETUCE Policy Paper*, European Trade Union Committee for Education (<http://etuce.homestead.com>)

ETZIONI A. (1969) *The Semi-professions and their Organisation: Teachers, Nurses, Social Workers*, New York: Free Press

EVANS L. (2002) "What is teacher development?", *Oxford Review of Education*, 28 (1), pp. 123-137

FAÏTA D. & SAUJAT F. (2010) *Développer l'activité des enseignants pour comprendre et transformer leur travail : un cadre théorique et méthodologique*, in YVON F. & SAUSSEZ F. (dir.), *Analyser l'activité enseignante : Des outils méthodologiques et théoriques pour l'intervention et la formation*, pp. 41-71. Laval (Québec) : Presses de l'Université de Laval

FAZEKAS K. et al (Eds) (2009) *Green Book for the Renewal of Public Education in Hungary*, Budapest: Prime Minister's Office

FEIMAN-NEMSER S. (2003) "What New Teachers Need to Know", *Educational Leadership*, vol. 60 (8), pp. 25 - 29

FEYFANT A. (2010) "L'apprentissage du métier d'enseignant", Dossier d'actualité de la VST n° 50, INRP : www.inrp.FR/vst/50-janvier-2010.php

FIELSTRAC (1955) "An analysis of factors influencing the decision to become a teacher", *Journal of Educational Research*, vol. 48 (9), pp. 659-667

FINNIGAN, K. & B. GROSS (2007) "Do accountability sanctions influence teacher motivation? Lessons from Chicago's low-performing schools", *American Educational Research Journal*, 44 (3)

FLORIAN L. & ROUSE M. (2009) "Teacher Education for Inclusive Education", *Teaching and Teacher Education*, vol. 25 (4), pp. 594-601

FORSTHUBER B. (2008) "La formation des enseignants et le soutien aux nouveaux entrants: panorama européen", *Administration et éducation*, n° 120

FRANSSON G & GUFTAFSSON C (2008) *Newly Qualified Teachers in Northern Europe - Comparative perspectives on promoting professional development*, Norwegian National Network for Mentoring NQTs, Annual Report, Association for Teacher Education in Europe, University of Gavle (Sweden)

FRASER C., KENNEDY A., REID L. & McKinney S. (2007) "Teachers continuous professional development (CPD): contested concepts, understandings and models", *Journal of In-Service Education*, 33 (2)

FREDRIKSSON U. (2003a), "Changes of Education Policies within the European Union in the Light of Globalisation", *European Educational Research Journal*, vol. 2 (4), pp. 522-546

FRIEDERIKOU A. & FOLEROU F. (2005) *Primary education teachers: a sociological approach* (in Greek) Athens: Epsilon

FULLAN M. (1992) *Teacher Development and Educational Change*, Routledge

- GADUŠOVA Z. et al (2008) "New Competencies in Slovak Teacher Training" in HUDSON B. & ZGAGA P. (Eds) *Teacher Education Policy in Europe: a Voice of Higher Education Institutions*, University of Umeå/University of Ljubljana: www.pef.uni-lj.si/tepe2008/
- GALGOCZI B. & GLASSNER V. (2008) *Comparative study of teachers' pay in Europe*, ETUCE/EI Research Project
- Gesellschaft für Empirische Studien (2010), *Impact of the continuous training programme*, Kassel
- GIANNAKAKI M-S, HOBSON A.J. & MALDEREZ A. (2011) "Student Teachers' Perceptions of the Effectiveness of their Initial Preparation", *European Journal of Education*, vol. 46 (4), pp. 456-473
- GOLDHABER, D. D. & BREWER, D.J (2000) "Does teacher certification matter? High school teacher certification status and student achievement", *Educational Evaluation and Policy Analysis*, 22
- GOLDHABER D. & ANTHONY E. (2007) "Can teacher quality be effectively assessed?" *Review of Economics and Statistics*, vol. 89, pp. 134-150
- GORDON J., HALASZ G., KRAWCZYK M., LENEY T., MICHEL A., PEPPER D., PUTKIEWICZ E. and WISNIEWSKI J. (2009) *Key Competences in Europe: Opening doors for lifelong learners across the school curriculum and teacher education* (Warsaw, CASE-Center for Social and Economic Research). Study undertaken for the Directorate General Education and Culture of the European Commission, (http://ec.europa.eu/education/more-information/moreinformation139_en.htm)
- GRANGEAT M., GRAY P. (2007) "Factors influencing teachers' professional competence development", *Journal of Vocational Education and Training*, vol. 59 (4)
- GRIFFITH J., STEPTOE A. & CROPLEY M. (1999) "An investigation of coping strategies associated with job stress in teachers", *British Journal of Education Psychology*, 69 pp. 517-531
- GRUBB, N. (2000) "Opening classrooms and improving teaching: Lessons in school inspections in England", *Teachers College Record*, 102 (4)
- GUGLIELMI R.S. & TATROW K. (1998) "Occupational stress, burnout and health in teachers: a methodological and theoretical analysis", *Review of Educational Research*, vol. 68, pp. 61-99
- HAGEMANN W. (2009) *Burnout bei Lehrern: Ursachen, Hilfen, Therapien (The burnout of teachers: causes, support and therapy)*, München: Beck
- HAGGARD C SLOSTAD & F WINERTON (2006), "Transition to the school as workplace: Challenges of second career teachers", *Teaching Education*, n° 17 (4), pp. 317-327
- HAGGER H., BURN K., MUTTON T. & BRINDLEY S. (2008) "Practice makes perfect? Learning to learn as a teacher", *Oxford Review of Education*, 34
- HALASZ G. & MICHEL A. (2011) "Key Competences in Europe: interpretation, policy formulation and implementation", *European Journal of Education*, vol. 46, (3), pp. 289-306

HALL R.H. (1983) "Theoretical trends in the sociology of occupations", *The Sociological Quarterly*, vol. 24 (1), pp. 5-13

HALVERSON A.C. (2009) *Rethinking education at the age of technology*, New York: Teachers College Press

HARGREAVES A. & FULLAN M. (1992) *Understanding Teacher development*, New York: Teachers College Press

HARGREAVES A. & FULLAN M. (1998) *What's Worth Fighting For Out of There?* New York: Teachers College Press

HARGREAVES L. et al (2006) *The Status of Teachers and the Teaching Profession in England: Views from inside and outside the Profession*, Final Report of the Teacher Status Project, Research Project n° 831A, University of Cambridge, Faculty of Education/Department of Education and Skills

HARGREAVES A. & FULLAN M (2012) *Professional Capital: Transforming Teaching in Every School*, New York: Teachers College Press

HARRIS A (2008) "Leading innovation and change", *European Journal of Education*, vol. 43 (2)

HARRISON J, DYMOKE S. & PELL T. (2006) "Mentoring beginning teachers in secondary schools. An analysis of practice", *Teaching and Teacher Education*, vol. 22, pp. 1055-1067

HASCHER T., COCARD Y. & MOSER P. (2004) "Forget about theory - practice is all:

Student teachers' learning in practicum", *Teachers and Teaching: Theory and Practice*, vol.10

HOBSON A. et al (2008) "Student teachers' experiences of initial teacher preparation in

England: core themes and variation", *Research Papers in Education*, 23 (4)

HOBSON A. J., GIANNAKAKI M. S. & CHAMBERS G. N. (2009) "Who withdraws from initial teacher preparation and why?", *Educational Research*, vol. 51

HOBSON A. J. et al. (2009) "*Becoming a Teacher: Teachers' Experiences of Initial Teacher*

Training, Induction and Early Professional Development", final research report, Nottingham:

Department for Children, Schools and Families

HOBSON A.J. et al (2009) "Mentoring beginning teachers: What we know and what we don't", *Teaching and Teacher Education*, vol. 25, pp. 2007-2016

HOFMAN, R.D., KIKSTRAN.J. & HOFMAN W.H.A. (2009) "School self-evaluation and student achievement", *School Effectiveness and School Improvement*, vol. 20 (1), pp. 47-68

- HOFMAN R. H. & DIJKSTRA B. J. (2010) "Effective teacher professionalisation in networks?", *Teaching and Teacher Education*, vol. 26, pp. 1031-1040
- HÖGSKOLEVERKET (2006), *Arbetsmarknad ocg högskoleutbildning*, Report, Stockholm
- HOLLINSHEAD A.B. (1975) *Four factor index of social status*, working paper, Department of sociology, Yale University
- HOWARD S. & JOHNSON B. (2004) "Resilient Teachers: Resisting stress and burnout", *Social Psychology of Education*, vol. 7, pp. 399-420
- HOWE E.R. (2006) "Exemplary Teacher Induction: An International review", *Educational Philosophy and Theory*, vol. 38 (3)
- HOYLE E. (2001) "Teaching: Prestige, Status and Esteem", *Educational Management and Administration*, vol. 29 (2), pp. 13-19
- HUDSON B. & ZGAGA P. (Eds) (2008) *Teacher Education Policy in Europe: a Voice of Higher Education Institutions*, University of Umeå/University of Ljubljana: www.pef.uni-lj.si/tepe2008/
- HUDSON B., ZGAGA P. & ASTRAND B. (Eds) (2010) *Advancing Quality Cultures for Teacher education in Europe: Tensions and Opportunities*, Umeå University
- HUEBNER E.S., GILLIGAN T.D. & COBB H. (2002) "Best practices in preventing and managing stress and burnout" in A. THOMAS 1 J. GRIMES (Eds) *Best Practices in School Psychology IV*, Bethesda (MD): NASP Publications
- HULING L. & RESTA V. (2001) *Teacher mentoring as professional development*, ERIC Digests, Washington D.C.: ERIC Clearinghouse on Teaching and Teacher Education: <http://www.ericdigests.org/2004-1/mentors.htm>
- INGVARSON L. (1998) "Professional development as the pursuit of professional standards: the standards-based professional development system", *Teaching and Teacher Education*, vol.14
- INGVARSON L., BEAVIS A. & KLEINHENZ E. (2007) "Factors affecting the impact of teacher education programmes on teacher preparedness: implications for accreditation policy", *European Journal of Teacher Education*, vol. 30
- ISORÉ M. (2009) *Teacher Evaluation: current practices in OECD countries and a literature review*, OECD Education Working Paper n° 23 (www.oilis.oecd.org)
- JACKSON, C. K., & E. BRUEGMANN (2009) *Teaching Students and Teaching Each Other: the importance of peer learning for teachers*, NBER Working Paper, 15202, Cambridge, MA: National Bureau of Economic Research
- JACOBSSON C. et al (2001) "Managing stress and feelings of mastery among Swedish comprehensive school teachers", *Scandinavian Journal of Educational Research*, vol. 45, pp. 37-53
- JAKKU-SIHVONEN R. & NIEMI H. (Eds.) (2006) *Research-based Teacher Education in Finland*, Reflections by Finnish Teacher Educators, Finnish Educational Research Association, 25, Turku: Painosalama

JAMES M. & Mc CORMICK R. (2009) "Teachers learning how to teach", *Teaching and Teacher Education*, vol. 25, pp. 973-982

JORRO A. (2002), *Professionnaliser le métier d'enseignant*, Paris: ESF

JORRO A. (2007) (Dir.) *Evaluation et développement professionnel*, Paris: L'Harmattan

JORRO A. (2011) *La professionnalité émergente : quelle reconnaissance ?*, Bruxelles : De Boeck

KÄRPÄTI A. (2009) "Teacher training and professional development" in FALEKAS A. et al (Eds) *Green Book for the Renewal of Public Education in Hungary*, Budapest: Prime Minister's Office, pp. 203-226

KENNEDY A. (2005) "Models of Continuing Professional Development: a framework for analysis", *Journal of In-Service Education*, vol. 31 (2), pp. 235-250

KICKBUSH I. (2012), *Learning for Well-being: A Policy Priority for Children and Youth in Europe. A process for change*, with the collaboration of J. Gordon & L. O'Toole, drafted on behalf of the Learning for Well-being Consortium of Foundations in Europe, (Universal Education Foundation): <http://www.eiesp.org/site/pages/view/80-learning-for-well-being-conference-february.html>

KNAPP M.S. (2003) "Professional development as policy pathway", *Review of Research in Education*, vol. 27 (1), pp. 109-157

KUMROW, D. & B. DAHLEN (2002) "Is peer review an effective approach for evaluating teachers?" *The Clearing House*, vol. 75 (5)

KWAKMAN K. (2003) "Factors affecting teachers' participation in professional learning activities", *Teaching and Teacher Education*, vol. 19, pp.149-170

KYRIACOU C. (1987) "Teacher Stress and Burnout: an International Review", *Educational Research*, vol. 29 (2), pp. 146-152

KYRIACOU C. (2001) 'Teacher Stress: directions for future research', *Educational Review*, vol.53, 1

KYRIACOU C., KUNC R, STEPHENS P. and HULTGREN A. (2003), "Student Teachers' Expectations of Teaching as a career in England and Norway", *Educational Review*, vol. 55 (3), pp. 255-263

LACOURSE F. & NAULT G. (2009) "Forum de discussion asynchrone et harmonisation des interventions de formateurs de stagiaires en enseignement", *Mc Gill Journal of Education/Revue des sciences de l'éducation de Mc Gill*, vol. 44 (2), pp. 229-244

LACOURSE F., MARTINEAU S. & NAULT T. (dir) (2010) *Profession enseignante, démarches et soutien à l'insertion professionnelle*, Sherbrooke, 2010

LANTHEAUME F. (2008), *Les enseignants de lycée professionnel face aux réformes*, Lyon : INRP

LANTHEAUME F. (2008) (Dir.) "Le travail enseignant : crises et recomposition du local à l'international, retour sur le métier », *Recherche et formation*, n° 57

- LANTHEAUME F. & HELOU C. (2008) *La souffrance des enseignants*, Paris : PUF
- LAPORTA R. et al (2002) *Aggiornamento e formazione degli insegnanti*, Firenze : La Nuova Italia
- LAPOSTOLLE G. & CHEVAILLIER T. (2008) Between Necessity and Constraints: The Reform of Teacher Training in France (1990-2007), *Higher Education in Europe*, vol. 33 (4), pp. 457-470
- LARUELLE O. (2009) *Les politiques de formation continuée des enseignants : une approche comparative*, Namur : Presses Universitaires de Namur
- LAUKKANEN R. (2008) "Finnish Strategy for High-Level Education for All" in N. Soguel and P. Jaccard (Eds) *Governance and Performance of Education Systems*, Springer, pp. 305-324
- LAVE J & WENGER E (1991) *Situated Learning: Peripheral participation*, Cambridge: University of Cambridge Press
- LAZAR I. (2010) "Recognition and development of Hungarian teachers", Council of Europe Standing Conference of Ministers of Education, Introduction to the theme: *Social recognition and professional development*, p. 15
- LECOMPTE M & DWORKIN A (1998) *Giving up on School, Student Dropouts and Teachers' Burnouts*, Newbury Park (CA): Corwin Pres Inc.
- LENOIR Y. (2002) "Les réformes actuelles de la formation à l'enseignement en France et aux Etats-Unis: éléments de mise en perspective socio-historique à partir du concept d'éducation ", *Revue suisse des sciences de l'éducation*, vol. 24 (1), pp. 91-128
- LEVINE T. H. & MARCUS A. S. (2010) "How the structure and focus of teachers' collaborative activities facilitate and constrain teacher learning", *Teaching and Teacher Education*, vol. 26, pp. 389-398
- LIAKOPOULOU M. (2011) "Teachers' Pedagogical Competence as a Prerequisite for Entering the Profession", *European Journal of Education*, vol. 46 (4), pp. 474-488
- LIEBERMAN A. & WOOD D. (2002) "From network learning to classroom teaching", *Journal of Educational Change*, vol. 3, pp. 315-337
- LIITEN, M. (2004) "Opettajan ammatti nousi abiturienttien ykkösuosikiksi" (The teaching profession became favourite of matriculation examination candidates) *Helsingin Sanomat* 11/2/2004 (Finland)
- LIVINGSTON K. & SHIACH L. (2010) "A new model of teacher education" in A. CAMPBELL & S. GROUDWATER-SMITH (Eds) *Connecting Inquiry and Professional Learning in Education*, London: Routledge
- LOONEY J. (2011) "Developing High-Quality Teachers: teacher evaluation for improvement", *European Journal of Education*, vol. 46 (4), pp. 440-455
- LOONEY Janet and GORDON Jean (2011) "On becoming a teacher: a lifelong process", *European Journal of Education*, vol. 46 (4), pp. 433-439

- LOPEZ-REAL F. & KWAN T. (2005) "Mentors' perceptions of their own professional development during mentoring", *Journal of Education for Teaching*, vol. 31 (1)
- LUGINBUHL R., WEBBINK D. & de WOLF I. (2009) "Do Inspections Improve Primary School Performance?" *Educational Evaluation and Policy Analysis*, vol. 31 (3), pp. 221-237
- MACDONALD K.M. (1995) *The Sociology of the Professions*, London: Sage
- MALLET R. (2009) *La formation des enseignants comparée. Identité, apprentissage et exercice professionnel en France et en Grande-Bretagne*, Berne : Peter Lang
- MARCELLO C. & VAILLANT D. (2009) *Desarrollo profesional docente. Cómo se aprende a enseñar?* Madrid : Narcea S. A. de Ediciones. (*Professional development of teachers, how do we learn how to teach?*)
- MAROY C. & CATTOMAR B. (2002) « Pénurie et malaise enseignant », *La Revue Nouvelle*. Enseignement, Bruxelles, December
- MEIRIEU P. (1993), *L'envers du tableau*, Paris: ESF
- MEIRIEU P. (Dir.) (2000), *L'Ecole et les parents*, Paris: Plon
- MENTER I., HUTCHINGS M. & ROSS A. (2002) (Eds), *The Crisis in Teacher Supply. Research and Strategies for Retention*, Stoke on Trent: Trentham
- MICHEL A. (Coord.) (2008) "Enseignant : un métier en mutation", *Administration et éducation*, n° 120
- MONS N. (2008) « Autonomie et contrôle du travail enseignant : une enquête dans les pays européens », *Revue Internationale d'Éducation*, n° 48, Sèvres : CIEP
- MONTGOMERY C. & RUPP A.A. (2005) « A Meta-analysis for Exploring the Diverse Causes of Stress in teachers", *Canadian Journal of Education*, vol. 28 (3), pp. 458-486
- MOOR H. et al (2005) *Professional development for teachers early in their careers: an evaluation of the early professional development pilot scheme*, Department for Education and Skills, Nottingham
- MOORE JOHNSON S & KARDOS S (2002) "Keeping new teachers in mind", *Educational Leadership*, vol. 59 (6), pp. 12-16
- MOORE JOHNSON S. et al (2004) "The support gap: new teachers' early experiences in high-income and low-income schools, *Education Policy Analysis Archives*, vol. 12
- MOORE JOHNSON S. (2004) *Finders and Keepers - Helping new teachers survive and thrive in our schools*, San Francisco: Jossey-Bass
- MORAN A., KILPATRICK R. et al (2001) "Training to teach: motivating factors and implications for recruitment", *Evaluation and Research in Education*, vol. 15, pp. 17-32
- MOTOKO A., LETENDRE G. & SCHIBNER J-P. (2007) "Teacher Quality, Opportunity Gap and National Achievement in 46 Countries", *Educational Researcher*, vol. 36

- MULCAHY C. & McSHARRY M. (2012) "The Changing Face of Teacher Education in Ireland: A major overhaul or a cosmetic review?" *Educational Research eJournal*, vol. 1 (2), University of Alicante
- MUNSON, B.R. (1998) "Peers observing peers: the better way to observe teachers", *Contemporary Education*, vol. 69 (2)
- MURPHY, K. (2004) "The good teacher and good teaching: comparing beliefs of second-grade students. Pre-service and in-service teachers", *The Journal of Experimental Education*, vol. 72
- MUSSET P. (2010) "Initial Teacher education and Continuing Training Policies in a Comparative Perspective: Current Practices in OECD Countries and a Literature Review", *OECD Education Working Papers n° 48*, Paris: OECD
- MUSSON A. (2010) « Revue de littérature sur les indicateurs d'attractivité et de développement durable : vers un indicateur d'attractivité durable », *Géographie, Economie et Société*, 12, p. 181-223
- NIESKENS B. (2009) *Wer interessiert sich für den Lehrerberuf und wer nicht? Berufswahl in Spannungsfeld von subjektiver und objektiver Passung* (Who is interested in the teaching profession and who is not? Professional choice between subjective and objective adjustment), Göttingen: Cuvillier
- NIETO, S. (2003) *What Keeps Teachers Going?* New York: Teachers College Press
- NIEZGODA M. (2005) *Nauczyciele Polscy Na Przełomie Wieków: między misją a profesjonalizmem*, wstępny raport z badań sondażowych, Uniwersytet Jagielloński, Instytut Socjologii, Zarząd Główny Związku Nauczycielstwa Polskiego, Krakow/Warsaw
- NÜBLING M. et al (2011) *European-wide survey on teachers' work-related stress: assessment, comparison and evaluation of the impact of psychosocial hazards on teachers at their workplace*, Bruxelles: ETUCE
- NYE B., KONSTANTOPOULOS S. & HEDGES L.V. (2004) "How large are teacher effects?" *Educational Evaluation and Policy Analysis*, vol. 26 (3)
- OECD (2005) *Teachers Matter: Attracting, Developing and Retaining Effective Teachers*, Paris
- OECD (2008) *TALIS Data base*, Paris
- OECD (2009) *Creating Effective Teaching and Learning Environments*, TALIS, Paris
- OECD (2010) *Teachers' Professional Development (TALIS)*, Paris (see also: SCHEERENS, 2010)
- OECD (2011 a) *Education at a Glance*, Paris
- OECD (2011 b) *Building a High-Quality Teaching Profession – Lessons from around the World*, Paris
- OECD (2012) *Preparing Teachers and Developing School Leaders for the 21st Century - Lessons from around the world*, Paris (see also SCHLEICHER, 2012)

- OLSZAK E. (2010) « Développement durable et attractivité des territoires dans l'Union Européenne, opposition ou convergence ? », *Géographie, Economie, Société*, 12, pp. 279-305
- OZER B. (2004) "In-service Training of Teachers in Turkey at the beginning of the 2000s", *Journal of In-service Training*, vol. 30 (1)
- PALUMBO C. & TREMOLOSO L. (2011) *Un'indagine sugli insegnanti italiani. Valori costituzionali e comportamenti professionali*, Ed. CIDI (a socio-cultural investigation on Italian teachers)
- PAPAMAOUM-TZIKA Z. (2003) *The teaching profession: a theoretical and empirical approach* (in Greek) Athens: Typotitho
- PAQUAY L., VAN NIEUWENHOVEN C. & WOUTERS P. (2010) (Dir.) *L'évaluation, levier du développement professionnel ?* Bruxelles: De Boeck
- PARASKEVOPOULOS I. & MORGAN J. (2010) "Greek Education and the Financial Crisis: Education System with a Bleak Future", *Grundfragen und Trends/International*
- PAUL M. (2004) *L'accompagnement: une posture professionnelle spécifique*, Paris, L'Harmattan
- PEREZ-ROUX T. (2007), "Accompagnement des enseignants en formation initiale. Le point de vue des formés sur la relation tuteur-stagiaire", *Recherche et formation*, 55, published online on 31 October 2011 (read on 16 April 2012)
<http://rechercheformation.revues.org/914>
- PERRENOUD P. (2001) « Exigences excessives des parents et attitudes défensives des enseignants : un cercle vicieux », *Références*, n° 7, pp. 3-6, Université de Genève
- PERRENOUD P., ALTET M., LESSARD C. & PAQUAY L. (2008) *Conflits de savoirs en formation des enseignants : entre savoirs issus de la recherche et savoirs issus de l'expérience*, Bruxelles : De Boeck
- PONTE P. et al (2004) "Teachers' development of professional knowledge through action research and the facilitation of this by teacher educators", *Teaching and Teacher Education*, 20, pp. 571-588
- PRIYADHARSHINI E. & ROBINSON-PANT A. (2003) "The attraction of teaching: An investigation into why people change careers to teach", *Journal of Education for Teaching*, vol. 29 (2), pp. 95-112
- PUELLES Manuel (de) & VIÑAO Antonio (2009) (Coord) *Profesión y vocación docente: Presente y futuro*, Madrid: Biblioteca Nueva (*Profession and teacher vocation: present and future*)
- PUJADE-RENAUD C. (1986) *L'école dans la littérature*, Paris : ESF
- PUNCH K.F. & TUETTEMAN E. (1996) "Reducing teacher stress: the effects of support in the work environment", *Research in Education*, vol. 56, pp. 63
- RASMUSSEN J. & DORF H. (2010) "Challenges to Nordic Teacher Education Programmes" in HUDSON B. et al (Eds), *Advancing Quality Cultures for Teacher Education in Europe: Tensions and Opportunities*, Umea University

- RAYOU P. (2009) (Coord.) "Des enseignants pour demain", Dossier *Education et Sociétés*, n° 23
- REMER M. (2010) « Comment les enseignants peuvent-ils s'appropriier l'ensemble des missions qui leur sont assignées ? » *Administration et éducation*, n° 127, pp. 17-21
- REYNOLDS, A. (1992) "What is competent beginning teaching? A review of the literature", *Review of Educational Research*, vol. 62
- REYNOLDS D & CUTTANCE P (Eds) (1992) *School effectiveness – Research, policy and practice*, London: Cassell
- RIA L., GOIGNOUX R. & TOCZEK-CAPELLE M-C. (2010) *Les parcours de formation des enseignants débutants*, Clermont : Presses Universitaires Blaise Pascal
- RICE J. (2003) *Teacher Quality: understanding the effectiveness of teacher attributes*, Washington DC: Economic Policy Institute
- RICHARDSON P.W. & WATT H.M.G. (2005) "I've decided to become a teacher: Motives for career change", *Teaching and Teacher Education*, vol. 21 (5), pp. 475-489
- RICHARDSON, WATT & TYSVAER (2007) "What motivations lead people to change out the business- relating career into teaching" in M. Ozzbilgin, A Mlach-Pines, *Career choice in management and entrepreneurship. A research companion*, Cheltenham: Edward Elgar Press, pp. 219-239
- RIDELL S. (2005) "Gender Balance in the Teaching Workforce in Scotland", *Insight*, 24, Edinburgh: Scottish Executive Education Department
- RIPPON J. & MARTIN M. (2006) "What makes a good induction supporter?", *Teaching and Teacher Education*, vol. 22 (1), pp. 84-99
- RIZZA C. (2011) *ICT and Initial Teacher Education: national policies*, working paper n° 61, Directorate for Education, OECD
- ROGERS W. (1996) *Managing Teacher Stress*, London: Pitman
- ROTH J.A., RUZEK S.K., DANIELS A.K. (1973) "Current state of the sociology of occupations", *The Sociological Quarterly*, vol. 14 (3), pp. 309-333
- ROTHLAND M. (2010) "Berufsorientierung und Motivation in der konsekutiven Lehrerbildung: diffuse, trügerisch und defizitär? Befunde einer vergleichenden Untersuchung" (Vocational orientation and motivation in the consecutive teacher education: diffuse, illusive and insufficient? Findings from a comparative study), *Die Deutsche Schule*, 102 (1) (article in German with an abstract in English)
- SACHS J. (2003) *The Activist Teaching Profession*, London: Open University Press
- SANDER T. (Ed.) (1994) *Current Changes and Challenges in European Teacher Education*, Bruxelles: Nijjs Herent
- SANDER T. (1996) "Introduction: Problems and origins of the debate on promoting life-long learning strategies for teachers" in T. SANDER & J.M. VEZ (Eds) *Life-long Learning in European Teacher Education*, Osnabrück, pp. 9 - 38

- SANTIAGO P. & BENAVIDES F. (2009) *Teacher Evaluation: a conceptual framework and examples of country practices*, Conceptual Paper, Paris: OECD
<http://www.oecd.org/dataoecd/16/24/44568106.pdf>
- SCHAAF H. (2008) *Erbarmen mit den Lehren...Zwischen Engagement und Burnout. Was Lehrer krank macht und was ihnen helfen könnte Gesund zu bleiben* (Feel pity for teachers...between commitment and burnout. What makes the teachers ill and what could help them to remain in good health) Kröning: Asanger
- SCHAEFERS C & TERHART E. (2006): "The Participation of Schools in the Recruitment of Teachers: Evaluating New Procedures in Germany", *European Journal of Teacher Education*, Vol. 29 (4), pp. 505-517
- SCHEERENS J. (2004) *Review of school and instructional effectiveness research*, background paper for the Education for All Global Monitoring report 2005: *The Quality imperative*, UNESCO
- SCHEERENS J. (coord.) (2010) *Teachers' Professional development – Europe in international comparison*, EU and OECD – Luxembourg: Office for Official Publications of the EU
- SCHLEICHER A. (ed.) (2012) *Preparing Teachers and Developing School-Leaders for the 21st Century – Lessons from around the World*, OECD: Paris
- SCHNEUWLY B. & HOFSTETTER R (2009) (dir.) *Savoirs en (trans)formation. Au coeur des professions de l'enseignement et de la formation*, Bruxelles : De Boeck
- SCHÖN D. A. (1983) *The Reflective Practitioner: How Professionals Think in Action*, New York: Basic Book
- SCHÖN D. A. (1987) *Educating the Reflexive Practitioner*, Jossey-Bass
- SCHWILLE J. & DEMBÉLÉ M. (2007) *Global perspective on teacher learning: improving policy and practice*, Paris: UNESCO/IIEP
- SCOTTISH EXECUTIVE (2004) *A Curriculum for Excellence*, Edinburgh
- SEROW R.C. & FORREST K.D. (1994), "Motives and circumstances: Occupational change experiences of prospective late-entry teachers", *Teaching and Teacher Education*, vol. 10 (5), pp. 555-563
- SIMOLA H. (2005) "The Finnish Miracle of PISA: historical and sociological remarks on teaching and teacher education", *Comparative Education*, vol. 41 (4), pp. 455-470
- SMETHEM L. (2007) *Teaching: no longer a lifelong profession? The effects of workload on the commitment and retention of a new generation of teachers*, Research Paper, Teaching and Leadership Research Centre, University of Nottingham: The Nottingham Jubilee Press
- SMITH H.L. (1943) "Social status of the teacher", *Review of Educational Research*, vol. 13 (3), pp. 314-321
- SMITH, SANDRA and others (1983) *Improving the attractiveness of the K-12 Teaching Profession in California*, Report, California State Department of Education, Sacramento

- SMITH T.M. & INGERSOLL R.M. (2004) "What are the effects of induction and mentoring on beginning teacher turnover?" *American Educational Research Journal*, vol. 41 (3), pp. 681-714
- SMITHERS A. & ROBINSON P. (2003) *Factors affecting teachers' decisions to leave the profession*, Report n° 430, Lancaster University:
<http://careers.lancs.ac.uk/RR430report.pdf>
- SNOEK M., SWENNEN A. & van der KLINK (2011) "The quality of teacher educators in the European policy debate," *Professional Development in Education*, vol. 37 (5)
- STANDAERT R. (2001), *Inspectorates of Education in Europe: A critical analysis*, Leuven: ACCO
- STOCKING K., LEENDERS F, de JONG J. (2003) "From Student to Teacher: reducing practice shock and early dropout in the teaching profession", *European Journal of Teachers Education*, vol. 26 (3)
- STURMAN L. (2002) '*Contented and Committed?*' - A survey of quality of working life amongst teachers, NFER, Slough
- SVENSSON L.G. & EVETTS J (Eds) (2010) *Sociology of Professions*, Daidalos, Sweden
- SWENNEN A. & van der KLINK M. (Eds) (2009), *Becoming a Teacher Educator: theory and practice for Teacher Educators*, Springer
- SWENNEN A., JONES k. & VOLMAN M. (2010) "Teacher educators: their identities, sub-identities and implications for professional development", *Professional Development in Education*, vol. 36 (1/2), pp. 131-148
- TEACHING COUNCIL (The) (2009) *Evaluation of Public Attitudes to the Teaching Profession* (summary of Findings from iReach Market Research)
www.teachingcouncil.ie (Accessed Feb. 2nd 2012)
- TEACHING COUNCIL (The) (2011a) *Policy on the Continuum of Teacher Education*, Maynooth
- TEACHING COUNCIL (The) (2011b) *Initial teacher Education: Criteria and Guidelines for Programme Providers*, Maynooth (Ireland)
- THORNTON M & REID I. (2002) "Primary Teacher recruitment: careers guidance and advice", *Education*, n° 29 (2), pp. 49-54
- TIGHELAAR A. BROUWER N. & KORTHAGEN F. (2008) "Crossing horizons: Continuity and change during second-career teachers' entry into teaching", *Teaching and Teacher Education*, vol. 24 (6), pp. 1530-1550
- TIMPERLEY H. (2008) "Teacher Professional learning and development", *Educational Practices Series* n° 18, IAE/IBE/UNESCO
- TRILLING, B. & FADEL, C. (2009), *21st Century Skills: Learning for Life in our Times*, San Francisco: Jossey-Bass
- TURNER- BISSET, R. (2001) *Expert teaching: knowledge and pedagogy to lead the profession*, London: David Fulton

- UNESCO, ILO, UNDP, UNICEF (2003) *Joint Message on the Occasion of World Teacher's Day*
- VÄLIJÄRVI J., KUPARI P. et al (2007) *The Finnish success in PISA and some reasons behind it*, Finland Institute for Educational Research, University of Jyväskylä
- Van DICK R. (2006) *Stress und Arbeitszufriedenheit bei Lehrerinnen und Lehrern: Zwischen 'Horrorjob' und Erfüllung* (Stress and satisfaction at work of female and male teachers: between horror and fulfilment) Marburg: Tectum-Verlag
- VANHULLE S. (2002) « Comprendre des parcours d'écriture réflexive : enjeux de formation et de recherche », in CHABANNE J-C & BUCHETON D (Dir.), *L'écrit et l'oral réflexifs*, Paris: PUF, pp. 227-245
- VEENMAN S.A.M. (1984) "Perceived problems of beginning teachers", *Review of Educational Research*, vol. 54, pp. 143-178.
- VELAZ de MEDRANO C. & VAILLANT D. (Coord.) (2009) *Aprendizaje y Desarrollo profesional docente*, Madrid: Fundación Santillana – OEI (*Learning and professional development of the teacher*)
- VIDOVIC V. & DOMOVIC V. (2008) "Researching Teacher education and teacher practice: the Croatian Perspective" in HUDSON B. & ZGAGA P. (Ed.) *Teacher Education Policy in Europe: a Voice of Higher Education Institutions*, University of Umeå /University of Ljubljana
- VILLEGAS- REIMERS E. (2003) *Teacher Professional Development: an international review of literature*, Paris: UNESCO/IIEP
- VOZZO L., ABUSSON P., STEELE F. & WATSON K. (2004) Mentoring retrained teachers: Extending the web, *Mentoring and Tutoring*, vol. 12
- WADE, R.K. (1985) "What makes a difference in in-service teacher education? A meta-analysis of research", *Educational Leadership*, vol. 42 (4)
- WALKER P. & WILLIAMS R. (2010) "Career changers a new force in teacher training", *The Guardian*, 4th January
- WANG J. & ODELL S. (2002) "Mentored learning to teach according to standard-based reform: a critical view", *Review of Educational Research*, vol. 72 (3), pp. 481-546
- WANG J., ODELL S. & SCHWILLE S. (2008) "Effects of teacher induction on beginning teachers' teaching: a critical review", *Journal of Teacher Education*, vol. 59, pp. 132-152
- WEBB R. et al (2004) "Pressures, rewards and teacher retention, a comparative study of primary teaching in England and Finland", *Scandinavian Journal of Educational Research*, 48 (2), pp. 169 -188
- WENGER E. (1998) *Communities of practice: learning, meaning and identity*, Cambridge University Press
- WHITTY, G. (1996) "Professional competences and professional characteristics: the Northern Ireland approach to the reform of teacher education", in: D. Hustler & D. McIntyre (Eds) *Knowledge and Competence*, London: David Fulton

- WIKLUND M. (2003) "The making of the good teacher in media debates - Discursive constructions of teachers", in Dagens NYHETER, 1982-2002: Presentation to ECER/EERA, Hamburg
- WITORSKI M. (2007) "Professionnaliser la formation : enjeux, modalités, difficultés, *Formation et Emploi*, n° 101, pp. 115-118
- WITORSKI M & BRIQUET-DUHAZÉ S. (2008) *Comment les enseignants apprennent-ils leur métier ?* Paris: L'Harmattan
- WOLF (de) I. F. & JANSSENS FRANS J. G (2007) "Effects and side effects of inspections and accountability in education: An overview of empirical studies", *Oxford Review of Education*, 33 (3)
- YATES L. (1978) "Teacher Representation and some Problems for changing Structures of Teacher Education", *Australian Journal of Teacher Education*, vol. 3 (2), pp. 27-35
- YATES L. & YOUNG M. (2010) "Knowledge, Globalisation and the Curriculum", *European Journal of Education*, vol. 45 (1), pp. 4-10
- YVON F. & SAUSSEZ F. (2010) (Dir.) *Analyser l'activité enseignante : des outils méthodologiques et théoriques pour l'intervention et la formation*, Laval : Presses de l'Université (Québec)
- ZARKA Y. (2008) "Vers une culture de l'évaluation et du résultat: renouveler aussi les modes d'encadrement pédagogique", *Administration et éducation*, n° 118, pp. 175-184
- ZAWADZKA E. (2004) *Nauczyciele języków obcych w dobie przemian* (Teachers of foreign language at the time of political change) Kraków: Oficyna Wydawnicza "Impuls"
- ZEICHNER K. & LISTON D. (1996) *Reflective Teaching: an introduction*, Mahwah, N.J: Lawrence Erlbaum Associates
- ZULJAN M.V. & VOGRINC J. (Eds) (2007) *Professional Induction of Teachers in Europe and Elsewhere*, Ljubljana: Faculty of Education
- ZULJAN M. V & VOGRINC J. (Eds) (2011) *European Dimension of Teacher Education: Similarities and differences*, Ljubljana: Faculty of Education; Kranj: The National School of Leadership
- ZÜLKÜF ALTAN M. (1998) "A Call for Change and Pedagogy: A critical analysis of teacher education in Turkey", *European Journal of Education*, vol. 33 (4)

Appendix I – Online Questionnaire methodology

1. Online questionnaire: objectives, structure, target audience and distribution

In order to obtain more information about the opinions and expectations of the main categories of actors concerned with the attractiveness of the teaching profession, an online questionnaire was designed and administered (See Appendix 2 for a detailed presentation of the data gathered and the statistical methods used, and Appendix 3 for the content of the questionnaires for the six categories of respondents).

1.1. Design of the questionnaire

The main aims of the questionnaire are to verify the validity of the assumptions developed during the documentation phase, and also to provide a mass of updated information about the key actors in order to better understand their opinions and expectations concerning the various factors that are likely to make the teaching profession more attractive. For reasons of confidentiality, it was decided to keep the responses anonymous. Some questions were the same for all categories, thus allowing for some comparisons, while others were different, because they were meaningful only for specific categories. Some particularly crucial questions had 10 to 13 items as possible answers, and the interviewees were required to select the three of them they deemed most important, and to rank them.

The hypotheses devised during our documentary study led us to define six categories of respondents:

7. Students in tertiary education (humanities, languages, mathematics and science) who have either already opted for or against a teaching career, or have yet to make up their minds;
8. Students in initial teacher education preparing for a teaching career;
9. Teachers working in schools;
10. Staff who supervise them (school heads or principals);
11. Teacher educators;
12. The persons who are responsible for the management and running of the education system at local or regional level (i.e. representatives of local or regional authorities). This category is particularly important in countries where municipalities recruit and manage teachers.

Questions asked to all respondents

Background information was gathered for each respondent: the country where they work, their sex, marital status, level of education and current activity (among the six categories). Each 'occupation' then triggers the selection of a specific questionnaire with some common and some specific questions. The 'attractiveness of the teaching

profession', for instance, is shared by all six occupation-specific questionnaires, while the question regarding 'access to the profession' only concerns active teachers.

As an example, the following question was submitted to all six categories: "What types of changes are most likely to make the teaching profession more attractive?" On the other hand, the question "What aspects make the teaching profession particularly tough?" was submitted (using exactly the same wording) to only three categories: students preparing for a teaching career, active teachers and school heads. Finally, one question was submitted to three categories only, but using different wordings based on the same underlying meaning. Students were asked "What are the most attractive aspects of the teaching profession," while future and active teachers had to reply to "Why did you decide to become a teacher?" This last question did not allow for meaningful comparisons among categories, because the countries that returned a sufficient number of replies exhibited substantial differences.

Based on the categories and countries, the data from the above examples allow us to compare the importance of the various variables that were identified at the documentary study stage. The first question tells us something about the profession's image; the third question is related to an "idealised" view of the profession while the second one may allow us to develop hypotheses that explain why people may decide against a teaching career. These three aspects need to be cross-checked.

The remaining specific questions provide information about experiences or information sources likely to influence a positive or negative view. The cross-cutting questions allow for comparisons among groups based on variables such as category or function, country, age, training, experience, etc. The aim was to be able to identify correlations among n variables across various axes (see the analytical section below). Other questions, which are easier to interpret with simple statistical tools (comparisons of percentage points, classic diagrams, etc.) will be analysed in greater detail in the sections below on the various categories under scrutiny.

Specific questions for the different categories of respondents

- **Students in tertiary education (humanities, languages, mathematics and science)**

This group was chosen because these are the students who are more likely to engage in studies leading to educational professions. The answers to the question "*Do you envisage enrolling in a professional programme to become a teacher?*" allow us to measure upstream whether the teaching profession is perceived as attractive by students most likely to choose a career in teaching. Other questions aim at measuring how much they know about recruitment strategies and real life working conditions of teachers, in order to identify the potential sources of positive or negative images: "*How did you build up your perception of the teaching profession?*" Yet another question measures the impact of the perspectives of mobility among this specific population.

- **Students in initial teacher education**

Like their seniors, students in initial teacher education are asked about the motives for their career decision. The remaining questions are adapted, yet similar to those submitted to active teachers:

- The reason for their career choice: *"Why did you decide to become a teacher?"*
- The possible impact of what they believe the occupation to be in real life: *"What aspects make the teaching profession particularly tough?"*
- The impact of their initial training: *"What aspects of your professional training seem to best prepare you for your future job?"*
- The likely impact of what they know about the induction programme, based on the hypothesis that the induction stage is considered critical: *"What type of induction programme for beginning teachers seems most relevant to you?"*, and the measures in place to assist early-career teachers.
- The importance of internal job mobility, i.e. *"The possibility for teachers to have during their career the opportunity to benefit from mobility abroad for at least one year."*
- The importance of external job mobility, i.e. *"the possibility for teachers to get help with accessing another type of job either in the field of education or outside education."*
- Finally, at what stage they felt they had "entered the profession", i.e. when exactly they committed themselves to their career choice: *"When did you have the feeling that your decision to become a teacher was final?"*

- **Teachers in schools**

It is the longest questionnaire, because it targets the population most strongly affected by the issues about the profession's attractiveness: which aspects contribute most to their impression of doing something worthwhile, yet also, which aspects best explain why they are considering (or in the process of) leaving the profession. The desire or the intention of leaving teaching is an indicator of absence of attractiveness.

The specific independent variables of this group are: the level at which they teach (primary/lower secondary/upper secondary), their mode of access to the teaching profession, their length of service as a teacher, whether they had another type of full-time job before becoming a teacher, and their type of work contract.

The remaining questions submitted to them were variations on those presented to future teachers:

- Their educational choices, including *"would you choose the same career again today?"*
- When they had "the feeling that their choice for the teaching profession was confirmed". We consider this an attractiveness indicator based on the symbolic identification with the professional teacher status.
- The impact of specific aspects that make the profession difficult

- The impact of their initial training
- The impact of induction programmes.

These questions enable comparisons between the “future teachers” and “active teachers” groups. More specifically, they allow us to show how the perception of the profession’s attractiveness evolves over time.

Specific questions for this category are related to the impact of available mechanisms and tutors/trainers on the profession’s attractiveness (*the kind of support most likely to help solving problems teachers are faced with*). Finally, the attractiveness aspect can also be reverse-engineered by establishing whether teachers are considering career moves (“*Do you envisage looking for another job in the future?*”). If external mobility affects the profession’s attractiveness, it may be interesting to ask the target audience about their awareness of existing retraining programmes and about the kind of careers they are considering (within/outside the education sector).

- **Teacher educators**

One of the first questions was used to identify teacher educators in professional institutions for future teachers. The variables are identical to those mentioned above: teaching level, full or part time status. The questionnaire analyses several variables likely to affect the profession’s attractiveness, which have been documented in the same way as for future and active teachers:

- The impact of the initial training;
- The impact of induction programmes;
- The impact of support programmes for teachers;
- The impact of training programmes on the ability to manage peripheral assignments that are considered potential factors affecting the profession’s attractiveness;
- Their general impression of the profession’s attractiveness from their position inside the education system;
- And the question regarding changes likely to enhance the profession’s attractiveness (asked to all respondents).

One item seeks to probe deeper: respondents are asked to elaborate on their input regarding reforms of the education system, with a view to establishing whether being involved in the evolution of their profession affects their perception (“*Do you think that in your education system teacher educators are associated to the process of reforms?*”).

- **School leaders (school heads and principals)**

The variables specific to this category are: size of the school where they work, personal status, and previous occupation before becoming leaders.

The next questions try to gather information about potential variables that affect the profession’s attractiveness and, though targeted at this particular category with its specific view of the teaching profession, are similar to those prepared for the remaining categories:

- The degree of preparation for the realities of their occupation;
- The degree to which they have been prepared for peripheral functions, i.e. “other tasks (student guidance, tutorship, relations with parents, participation to the school development plan, etc.)”;
- The quality of the assistance available to teachers;
- More specifically, the efficiency of a given support programme.

The members of this category also had to answer the common set of questions.

- **Representatives of local authorities**

Finally, a questionnaire was tailored for the persons in charge of the local or regional education system. Compiling a list of recipients was rather difficult, because the target audience is heterogeneous. The qualitative interviews complement the results of the quantitative investigation, the significance of which is affected by the small number of respondents.

Independent variables: type of local authority (regional/sub-regional/municipal), type of functions (recruitment and/or management).

Other variables:

- Their perception of the recruitment difficulties they witness first-hand;
- The school subjects for which there is a shortage of teachers, which might indicate that the profession’s attractiveness also varies among subjects taught;
- Their opinion about the effectiveness of recruitment programmes.

The remaining questions are the same as for the other five categories: *How do you assess the attractiveness of the teaching profession in your country? What types of change are most likely to make the teaching profession more attractive? What aspects make the teaching profession particularly tough?*

1.2. Some technical aspects of the questionnaire

The free and open-source “LimSurvey” software is adapted to the requirements of this study: there is no technical limit to the number of questions, surveys, interviewees and languages used. Each of the six questionnaires is accessible via a URL and identified by a title, a descriptor, a welcoming message and a deadline for responding.

- The solution adopted offers the following possibilities:
- The questionnaire can be printed;
- Twenty templates of different questionnaires are possible;
- It includes sub-sections of questions;
- It allows a graphical and statistical analysis.

1.3. Data processing methodology

Raw data and corrections

Among the 83,335 responses, 80,604 were usable. For the entire questionnaire, the missing-value ratio was below 5%. Faced with a huge amount of data, it was decided to use a powerful statistics software package called XLSTAT though we were forced to apply more time-consuming methods than initially planned which are explained later in this section. The first step was to prepare six sub-files based on the six categories, with a view to analysing their answers in isolation. Turkey being over-represented, with 49.17% of the total number of respondents, we had to weight the data to avoid distortions.

Data mining

The data were interpreted based on histograms or elementary statistical functions (upper/lower limits, average, standard deviation, distribution...) whenever the level of complexity allowed for this approach. More specifically, the authors of the various chapters extracted a limited number of items based on the attractiveness indicators selected as relevant for the theme of each chapter. As the volume and complexity of the data increase, isolating a general view becomes more difficult. Among the classic methods of data analysis, we used the PCA* approach (Principal Components Analysis), because it allowed us to base our interpretations on two types of graphs (main plane and circle of correlation) and CFA** (Correspondence Factor Analysis), which provides a symmetrical graph. The principal component analysis allows us to isolate the two or three components whose variance is representative for the other components. The main plane graph is used to show the groups observed (countries or occupations) with similar response profiles. The correlation circle graph allows us to show the correlations among various items and to pinpoint the items that are either related or unrelated.

We used the correspondence factor analysis to establish which kinds of respondents favour given items. The symmetry graph allows for a visual representation of the link between a respondent group (country or occupation) and a reply by means of close or distant proximity on the plane. With a view to increasing the reliability of such a representation, we decided to eliminate items with low scores, because they tend to distort the perception. A more detailed presentation of the procedure and a processing example are presented in the appendix of the report.

Treatment of statistical biases

The total number of respondents per occupation differs widely: only 228 representatives of local authorities and 50,135 active teachers.

There is an important heterogeneity of the number of respondents per country: Turkey is over-represented with 40,882 responses (49.17% of the total) yet its population only represents 13.36% of the total of 31 countries. The remaining countries were not over-represented and thus unlikely to bias the findings. Certain countries, on the other hand, were under-represented, with response ratios that came nowhere near the population of the respective countries. This means that the ratio ranges from 258 responses per 100,000 of population (Iceland) to 1 response for every 100,000 inhabitants (Sweden). As far as teacher educators, ITE students and education department deputies are concerned, Turkey is not over-represented.

Separate files were created for the three categories in which Turkey was over-represented (students, active teachers and school heads), leading to a specific "Turkish file" and an "other countries file" for those categories. For each of the sub-files, we calculated the percentage of respondents for the different items of each question asked. With respect to questions where respondents were asked to provide three answers in descending order, we created three tables for 1st, 2nd and 3rd places. We then added a fourth table labelled "overall result", which summarises the other three rankings based on a weighting formula. With respect to the six files of the Turkish statistical results, we created three new statistics corresponding to each of the three situations, to which we applied a weighting formula in line with the weight of the Turkish population with respect to the remaining countries.

We looked at possible important country-specific differences among the responses to the different questions. We then created new tables listing the replies to each question as percentage values for each country, which was representative for a given occupation. We created country-specific files for five occupations. We eliminated the countries whose response ratio was extremely low. For Sweden, for instance, we only received 3 responses from teacher educators, for Luxembourg only 4 responses from school heads. We were able to select **22 countries for active teachers**, yet only **8 countries for teacher educators**. We did not create country-specific files for representatives of local authorities because their ratio varied between 1 in Denmark to 37 for Turkey, out of a total of 228 responses, 58 of which were incomplete, leaving us with only 170 meaningful responses. (Answers deemed incomplete are those where respondents did not answer any questions specific to their situation, with the exception of their country, sex or occupation. Less than 5% of the total was eventually deemed incomplete.)

Given the high number (29) of expert 2, we thought it useful to ask the steering group to provide coordination and support for each stage of the study. Each expert 1 was in charge of staying in touch with 2 or 3 members of the expert 2 group.

Objectives:

- Find solutions to problems encountered in the field;
- Verify the relevance of the contact propositions and interviewees;
- Summarise the interview reports through exchanges;
- Bring assistance for the creation of the "country facts sheets " based on the interview reports and other data gathered;
- Ask complementary questions when needed.

This support organisation worked well and was instrumental in preserving the quality and reliability of the information gathered¹⁸. For certain countries for which there were no experts 2, relays were found among personal contacts of the steering group members (e.g.: the Czech Republic, Ireland, Malta, Portugal and The Netherlands).

¹⁸ See the appendix for a detailed division of tasks between Experts 1 and 2.

2 The distribution of responsibilities between experts and the monitoring of the project

The experts 1 (steering group) were in charge of:

- Designing the tools for collecting the data: the development of six online questionnaires, of the interview grid and of the protocol used to reflect them;
- The analysis of the qualitative data gathered during documentation studies, and the compilation of a bibliography;
- The analysis of the replies to the online questionnaire and summarised accounts of the interviews and creativity workshops.

The experts 2 had the following assignment:

- Finding and contacting intermediaries to be put in charge of disseminating the online questionnaire;
- Contacting prospective interviewees;
- For some of them, translating the questionnaire and interview grid into the language of the country in question;
- Conducting the interviews;
- Writing the reports of the interviews;
- For some of them, organising and running creativity workshops;
- Communicating important bibliographic references and indicating the existence of recent reports or surveys likely to be of use for theme-based documentation studies.

Appendix II – Questionnaires

Questionnaire addressed to local authorities

Preliminary questions

Country of residence:

Type of Local Authority

- Regional
- Sub-regional
- Municipality

Questionnaire

1. At the moment is it difficult in your country to recruit a sufficient number of well qualified teachers?

NO

YES

If YES:

At what level of education?

- Primary education
- Lower secondary
- Upper secondary

If YES, in secondary education, for what school subjects?

- Mathematics
- Physics and Chemistry
- Biology and geology
- Technology
- Other (s)

2. Do you think that the present procedures and criterions to recruit teachers are? (Only one answer):

- Very good
- Rather good
- Rather not good
- Not good at all

3. Do school-heads have a responsibility for? *(If yes, check the corresponding items):*

- Recruiting the teachers
- Establishing the level of teachers' salary
- Assessing teachers' work
- For their professional upward evolution

4. What aspects of the teaching profession make it particularly tough?
(Select 3 aspects and rank them from 1 to 3)

- Too many students per class
- Too much workload besides teaching
- Too much stress
- Too much heterogeneity of the students within a class
- The constraints brought by national and international assessments
- The constraints related to too demanding prescribed curricula and syllabi
- The insufficient institutional recognition of teachers' efforts
- An initial and in-service training not well adapted to the real needs
- The lack of discipline and motivation to learn by some students
- The lack of support of teachers who are meeting some difficulties
- The methods of assessment of the teachers
- The attitude of parents
- Other reason

5. The possibility for teachers to be helped during their career in order to find another job either in the field of education or outside education is
(only one answer):

- Very important
- Rather Important
- Rather not important
- Not important

6. What types of change could best make the teaching profession more attractive? *(Rank from 1 to 3 the most effective changes)*

- More autonomy in the job
- A higher salary
- A more recognised social status and a better image of the profession
- An initial training more adapted to the real job
- A better induction for beginning teachers
- A better in-service training
- Fewer students per class
- Less heterogeneity among students within a class
- More opportunities of professional upward mobility
- More team work within the school
- A highly qualified profession
- Better working conditions (office, equipment, etc.)
- Other

7. How do you assess the attractiveness of the teaching profession in your country? (*One answer only*)

- A very attractive profession
- A rather attractive profession
- A rather not attractive profession
- A non attractive profession

QUESTIONNAIRE ADDRESSED TO SCHOOL HEADS

Preliminary questions

Country of residence:

Size of the school:

- Less than 300 students
- Between 301 and 1000 students
- More than 1000 students

Personal status:

- Full-time school-head
- Part time school-head and part-time teacher
- School-head and full-time teacher

Previous profession:

- Teacher
- Other profession in the field of education
- Profession outside the field of education

Questionnaire

1. Do you think that the teachers who have been recruited during the last 3 years are prepared to teach? (One answer only)

- Very well
- Rather well
- Rather not well
- Not at all well

2. Do you think that they are prepared to carry out other tasks (student guidance, tutorship, relations with parents, participation to the school development plan, etc.)? (One answer only)

- Very well
- Rather well
- Rather not well
- Not at all well

3. What aspects of the teaching profession make it particularly tough?

(Select 3 aspects and rank them from 1 to 3)

- Too many students per class

- Too much workload besides teaching
- Too much stress
- Too much heterogeneity of the students within a class
- The constraints brought by national and international assessments
- The constraints related to too demanding prescribed curricula and syllabi
- The insufficient institutional recognition of teachers' efforts
- An initial and in-service training not well adapted to the real needs
- The lack of discipline and motivation to learn by some students
- The lack of support of teachers who are meeting some difficulties
- The methods of assessment of the teachers
- The attitude of parents
- Other reason

4. What are, according to you, the most attractive aspects of the teaching profession? *(Select 3 items and rank them from 1 to 3 by decreasing order):*

- Transmit knowledge
- Educate and transmit values
- Work with young people
- Be relatively autonomous in one's job
- Self-manage partially one's working time
- Have more holidays and free time
- Do a socially useful job
- Have a relatively attractive salary
- Enjoy teaching certain school subjects
- Security of employment
- A recognised social status
- Other reason

5. The possibility for teachers to be helped during their career in order to find another job either in the field of education or outside education is *(only one answer):*

- Very important
- Rather Important
- Rather not important
- Not important

6. What types of change could best make the teaching profession more attractive? *(Rank from 1 to 3 the most important changes):*

- More autonomy in the job
- A higher salary
- A more recognised social status and a better image of the profession
- An initial training more adapted to the real job
- A better induction programme for beginning teachers
- A better in-service training
- Fewer students per class

- Less heterogeneity among students within a class
- More opportunities of professional upward mobility
- More team work within the school
- A highly qualified profession
- Better working conditions (office, equipment, etc.)
- Other

Questionnaire addressed to the teachers
--

Country of residence:

Seniority as a teacher;

- Less than 4 years
- 4 years or more

Way of access to the teaching profession (one answer only):

- After 3 years or less of tertiary education
- After 4 years of tertiary education
- After 5 years or more of tertiary education
- After studies combining lectures in a faculty of education and professional training
- After a specific training within a professional institution
- After upper secondary education
- Other type of access

Before becoming a teacher did you have another type of full-time job?

YES

NO

Type of work contract:

- Civil servant (or assimilated) at national, regional or local level
- Private legal contract

QUESTIONS

1) **Why did you decide to become a teacher?** Select 3 items and rank them from 1 (main reason) to 3:

- Transmit knowledge
- Educate and transmit values
- Work with young people
- Be relatively autonomous in one's job
- Self-manage partially one's working time
- Have more holidays and free time
- Do a socially useful job
- Have a relatively attractive salary
- Enjoy teaching certain school subjects
- Security of employment
- A recognised social status
- Other reason

2) Would you make the same choice of profession today?

- Yes, certainly
- Yes, possibly
- No, probably not
- No, certainly not

3) What are the aspects of induction for beginning teachers that helped you the most? (Select 3 items and rank them from 1 to 3):

- Specialised lectures
- Regular meetings with peers to exchange ideas about problems, solutions and pedagogic resources
- Mentoring of a trainer or an experienced teacher in organising a teaching sequence
- Training to assess students' achievement
- Visits of schools in various contexts
- Teaching a class of a mentor in his or her presence, preparing and analysing it with him or her
- Training to manage a class and maintain some discipline
- Autonomous teaching but with a lightened workload
- Digital resources on line
- I did not have any of these supports

4) During the career what are, according to you, the kinds of support most likely to help solving problems that you face as a teacher? (Select 3 and rank them from 1 to 3):

- Exchange and co-operate with peers
- Meetings with trainers
- On-line access to a website of resources
- In-service training sessions well adapted to one's needs
- Support from specialised staff in helping teachers meeting particular difficulties

5) Do you wish in-service training participation and professional development to be better taken into account?

YES

NO

If YES, then rank the following 3 propositions from 1 to 3:

- By taking into account the time spent in training sessions in the statutory working hours
- By having a faster progression of one's career
- By an extra remuneration

- 6) **What aspects of the teaching profession make it particularly tough?** (Select 3 aspects and rank them from 1 to 3)
- Too many students per class
 - Too much workload besides teaching
 - Too much stress
 - Too much heterogeneity of the students within a class
 - The constraints brought by national and international assessments
 - The constraints related to too demanding prescribed curricula and syllabi
 - The insufficient institutional recognition of teachers' efforts
 - An initial and in-service training not well adapted to the real needs
 - The lack of discipline and motivation to learn by some students
 - The lack of support of teachers who are meeting some difficulties
 - The methods of assessment of the teachers
 - The attitude of parents
 - other reason:
- 7) **When did you have the feeling that your choice for the teaching profession was confirmed?** (one single answer):
- During my first 3 years of higher education
 - During my initial training to become a teacher
 - During my first year working as a teacher
 - After at least one year working as a teacher
 - I do not really know
- 8) **If you were to envisage looking for another job, what would be the main reasons to do so?** (rank the 3 main reasons):
- I am not really concerned as I wish to remain a teacher
 - To improve my professional status
 - The gap between the image that I had of this profession and its reality
 - My job is no longer meaningful
 - Looking for a better salary
 - Increasing workload and responsibilities
 - Too much stress
 - Increasing expectations from the various stakeholders
 - Problems of discipline that are too difficult to manage
 - Degradation of the social image of the profession (impression of drop in status)
 - Other reason
- 9) **Do you envisage in the future looking for another job?**
- I do not envisage looking for another job (you can go to question 12)
 - I might envisage to look for another job

10) What do you think about the existing programmes to help teachers for a professional reconversion?

A) For a job in the field of education (school head, inspector, adult education, etc.):

- I do not know any programme to help for a professional reconversion
- These programmes are insufficient
- These programmes are sufficient

B) For a job outside the field of education

- I do not know any programme to help for a professional reconversion
- These programmes are insufficient
- These programmes are sufficient

11) What types of change could best make the teaching profession more attractive? (rank from 1 to 3 the most efficient changes)

- More autonomy in the job
- A higher salary
- A more recognised social status and a better image of the profession
- An initial training more adapted to the real job
- A better induction for beginning teachers
- A better in-service training
- Less students per class
- Less heterogeneity among students within a class
- More opportunities of professional upward mobility
- More team work within the school
- A highly qualified profession
- Better working conditions (office, equipment, etc.)
- Other

Questionnaire addressed to students enrolled in initial training of teachers

Preliminary questions

Country of residence:

Current level of education:

- Bachelor's
- Master's 1
- Master's 2
- Doctorate
- Other

At what level of education are you prepared to teach?

- Primary
- Secondary
- Not determined

Questionnaire

1. What types of change could best make the teaching profession more attractive?

(Rank from 1 to 3 the most efficient changes):

- More autonomy in the job
- A higher salary
- A more recognised social status and a better image of the profession
- An initial training more adapted to the real job
- A better induction programme for beginning teachers
- A better in-service training
- Fewer students per class
- Less heterogeneity among students within a class
- More opportunities of professional upward mobility
- More team work within the school
- A highly qualified profession
- Better working conditions (office, equipment, etc.)
- Other

2. Do you know induction programmes for beginning teachers? (One answer only):

- Yes
- No
- Not enough

3. **What type of induction programme for beginning teachers seems to you the most relevant?** (*only one answer*)

- Be helped by a mentor who is a teacher educator not teaching in the same school
- Be mentored by an experienced teacher
- Be able to go back to some initial training
- A structured programme of support lasting several months
- Self-learning with on-line tutorship
- Other

4. **The possibility for teachers to get during their career some help in order to have access to another type of job either in the field of education or outside education is** (*only one answer*):

- Very important
- Rather important
- Rather not important
- Not at all important

5. **The possibility for teachers to have during their career the opportunity to benefit from mobility abroad for at least one year is** (*only one answer*):

- Very important
- Rather important
- Rather not important
- Not at all important

6. **What aspects of the teaching profession make it particularly tough?** (*Select 3 aspects and rank them from 1 to 3 in decreasing order*)

- Too many students per class
- Too much workload besides teaching
- Too much stress
- Too much heterogeneity of the students within a class
- Constraints brought by national and international assessments
- Constraints related to too demanding prescribed curricula and syllabi
- Insufficient institutional recognition of teachers' efforts
- Initial and in-service training not well adapted to the real needs
- Lack of discipline and motivation to learn by some students
- Lack of support of teachers who are meeting some difficulties
- Modes of assessment of the teachers
- Attitude of parents
- Other reason

7. What aspects of your professional training seem to best prepare you to your future job? *(Select 3 aspects and rank them from 1 to 3 in decreasing importance)*

- Lectures and workshops on school-subjects' content
- Exchanges of ideas and experiences between students
- Lectures and workshops on pedagogy and didactics
- Practical training through internships within schools (lecturing without a mentor in the class)
- Mentoring by trainers or experienced peers during internship
- Lectures and workshops on psychology and career guidance of students
- Other

8. When did you have the feeling that your decision to become a teacher was definitive? *(only one answer):*

- During my first year in higher education
- During my first three years in higher education
- During my first year of initial professional training
- I am not sure yet that it is a definitive choice
- I do not really know

Questionnaire addressed to students in humanities, languages, mathematics and sciences

Preliminary questions

Country of residence:

Questionnaire

- 1. Do you envisage enrolling in a professional programme to become a teacher? (Only one answer)**
 - Yes
 - No
 - I do not know yet

- 2. What are the most attractive aspects of the teaching profession? (Select 3 aspects and rank them from 1 to 3 by decreasing order)**
 - Transmit knowledge
 - Educate and transmit values
 - Work with young people
 - Be relatively autonomous in one's job
 - Self-manage partially one's working time
 - Have more holidays and free time
 - Do a socially useful job
 - Have a relatively attractive salary
 - Enjoy teaching certain school subjects
 - Security of employment
 - A recognised social status
 - Other reason

- 3. **What types of change could best make the teaching profession more attractive?****
(Select 3 types of change and rank from 1 to 3 in decreasing order):
 - More autonomy in the job
 - A higher salary
 - A more recognised social status and a better image of the profession
 - An initial training more adapted to the real job
 - A better induction programme for beginning teachers
 - A better in-service training
 - Fewer students per class
 - Less heterogeneity among students within a class
 - More opportunities of professional upward mobility
 - More team work within the school
 - A highly qualified profession
 - Better working conditions (office, equipment, etc.)
 - Other:

- 4. The information available about the conditions of recruitment of teachers is (only one answer):**
- Sufficient
 - Not sufficient
- 5. The information available about the actual job of teachers (salary, working conditions, etc.) is (only one answer):**
- Sufficient
 - Not sufficient
- 6. How did you build up your perception of the teaching profession? (Select no more than 2 items)**
- Through the image given by films, TV series or the media
 - Through the family or social environment which allowed me to get well acquainted with one or more teachers
 - Through the influence of some of my former teachers in school
 - Through information campaigns on the teaching profession
 - Other factor of influence (specify)
- 7. The possibility for teachers to have during their career the opportunity to benefit from mobility abroad for at least one year is (only one answer):**
- Very important
 - Rather important
 - Rather not important
 - Not important

QUESTIONNAIRE ADDRESSED TO TEACHERS' EDUCATORS

Preliminary questions

Country of residence:

At what level of education do you prepare to teach?

- Mainly for primary education
- Mainly for secondary education

Your status as a teacher's educator:

- Full time
- Partial time

Questionnaire

1. Do you think that in your education system teachers' educators are associated to the process of reforms? (One answer only)

- Enough
- Not enough
- Not at all

2. Do you think that in your country the initial professional training of teachers gives them an ability of self-learning during their career? (One answer only)

- Yes
- No, because (select 2 items below):
 - The initial training is too short
 - The practical training (internships) is too short or absent
 - The initial training is too much theoretical
 - The information technologies are not mastered enough
 - The « learning to learn » competence is too much neglected

3. The induction programmes for beginning teachers in your country seem to you: (one answer only):

- Very good
- Rather good
- Rather not good
- Not good at all

4. What kinds of programmes are the most effective to help the teachers having some difficulties? (Select 3 kinds of measures and rank them from 1 to 3 in a decreasing order):

- A supplement of training
- A tutorship by a more experienced teacher
- A reduced workload
- A support for professional reconversion
- Another measure:

5. Do you think that in your country the initial training of teachers is preparing them to face the present challenges of their work? (One answer only)

- Very well
- Rather well
- Rather not well
- Not well at all

6. Do you think that the initial training of teachers is preparing them properly to carry out other tasks than teaching (student guidance, personalised tutorship, relations with parents, school development plan, etc.)? (One answer only)

- Very well
- Rather well
- Rather not well
- Not well at all

7. How do you assess the attractiveness of the teaching profession in your country? (One answer only)

- A very attractive profession
- A rather attractive profession
- A rather not attractive profession
- A non attractive profession

8. In your country does the initial training of teachers contribute to increase the attractiveness of the teaching profession? (Only one answer)

- Yes, certainly
- Yes, probably
- Not really
- Certainly not
- I do not know

9. What types of change could best make the teaching profession more attractive? (Rank from 1 to 3 the most important changes):

- More autonomy in the job

- A higher salary
- A more recognised social status and a better image of the profession
- An initial training more adapted to the real job
- A better induction programme for beginning teachers
- A better in-service training
- Fewer students per class
- Less heterogeneity among students within a class
- More opportunities of professional upward mobility
- More team work within the school
- A highly qualified profession
- Better working conditions (office, equipment, etc.)
- Other:

Appendix III – Survey Results

Type of local authority	%
Regional	41,76
Sub-regional	27,65
Municipality	30,59

Is it at the moment difficult in your country to recruit a sufficient number of well qualified teachers?	%
Yes	35,53
No	28,07
N/A	36,40

If yes, at what level of education?	%
Primary	43,21
Lower secondary	27,16
Upper secondary	29,63

If yes in secondary education, for what school subjects	%
Mathematics	
Yes	11,40
No	88,60
Physics and chemistry	
Yes	9,21
No	90,79
Biology and geology	
Yes	3,95
No	96,05
Technology	
Yes	5,70
No	94,30
Other	
Yes	9,21
No	90,79

Do you think that the present procedures and criterions to recruit teachers are? (only one answer)	%
Very good	2,17
Rather good	31,16
Rather not good	38,41
Not good at all	28,26

Do school-heads have a responsibility for	yes	No
Recruiting the teachers	24,56	75,44
Establishing the level of teachers' salary	6,14	93,86
Assessing the teachers work	44,74	55,26
For their professional upward evolution	20,18	79,82

What aspects of the teaching profession make it particularly tough? (select 3 aspects and rank them from 1 to 3)	First choice	Second choice	Third choice	Global results
	%	%	%	%
Too much workload besides teaching	10,56	6,38	5,76	8,38
The insufficient institutional recognition of teachers' efforts	11,97	13,48	10,79	12,28
An initial and in-service training not well adapted to the real needs	19,01	14,18	7,91	15,58
Too much heterogeneity of students within a class	7,04	4,96	2,88	5,67
The lack of support of teachers who are meeting some difficulties	4,23	9,93	12,95	7,56
The constraints brought by national and international assessments	2,11	4,26	5,04	3,31
The constraints related to too demanding prescribed curricula and syllabi	3,52	8,51	5,04	5,43
Too many students per classroom	17,61	5,67	4,32	11,45
The methods of assessment of teachers	1,41	5,67	7,19	3,78
The attitude of parents	1,41	10,64	15,83	6,85
The lack of discipline and motivation to learn by some students	10,56	12,77	10,07	11,22
Too much stress	9,86	2,84	10,07	7,56
Other reasons	0,70	0,71	2,16	0,94

The possibility for teachers to be helped during their career in order to find another job either in the field of education or outside is (only one answer)	%
Very important	33,57
Rather important	39,29
Rather not important	7,14
Not important	20,00

What types of changes could best make the teaching profession more attractive. (Rank from 1 to 3 the most effective changes)	First choice	Second choice	Third choice	Global results
More opportunity of professional upward mobility	4,14	11,19	12,59	7,87
More team work within the school	3,45	8,39	11,19	6,37
Fewer students per class	0,00	4,20	3,50	1,97
Less heterogeneity among students within the class	2,07	6,99	8,39	4,75
Better working conditions (office, equipment, etc.)	1,38	6,99	7,69	4,28
A better induction for beginning teachers	2,76	8,39	2,80	4,63
A highly qualified profession	6,21	4,90	8,39	6,13
A higher salary	23,45	6,29	11,89	15,86
A more recognise social status and a better image of the profession	28,97	14,69	10,49	21,18
An initial training more adapted to the real job	11,72	15,38	7,69	12,27
A better in-service training	4,83	6,29	9,09	6,02
More autonomy in the job	10,34	4,90	4,90	7,64
Other	0,69	1,40	1,40	1,04

How do you assess the attractiveness of the teaching profession in your country? (One answer only)	%
A very attractive profession	9,29
A rather attractive profession	37,86
A rather not attractive profession	39,29
A non attractive profession	13,57

Questionnaire addressed to school heads

School size																
Country		DE	AT	BG	ES	FI	FR	IS	IT	NL	PT	CZ	RO	SK	TR	
	Less than 300 students	37,14	76,55	26,56	35,65	48,57	48,98	61,72	5,49	26,53	37,35	28,28	20,34	64,55	40,95	
	Between 301 and 1000 students	42,86	20,69	59,38	51,58	51,43	41,07	31,25	70,33	28,57	27,67	65,15	66,10	34,87	42,73	
	More than 1000 students	20,00	2,76	14,06	12,77	0,00	9,95	7,03	24,18	44,90	34,98	6,57	13,56	0,58	16,32	

Personal status																
Country		DE	AT	BG	ES	FI	FR	IS	IT	NL	PT	CZ	RO	SK	TR	
	Full-time school head	25,00	51,41	4,92	21,82	21,90	53,95	50,00	80,24	70,83	67,54	1,03	0,00	2,74	53,39	
	Part-time school head and part-time teacher	55,88	35,92	65,57	65,85	67,62	29,47	43,75	8,98	25,00	22,24	70,77	90,32	86,59	31,23	
	School head and full-time teacher	19,12	12,68	29,51	12,32	10,48	16,58	6,25	10,78	4,17	10,22	28,21	9,68	10,67	15,37	

Previous profession																
Country		DE	AT	BG	ES	FI	FR	IS	IT	NL	PT	CZ	RO	SK	TR	
	Teacher	95,59	97,26	81,25	90,84	95,15	81,77	88,98	96,36	83,33	80,40	78,28	88,89	86,53	95,26	
	Other profession in the field of education	2,94	0,68	7,81	3,76	3,88	15,36	10,24	1,82	6,25	9,49	5,05	6,35	11,46	1,13	
	Profession outside the field of education	1,47	2,05	10,94	5,40	0,97	2,86	0,79	1,82	10,42	10,10	16,67	4,76	2,01	3,62	

Do you think that the teachers who have been recruited during the last 3 years are prepared to teach? (only one answer)																
Country		DE	AT	BG	ES	FI	FR	IS	IT	NL	PT	CZ	RO	SK	TR	
	Very well	5,56	7,26	5,88	3,83	23,91	0,28	9,62	1,28	2,38	7,56	1,18	0,00	0,68	5,82	
	Rather well	55,56	62,10	41,18	59,59	60,87	20,90	71,15	41,03	52,38	56,34	57,82	33,90	50,00	43,31	
	Rather not well	31,48	24,19	41,18	32,30	14,13	57,63	17,31	50,00	35,71	31,46	36,87	61,02	44,59	37,50	
	Not at all well	7,41	6,45	11,76	4,28	1,09	21,19	1,92	7,69	9,52	4,63	4,13	5,08	4,73	13,37	

Do you think that they are prepared to carry out other tasks
(student guidance, tutorship, relations with parents, participation to the school development plan, etc...). Only one answer

Country	DE	AT	BG	ES	FI	FR	IS	IT	NL	PT	CZ	RO	SK	TR
Very well	1,89	2,31	5,88	1,60	11,96	0,00	4,85	0,63	0,00	4,59	0,90	5,00	1,00	3,96
Rather well	26,42	21,54	29,41	31,92	41,30	5,59	58,25	26,58	45,45	40,82	32,54	61,67	41,47	36,40
Rather not well	56,60	49,23	52,94	51,75	35,87	53,07	30,10	56,96	40,91	46,14	50,15	28,33	48,16	42,76
Not at all well	15,09	26,92	11,76	14,72	10,87	41,34	6,80	15,82	13,64	8,45	16,42	5,00	9,36	16,88

What aspects of the teaching profession make it particularly tough?
(Select 3 aspects and rank them from 1 to 3)
First choice

Country	DE	AT	BG	ES	FI	FR	IS	IT	NL	PT	CZ	RO	SK	TR
Too much workload besides teaching	17,54	18,12	3,92	12,34	35,87	13,19	25,96	6,02	41,86	22,97	22,25	15,00	10,10	21,43
The insufficient institutional recognition of teachers' efforts	19,30	19,57	5,88	16,50	0,00	14,56	4,81	30,12	6,98	9,05	14,56	13,33	14,33	9,92
An initial and in-service training not well adapted to the real needs	8,77	5,07	3,92	7,63	2,17	12,09	1,92	10,24	0,00	2,78	3,02	1,67	1,30	9,94
Too much heterogeneity of students within the class	5,26	5,07	3,92	10,54	10,87	8,24	7,69	3,61	2,33	7,66	1,92	0,00	1,30	10,73
The lack of support of teachers who meet some difficulties	1,75	10,14	1,96	2,91	2,17	0,82	2,88	4,82	0,00	0,70	2,20	1,67	3,58	1,93
The constraints brought by national and international assessments	0,00	0,72	3,92	1,66	1,09	1,10	0,00	0,60	4,65	1,62	0,27	1,67	0,33	3,19
The constraints related to too demanding prescribed curricula and syllabi	1,75	2,17	1,96	4,44	3,26	6,32	2,88	0,00	6,98	2,78	1,10	25,00	5,86	3,59
Too many students per class	31,58	12,32	13,73	10,12	19,57	16,21	25,00	23,49	20,93	12,99	9,07	13,33	3,26	17,52
The assessment methods of the teachers	1,75	0,00	3,92	0,97	2,17	0,27	1,92	2,41	0,00	1,39	4,12	0,00	8,47	3,89
The attitude of parents	5,26	5,80	3,92	8,46	4,35	2,75	3,85	3,61	2,33	6,73	3,30	0,00	3,58	3,17
The lack of discipline and motivation to learn by some students	3,51	19,57	5,88	15,12	10,87	14,56	12,50	7,83	9,30	22,27	19,23	15,00	15,96	4,30
Too much stress	3,51	1,45	47,06	8,74	6,52	9,62	9,62	5,42	4,65	8,35	17,58	13,33	31,92	10,11
Other reason	0,00	0,00	0,00	0,55	1,09	0,27	0,96	1,81	0,00	0,70	1,37	0,00	0,00	0,27

Second choice

Country	DE	AT	BG	ES	FI	FR	IS	IT	NL	PT	CZ	RO	SK	TR
Too much workload besides teaching	15,79	7,30	3,92	7,23	16,67	11,85	15,53	1,21	20,93	11,14	14,09	5,00	7,17	9,73
The insufficient institutional recognition of teachers' efforts	5,26	17,52	25,49	14,60	1,11	18,73	5,83	18,79	6,98	9,98	14,36	15,00	20,52	11,82
An initial and in-service training not well adapted to the real needs	5,26	4,38	0,00	8,34	4,44	10,19	3,88	19,39	2,33	4,64	4,42	3,33	3,26	11,02
Too much heterogeneity of students within the class	14,04	11,68	7,84	9,46	12,22	6,89	4,85	3,64	13,95	7,89	4,42	3,33	3,91	11,54
The lack of support of teachers who meet some difficulties	1,75	16,06	3,92	5,98	6,67	5,23	13,59	14,55	2,33	3,25	4,42	5,00	6,19	5,88
The constraints brought by national and international assessments	3,51	2,19	3,92	2,64	1,11	2,48	0,97	0,61	6,98	3,02	1,10	6,67	0,98	3,69
The constraints related to too demanding prescribed curricula and syllabi	0,00	4,38	1,96	4,73	10,00	6,61	3,88	1,82	4,65	4,41	4,70	13,33	10,10	6,68
Too many students per class	10,53	10,22	5,88	8,21	8,89	10,74	11,65	13,33	4,65	7,89	5,25	6,67	1,95	3,77
The assessment methods of the teachers	10,53	0,00	3,92	1,39	0,00	2,75	3,88	2,42	2,33	3,02	7,18	0,00	12,38	8,30
The attitude of parents	3,51	8,76	15,69	14,88	10,00	5,23	3,88	6,06	13,95	19,26	7,18	10,00	9,12	6,68
The lack of discipline and motivation to learn by some students	19,30	16,79	15,69	17,52	12,22	10,74	15,53	10,30	13,95	18,33	17,68	20,00	10,42	9,21
Too much stress	10,53	0,73	11,76	4,87	15,56	8,26	12,62	7,88	2,33	6,96	15,19	10,00	14,01	11,23
Other reason	0,00	0,00	0,00	0,14	1,11	0,28	3,88	0,00	4,65	0,23	0,00	1,67	0,00	0,45

Third choice

Country	DE	AT	BG	ES	FI	FR	IS	IT	NL	PT	CZ	RO	SK	TR
Too much workload besides teaching	8,93	11,68	11,76	8,90	7,78	5,80	9,80	1,21	14,63	9,28	6,94	11,67	5,25	5,69
The insufficient institutional recognition of teachers' efforts	12,50	11,68	0,00	12,01	2,22	13,54	3,92	18,18	19,51	8,12	11,67	15,00	11,48	10,27
An initial and in-service training not well adapted to the real needs	5,36	8,03	7,84	9,46	7,78	12,98	6,86	12,12	2,44	5,34	4,44	6,67	2,95	9,35
Too much heterogeneity of students within the class	8,93	4,38	1,96	5,65	15,56	6,08	4,90	3,03	12,20	5,10	3,06	1,67	3,28	7,18
The lack of support of teachers who meet some difficulties	7,14	12,41	0,00	5,93	5,56	6,35	9,80	13,94	7,32	3,02	6,67	11,67	7,87	7,71
The constraints brought by national and international assessments	5,36	3,65	0,00	1,98	4,44	1,93	2,94	1,21	2,44	3,48	1,11	1,67	1,64	4,57
The constraints related to too demanding prescribed curricula and syllabi	5,36	0,73	11,76	5,79	4,44	8,29	9,80	1,21	9,76	5,10	1,94	11,67	6,23	5,25
Too many students per class	7,14	8,76	5,88	4,38	15,56	8,56	6,86	10,91	7,32	6,73	4,72	5,00	3,28	2,81
The assessment methods of the teachers	10,71	0,73	9,80	3,11	2,22	5,52	3,92	2,42	2,44	6,03	11,39	8,33	13,44	12,10
The attitude of parents	16,07	16,06	17,65	18,50	6,67	9,12	11,76	14,55	9,76	23,67	16,11	3,33	16,07	14,82
The lack of discipline and motivation to learn by some students	7,14	15,33	21,57	15,11	10,00	10,50	12,75	9,09	2,44	13,46	16,39	11,67	17,05	9,98
Too much stress	1,79	5,11	7,84	7,20	12,22	10,22	9,80	6,06	7,32	7,19	12,78	10,00	11,15	7,55
Other reason	3,57	1,46	3,92	1,98	5,56	1,10	6,86	6,06	2,44	3,48	2,78	1,67	0,33	2,73

Global results

Country	DE	AT	BG	ES	FI	FR	IS	IT	NL	PT	CZ	RO	SK	TR
Too much workload besides teaching	14,09	12,36	6,54	9,49	20,10	10,28	17,10	2,82	25,81	14,46	14,43	10,56	7,50	12,28
The insufficient institutional recognition of teachers' efforts	12,35	16,25	10,46	14,37	1,11	15,61	4,85	22,36	11,16	9,05	13,53	14,44	15,44	10,67
An initial and in-service training not well adapted to the real needs	6,46	5,83	3,92	8,48	4,80	11,75	4,22	13,92	1,59	4,25	3,96	3,89	2,50	10,10
Too much heterogeneity of students within the class	9,41	7,04	4,58	8,55	12,88	7,07	5,82	3,43	9,49	6,88	3,13	1,67	2,83	9,82
The lack of support of teachers who meet some difficulties	3,55	12,87	1,96	4,94	4,80	4,14	8,76	11,10	3,21	2,32	4,43	6,11	5,88	5,17
The constraints brought by national and international assessments	2,96	2,19	2,61	2,09	2,21	1,84	1,30	0,81	4,69	2,71	0,83	3,33	0,98	3,82
The constraints related to too demanding prescribed curricula and syllabi	2,37	2,43	5,23	4,99	5,90	7,07	5,52	1,01	7,13	4,10	2,58	16,67	7,40	5,17
Too many students per class	16,42	10,43	8,50	7,57	14,67	11,84	14,50	15,91	10,97	9,20	6,35	8,33	2,83	8,03
The assessment methods of the teachers	7,66	0,24	5,88	1,82	1,47	2,85	3,24	2,42	1,59	3,48	7,56	2,78	11,43	8,10
The attitude of parents	8,28	10,20	12,42	13,95	7,00	5,70	6,50	8,07	8,68	16,55	8,86	4,44	9,59	8,22
The lack of discipline and motivation to learn by some students	9,98	17,23	14,38	15,92	11,03	11,93	13,59	9,08	8,56	18,02	17,77	15,56	14,48	7,83
Too much stress	5,27	2,43	22,22	6,94	11,43	9,37	10,68	6,45	4,76	7,50	15,18	11,11	19,03	9,63
Other reason	1,19	0,49	1,31	0,89	2,58	0,55	3,90	2,62	2,36	1,47	1,38	1,11	0,11	1,15

What are according to you the most attractive aspects of the teaching profession? (Select 3 aspects and rank them from 1 to 3) First choice

Country	DE	AT	BG	ES	FI	FR	IS	IT	NL	PT	CZ	RO	SK	TR
Have more holidays and free time	0,00	0,72	2,00	0,69	2,17	0,83	0,00	0,00	0,00	0,00	4,40	1,67	1,94	0,58
Educate and transmit values	34,48	23,91	32,00	52,70	39,13	32,32	35,24	43,98	27,27	58,06	32,97	63,33	40,65	35,84
Be relatively autonomous in one's job	0,00	0,00	0,00	0,97	7,61	3,04	0,95	3,01	2,27	1,84	5,22	1,67	3,55	1,45
Do a socially useful job	3,45	4,35	14,00	7,75	9,78	9,94	3,81	5,42	0,00	5,07	6,59	3,33	6,77	7,21
Self-manage partially one's working time	3,45	1,45	2,00	0,55	0,00	0,83	1,90	1,20	2,27	0,23	1,10	0,00	0,97	0,96
Security of employment	0,00	0,00	6,00	0,97	2,17	3,31	0,95	1,81	0,00	0,46	2,75	0,00	0,97	7,02
Enjoy teaching certain school subjects	5,17	2,90	0,00	4,84	9,78	6,08	3,81	7,23	0,00	2,07	3,57	6,67	4,84	2,89
Transmit knowledges	31,03	0,00	16,00	15,49	4,35	38,12	16,19	21,69	29,55	26,27	15,38	15,00	27,10	31,29
Work with young people	13,79	0,00	28,00	14,94	22,83	4,42	35,24	14,46	38,64	5,53	23,35	8,33	10,97	1,32
Have a relatively attractive salary	3,45	25,36	0,00	0,55	0,00	0,28	0,95	0,60	0,00	0,00	0,27	0,00	0,32	0,55
A recognised social status	3,45	41,30	0,00	0,28	0,00	0,55	0,00	0,60	0,00	0,23	3,85	0,00	0,97	9,07
Other reason	1,72	0,00	0,00	0,28	2,17	0,28	0,95	0,00	0,00	0,23	0,55	0,00	0,97	1,82

Second choice

Country	DE	AT	BG	ES	FI	FR	IS	IT	NL	PT	CZ	RO	SK	TR
Have more holidays and free time	1,82	2,17	6,00	1,80	1,10	4,16	0,95	1,81	0,00	0,00	4,68	0,00	4,21	1,56
Educate and transmit values	9,09	28,26	20,00	17,31	21,98	21,88	26,67	22,89	25,00	21,66	13,22	15,00	20,39	16,76
Be relatively autonomous in one's job	7,27	6,52	8,00	6,23	18,68	11,91	2,86	9,64	6,82	5,53	20,11	1,67	6,47	4,38
Do a socially useful job	5,45	3,62	12,00	23,82	16,48	16,34	8,57	17,47	15,91	17,51	7,16	15,00	18,45	12,10
Self-manage partially one's working time	3,64	6,52	2,00	3,32	8,79	3,05	4,76	1,20	6,82	0,92	6,89	3,33	2,27	3,50
Security of employment	3,64	1,45	2,00	2,35	0,00	4,71	0,95	1,20	0,00	0,92	3,86	5,00	1,29	8,23
Enjoy teaching certain school subjects	14,55	9,42	8,00	12,47	6,59	6,65	9,52	5,42	6,82	5,76	8,54	20,00	10,36	9,47
Transmit knowledges	9,09	16,67	14,00	13,43	8,79	15,51	11,43	12,65	13,64	27,19	11,02	1,67	12,94	17,69
Work with young people	32,73	24,64	24,00	17,31	17,58	13,85	28,57	22,29	22,73	18,89	21,49	30,00	21,04	6,51
Have a relatively attractive salary	1,82	0,72	2,00	1,25	0,00	1,11	0,95	3,61	2,27	0,69	1,65	0,00	0,65	1,54
A recognised social status	9,09	0,00	2,00	0,69	0,00	0,83	0,95	1,81	0,00	0,46	1,10	8,33	1,29	17,39
Other reason	1,82	0,00	0,00	0,00	0,00	0,00	3,81	0,00	0,00	0,46	0,28	0,00	0,65	0,87

Third choice

Country	DE	AT	BG	ES	FI	FR	IS	IT	NL	PT	CZ	RO	SK	TR
Have more holidays and free time	3,77	2,92	8,00	4,32	3,30	6,94	5,77	2,42	2,27	0,69	15,47	6,67	8,88	2,92
Educate and transmit values	13,21	11,68	8,00	6,69	8,79	6,39	6,73	12,12	6,82	6,93	7,46	6,67	7,24	7,78
Be relatively autonomous in one's job	7,55	10,22	10,00	8,93	26,37	19,44	7,69	13,33	11,36	7,85	10,77	0,00	9,21	4,33
Do a socially useful job	9,43	12,41	10,00	17,15	15,38	19,17	27,88	18,18	27,27	25,17	7,73	13,33	18,09	11,20
Self-manage partially one's working time	11,32	11,68	8,00	5,58	8,79	9,44	5,77	1,82	4,55	4,16	7,46	6,67	5,59	3,75
Security of employment	7,55	6,57	4,00	4,46	6,59	10,00	8,65	3,03	6,82	2,31	8,01	6,67	2,63	11,94
Enjoy teaching certain school subjects	20,75	18,25	18,00	22,04	9,89	6,67	7,69	8,48	18,18	9,01	12,15	21,67	13,16	11,41
Transmit knowledges	7,55	9,49	0,00	8,51	4,40	5,00	10,58	8,48	13,64	11,78	5,52	0,00	6,91	7,66
Work with young people	1,89	13,14	18,00	13,81	13,19	11,94	13,46	19,39	2,27	24,02	17,96	20,00	18,42	6,27
Have a relatively attractive salary	3,77	0,73	2,00	3,77	0,00	1,67	2,88	3,03	2,27	2,08	1,10	0,00	2,63	2,37
A recognised social status	13,21	0,73	6,00	1,95	2,20	1,67	0,00	6,67	2,33	2,08	5,25	11,67	2,96	23,72
Other reason	0,00	2,19	8,00	2,79	1,10	1,67	2,88	3,03	4,55	3,93	1,10	6,67	4,28	6,65

Global results

Country	DE	AT	BG	ES	FI	FR	IS	IT	NL	PT	CZ	RO	SK	TR
Have more holidays and free time	1,86	1,94	5,33	2,27	2,19	3,98	2,24	1,41	0,76	0,23	8,18	2,78	5,01	1,69
Educate and transmit values	18,93	21,28	20,00	25,57	23,30	20,20	22,88	26,33	19,70	28,88	17,88	28,33	22,76	20,13
Be relatively autonomous in one's job	4,94	5,58	6,00	5,38	17,55	11,46	3,83	8,66	6,82	5,08	12,03	1,11	6,41	3,39
Do a socially useful job	6,11	6,79	12,00	16,24	13,88	15,15	13,42	13,69	14,39	15,92	7,16	10,56	14,44	10,17
Self-manage partially one's working time	6,14	6,55	4,00	3,15	5,86	4,44	4,15	1,41	4,55	1,77	5,15	3,33	2,94	2,74
Security of employment	3,73	2,67	4,00	2,60	2,92	6,01	3,52	2,01	2,27	1,23	4,87	3,89	1,63	9,06
Enjoy teaching certain school subjects	13,49	10,19	8,67	13,11	8,76	6,46	7,01	7,05	8,33	5,61	8,09	16,11	9,45	7,92
Transmit knowledges	15,89	8,72	10,00	12,48	5,84	19,54	12,73	14,27	18,94	21,74	10,64	5,56	15,65	18,88
Work with young people	16,14	12,59	23,33	15,35	17,87	10,07	25,76	18,71	21,21	16,15	20,93	19,44	16,81	4,70
Have a relatively attractive salary	3,01	8,94	1,33	1,86	0,00	1,02	1,60	2,42	1,52	0,92	1,01	0,00	1,20	1,49
A recognised social status	8,58	14,01	2,67	0,97	0,73	1,02	0,32	3,03	0,78	0,92	3,40	6,67	1,74	16,73
Other reason	1,18	0,73	2,67	1,02	1,09	0,65	2,55	1,01	1,52	1,54	0,64	2,22	1,96	3,11

The possibility for teachers to be helped during their career in order to find another job either in the field of education or outside education is:

Country	DE	AT	BG	ES	FI	FR	IS	IT	NL	PT	CZ	RO	SK	TR
Very important	34,62	35,66	38,00	31,91	5,49	54,32	18,63	25,79	17,50	39,00	31,40	61,67	20,54	39,63
Rather important	34,62	34,11	38,00	39,56	50,55	36,77	44,12	32,70	50,00	40,91	47,09	28,33	50,17	43,86
Rather not important	19,23	24,03	18,00	22,65	29,67	6,69	30,39	34,59	17,50	13,64	18,90	8,33	24,92	10,96
Not important	11,54	6,20	6,00	5,88	14,29	2,23	6,86	6,92	15,00	6,46	2,62	1,67	4,38	5,55

What type of change could best make the teaching profession more attractive? (Rank from 1 to 3 the most important changes)

First choice

Country	DE	AT	BG	ES	FI	FR	IS	IT	NL	PT	CZ	RO	SK	TR
More opportunities of professional upward mobility	5,08	5,07	1,96	4,14	6,52	2,20	2,86	4,79	11,63	2,31	0,00	0,00	0,00	3,75
More team work within the school	0,00	0,00	1,96	3,31	14,13	3,85	4,76	1,80	2,33	6,93	0,27	0,00	0,33	2,23
Less heterogeneity among students within a class	0,00	2,90	0,00	2,07	7,61	1,92	0,00	0,00	0,00	1,15	0,27	0,00	0,00	0,85
Fewer students in the class	10,17	5,07	0,00	6,22	16,30	3,85	5,71	2,99	9,30	8,55	2,75	6,67	0,65	1,66
Better working conditions (office, equipment, etc.)	1,69	1,45	7,84	2,21	2,17	0,55	2,86	4,79	2,33	3,23	1,37	8,33	6,84	1,24
A better induction programme for beginning teachers	5,08	1,45	3,92	2,49	2,17	2,20	0,00	1,80	0,00	3,23	0,27	3,33	0,00	0,88
A highly qualified profession	3,39	0,72	3,92	2,62	0,00	0,00	1,90	6,59	2,33	1,39	0,00	1,67	0,00	4,85
A higher salary	15,25	12,32	39,22	11,33	29,35	43,96	56,19	28,74	16,28	11,09	37,64	28,33	36,81	28,37
A more recognised social status and a better image of the profession	32,20	60,87	25,49	42,96	13,04	23,90	17,14	28,14	34,88	33,95	48,63	28,33	51,79	28,84
An initial training more adapted to the real job	10,17	5,07	1,96	11,46	5,43	12,64	5,71	13,17	6,98	10,16	3,57	8,33	1,63	7,54
A better in-service training	5,08	0,72	0,00	5,25	2,17	2,47	0,95	5,39	2,33	3,46	0,55	0,00	0,65	2,48
More autonomy in the job	11,86	3,62	13,73	5,25	1,09	2,47	0,00	1,80	9,30	14,32	4,12	15,00	1,30	17,13
Other	0,00	0,72	0,00	0,69	0,00	0,00	1,90	0,00	2,33	0,23	0,55	0,00	0,00	0,17

Second choice

Country	DE	AT	BG	ES	FI	FR	IS	IT	NL	PT	CZ	RO	SK	TR
More opportunities of professional upward mobility	15,52	15,22	11,76	13,81	17,39	9,89	4,76	13,77	9,30	6,73	7,44	5,00	2,28	10,66
More team work within the school	6,90	0,72	3,92	4,97	7,61	9,07	10,48	7,78	0,00	7,89	0,83	0,00	0,65	6,44
Less heterogeneity among students within a classroom	5,17	4,35	0,00	3,45	8,70	2,75	1,90	0,60	4,65	5,57	0,55	0,00	1,63	2,88
Fewer students in the class	10,34	18,12	11,76	10,50	21,74	13,19	15,24	10,18	25,58	11,37	10,47	5,00	9,12	4,51
Better working conditions (office, equipment, etc.)	6,90	7,97	9,80	5,80	14,13	4,95	3,81	13,17	4,65	8,12	6,06	15,00	17,59	4,53
A better induction programme for beginning teachers	5,17	10,14	11,76	8,01	4,35	7,14	2,86	3,59	4,65	4,41	3,86	13,33	0,65	3,22
A highly qualified profession	6,90	4,35	0,00	3,45	2,17	0,27	7,62	4,19	6,98	3,71	0,55	3,33	0,98	9,65
A higher salary	13,79	11,59	11,76	9,12	9,78	12,91	13,33	8,38	18,60	10,90	29,48	26,67	27,36	12,60
A more recognised social status and a better image of the profession	10,34	13,04	21,57	14,09	6,52	17,31	27,62	13,17	20,93	14,62	26,72	16,67	27,36	20,74
An initial training more adapted to the real job	10,34	8,70	7,84	12,71	4,35	14,56	9,52	8,38	0,00	10,67	7,44	8,33	8,79	10,98
A better in-service training	3,45	3,62	5,88	11,46	3,26	5,77	0,95	16,17	2,33	10,21	2,75	1,67	0,65	8,10
More autonomy in the job	5,17	1,45	1,96	1,93	0,00	1,92	1,90	0,60	2,33	5,80	3,86	5,00	2,93	5,34
Other	0,00	0,72	1,96	0,69	17,39	0,27	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,35

Third choice

Country	DE	AT	BG	ES	FI	FR	IS	IT	NL	PT	CZ	RO	SK	TR
More opportunities of professional upward mobility	15,52	18,25	13,73	13,13	7,61	13,50	13,46	23,95	2,33	9,98	15,97	10,00	5,56	12,03
More team work within the school	8,62	4,38	7,84	7,40	8,70	7,71	8,65	4,79	0,00	11,14	2,52	3,33	0,98	8,05
Less heterogeneity among students within a class	1,72	5,11	1,96	3,91	5,43	4,96	0,00	0,60	11,63	4,87	0,56	3,33	1,63	3,39
Fewer students in the class	6,90	9,49	5,88	9,78	10,87	12,95	12,50	6,59	9,30	10,90	15,41	3,33	11,76	4,21
Better working conditions (office, equipment, etc.)	22,41	20,44	23,53	11,87	18,48	8,82	12,50	14,37	2,33	11,83	15,41	16,67	31,37	10,52
A better induction programme for beginning teachers	1,72	3,65	5,88	4,89	3,26	6,89	5,77	1,80	18,60	4,41	2,52	13,33	1,31	2,16
A highly qualified profession	6,90	7,30	1,96	6,56	1,09	1,93	5,77	7,19	9,30	6,03	0,56	1,67	1,31	17,01
A higher salary	8,62	16,06	17,65	12,85	19,57	11,85	15,38	22,75	11,63	10,44	18,49	15,00	19,61	13,65
A more recognised social status and a better image of the profession	12,07	5,11	13,73	10,47	5,43	10,47	9,62	4,19	9,30	9,51	6,72	18,33	8,50	8,87
An initial training more adapted to the real job	8,62	5,11	1,96	7,68	9,78	8,54	5,77	4,79	16,28	6,96	9,80	5,00	10,46	9,35
A better in-service training	3,45	2,92	1,96	8,24	7,61	10,19	6,73	7,78	4,65	8,82	4,48	0,00	4,25	6,49
More autonomy in the job	1,72	1,46	1,96	1,96	0,00	1,38	2,88	1,20	4,65	3,94	7,28	13,33	2,61	3,32
Other	1,72	0,73	1,96	1,26	2,17	0,83	0,96	0,00	0,00	1,16	0,28	0,00	0,65	0,95

Global results

Country	DE	AT	BG	ES	FI	FR	IS	IT	NL	PT	CZ	RO	SK	TR
More opportunities of professional upward mobility	12,04	12,85	9,15	10,36	10,51	8,53	7,03	14,17	7,75	6,34	7,80	5,00	2,61	8,81
More team work within the school	5,17	1,70	4,58	5,23	10,14	6,88	7,96	4,79	0,78	8,65	1,21	1,11	0,65	5,57
Less heterogeneity among students within a class	2,30	4,12	0,65	3,15	7,25	3,21	0,63	0,40	5,43	3,87	0,46	1,11	1,09	2,38
Fewer students in the class	9,14	10,89	5,88	8,83	16,30	9,99	11,15	6,59	14,73	10,27	9,54	5,00	7,18	3,46
Better working conditions (office, equipment, etc.)	10,34	9,95	13,73	6,63	11,59	4,77	6,39	10,78	3,10	7,73	7,61	13,33	18,60	5,43
A better induction programme for beginning teachers	3,99	5,08	7,19	5,13	3,26	5,41	2,88	2,40	7,75	4,02	2,22	10,00	0,65	2,09
A highly qualified profession	5,73	4,12	1,96	4,21	1,09	0,73	5,10	5,99	6,20	3,71	0,37	2,22	0,76	10,50
A higher salary	12,56	13,32	22,88	11,10	19,57	22,90	28,30	19,96	15,50	10,81	28,53	23,33	27,93	18,21
A more recognised social status and a better image of the profession	18,21	26,34	20,26	22,51	8,33	17,23	18,13	15,17	21,71	19,36	27,36	21,11	29,22	19,48
An initial training more adapted to the real job	9,71	6,29	3,92	10,62	6,52	11,91	7,00	8,78	7,75	9,27	6,94	7,22	6,96	9,29
A better in-service training	3,99	2,42	2,61	8,32	4,35	6,14	2,88	9,78	3,10	7,50	2,60	0,56	1,85	5,69
More autonomy in the job	6,25	2,18	5,88	3,05	0,36	1,92	1,60	1,20	5,43	8,02	5,09	11,11	2,28	8,60
Other	0,57	0,73	1,31	0,88	6,52	0,37	0,96	0,00	0,78	0,46	0,28	0,00	0,22	0,49

Questionnaire addressed to the Teachers

Seniority as teacher	DE	AT	BE	BG	CY	HR	DK	ES	EE	FI	FR	HU	EL	IS	IT	NL	PL	PT	RO	CZ	SK	TR
Less than 4 years	64,78	16,71	14,58	6,57	8,26	18,91	13,01	12,82	6,36	9,21	9,35	18,56	16,33	14,90	5,16	7,79	11,95	5,29	8,08	10,09	10,66	17,72
4 years and more	35,22	83,29	85,42	93,43	91,74	81,09	86,99	87,18	93,64	90,79	90,65	81,44	83,67	85,10	94,84	92,21	88,05	94,71	91,92	89,91	89,34	82,28

Way of access to the teaching profession (one answer only)	DE	AT	BE	BG	CY	HR	DK	ES	EE	FI	FR	HU	EL	IS	IT	NL	PL	PT	RO	CZ	SK	TR
After studies combining lectures in faculty of education and professional training	10,30	19,12	7,67	28,06	29,63	71,68	20,81	5,18	22,61	58,55	5,80	19,16	11,56	30,03	5,32	29,33	9,96	51,67	15,01	43,09	28,92	10,85
After a specific training within a professional institution	1,07	13,73	4,88	6,63	4,63	1,00	18,79	1,90	6,09	2,63	5,70	3,59	0,22	8,89	4,10	13,33	0,60	6,29	2,53	5,28	1,96	0,35
After upper secondary education	3,00	2,45	5,23	2,55	6,48	1,25	3,36	0,99	1,74	1,97	2,51	5,99	0,22	3,86	11,57	0,67	1,59	3,11	1,95	0,38	4,04	0,39
After 3 years or less of tertiary education	12,88	13,73	29,27	3,57	0,00	2,51	2,01	29,28	1,74	1,97	20,95	0,00	2,44	20,13	2,32	2,00	8,76	3,53	11,50	1,73	1,10	7,76
After 5 years or more of tertiary education	38,41	38,73	15,68	42,35	42,59	4,51	16,11	49,77	49,57	25,00	23,36	38,92	8,89	14,26	17,91	24,67	67,13	18,86	22,81	37,24	38,24	4,28
After 4 years of tertiary education	33,05	7,84	21,60	10,20	11,11	14,54	36,24	8,68	15,65	6,58	34,45	27,54	75,56	19,13	47,38	26,67	8,96	10,77	43,66	6,05	19,36	75,19
Other type of access	1,29	4,41	15,68	6,63	5,56	4,51	2,68	4,19	2,61	3,29	7,23	4,79	1,11	3,69	11,40	3,33	2,99	5,77	2,53	6,24	6,37	1,19

Before becoming a teacher did you have another type of full-time job?	DE	AT	BE	BG	CY	HR	DK	ES	EE	FI	FR	HU	EL	IS	IT	NL	PL	PT	RO	CZ	SK	TR
Yes	17,15	37,26	20,47	40,39	35,96	24,94	31,58	50,29	21,01	16,34	32,69	31,40	64,35	59,39	33,36	28,48	32,62	20,26	26,86	42,43	28,13	8,78
No	80,13	59,86	74,83	57,14	59,65	72,62	61,84	45,50	71,43	81,05	63,71	64,53	31,30	37,72	61,42	68,35	63,69	75,41	70,29	53,56	69,35	84,56
n/a	2,72	2,88	4,70	2,46	4,39	2,44	6,58	4,22	7,56	2,61	3,61	4,07	4,35	2,89	5,22	3,16	3,69	4,33	2,86	4,01	2,52	6,66

Type of work contract	DE	AT	BE	BG	CY	HR	DK	ES	EE	FI	FR	HU	EL	IS	IT	NL	PL	PT	RO	CZ	SK	TR
Private legal contract	3,18	7,31	5,28	21,93	13,27	7,85	14,71	27,09	20,00	11,56	6,72	11,80	35,01	16,23	16,88	23,36	7,04	19,34	14,00	33,89	4,76	5,35
Civil servant (or assimilated) at national, regional or local level	96,82	92,69	94,72	78,07	86,73	92,15	85,29	72,91	80,00	88,44	93,28	88,20	64,99	83,77	83,12	76,64	92,96	80,66	86,00	66,11	95,24	94,65

Why did you decide to become a teacher?

(select 3 items and rank them from 1 (main reason) to 3)

	1st choice	DE	AT	BE	BG	CY	HR	DK	ES	EE	FI	FR	HU	EL	IS	IT	NL	PL	PT	RO	CZ	SK	TR
Have more holidays and free time	0,24	0,81	3,04	2,80	2,44	4,42	8,06	1,07	21,28	20,83	2,74	40,67	0,99	2,52	0,48	0,80	3,86	0,17	2,38	4,24	2,87	1,49	
Educate and transmit values	23,29	17,03	28,14	26,57	26,83	18,78	3,23	50,40	3,19	16,67	19,65	3,33	45,81	26,89	40,18	14,40	20,00	42,33	52,38	27,12	37,82	33,29	
Be relatively autonomous in one's job	1,65	3,51	1,90	2,80	3,66	13,54	4,03	2,16	9,57	8,33	6,22	5,33	2,96	2,73	5,14	4,80	9,09	2,58	1,52	9,11	3,01	1,43	
Do a socially useful job	5,88	1,89	11,41	6,29	8,54	4,14	15,32	10,31	2,13	0,83	9,19	8,67	6,90	4,41	7,51	8,00	2,27	4,73	3,90	6,99	6,30	6,64	
Self-manage partially one's working time	2,12	1,89	1,90	3,50	3,66	4,70	0,00	0,65	2,13	4,17	2,22	0,00	1,23	2,31	1,09	2,40	2,27	0,56	2,60	1,17	1,72	1,42	
Security of employment	3,29	0,27	1,52	1,40	1,22	6,91	0,00	1,96	0,00	0,00	3,31	0,00	0,99	1,47	1,14	0,80	1,82	0,96	1,52	1,80	0,29	7,95	
Enjoy teaching certain school subjects	14,35	14,32	20,15	6,29	4,88	7,73	15,32	11,61	9,57	18,33	10,83	24,00	9,11	9,66	9,65	5,60	15,91	6,71	11,47	7,20	6,73	5,13	
Transmit knowledge	17,18	23,24	22,81	20,28	21,95	17,40	23,39	16,56	9,57	16,67	36,97	16,00	13,79	17,44	17,88	37,60	24,09	33,18	7,14	20,66	30,37	32,55	
Work with young people	30,59	36,22	7,60	27,97	24,39	20,17	24,19	3,85	34,04	13,33	8,03	1,33	17,00	31,09	13,98	24,00	20,00	8,06	14,50	18,86	9,46	1,73	
Have a relatively attractive salary	0,24	0,00	0,38	1,40	1,22	1,10	0,81	0,65	1,06	0,00	0,37	0,00	0,25	0,00	1,52	0,00	0,45	0,36	0,65	0,85	0,57	0,83	
A recognised social status	0,94	0,00	0,38	0,00	0,00	0,83	0,81	0,21	1,06	0,00	0,13	0,00	0,74	0,00	0,90	0,00	0,00	0,07	1,52	1,69	0,72	6,24	
Other reason	0,24	0,81	0,76	0,70	1,22	0,28	20,16	0,56	6,38	0,83	0,35	0,67	0,25	1,47	0,52	1,60	0,23	0,30	0,43	0,32	0,14	1,31	

	2nd choice	DE	AT	BE	BG	CY	HR	DK	ES	EE	FI	FR	HU	EL	IS	IT	NL	PL	PT	RO	CZ	SK	TR
Have more holidays and free time	1,65	1,08	2,67	7,09	6,25	1,66	14,52	2,37	5,38	14,17	4,38	16,67	1,97	3,40	0,76	20,80	9,32	0,33	2,18	13,30	5,16	2,89	
Educate and transmit values	17,73	21,14	16,79	9,22	12,50	18,78	14,52	17,72	16,13	18,33	17,54	10,00	19,95	18,68	19,24	10,40	13,64	23,23	17,21	14,57	21,09	18,52	
Be relatively autonomous in one's job	8,51	10,03	7,63	9,93	5,00	9,67	8,06	6,38	10,75	15,00	15,46	12,00	11,33	6,79	9,67	9,60	9,77	7,72	5,01	9,15	7,32	10,34	
Do a socially useful job	7,57	6,23	19,08	12,06	12,50	9,12	8,87	21,84	11,83	6,67	12,52	4,00	11,33	9,55	12,81	4,00	4,77	12,82	14,38	7,87	13,20	13,50	
Self-manage partially one's working time	5,67	5,42	3,82	2,84	2,50	6,91	0,81	1,63	7,53	0,83	6,77	0,00	2,22	8,28	1,90	2,40	5,45	1,82	3,92	4,68	4,59	4,30	
Security of employment	7,80	2,17	3,82	3,55	5,00	5,52	11,29	2,73	3,23	10,00	4,09	0,00	1,72	2,97	1,71	0,00	4,09	1,26	2,83	0,00	0,86	3,01	
Enjoy teaching certain school subjects	18,91	17,62	11,83	12,06	7,50	10,50	17,74	16,29	5,38	10,83	10,61	13,33	11,08	15,07	14,24	9,60	17,50	9,68	19,17	11,49	10,04	12,72	
Transmit knowledge	7,80	13,82	16,41	10,64	12,50	12,15	18,55	18,16	9,68	16,67	14,26	12,67	16,26	9,34	13,71	8,80	12,50	21,07	10,24	10,32	15,06	15,26	
Work with young people	19,39	20,87	16,41	29,79	33,75	23,48	2,42	10,18	24,73	0,83	13,01	28,00	22,17	25,05	23,19	29,60	20,68	20,31	22,88	19,47	19,80	17,16	
Have a relatively attractive salary	2,60	1,08	0,76	1,42	1,25	1,38	0,00	1,75	1,08	1,67	0,48	0,67	0,74	0,64	1,43	0,80	1,59	0,80	0,22	0,64	1,00	1,05	
A recognised social status	1,89	0,00	0,38	0,00	0,00	0,55	0,00	0,59	1,08	0,00	0,64	2,00	0,99	0,00	1,10	0,00	0,45	0,60	1,74	3,40	1,00	0,93	
Other reason	0,47	0,54	0,38	1,42	1,25	0,28	3,23	0,36	3,23	5,00	0,23	0,67	0,25	0,21	0,24	4,00	0,23	0,36	0,22	5,11	0,86	0,33	

3rd choice	DE	AT	BE	BG	CY	HR	DK	ES	EE	FI	FR	HU	EL	IS	IT	NL	PL	PT	RO	CZ	SK	TR
Have more holidays and free time	3,08	6,52	8,05	12,86	7,59	3,31	4,88	7,58	11,83	6,67	10,45	10,07	10,42	10,23	2,97	10,40	18,00	0,80	12,06	13,48	13,25	5,92
Educate and transmit values	10,66	12,50	11,49	12,86	6,33	27,90	8,13	6,86	17,20	5,83	7,75	8,05	8,44	9,59	14,42	7,20	7,97	9,60	10,09	5,99	8,01	8,08
Be relatively autonomous in one's job	9,72	12,23	18,39	10,00	8,86	13,26	13,01	9,66	10,75	18,33	16,73	10,07	13,65	4,90	11,69	16,00	9,57	10,30	4,17	13,90	8,44	4,27
Do a socially useful job	9,00	10,87	10,73	15,00	21,52	10,50	11,38	17,66	11,83	10,00	12,50	8,72	14,89	13,65	12,93	11,20	5,47	18,79	15,13	8,24	16,59	10,57
Self-manage partially one's working time	7,35	15,22	9,20	5,71	3,80	3,04	11,38	4,21	9,68	7,50	10,49	6,71	2,98	11,09	4,89	10,40	6,15	4,20	8,11	8,88	5,39	4,45
Security of employment	9,72	2,99	8,05	5,00	8,86	7,73	1,63	7,49	6,45	9,17	11,15	1,34	7,44	11,09	3,26	2,40	10,02	4,23	5,26	6,42	1,60	13,02
Enjoy teaching certain school subjects	17,06	14,67	6,51	12,14	15,19	8,29	15,45	18,40	7,53	11,67	9,95	14,77	12,66	12,58	16,19	9,60	17,77	12,16	15,57	12,19	12,66	12,54
Transmit knowledge	10,43	9,24	6,90	6,43	7,59	8,84	7,32	8,77	4,30	5,83	6,55	8,72	7,20	8,10	9,34	10,40	4,78	10,43	7,24	6,52	5,68	7,20
Work with young people	11,61	9,78	16,09	8,57	11,39	13,26	19,51	11,57	15,05	15,00	11,13	23,49	15,88	12,37	18,44	16,80	13,90	22,19	12,72	16,90	19,07	5,47
Have a relatively attractive salary	6,16	1,90	0,77	1,43	1,27	1,10	2,44	4,12	2,15	5,83	1,16	0,00	0,74	0,85	2,35	2,40	3,64	2,23	0,44	1,82	2,33	2,21
A recognised social status	3,55	0,82	0,77	5,71	3,80	0,55	1,63	1,40	2,15	1,67	0,79	0,00	3,47	1,92	1,82	1,60	1,82	1,23	5,04	3,32	2,91	21,93
Other reason	1,66	3,26	3,07	4,29	3,80	2,21	3,25	2,30	1,08	2,50	1,34	8,05	2,23	3,62	1,72	1,60	0,91	3,83	4,17	2,35	4,08	4,35

Global result	DE	AT	BE	BG	CY	HR	DK	ES	EE	FI	FR	HU	EL	IS	IT	NL	PL	PT	RO	CZ	SK	TR
Have more holidays and free time	1,66	2,81	4,59	7,58	5,43	3,13	9,15	3,67	12,83	13,89	5,86	22,47	4,46	5,38	1,40	10,67	10,39	0,43	5,54	10,34	7,09	2,68
Educate and transmit values	17,23	16,89	18,81	16,22	15,22	21,82	8,62	24,99	12,17	13,61	14,98	7,13	24,73	18,39	24,61	10,67	13,87	25,05	26,56	15,89	22,31	24,31
Be relatively autonomous in one's job	6,62	8,59	9,31	7,58	5,84	12,15	8,37	6,07	10,36	13,89	12,80	9,13	9,31	4,81	8,83	10,13	9,48	6,86	3,56	10,72	6,26	4,77
Do a socially useful job	7,48	6,33	13,74	11,12	14,19	7,92	11,86	16,60	8,59	5,83	11,41	7,13	11,04	9,20	11,08	7,73	4,17	12,11	11,14	7,70	12,03	9,51
Self-manage partially one's working time	5,05	7,51	4,97	4,02	3,32	4,88	4,06	2,16	6,44	4,17	6,49	2,24	2,14	7,23	2,63	5,07	4,63	2,19	4,88	4,91	3,90	2,85
Security of employment	6,94	1,81	4,46	3,31	5,03	6,72	4,31	4,06	3,23	6,39	6,18	0,45	3,38	5,18	2,04	1,07	5,31	2,15	3,20	2,74	0,92	7,21
Enjoy teaching certain school subjects	16,78	15,54	12,83	10,16	9,19	8,84	16,17	15,44	7,49	13,61	10,46	17,37	10,95	12,44	13,36	8,27	17,06	9,52	15,40	10,30	9,81	8,81
Transmit knowledge	11,80	15,43	15,37	12,45	14,02	12,80	16,42	14,50	7,85	13,06	19,26	12,46	12,42	11,63	13,64	18,93	13,79	21,56	8,21	12,50	17,04	22,74
Work with young people	20,53	22,29	13,37	22,11	23,18	18,97	15,38	8,53	24,61	9,72	10,72	17,61	18,35	22,84	18,54	23,47	18,19	16,86	16,70	18,41	16,11	7,32
Have a relatively attractive salary	3,00	1,00	0,64	1,42	1,25	1,20	1,08	2,17	1,43	2,50	0,67	0,22	0,58	0,50	1,77	1,07	1,90	1,13	0,44	1,10	1,30	1,13
A recognised social status	2,13	0,27	0,51	1,90	1,27	0,64	0,81	0,73	1,43	0,56	0,52	0,67	1,73	0,64	1,27	0,53	0,76	0,63	2,77	2,80	1,54	7,16
Other reason	0,79	1,54	1,40	2,13	2,09	0,92	8,88	1,07	3,56	2,78	0,64	3,13	0,91	1,77	0,83	2,40	0,46	1,50	1,61	2,59	1,69	1,50

Would you make the same choice of profession today?	DE	AT	BE	BG	CY	HR	DK	ES	EE	FI	FR	HU	EL	IS	IT	NL	PL	PT	RO	CZ	SK	TR
Yes, certainly	45,78	43,77	51,59	31,43	30,38	49,17	43,55	51,80	18,75	38,66	34,49	43,33	49,49	32,63	50,91	32,00	52,87	33,89	34,24	31,51	24,75	45,30
Yes, possibly	40,00	39,89	32,94	39,29	44,30	39,23	44,35	36,76	53,13	52,10	33,07	42,67	37,24	47,03	32,63	36,80	28,28	32,35	34,24	47,70	42,84	31,12
No, probably not	11,33	14,13	11,51	22,14	21,52	7,46	10,48	9,71	19,79	0,00	23,47	11,33	10,20	17,80	13,43	21,60	15,63	25,36	23,58	16,85	23,44	11,89
No, certainly not	2,89	2,22	3,97	7,14	3,80	4,14	1,61	1,72	8,33	9,24	8,97	2,67	3,06	2,54	3,03	9,60	3,22	8,40	7,94	3,94	8,97	11,68

What aspects of your initial professional training have helped you the most to face the demands of your profession
(rank 3 items from 1 to 3)

1st choice	DE	AT	BE	BG	CY	HR	DK	ES	EE	FI	FR	HU	EL	IS	IT	NL	PL	PT	RO	CZ	SK	TR
Mentoring of a trainer or an experienced teacher in organising a teaching sequence	26,06	19,35	9,27	6,47	7,69	11,08	12,10	8,70	6,45	9,17	13,57	14,77	10,00	8,41	14,16	7,20	15,14	11,03	15,90	18,09	15,61	18,73
Teaching a class of a mentor in his/her presence, preparing and analysing it with him/her	18,54	20,16	19,31	2,88	3,85	9,70	8,06	6,64	3,23	23,33	20,12	24,16	4,75	5,39	4,37	8,80	5,73	9,39	10,24	5,46	3,76	3,55
Autonomous teaching but with a lightened workload	20,42	11,44	1,54	5,04	3,85	7,48	8,87	6,59	9,68	0,83	11,90	3,36	1,25	4,74	1,30	16,80	1,38	7,22	11,76	13,06	7,51	2,32
Training to assess student's achievement	0,47	0,54	0,77	3,60	2,56	1,66	1,61	1,07	1,08	1,67	0,39	24,83	2,50	1,94	2,45	0,80	2,29	2,74	1,31	0,21	1,88	3,37
Specialised lectures	6,34	12,53	11,20	29,50	30,77	29,92	12,90	30,21	38,71	26,67	9,40	9,40	20,75	17,89	21,41	11,20	26,38	23,50	31,81	12,74	26,16	11,68
Training to manage a class and maintain some discipline	1,88	1,63	2,70	4,32	7,69	0,83	1,61	3,78	9,68	5,00	1,61	1,34	4,25	4,53	2,83	3,20	4,59	7,05	3,05	1,07	1,30	3,99
Digital resource on line	1,88	1,09	1,93	9,35	11,54	7,76	1,61	2,95	5,38	3,33	3,49	11,41	5,75	1,94	6,24	0,80	8,26	2,61	5,45	2,36	10,55	9,82
Regular meeting with peers to exchange ideas about problems, solutions and pedagogic resources	13,62	12,53	16,22	12,23	10,26	20,78	22,58	18,38	9,68	16,67	14,84	9,40	14,25	34,91	21,56	23,20	15,60	24,70	9,15	21,41	9,25	36,24
Visits of schools in various contexts	3,99	5,45	5,41	17,27	14,10	5,26	7,26	3,78	6,45	6,67	4,57	0,00	11,75	9,70	3,12	6,40	12,16	2,94	5,45	5,57	5,78	2,88
I did not have any of these supports	6,81	15,26	31,66	9,35	7,69	5,54	23,39	17,88	9,68	6,67	20,12	1,34	24,75	10,56	22,56	21,60	8,49	8,82	5,88	20,02	18,21	7,40

2nd choice	DE	AT	BE	BG	CY	HR	DK	ES	EE	FI	FR	HU	EL	IS	IT	NL	PL	PT	RO	CZ	SK	TR
Mentoring of a trainer or an experienced teacher in organising a teaching sequence	21,61	19,80	17,72	12,21	8,57	18,79	18,39	13,99	3,70	18,92	18,09	29,01	18,31	17,36	21,44	17,02	14,50	15,87	12,79	18,32	12,18	22,95
Teaching a class of a mentor in his/her presence, preparing and analysing it with him/her	20,10	12,21	8,86	9,92	10,00	11,56	14,94	6,20	1,23	5,41	18,97	16,79	10,56	4,17	5,19	11,70	10,43	8,62	6,85	11,89	5,15	6,41
Autonomous teaching but with a lightened workload	19,35	17,49	2,53	12,21	17,14	7,80	3,45	9,07	13,58	7,21	14,17	11,45	3,52	6,02	2,44	13,83	2,54	10,05	17,58	15,80	8,06	4,02
Training to assess student's achievement	1,76	0,99	5,06	6,11	5,71	3,47	5,75	5,36	9,88	8,11	1,76	3,05	2,82	5,09	9,06	4,26	9,41	7,11	5,02	1,68	5,83	8,29
Specialised lectures	5,03	12,54	13,29	8,40	8,57	16,76	13,79	16,56	11,11	11,71	7,69	6,87	11,97	16,20	14,44	18,09	14,50	15,91	10,50	10,49	17,15	4,85
Training to manage a class and maintain some discipline	5,53	2,97	10,13	6,87	18,57	0,87	12,64	8,59	7,41	14,41	4,50	5,34	11,62	6,94	6,75	7,45	5,85	10,01	2,51	3,22	5,83	8,43
Digital resource on line	5,03	6,60	10,13	16,79	10,00	13,87	5,75	11,09	18,52	7,21	9,50	9,16	11,27	4,40	13,94	6,38	17,05	6,72	14,84	6,43	20,93	18,37
Regular meeting with peers to exchange ideas about problems, solutions and pedagogic resources	12,81	18,15	7,59	10,69	14,29	18,21	11,49	19,20	17,28	15,32	14,64	16,79	10,92	16,20	17,88	12,77	9,16	18,98	16,67	15,24	10,46	16,71
Visits of schools in various contexts	6,53	6,93	16,46	16,03	0,00	6,36	9,20	6,42	16,05	9,91	8,24	0,00	14,79	21,76	5,56	6,38	15,27	5,36	12,33	13,57	11,66	7,97
I did not have any of these supports	2,26	2,31	8,23	0,76	7,14	2,31	4,60	3,52	1,23	1,80	2,46	1,53	4,23	1,85	3,31	2,13	1,27	1,36	0,91	3,36	2,74	1,99

3rd choice	DE	AT	BE	BG	CY	HR	DK	ES	EE	FI	FR	HU	EL	IS	IT	NL	PL	PT	RO	CZ	SK	TR
Mentoring of a trainer or an experienced teacher in organising a teaching sequence	13,83	17,03	11,90	8,66	7,58	13,35	9,33	11,41	16,88	18,18	16,20	20,69	20,33	12,59	14,04	12,94	9,60	12,92	10,02	11,13	7,38	14,89
Teaching a class of a mentor in his/her presence, preparing and analysing it with him/her	15,69	11,59	11,90	3,94	13,64	9,79	4,00	5,81	3,90	5,45	11,33	7,76	4,47	4,44	5,05	11,76	9,87	7,11	8,35	9,70	4,98	6,20
Autonomous teaching but with a lightened workload	18,88	14,86	3,97	10,24	7,58	10,09	14,67	10,74	12,99	0,91	11,96	7,76	3,66	10,86	4,42	12,94	3,73	13,03	13,60	16,22	9,78	5,78
Training to assess student's achievement	1,06	2,90	3,97	6,30	10,61	5,04	5,33	6,35	7,79	18,18	4,53	0,86	3,25	3,21	9,26	3,53	9,33	8,34	3,58	3,02	8,67	8,37
Specialised lectures	9,57	14,49	13,49	14,17	4,55	16,91	16,00	13,12	10,39	12,73	8,45	13,79	9,76	10,62	13,54	8,24	13,07	12,36	9,07	15,42	11,07	5,68
Training to manage a class and maintain some discipline	5,85	3,99	9,52	8,66	21,21	2,97	14,67	10,11	7,79	6,36	7,03	6,03	13,01	12,35	6,67	18,82	11,20	13,81	5,25	3,82	7,93	10,31
Digital resource on line	11,97	9,06	14,29	19,69	10,61	13,95	8,00	18,05	19,48	8,18	12,51	16,38	16,26	9,88	19,23	9,41	22,13	11,73	23,63	13,99	23,99	23,92
Regular meeting with peers to exchange ideas about problems, solutions and pedagogic resources	15,43	8,70	14,29	11,81	16,67	18,69	16,00	12,75	5,19	14,55	15,97	22,41	14,23	9,38	16,70	14,12	8,00	12,36	10,26	10,33	9,59	10,76
Visits of schools in various contexts	4,79	11,96	10,32	12,60	0,00	7,12	10,67	7,94	9,09	13,64	9,25	0,00	11,79	24,20	8,63	3,53	12,27	5,70	12,17	13,51	12,92	10,83
I did not have any of these supports	2,93	5,43	6,35	3,94	7,58	2,08	1,33	3,72	6,49	1,82	2,77	4,31	3,25	2,47	2,46	4,71	0,80	2,64	4,06	2,86	3,69	3,26

Global result	DE	AT	BE	BG	CY	HR	DK	ES	EE	FI	FR	HU	EL	IS	IT	NL	PL	PT	RO	CZ	SK	TR
Mentoring of a trainer or an experienced teacher in organising a teaching sequence	20,50	18,73	12,96	9,12	7,95	14,41	13,27	11,37	9,01	15,42	15,95	21,49	16,21	12,79	16,54	12,39	13,08	13,27	12,90	15,85	11,72	19,18
Teaching a class of a mentor in his/her presence, preparing and analysing it with him/her	18,11	14,66	13,36	5,58	9,16	10,35	9,00	6,22	2,79	11,40	16,80	16,24	6,59	4,67	4,87	10,76	8,68	8,37	8,48	9,02	4,63	5,80
Autonomous teaching but with a lightened workload	19,55	14,60	2,68	9,16	9,52	8,46	9,00	8,80	12,08	2,98	12,68	7,52	2,81	7,21	2,72	14,52	2,55	10,10	14,32	15,03	8,45	3,96
Training to assess student's achievement	1,10	1,48	3,27	5,33	6,29	3,39	4,23	4,26	6,25	9,32	2,22	9,58	2,86	3,41	6,92	2,86	7,01	6,06	3,30	1,64	5,46	5,61
Specialised lectures	6,98	13,19	12,66	17,36	14,63	21,20	14,23	19,96	20,07	17,04	8,51	10,02	14,16	14,90	16,46	12,51	17,98	17,26	17,13	12,88	18,13	8,44
Training to manage a class and maintain some discipline	4,42	2,86	7,45	6,62	15,83	1,56	9,64	7,50	8,29	8,59	4,38	4,24	9,63	7,94	5,42	9,82	7,21	10,29	3,60	2,70	5,02	6,27
Digital resource on line	6,29	5,58	8,78	15,28	10,71	11,86	5,12	10,70	14,46	6,24	8,50	12,32	11,09	5,40	13,14	5,53	15,81	7,02	14,64	7,59	18,49	14,45
Regular meeting with peers to exchange ideas about problems, solutions and pedagogic resources	13,95	13,13	12,70	11,58	13,74	19,23	16,69	16,78	10,72	15,51	15,15	16,20	13,13	20,17	18,71	16,69	10,92	18,68	12,03	15,66	9,77	25,70
Visits of schools in various contexts	5,10	8,11	10,73	15,30	4,70	6,25	9,04	6,05	10,53	10,07	7,36	0,00	12,78	18,55	5,77	5,44	13,23	4,67	9,98	10,88	10,12	5,62
I did not have any of these supports	4,00	7,67	15,41	4,68	7,47	3,31	9,77	8,37	5,80	3,43	8,45	2,39	10,74	4,96	9,44	9,48	3,52	4,28	3,62	8,75	8,21	4,96

During your career what are, according to you, the kinds of support most likely to help solving problems that you face as a teacher?
(Select 3 items and rank them from 1 to 3)

1st choice	DE	AT	BE	BG	CY	HR	DK	ES	EE	FI	FR	HU	EL	IS	IT	NL	PL	PT	RO	CZ	SK	TR
Meeting with trainers	5,92	4,93	5,02	14,08	11,11	11,45	4,84	8,29	11,70	2,52	5,37	4,14	4,77	9,87	8,28	8,06	13,27	5,78	13,11	5,87	2,17	4,38
Exchange and co-operate with peers	54,50	36,99	68,34	44,37	46,91	44,41	70,97	42,43	54,26	76,47	65,62	74,48	61,31	63,60	49,35	57,26	41,19	61,57	43,11	55,00	74,57	76,98
On-line access to a website or resources	10,43	6,03	5,41	16,20	17,28	23,18	2,42	4,02	10,64	3,36	5,21	7,59	13,82	4,17	10,11	5,65	11,90	9,14	28,44	8,15	11,13	14,10
In-service training sessions well adapted to one's needs	10,19	21,37	16,60	19,01	17,28	15,64	10,48	36,77	11,70	12,61	19,00	12,41	14,07	8,77	26,62	9,68	25,86	17,84	12,00	20,87	9,83	2,24
Support from specialised staff in helping teachers meeting particular difficulties	18,96	30,68	4,63	6,34	7,41	5,31	11,29	8,50	11,70	5,04	4,80	1,38	6,03	13,60	5,63	19,35	7,78	5,68	3,33	10,11	2,31	2,30

2nd choice	DE	AT	BE	BG	CY	HR	DK	ES	EE	FI	FR	HU	EL	IS	IT	NL	PL	PT	RO	CZ	SK	TR
Meeting with trainers	12,17	7,40	14,55	18,98	18,42	21,36	14,71	15,20	13,64	15,32	13,74	17,65	14,01	19,95	15,11	18,10	15,62	13,81	21,46	9,90	3,49	16,00
Exchange and co-operate with peers	18,49	21,60	14,55	17,52	14,47	24,33	19,61	22,59	20,45	14,41	19,22	18,49	21,66	18,75	20,27	20,95	17,02	18,24	21,46	16,43	13,79	13,76
On-line access to a website or resources	21,90	9,76	24,41	31,39	27,63	27,89	14,71	12,27	14,77	13,51	20,92	18,49	31,85	13,46	19,08	7,62	27,04	25,25	31,60	18,00	43,58	51,91
In-service training sessions well adapted to one's needs	23,60	36,09	35,21	15,33	17,11	17,51	24,51	31,04	25,00	36,04	32,92	37,82	17,83	20,91	32,13	26,67	23,54	26,38	15,09	33,21	28,84	9,28
Support from specialised staff in helping teachers meeting particular difficulties	23,84	25,15	11,27	16,79	22,37	8,90	26,47	18,90	26,14	20,72	13,20	7,56	14,65	26,92	13,41	26,67	16,78	16,32	10,38	22,46	10,30	9,06

3rd choice	DE	AT	BE	BG	CY	HR	DK	ES	EE	FI	FR	HU	EL	IS	IT	NL	PL	PT	RO	CZ	SK	TR
Meeting with trainers	14,81	11,37	17,34	22,31	18,84	15,71	20,93	21,62	19,51	23,58	22,00	25,27	20,89	25,33	17,25	27,50	13,86	18,30	21,50	7,72	2,79	22,58
Exchange and co-operate with peers	10,91	26,42	13,29	10,00	11,59	29,49	1,16	16,77	9,76	2,83	12,47	9,89	11,11	10,44	16,05	15,00	15,59	11,83	17,36	14,23	9,87	4,57
On-line access to a website or resources	17,66	14,72	24,28	23,08	27,54	21,15	18,60	18,28	21,95	24,53	21,11	14,29	25,33	18,54	21,83	25,00	21,04	21,96	26,17	20,87	26,44	23,17
In-service training sessions well adapted to one's needs	30,13	21,40	23,12	28,46	31,88	22,44	30,23	20,04	19,51	20,75	23,65	35,16	23,11	22,72	25,33	16,25	23,76	22,26	19,95	26,02	35,94	25,17
Support from specialised staff in helping teachers meeting particular difficulties	26,49	26,09	21,97	16,15	10,14	11,22	29,07	23,30	29,27	28,30	20,77	15,38	19,56	22,98	19,54	16,25	25,74	25,65	15,03	31,17	24,95	24,50

Global result	DE	AT	BE	BG	CY	HR	DK	ES	EE	FI	FR	HU	EL	IS	IT	NL	PL	PT	RO	CZ	SK	TR
Meeting with trainers	10,96	7,90	12,30	18,46	16,12	16,17	13,49	15,03	14,95	13,81	13,70	15,69	13,23	18,38	13,55	17,89	14,25	12,63	18,69	7,83	2,82	10,55
Exchange and co-operate with peers	27,97	28,34	32,06	23,96	24,33	32,74	30,58	27,26	28,16	31,24	32,44	34,29	31,36	30,93	28,55	31,07	24,60	30,55	27,31	28,55	32,74	47,05
On-line access to a website or resources	16,66	10,17	18,03	23,55	24,15	24,08	11,91	11,52	15,79	13,80	15,75	13,45	23,67	12,06	17,01	12,75	19,99	18,78	28,74	15,67	27,05	27,35
In-service training sessions well adapted to one's needs	21,31	26,29	24,98	20,93	22,09	18,53	21,74	29,28	18,74	23,13	25,19	28,46	18,34	17,47	28,03	17,53	24,39	22,16	15,68	26,70	24,87	7,59
Support from specialised staff in helping teachers meeting particular difficulties	23,10	27,31	12,62	13,09	13,31	8,48	22,28	16,90	22,37	18,02	12,92	8,11	13,41	21,17	12,86	20,76	16,77	15,88	9,58	21,25	12,52	7,47

Do you wish in-service training participation and professional development to be better taken into account?	DE	AT	BE	BG	CY	HR	DK	ES	EE	FI	FR	HU	EL	IS	IT	NL	PL	PT	RO	CZ	SK	TR
Yes	68,62	72,60	71,81	60,10	60,53	85,09	50,66	77,48	63,87	63,40	77,97	81,40	79,13	57,30	79,28	58,23	54,95	64,65	83,24	80,66	72,60	56,97
No	20,50	15,14	15,77	9,36	9,65	3,42	30,92	5,86	15,97	13,07	10,37	4,65	8,04	15,73	7,05	22,15	29,13	11,09	4,00	4,93	10,58	27,74
n/a	10,88	12,26	12,42	30,54	29,82	11,49	18,42	16,66	20,17	23,53	11,66	13,95	12,83	26,97	13,68	19,62	15,92	24,26	12,76	14,42	16,83	15,29

If yes, then rank the following 3 proposition from 1 to 3

1st choice	DE	AT	BE	BG	CY	HR	DK	ES	EE	FI	FR	HU	EL	IS	IT	NL	PL	PT	RO	CZ	SK	TR
By taking into account the time spent in training sessions in the statutory working hours	57,59	40,89	51,20	34,43	34,78	37,79	72,37	61,21	56,16	60,42	59,46	41,73	28,61	60,46	55,12	61,11	48,01	42,22	39,07	44,16	26,55	49,95
By opening a career evolution in the education sector	16,41	21,99	25,36	23,77	18,84	16,57	14,47	24,28	20,55	15,63	19,10	20,14	40,51	14,90	19,89	8,89	26,35	22,73	28,37	20,21	22,69	25,26
By having a faster progression of one's career	16,72	14,09	10,53	29,51	37,68	25,00	3,95	7,22	6,85	4,17	12,92	19,42	15,86	13,18	14,80	20,00	8,30	30,45	13,95	14,25	16,81	16,52
By an extra remuneration	9,29	23,02	12,92	12,30	8,70	20,64	9,21	7,29	16,44	19,79	8,53	18,71	15,01	11,46	10,19	10,00	17,33	4,60	18,60	21,38	33,95	8,27

2nd choice	DE	AT	BE	BG	CY	HR	DK	ES	EE	FI	FR	HU	EL	IS	IT	NL	PL	PT	RO	CZ	SK	TR
By taking into account the time spent in training sessions in the statutory																						
working hours	15,18	17,39	16,11	15,97	16,67	16,02	14,81	14,71	16,42	23,08	14,14	23,91	15,22	16,20	13,76	17,33	19,10	18,61	13,78	17,79	14,51	13,21
By opening a career evolution in the education sector	35,97	27,27	36,11	36,13	40,91	28,19	33,33	42,17	31,34	36,26	39,52	19,57	28,88	35,83	38,31	34,67	36,33	34,11	28,74	32,84	30,59	42,92
By having a faster progression of one's career	23,76	25,69	16,67	26,05	21,21	35,61	22,22	18,25	28,36	16,48	26,04	25,36	30,75	25,55	28,14	28,00	16,85	34,48	27,08	19,03	31,29	30,84
By an extra remuneration	25,08	29,64	31,11	21,85	21,21	20,18	29,63	24,87	23,88	24,18	20,29	31,16	25,16	22,43	19,79	20,00	27,72	12,81	30,40	30,35	23,60	13,03

3rd choice	DE	AT	BE	BG	CY	HR	DK	ES	EE	FI	FR	HU	EL	IS	IT	NL	PL	PT	RO	CZ	SK	TR
By taking into account the time spent in training sessions in the statutory																						
working hours	11,11	18,57	14,10	24,32	22,41	20,31	2,33	12,05	21,31	11,63	11,46	16,00	12,63	14,77	14,44	15,87	15,08	19,55	12,47	15,50	14,67	17,78
By opening a career evolution in the education sector	21,15	27,62	19,87	27,03	34,48	28,92	34,88	22,89	26,23	33,72	21,37	25,60	21,05	35,57	22,66	28,57	21,03	24,22	29,43	30,58	28,00	22,06
By having a faster progression of one's career	28,32	22,38	32,05	19,82	15,52	23,38	37,21	26,12	29,51	24,42	31,48	25,60	22,11	28,86	24,14	33,33	19,84	23,40	22,94	18,49	25,33	22,46
By an extra remuneration	39,43	31,43	33,97	28,83	27,59	27,38	25,58	38,94	22,95	30,23	35,69	32,80	44,21	20,81	38,76	22,22	44,05	32,83	35,16	35,42	32,00	37,69

Global result	DE	AT	BE	BG	CY	HR	DK	ES	EE	FI	FR	HU	EL	IS	IT	NL	PL	PT	RO	CZ	SK	TR
By taking into account the time spent in training sessions in the statutory																						
working hours	27,96	25,62	27,14	24,91	24,62	24,71	29,84	29,32	31,30	31,71	28,35	27,21	18,82	30,47	27,77	31,44	27,40	26,79	21,77	25,82	18,58	32,65
By opening a career evolution in the education sector	24,51	25,63	27,11	28,98	31,41	24,56	27,56	29,78	26,04	28,54	26,66	21,77	30,15	28,77	26,96	24,04	27,91	27,02	28,85	27,88	27,09	30,61
By having a faster progression of one's career	22,93	20,72	19,75	25,13	24,80	28,00	21,13	17,20	21,57	15,02	23,48	23,46	22,90	22,53	22,36	27,11	15,00	29,44	21,32	17,26	24,48	22,22
By an extra remuneration	24,60	28,03	26,00	20,99	19,16	22,73	21,47	23,70	21,09	24,73	21,50	27,55	28,13	18,23	22,91	17,41	29,70	16,75	28,06	29,05	29,85	14,52

**What aspect of the teaching profession make it particularly tough?
(Select 3 aspects and rank them from 1 to 3)**

1st choice	DE	AT	BE	BG	CY	HR	DK	ES	EE	FI	FR	HU	EL	IS	IT	NL	PL	PT	RO	CZ	SK	TR
Too much workload besides teaching	21,60	15,18	22,22	6,34	4,94	10,77	30,33	11,94	1,06	39,50	16,92	27,33	6,19	29,49	11,75	47,20	30,07	31,15	15,43	24,20	10,94	19,20
the insufficient institutional recognition of teachers' efforts	6,57	21,14	16,48	2,11	1,23	17,68	4,10	14,44	1,06	2,52	16,00	7,33	14,11	5,77	24,06	4,00	5,01	9,59	12,61	13,91	13,53	11,99
An initial and in-service training not well adapted to the real needs	6,34	1,90	6,51	2,11	3,70	3,87	0,82	6,27	1,06	6,72	4,19	8,00	10,40	2,14	4,95	1,60	1,59	0,83	1,96	3,61	1,44	5,10
Too much heterogeneity of students within a class	4,46	4,88	1,92	1,41	1,23	3,87	8,20	9,51	1,06	2,52	5,51	8,67	5,94	4,27	3,42	0,80	4,78	3,85	1,52	2,65	3,02	13,46
The lack of support of teachers who are meeting some difficulties	2,58	6,78	0,77	0,70	1,23	3,59	6,56	1,10	1,06	0,84	1,18	1,33	6,19	3,63	2,90	0,80	1,82	0,46	1,52	2,55	4,17	1,66
The constraints brought by national and international assessments	0,94	2,98	4,21	3,52	2,47	0,83	2,46	1,25	5,32	0,00	1,18	1,33	1,24	0,85	1,43	0,00	8,88	1,16	2,39	1,06	1,01	2,58
The constraints related to too demanding prescribed curricula and syllabi	2,35	4,07	6,90	20,42	24,69	7,73	13,11	3,42	14,89	0,00	3,36	1,33	9,90	2,14	0,95	0,00	8,43	1,79	15,65	1,06	3,74	3,96
Too much students per class	31,46	18,70	13,41	0,70	3,70	15,75	4,10	21,18	2,13	21,85	26,12	9,33	30,94	28,42	30,19	34,40	18,22	21,43	22,61	13,16	8,49	23,07
The assessment method of the teachers	0,70	0,54	1,53	2,11	16,05	1,66	15,57	0,27	8,51	15,13	0,87	2,67	2,23	0,43	0,86	4,00	1,59	1,29	0,22	7,75	17,55	2,10
The attitude of the parents	1,41	1,36	2,30	15,49	29,63	9,12	12,30	4,90	15,96	8,40	2,01	2,00	1,24	2,78	3,00	6,40	1,82	2,36	1,52	1,17	3,02	1,65
The lack of discipline and motivation to learn by some students	9,86	17,89	16,48	32,39	0,00	10,22	0,00	20,05	0,00	0,00	16,96	15,33	7,43	11,11	8,75	0,00	8,20	18,55	9,57	18,05	10,36	5,61
Too much stress	11,03	3,79	6,13	0,00	0,00	14,64	0,00	4,87	0,00	0,00	5,27	13,33	3,22	7,26	6,70	0,00	8,88	7,17	14,13	10,62	21,73	9,33
Other reason	0,70	0,81	1,15	12,68	11,11	0,28	2,46	0,80	47,87	2,52	0,43	2,00	0,99	1,71	1,05	0,80	0,68	0,36	0,87	0,21	1,01	0,28

2nd choice	DE	AT	BE	BG	CY	HR	DK	ES	EE	FI	FR	HU	EL	IS	IT	NL	PL	PT	RO	CZ	SK	TR
Too much workload besides teaching	16,78	13,08	6,18	13,48	12,50	6,63	14,53	8,35	14,89	21,55	14,70	13,42	7,43	15,22	10,35	24,00	13,24	16,33	13,13	14,21	9,94	10,43
the insufficient institutional recognition of teachers' efforts	10,17	12,53	15,83	17,02	20,00	17,68	3,42	13,47	13,83	3,45	16,92	10,07	13,86	9,35	23,72	12,00	10,73	13,10	15,75	12,29	15,42	15,32
An initial and in-service training not well adapted to the real needs	6,62	2,72	7,72	2,84	1,25	5,52	2,56	7,54	4,26	5,17	5,02	8,05	11,39	3,48	7,33	4,00	5,48	1,36	3,72	4,17	2,59	6,84
Too much heterogeneity of students within a class	8,51	6,54	10,81	2,13	1,25	4,97	7,69	12,46	2,13	12,93	7,75	14,09	7,18	5,43	3,83	3,20	5,48	8,81	1,97	5,66	2,74	14,97
The lack of support of teachers who are meeting some difficulties	8,27	10,90	5,79	2,84	2,50	5,80	5,13	4,05	2,13	3,45	3,80	2,01	8,91	8,26	7,57	6,40	5,02	1,96	5,47	6,84	7,35	4,77
The constraints brought by national and international assessments	1,65	4,63	4,63	0,71	7,50	1,38	11,97	1,43	1,06	3,45	2,46	1,34	1,73	2,61	3,69	0,00	13,70	2,63	4,16	1,50	2,31	3,23
The constraints related to too demanding prescribed curricula and syllabi	3,78	3,54	4,63	5,67	6,25	7,46	5,13	6,02	6,38	5,17	6,56	2,01	11,39	3,26	1,63	0,00	9,36	3,86	14,00	2,67	5,91	6,86
Too much students per class	11,58	13,35	10,42	7,09	3,75	6,08	11,11	9,81	6,38	13,79	13,36	6,04	12,87	15,22	13,27	27,20	7,99	10,74	10,28	8,33	2,59	5,48
The assessment method of the teachers	0,71	0,54	5,02	4,96	6,25	6,08	0,85	1,10	3,19	0,86	2,73	4,03	4,46	1,52	2,20	0,80	2,51	3,86	2,41	9,19	11,24	5,61
The attitude of the parents	7,33	7,63	8,49	6,38	23,75	12,15	10,26	11,86	11,70	5,17	4,57	6,04	3,71	4,35	6,61	1,60	6,85	8,55	3,72	5,66	10,81	4,51
The lack of discipline and motivation to learn by some students	12,77	19,07	12,74	21,99	12,50	14,36	16,24	18,06	18,09	12,07	16,29	12,75	8,91	20,22	12,12	10,40	12,79	19,72	14,66	17,52	14,55	11,08
Too much stress	11,35	4,90	6,56	13,48	0,00	11,33	9,40	5,72	14,89	12,07	5,58	19,46	7,92	10,65	6,80	9,60	6,62	8,85	10,50	11,75	13,98	10,69
Other reason	0,47	0,54	1,16	1,42	2,50	0,55	1,71	0,12	1,06	0,86	0,27	0,67	0,25	0,43	0,86	0,80	0,23	0,23	0,22	0,21	0,58	0,25

3rd choice	DE	AT	BE	BG	CY	HR	DK	ES	EE	FI	FR	HU	EL	IS	IT	NL	PL	PT	RO	CZ	SK	TR
Too much workload besides teaching	12,11	12,30	9,77	2,90	1,30	10,03	9,73	7,90	11,70	7,76	11,07	10,14	6,00	11,87	7,54	6,40	7,57	9,74	5,73	8,58	11,69	6,19
the insufficient institutional recognition of teachers' efforts	9,74	14,48	15,63	13,77	11,69	18,94	6,19	14,69	10,64	7,76	16,50	8,78	13,00	10,55	18,08	12,80	8,94	13,51	12,56	12,70	12,41	13,63
An initial and in-service training not well adapted to the real needs	6,89	5,46	7,42	6,52	3,90	5,57	8,85	9,20	2,13	1,72	7,58	9,46	9,25	3,30	7,92	3,20	5,50	2,30	4,19	4,34	2,02	7,10
Too much heterogeneity of students within a class	8,79	4,92	7,42	0,72	14,29	3,06	8,85	8,75	4,26	16,38	6,78	4,05	6,75	5,27	2,53	5,60	7,34	6,67	1,32	2,82	1,73	9,68
The lack of support of teachers who are meeting some difficulties	7,13	10,38	5,47	8,70	1,30	6,41	12,39	5,10	4,26	2,59	6,35	6,08	13,25	9,45	8,99	1,60	8,72	2,47	10,35	6,95	7,65	7,41
The constraints brought by national and international assessments	1,90	5,74	1,95	0,72	6,49	0,28	3,54	1,48	1,06	0,86	2,19	1,35	0,50	2,42	2,28	4,00	8,72	2,50	2,20	1,63	1,44	3,17
The constraints related to too demanding prescribed curricula and syllabi	5,23	4,10	6,25	4,35	6,49	7,24	5,31	5,25	10,64	5,17	6,37	2,03	9,00	4,18	2,04	4,80	8,94	3,70	7,93	1,63	3,90	6,28
Too much students per class	9,74	7,65	9,77	6,52	9,09	6,41	2,65	8,21	8,51	9,48	10,64	9,46	9,50	9,45	10,21	12,80	6,88	7,94	7,27	6,95	3,61	3,92
The assessment method of the teachers	3,09	1,91	6,25	9,42	16,88	5,01	7,96	1,36	2,13	3,45	4,26	4,05	5,00	2,42	3,74	1,60	6,65	6,27	6,17	17,05	15,87	9,17
The attitude of the parents	10,21	14,75	8,20	15,22	11,69	15,88	11,50	15,96	8,51	7,76	7,17	13,51	6,50	9,45	10,16	9,60	10,09	15,32	7,71	11,40	15,44	9,78
The lack of discipline and motivation to learn by some students	14,49	10,38	12,11	15,94	15,58	8,91	14,16	14,21	24,47	18,97	12,93	15,54	10,00	13,63	12,06	16,80	13,07	18,35	18,06	14,55	11,83	13,99
Too much stress	9,26	4,10	7,42	11,59	0,00	10,58	0,00	5,88	9,57	15,52	6,62	4,73	6,75	12,09	7,58	13,60	4,82	8,91	13,66	10,10	11,83	7,21
Other reason	1,43	3,83	2,34	3,62	1,30	1,67	8,85	2,02	2,13	2,59	1,54	10,81	4,50	5,93	6,85	7,20	2,75	2,30	2,86	1,30	0,58	2,48

Global result	DE	AT	BE	BG	CY	HR	DK	ES	EE	FI	FR	HU	EL	IS	IT	NL	PL	PT	RO	CZ	SK	TR
Too much workload besides teaching	16,83	13,52	12,72	7,57	6,25	9,14	18,20	9,40	9,22	22,94	14,23	16,96	6,54	18,86	9,88	25,87	16,96	19,08	11,43	15,66	10,86	14,13
the insufficient institutional recognition of teachers' efforts	8,83	16,05	15,98	10,97	10,97	18,10	4,57	14,20	8,51	4,58	16,48	8,73	13,66	8,56	21,95	9,60	8,23	12,07	13,64	12,97	13,78	13,37
An initial and in-service training not well adapted to the real needs	6,62	3,36	7,22	3,82	2,95	4,99	4,08	7,67	2,48	4,54	5,60	8,50	10,34	2,97	6,73	2,93	4,19	1,50	3,29	4,04	2,02	6,01
Too much heterogeneity of students within a class	7,25	5,45	6,72	1,42	5,59	3,97	8,25	10,24	2,48	10,61	6,68	8,94	6,62	4,99	3,26	3,20	5,87	6,44	1,60	3,71	2,50	13,33
The lack of support of teachers who are meeting some difficulties	5,99	9,35	4,01	4,08	1,68	5,27	8,02	3,42	2,48	2,29	3,77	3,14	9,45	7,11	6,49	2,93	5,19	1,63	5,78	5,44	6,39	3,65
The constraints brought by national and international assessments	1,50	4,45	3,60	1,65	5,49	0,83	5,99	1,39	2,48	1,44	1,94	1,34	1,16	1,96	2,47	1,33	10,43	2,10	2,92	1,40	1,59	2,90
The constraints related to too demanding prescribed curricula and syllabi	3,79	3,90	5,93	10,15	12,48	7,48	7,85	4,90	10,64	3,45	5,43	1,79	10,10	3,19	1,54	1,60	8,91	3,12	12,53	1,79	4,51	5,31
Too much students per class	17,59	13,23	11,20	4,77	5,51	9,41	5,95	13,06	5,67	15,04	16,71	8,28	17,77	17,70	17,89	24,80	11,03	13,37	13,39	9,48	4,90	14,04
The assessment method of the teachers	1,50	1,00	4,27	5,50	13,06	4,25	8,13	0,91	4,61	6,48	2,62	3,58	3,89	1,46	2,27	2,13	3,59	3,81	2,93	11,33	14,89	4,44
The attitude of the parents	6,32	7,91	6,33	12,36	21,69	12,38	11,35	10,91	12,06	7,11	4,58	7,18	3,82	5,53	6,59	5,87	6,25	8,74	4,32	6,08	9,76	3,95
The lack of discipline and motivation to learn by some students	12,37	15,78	13,78	23,44	9,36	11,17	10,13	17,44	14,18	10,34	15,39	14,54	8,78	14,98	10,98	9,07	11,35	18,87	14,10	16,71	12,25	8,80
Too much stress	10,55	4,27	6,71	8,36	0,00	12,18	3,13	5,49	8,16	9,20	5,82	12,51	5,96	10,00	7,03	7,73	6,77	8,31	12,76	10,82	15,85	9,43
Other reason	0,87	1,73	1,55	5,91	4,97	0,83	4,34	0,98	17,02	1,99	0,75	4,49	1,91	2,69	2,92	2,93	1,22	0,97	1,32	0,58	0,72	0,63

When did you have the feeling that your choice for teaching profession was confirmed?	DE	AT	BE	BG	CY	HR	DK	ES	EE	FI	FR	HU	EL	IS	IT	NL	PL	PT	RO	CZ	SK	TR
After at least on year working as a teacher	7,14	21,77	25,00	19,12	24,00	14,62	13,91	16,18	21,18	17,95	18,17	15,56	10,99	15,96	29,08	21,31	9,49	12,02	16,94	11,66	18,47	22,22
During my initial training to become a teacher	26,02	17,98	14,34	9,56	13,33	21,64	19,13	15,13	8,24	18,80	14,42	22,96	14,37	13,03	9,04	10,66	14,36	20,43	22,59	10,49	14,40	9,83
During my first year working as a teacher	14,54	16,72	19,26	27,94	26,67	19,59	16,52	22,13	22,35	17,95	22,71	20,74	17,18	23,15	39,62	22,95	15,82	21,09	24,24	17,23	23,47	27,64
During my first 3 years of higher education	23,72	18,93	17,21	14,71	13,33	26,32	23,48	29,88	12,94	29,06	25,04	24,44	46,76	18,20	16,48	17,21	36,25	27,00	24,71	16,19	13,77	32,03
I do not really know	28,57	24,61	24,18	28,68	22,67	17,84	26,96	16,68	35,29	16,24	19,67	16,30	10,70	29,66	5,79	27,87	24,09	19,46	11,53	44,43	29,89	8,28

If you were to envisage looking for another job, what would be the main reasons to do so?
(Rank the 3 main reasons)

1st choice	DE	AT	BE	BG	CY	HR	DK	ES	EE	FI	FR	HU	EL	IS	IT	NL	PL	PT	RO	CZ	SK	TR
Increasing expectation from various stakeholders	2,65	0,82	1,16	0,70	1,23	3,06	4,88	0,33	1,08	6,78	1,26	0,67	0,75	0,88	1,53	2,40	0,46	0,64	0,44	0,21	0,29	2,85
Problems of discipline that are too difficult to manage	2,89	3,29	4,63	2,11	14,81	4,17	30,08	6,14	2,15	0,85	5,81	2,67	2,49	1,76	2,53	0,80	1,37	5,85	1,09	2,88	2,31	1,44
I am not really concerned as I wish to remain a teacher	41,69	39,73	23,55	12,68	7,41	23,06	7,32	39,25	9,68	33,90	18,59	30,67	34,16	18,46	36,66	19,20	32,65	25,32	23,53	22,26	13,40	33,14
Degradation of the social image of the profession (impression of drop in status)	3,61	10,68	11,20	7,75	30,86	18,06	3,25	6,08	1,08	0,85	11,69	13,33	9,98	2,64	11,09	4,00	5,25	15,06	18,08	9,27	11,82	7,02
Looking for a better salary	3,86	3,84	11,58	30,99	13,58	16,67	22,76	5,12	45,16	15,25	10,99	28,00	18,20	41,10	9,42	21,60	22,15	13,52	31,37	25,88	38,76	13,76
To improve my professional status	7,95	11,51	8,11	13,38	2,47	12,50	4,07	8,24	12,90	11,02	6,91	4,00	8,73	9,89	14,77	6,40	3,65	7,50	5,88	5,54	2,59	5,40
My job is no longer meaningful	3,86	5,21	6,18	4,93	7,41	1,11	13,82	10,64	4,30	0,85	8,47	4,00	1,00	3,96	4,11	4,00	6,39	5,88	2,40	14,16	5,19	5,21
Increasing workload and responsibilities	9,40	12,60	12,36	2,11	20,99	4,44	4,07	9,53	13,98	10,17	16,51	4,67	4,24	7,47	5,83	29,60	19,18	6,76	3,49	4,69	9,65	4,79
The gap between the image that I had of this profession and its reality	9,88	6,30	11,20	4,93	0,00	6,39	5,69	6,44	1,08	4,24	11,38	3,33	15,96	2,42	5,59	2,40	3,65	7,33	6,75	8,09	9,08	21,51
Too much stress	12,77	3,84	5,02	19,72	0,00	8,33	0,00	5,81	7,53	10,17	5,87	8,00	2,49	9,89	5,35	6,40	3,88	10,09	6,54	5,22	6,48	4,20
Other reason	1,45	2,19	5,02	0,70	1,23	2,22	4,07	2,43	1,08	5,93	2,52	0,67	2,00	1,54	3,11	3,20	1,37	2,05	0,44	1,81	0,43	0,68

	2nd choice	DE	AT	BE	BG	CY	HR	DK	ES	EE	FI	FR	HU	EL	IS	IT	NL	PL	PT	RO	CZ	SK	TR
Increasing expectation from various stakeholders		7,29	6,32	3,55	3,62	3,90	7,77	5,88	2,35	8,05	4,72	4,44	3,48	2,53	2,44	6,14	3,81	4,39	2,34	3,02	0,97	1,68	9,62
Problems of discipline that are too difficult to manage		9,62	10,41	10,66	7,97	7,79	6,15	7,06	12,30	8,05	5,66	9,58	4,35	6,86	7,56	7,28	8,57	4,97	13,83	3,27	7,02	6,86	4,63
I am not really concerned as I wish to remain a teacher		0,87	18,96	1,52	0,72	16,88	0,32	1,18	0,98	27,59	5,66	0,36	0,87	1,44	2,44	1,07	19,05	0,29	1,08	0,25	1,21	0,61	0,77
Degradation of the social image of the profession (impression of drop in status)		13,41	15,24	21,83	16,67	24,68	23,62	8,24	16,14	4,60	5,66	21,48	25,22	20,94	9,02	19,76	19,05	16,96	19,59	22,92	16,95	22,56	15,50
Looking for a better salary		8,75	7,81	10,66	19,57	12,99	21,36	9,41	9,48	6,90	15,09	13,22	18,26	21,66	23,90	17,62	3,81	20,47	15,80	18,89	20,34	20,43	16,07
To improve my professional status		7,58	11,15	7,11	13,77	10,39	10,68	2,35	8,11	17,24	10,38	6,26	5,22	9,75	10,98	13,95	2,86	3,22	7,43	7,81	5,57	3,51	4,90
My job is no longer meaningful		5,83	15,61	7,61	8,70	3,90	0,65	10,59	13,24	1,15	5,66	7,87	9,57	3,61	6,10	4,67	19,05	7,60	5,09	3,53	14,65	4,42	9,84
Increasing workload and responsibilities		15,45	7,06	12,18	7,25	6,49	10,68	20,00	14,38	24,14	22,64	18,71	12,17	9,75	15,85	10,88	5,71	24,85	10,04	11,08	11,86	16,01	12,80
The gap between the image that I had of this profession and its reality		6,41	6,69	9,14	4,35	11,69	2,91	2,35	8,38	0,00	3,77	7,19	3,48	10,47	3,90	6,68	17,14	3,80	6,95	7,81	5,93	4,27	12,50
Too much stress		22,16	0,00	13,71	16,67	0,00	12,94	27,06	13,24	0,00	16,04	9,44	16,52	11,19	14,63	9,75	0,00	13,16	16,51	20,65	14,16	18,75	12,52
Other reason		2,62	0,74	2,03	0,72	1,30	2,91	5,88	1,41	2,30	4,72	1,43	0,87	1,81	3,17	2,20	0,95	0,29	1,34	0,76	1,33	0,91	0,84

	3rd choice	DE	AT	BE	BG	CY	HR	DK	ES	EE	FI	FR	HU	EL	IS	IT	NL	PL	PT	RO	CZ	SK	TR
Increasing expectation from various stakeholders		8,84	6,00	3,93	0,75	9,72	2,33	16,67	2,69	4,71	8,82	4,80	0,94	4,17	4,29	4,56	5,38	4,53	3,10	2,58	1,68	1,71	11,47
Problems of discipline that are too difficult to manage		15,24	10,00	13,48	12,03	2,78	4,00	16,67	14,02	8,24	5,88	9,90	11,32	7,08	11,36	5,88	2,15	6,95	12,80	6,19	7,63	10,26	7,04
I am not really concerned as I wish to remain a teacher		1,52	2,00	2,25	3,01	20,83	10,33	1,39	2,65	5,88	1,96	1,06	2,83	1,25	3,28	6,18	3,23	2,11	1,80	2,58	2,72	2,02	1,29
Degradation of the social image of the profession (impression of drop in status)		12,50	23,20	19,66	21,05	20,83	21,67	12,50	19,57	18,82	10,78	22,65	21,70	26,25	12,63	19,63	23,66	27,19	21,90	24,74	21,09	24,42	22,32
Looking for a better salary		8,23	13,60	14,04	19,55	5,56	18,00	5,56	11,49	9,41	11,76	15,63	16,04	17,50	11,62	14,41	17,20	16,92	14,29	13,92	14,10	14,77	14,44
To improve my professional status		5,18	8,00	8,99	3,76	5,56	15,33	2,78	6,82	8,24	8,82	6,35	9,43	12,50	10,61	11,76	8,60	4,83	5,24	9,79	5,95	2,18	3,22
My job is no longer meaningful		5,79	6,40	4,49	3,76	4,17	2,33	2,78	8,16	3,53	6,86	6,18	10,38	2,92	3,28	4,41	2,15	6,34	4,89	2,84	12,94	5,75	5,72
Increasing workload and responsibilities		12,80	11,20	10,11	3,01	4,17	5,33	8,33	10,98	14,12	10,78	12,06	6,60	6,67	12,37	8,31	10,75	11,78	7,87	9,79	11,13	15,24	9,54
The gap between the image that I had of this profession and its reality		7,93	2,80	8,43	6,02	20,83	3,67	6,94	7,15	3,53	4,90	7,16	8,49	9,58	4,29	5,37	3,23	3,63	7,15	7,73	6,86	5,44	8,50
Too much stress		13,11	12,00	11,24	18,80	0,00	8,67	18,06	11,95	16,47	20,59	9,80	11,32	8,75	14,65	10,74	16,13	10,57	13,45	13,92	11,51	15,86	12,68
Other reason		8,84	4,80	3,37	8,27	5,56	8,33	8,33	4,50	7,06	8,82	4,41	0,94	3,33	11,62	8,75	7,53	5,14	7,53	5,93	4,40	2,33	3,77

	Global result	DE	AT	BE	BG	CY	HR	DK	ES	EE	FI	FR	HU	EL	IS	IT	NL	PL	PT	RO	CZ	SK	TR
Increasing expectation from various stakeholders	6,26	4,38	2,88	1,69	4,95	4,39	9,14	1,79	4,61	6,77	3,50	1,70	2,48	2,54	4,08	3,86	3,12	2,03	2,01	0,95	1,23	6,29	
Problems of discipline that are too difficult to manage	9,25	7,90	9,59	7,37	8,46	4,77	17,94	10,82	6,14	4,13	8,43	6,11	5,48	6,89	5,23	3,84	4,43	10,83	3,52	5,84	6,48	3,30	
I am not really concerned as I wish to remain a teacher	14,70	20,23	9,11	5,47	15,04	11,24	3,29	14,29	14,38	13,84	6,67	11,46	12,29	8,06	14,64	13,82	11,69	9,40	8,79	8,73	5,34	18,10	
Degradation of the social image of the profession (impression of drop in status)	9,84	16,38	17,56	15,16	25,46	21,12	8,00	13,93	8,17	5,76	18,61	20,08	19,05	8,10	16,83	15,57	16,47	18,85	21,92	15,77	19,60	12,02	
Looking for a better salary	6,94	8,41	12,10	23,37	10,71	18,68	12,58	8,70	20,49	14,04	13,28	20,77	19,12	25,54	13,82	14,20	19,84	14,54	21,39	20,11	24,65	14,59	
To improve my professional status	6,90	10,22	8,07	10,30	6,14	12,84	3,07	7,72	12,79	10,07	6,51	6,22	10,33	10,49	13,50	5,95	3,90	6,72	7,83	5,69	2,76	4,91	
My job is no longer meaningful	5,16	9,07	6,10	5,79	5,16	1,36	9,06	10,68	2,99	4,46	7,51	7,98	2,51	4,45	4,40	8,40	6,78	5,29	2,92	13,92	5,12	6,75	
Increasing workload and responsibilities	12,55	10,29	11,55	4,12	10,55	6,82	10,80	11,63	17,41	14,53	15,76	7,81	6,88	11,90	8,34	15,36	18,60	8,22	8,12	9,23	13,63	8,03	
The gap between the image that I had of this profession and its reality	8,07	5,26	9,59	5,10	10,84	4,32	5,00	7,33	1,53	4,30	8,58	5,10	12,00	3,54	5,88	7,59	3,69	7,14	7,43	6,96	6,26	16,69	
Too much stress	16,01	5,28	9,99	18,39	0,00	9,98	15,04	10,33	8,00	15,60	8,37	11,95	7,48	13,06	8,61	7,51	9,20	13,35	13,70	10,30	13,70	8,11	
Other reason	4,30	2,58	3,47	3,23	2,70	4,49	6,09	2,78	3,48	6,49	2,79	0,83	2,38	5,44	4,69	3,89	2,27	3,64	2,37	2,51	1,23	1,20	

Do you envisage in the futur looking for another job?	DE	AT	BE	BG	CY	HR	DK	ES	EE	FI	FR	HU	EL	IS	IT	NL	PL	PT	RO	CZ	SK	TR
I do not envisage looking for another job	67,96	64,51	52,02	38,97	36,00	57,76	68,64	79,31	37,78	67,52	39,52	57,04	69,71	49,89	71,70	44,26	55,04	59,59	48,51	55,70	47,42	65,19
I might envisage to look for another job	32,04	35,49	47,98	61,03	64,00	42,24	31,36	20,69	62,22	32,48	60,48	42,96	30,29	50,11	28,30	55,74	44,96	40,41	51,49	44,30	52,58	34,81

What do you think about the existing programmes to help teachers for a professional reconversion?

For a job in the field of education (school head, inspector, adult education, etc.)	DE	AT	BE	BG	CY	HR	DK	ES	EE	FI	FR	HU	EL	IS	IT	NL	PL	PT	RO	CZ	SK	TR
These programmes are insufficient	19,14	25,66	26,27	16,41	16,42	10,03	16,49	14,58	18,31	15,09	38,50	7,50	14,50	9,49	17,42	13,48	21,65	13,75	19,89	12,27	16,87	28,01
These programmes are sufficient	23,18	14,47	12,44	10,94	10,45	3,04	6,19	1,24	14,08	14,15	10,37	9,17	1,78	13,85	3,16	16,85	12,54	5,30	6,10	4,39	12,00	11,91
I do not know any programme to help for a professional reconversion	18,87	20,72	27,65	50,00	47,76	58,97	44,33	40,07	26,76	30,19	28,15	39,17	59,17	45,64	51,45	41,57	19,37	46,06	38,20	36,21	37,04	8,96
I am not concerned as I do not envisage looking for another job	38,81	39,14	33,64	22,66	25,37	27,96	32,99	44,11	40,85	40,57	22,97	44,17	24,56	31,03	27,97	28,09	46,44	34,90	35,81	47,12	34,09	51,13

<i>For a job outside the field of education</i>	DE	AT	BE	BG	CY	HR	DK	ES	EE	FI	FR	HU	EL	IS	IT	NL	PL	PT	RO	CZ	SK	TR
These programmes are insufficient	29,08	28,74	18,87	20,00	18,64	7,25	13,43	8,13	13,46	22,92	38,64	8,70	3,91	13,18	9,91	13,19	25,39	12,20	21,38	14,56	17,35	37,89
These programmes are sufficient	10,09	11,49	1,89	9,17	6,78	1,45	4,48	1,03	23,08	7,29	1,97	8,70	1,07	7,74	2,09	3,30	18,18	3,92	5,59	6,74	8,58	8,70
I do not know any programme to help for a professional reconversion	27,89	28,74	49,69	50,00	52,54	62,68	50,75	40,43	48,08	38,54	43,37	40,58	70,82	53,01	63,64	54,95	22,57	53,68	42,11	33,69	40,74	12,05
I am not concerned as I do not envisage looking for another job	32,94	31,03	29,56	20,83	22,03	28,62	31,34	50,40	15,38	31,25	16,02	42,03	24,20	26,07	24,37	28,57	33,86	30,19	30,92	45,01	33,33	41,37

What kind of change could best make the teaching profession more attractive?
(Rank from 1 to 3 the most efficient changes)

1st choice	DE	AT	BE	BG	CY	HR	DK	ES	EE	FI	FR	HU	EL	IS	IT	NL	PL	PT	RO	CZ	SK	TR
More opportunity of professional upward mobility	3,53	3,24	2,70	0,70	3,70	5,52	1,63	3,15	3,19	2,52	1,87	2,00	0,50	1,06	5,71	0,80	1,82	2,82	0,65	1,91	0,86	3,73
More team work within the school	2,12	0,81	0,39	2,11	4,94	1,10	1,63	2,31	1,06	5,88	0,79	2,00	0,74	1,91	3,62	33,60	0,23	2,09	3,46	0,53	0,14	1,11
Less heterogeneity among students within the class	2,59	1,35	1,93	5,63	1,23	1,10	5,69	4,24	0,00	16,81	1,91	1,33	10,17	3,81	0,48	2,40	0,68	2,82	5,63	0,32	3,30	1,86
Less students per class	27,29	11,89	9,27	4,23	3,70	10,22	11,38	17,36	0,00	3,36	16,36	0,67	6,95	1,27	10,00	0,80	10,91	15,88	1,52	3,93	4,89	3,46
Better working conditions (office, equipment, etc.)	2,59	6,22	1,54	4,23	1,23	11,88	1,63	3,53	0,00	0,84	1,27	0,00	2,73	0,85	8,90	1,60	8,41	5,05	1,30	1,70	0,86	2,25
A better induction for beginning teachers	3,53	2,16	4,25	0,70	0,00	0,55	2,44	1,45	0,00	0,00	3,01	1,20	0,99	0,85	1,33	0,00	2,27	1,20	0,22	0,64	0,43	1,39
A highly qualified profession	0,94	1,08	1,16	40,14	39,51	0,83	2,44	1,66	0,00	0,00	0,10	1,22	0,00	0,00	4,29	0,00	0,91	1,43	7,36	0,00	0,00	3,83
A higher salary	11,76	12,97	25,48	19,72	25,93	29,28	21,95	11,13	56,38	40,34	40,60	48,25	29,78	73,94	28,62	40,80	38,41	18,34	49,13	50,74	45,83	33,17
A more recognised social status and a better image of the profession	25,65	49,46	35,91	4,93	3,70	23,76	35,77	35,58	28,72	17,65	24,72	40,00	13,90	11,23	22,57	12,80	23,18	35,05	25,11	34,18	38,07	24,36
A initial training more adapted to the real job	13,18	4,32	8,11	0,70	1,23	5,52	4,07	10,74	2,13	8,40	5,22	0,67	19,11	1,27	6,62	5,60	5,45	4,12	0,00	2,44	2,59	6,65
A better in-service training	0,94	0,81	2,70	13,38	12,35	3,87	4,07	4,72	2,13	1,68	2,10	1,33	4,96	0,21	5,24	0,00	0,68	2,66	0,43	0,85	0,57	1,90
More autonomy in the job	4,94	4,59	5,41	10,71	0,00	6,08	5,69	2,97	5,32	1,68	1,64	0,67	5,71	2,75	2,10	0,00	6,59	7,97	3,24	2,55	2,30	16,11
Other	0,94	1,08	1,16	3,52	2,47	0,28	1,63	1,16	1,06	0,84	0,42	0,67	4,47	0,85	0,52	1,60	0,45	0,56	1,95	0,21	0,14	0,18

2nd choice	DE	AT	BE	BG	CY	HR	DK	ES	EE	FI	FR	HU	EL	IS	IT	NL	PL	PT	RO	CZ	SK	TR
More opportunity of professional upward mobility	5,92	11,38	10,81	0,71	2,53	1,93	8,40	8,28	2,13	10,08	7,40	8,00	9,43	5,30	11,78	3,20	1,82	7,35	0,43	7,99	3,75	8,45
More team work within the school	6,16	3,25	3,09	15,71	15,19	1,93	1,68	5,96	1,06	2,52	2,25	2,00	4,71	3,60	8,06	1,60	2,73	4,79	10,00	0,85	0,58	3,14
Less heterogeneity among students within the class	5,69	5,96	2,70	12,86	10,13	11,60	5,04	7,93	20,21	13,45	5,26	0,67	0,74	0,64	1,10	3,20	15,91	7,02	23,26	1,06	0,72	5,86
Less students per class	18,96	21,14	13,13	1,43	2,53	13,81	12,61	18,83	5,32	24,37	20,83	5,33	17,62	21,19	14,74	28,80	20,91	21,59	3,26	15,55	11,82	9,53
Better working conditions (office, equipment, etc.)	10,19	13,55	9,65	2,86	3,80	3,87	12,61	7,75	4,26	9,24	6,01	10,00	13,90	4,87	14,12	12,00	3,86	13,27	1,30	6,18	21,33	6,66
A better induction for beginning teachers	9,72	2,98	11,58	16,43	16,46	2,49	5,04	3,01	0,00	1,68	5,92	4,00	6,95	5,30	1,57	4,80	1,36	2,03	0,00	2,88	1,15	2,98
A highly qualified profession	1,90	2,71	1,54	19,29	21,52	15,47	5,88	3,22	0,00	3,36	0,27	2,67	1,99	2,97	5,72	0,00	0,00	2,73	0,00	0,43	0,58	8,56
A higher salary	10,43	11,92	10,42	5,71	6,33	20,72	7,56	6,76	12,77	13,45	11,89	26,00	11,91	9,96	10,01	0,00	17,05	10,35	15,87	20,87	22,62	13,54
A more recognised social status and a better image of the profession	12,09	15,45	19,69	5,71	5,06	6,35	16,81	14,96	38,30	10,92	23,16	29,33	12,41	34,11	16,36	21,60	19,77	18,03	27,39	30,03	26,80	21,34
A initial training more adapted to the real job	13,98	7,86	9,65	5,00	7,59	8,84	7,56	9,00	5,32	2,52	8,38	3,33	8,44	4,66	4,82	17,60	4,32	4,06	5,87	6,60	5,76	9,12
A better in-service training	2,61	2,17	4,25	2,86	0,00	1,66	11,76	12,28	4,26	4,20	7,00	6,67	8,68	5,08	10,30	2,40	4,55	5,06	1,30	4,58	2,59	5,27
More autonomy in the job	1,42	1,36	3,09	12,14	0,00	1,66	3,36	1,52	0,00	3,36	1,29	1,33	2,73	2,12	1,34	4,00	3,18	3,39	2,83	2,77	2,02	5,38
Other	0,95	0,27	0,39	3,57	8,86	11,33	1,68	0,51	6,38	0,84	0,33	0,67	0,50	0,21	0,10	0,80	4,55	0,33	1,09	0,21	0,29	0,18

3rd choice	DE	AT	BE	BG	CY	HR	DK	ES	EE	FI	FR	HU	EL	IS	IT	NL	PL	PT	RO	CZ	SK	TR
More opportunity of professional upward mobility	9,24	10,44	10,47	2,86	7,59	4,16	4,24	10,50	12,77	10,26	13,14	15,65	7,71	12,50	11,81	4,84	6,59	7,69	6,99	13,20	8,70	10,30
More team work within the school	9,95	4,67	5,43	17,14	7,59	1,94	6,78	6,93	5,32	15,38	3,40	3,40	7,71	6,90	8,51	0,81	2,73	6,29	2,84	2,49	1,88	4,70
Less heterogeneity among students within the class	5,92	5,77	3,10	16,43	3,80	8,03	6,78	6,33	4,26	13,68	5,78	4,08	2,49	3,88	1,34	6,45	3,86	7,13	1,75	2,81	1,88	6,64
Less students per class	12,56	12,36	14,34	2,86	26,58	16,62	23,73	12,24	18,09	13,68	16,71	11,56	12,94	21,55	11,19	15,32	15,00	14,02	10,26	15,37	16,96	8,45
Better working conditions (office, equipment, etc...)	19,43	21,70	17,83	3,57	16,46	1,11	1,69	10,89	19,15	2,56	9,76	20,41	14,43	15,09	19,69	18,55	22,73	17,30	24,89	16,56	27,10	13,39
A better induction for beginning teachers	7,35	3,30	7,36	0,00	2,53	1,66	5,08	2,91	6,38	2,56	6,67	5,44	3,98	3,66	1,48	3,23	3,41	1,87	4,15	3,90	2,03	2,44
A highly qualified profession	3,08	2,20	1,16	0,00	1,27	20,50	12,71	3,87	3,19	0,00	0,71	3,40	4,23	5,17	7,12	3,23	2,95	4,52	3,06	1,19	1,01	14,22
A higher salary	8,53	14,29	17,83	10,71	10,13	19,11	13,56	13,83	10,64	11,11	15,77	10,88	20,90	7,54	17,64	20,16	17,95	16,76	18,34	13,74	14,78	14,00
A more recognised social status and a better image of the profession	8,77	9,62	9,69	12,86	12,66	4,99	5,08	12,03	6,38	10,26	11,83	8,16	7,96	12,28	8,70	17,74	10,45	11,34	12,01	10,93	11,74	9,29
A initial training more adapted to the real job	8,06	6,32	4,26	3,57	6,33	4,43	8,47	5,46	4,26	3,42	6,14	9,52	5,47	5,82	3,35	2,42	5,68	3,51	4,59	8,12	8,70	7,14
A better in-service training	2,37	5,22	5,81	5,00	2,53	2,49	0,85	11,13	2,13	4,27	7,63	4,08	10,70	3,66	6,88	0,81	3,64	4,55	4,15	5,52	2,17	4,17
More autonomy in the job	2,61	2,20	2,33	2,14	0,00	0,00	0,00	2,16	6,38	0,85	1,66	2,04	1,24	1,29	1,43	3,23	4,55	3,51	5,24	4,55	2,46	4,29
Other	2,13	1,92	0,39	7,86	2,53	13,30	11,02	1,71	1,06	11,97	0,79	1,36	0,25	0,65	0,86	3,23	0,45	1,51	1,75	1,62	0,58	0,95

Global result	DE	AT	BE	BG	CY	HR	DK	ES	EE	FI	FR	HU	EL	IS	IT	NL	PL	PT	RO	CZ	SK	TR
More opportunity of professional upward mobility	6,23	8,35	7,99	1,43	4,61	3,87	4,76	7,31	6,03	7,62	7,47	8,55	5,88	6,29	9,77	2,95	3,41	5,96	3,69	7,70	4,43	6,35
More team work within the school	6,08	2,91	2,97	11,66	9,24	1,66	3,36	5,07	2,13	7,93	2,15	2,47	4,39	4,14	6,73	12,00	1,89	4,39	5,43	1,29	0,87	2,54
Less heterogeneity among students within the class	4,73	4,36	2,58	11,64	5,05	6,91	5,84	6,17	8,16	14,64	4,32	2,03	4,47	2,78	0,97	4,02	6,82	5,66	3,54	1,40	1,97	3,76
Less students per class	19,60	15,13	12,24	2,36	10,94	13,55	15,91	16,14	7,80	13,80	17,97	5,85	12,50	14,67	11,97	14,97	15,61	17,16	11,68	11,61	11,22	5,45
Better working conditions (office, equipment, etc...)	10,74	13,82	9,68	3,55	7,16	5,62	5,31	7,39	7,80	4,22	5,68	10,14	10,35	6,94	14,24	10,72	11,67	11,87	9,16	8,14	16,43	6,68
A better induction for beginning teachers	6,86	2,81	7,73	5,71	6,33	1,57	4,19	2,46	2,13	1,41	5,20	3,55	3,97	3,27	1,46	2,68	2,35	1,70	1,59	2,47	1,20	1,81
A highly qualified profession	1,97	2,00	1,29	19,81	20,76	12,27	7,01	2,92	1,06	1,12	0,36	2,43	2,07	2,71	5,71	1,08	1,29	2,89	3,47	0,54	0,53	7,96
A higher salary	10,24	13,06	17,91	12,05	14,13	23,04	14,36	10,57	26,60	21,63	22,75	28,38	20,86	30,48	18,76	20,32	24,47	15,15	27,78	28,45	27,75	25,54
A more recognised social status and a better image of the profession	15,50	24,84	21,76	7,83	7,14	11,70	19,22	20,86	24,47	12,94	19,90	25,83	11,42	19,21	15,88	17,38	17,80	21,47	21,50	25,05	25,54	18,36
A initial training more adapted to the real job	11,74	6,17	7,34	3,09	5,05	6,27	6,70	8,40	4,23	4,78	6,58	4,51	11,01	3,92	4,93	8,54	5,15	3,90	3,48	5,72	5,68	6,84
A better in-service training	1,97	2,73	4,25	6,13	4,96	2,67	5,56	9,38	2,51	3,39	5,58	4,03	8,11	2,99	7,47	1,07	2,95	4,09	2,96	3,65	1,78	2,80
More autonomy in the job	2,99	2,72	3,61	4,76	0,00	2,03	3,02	2,22	4,25	1,97	1,53	1,35	3,23	2,06	1,62	2,41	4,77	4,96	4,10	3,29	2,26	11,41
Other	1,34	1,09	0,64	4,98	4,62	8,30	4,77	1,12	2,84	4,55	0,51	0,90	1,74	0,57	0,49	1,88	1,82	0,80	1,59	0,68	0,34	0,49

Questionnaire addressed to students enrolled in initial training of teachers

Current level of education	DE	AT	BE	ES	FI	FR	EL	HU	IE	PL	UK	SK	TR
Bachelor's	70,61	17,41	11,70	73,47	43,57	5,94	76,62	14,56	87,50	67,14	80,19	58,75	71,06
Master's 1	6,17	4,94	18,09	19,73	12,14	41,25	1,30	63,11	5,36	10,71	1,89	29,18	6,81
Master's 2	9,56	5,41	18,09	1,36	30,00	51,79	3,25	21,36	1,79	19,29	0,00	6,61	5,96
Doctorate	0,92	9,65	3,19	4,08	4,29	0,72	1,30	0,00	0,00	0,71	0,00	4,28	2,55
Other	12,74	62,59	48,94	1,36	10,00	0,31	17,53	0,97	5,36	2,14	17,92	1,17	13,62

At what level of education are you prepared to teach?

Primary	DE	AT	BE	ES	FI	FR	EL	HU	IE	PL	UK	SK	TR
No	69,62	79,27	78,43	48,99	57,34	16,85	10,91	77,14	20,18	76,92	8,33	68,60	45,42
Yes	30,38	20,73	21,57	51,01	42,66	83,15	89,09	22,86	79,82	23,08	91,67	31,40	54,58

Secondary	DE	AT	BE	ES	FI	FR	EL	HU	IE	PL	UK	SK	TR
No	36,67	34,29	29,41	57,05	52,45	84,17	95,15	30,48	81,58	52,45	90,74	71,32	74,10
Yes	63,33	65,71	70,59	42,95	47,55	15,83	4,85	69,52	18,42	47,55	9,26	28,68	25,90

Not determined	DE	AT	BE	ES	FI	FR	EL	HU	IE	PL	UK	SK	TR
No	93,45	84,53	91,18	91,95	76,92	98,16	93,33	79,05	97,37	63,64	99,07	57,75	72,91
Yes	6,55	15,47	8,82	8,05	23,08	1,84	6,67	20,95	2,63	36,36	0,93	42,25	27,09

What type of change could best make the teaching profession more attractive?
(Rank from 1 to 3 the most efficient changes)

	1st choice	DE	AT	BE	ES	FI	FR	EL	HU	IE	PL	UK	SK	TR
More opportunities of professional upward mobility	2,78	2,53	3,23	1,60	2,44	1,15	7,48	2,04	3,30	1,55	2,20	2,73	1,04	
More team work within the school	1,92	2,53	2,15	5,60	6,50	0,69	2,72	0,00	2,20	0,78	2,20	0,45	0,52	
Less heterogeneity among students within a class	1,34	1,75	0,00	0,80	4,07	0,00	0,68	0,00	0,00	1,55	1,10	0,45	3,11	
Fewer students per class	20,40	10,89	12,90	10,40	17,07	12,17	11,56	0,00	31,87	9,30	14,29	3,64	3,11	
Better working conditions (equipment, office, etc.)	1,72	2,14	5,38	0,80	2,44	0,57	6,12	2,04	4,40	3,10	2,20	5,91	1,04	
A better induction programme for beginning teachers	5,08	4,86	12,90	1,60	0,81	13,09	10,88	4,08	4,40	10,85	8,79	9,09	6,74	
A highly qualified profession	0,38	0,58	2,15	1,60	1,63	0,23	3,40	1,02	0,00	0,00	2,20	42,73	3,11	
A higher salary	15,90	15,76	19,35	6,40	44,72	21,58	6,80	54,08	23,08	48,06	23,08	42,73	23,32	
A more recognised status and a better image of the profession	24,71	36,58	27,96	37,60	11,38	17,80	13,61	29,59	9,89	10,08	21,98	27,27	22,80	
An initial training more adapted to the real job	22,13	13,81	6,45	16,00	4,88	25,60	28,57	3,06	20,88	6,20	15,38	5,45	17,10	
A better in-service training	0,38	1,36	1,08	6,40	0,81	5,63	3,40	1,02	0,00	3,10	0,00	0,91	4,66	
More autonomy in the job	2,20	5,84	5,38	8,00	2,44	1,15	4,08	2,04	0,00	5,43	5,49	1,36	12,44	
Other	1,05	1,36	1,08	3,20	0,81	0,34	0,68	1,02	0,00	0,00	1,10	0,00	1,04	

	2nd choice	DE	AT	BE	ES	FI	FR	EL	HU	IE	PL	UK	SK	TR
More opportunities of professional upward mobility	8,16	8,38	4,30	10,48	2,44	4,71	10,20	3,06	6,67	8,53	7,87	4,57	7,85	
More team work within the school	6,91	4,68	10,75	8,06	6,50	2,18	3,40	4,08	10,00	2,33	6,74	2,74	5,76	
Less heterogeneity among students within a class	2,88	1,75	1,08	2,42	4,88	0,80	0,68	2,04	3,33	1,55	1,12	1,37	7,33	
Fewer students per class	22,84	17,74	10,75	11,29	33,33	18,94	11,56	0,00	22,22	19,38	16,85	10,50	11,52	
Better working conditions (equipment, office, etc.)	9,40	10,92	15,05	6,45	8,13	4,02	17,69	11,22	10,00	16,28	8,99	14,16	6,81	
A better induction programme for beginning teachers	9,40	8,97	12,90	8,06	7,32	23,31	14,29	8,16	14,44	15,50	2,25	15,53	10,99	
A highly qualified profession	1,34	1,56	0,00	4,03	0,81	0,69	6,80	0,00	1,11	1,55	4,49	1,37	8,90	
A higher salary	6,33	14,04	9,68	6,45	8,13	8,73	10,20	18,37	11,11	8,53	17,98	11,42	6,81	
A more recognised status and a better image of the profession	13,24	15,01	24,73	8,87	13,01	15,50	3,40	40,82	6,67	11,63	11,24	25,57	8,38	
An initial training more adapted to the real job	14,88	10,53	8,60	10,48	8,94	13,89	10,88	3,06	12,22	9,30	14,61	9,59	10,47	
A better in-service training	1,82	2,53	2,15	20,97	4,88	6,20	6,80	6,12	2,22	0,78	4,49	0,91	9,42	
More autonomy in the job	2,21	3,70	0,00	0,81	0,81	0,92	2,72	3,06	0,00	4,65	2,25	2,28	4,19	
Other	0,58	0,19	0,00	1,61	0,81	0,11	1,36	0,00	0,00	0,00	1,12	0,00	1,57	

3rd choice	DE	AT	BE	ES	FI	FR	EL	HU	IE	PL	UK	SK	TR
More opportunities of professional upward mobility	7,96	11,35	4,35	11,38	9,76	5,06	9,52	7,14	12,36	3,10	3,57	10,05	11,23
More team work within the school	7,86	9,20	4,35	8,13	8,13	2,65	7,48	3,06	8,99	5,43	9,52	2,28	8,02
Less heterogeneity among students within a class	2,62	2,74	2,17	2,44	7,32	1,96	0,68	3,06	2,25	1,55	1,19	1,37	8,02
Fewer students per class	15,05	11,94	13,04	12,20	14,63	20,25	14,97	12,24	14,61	15,50	13,10	15,07	7,49
Better working conditions (equipment, office, etc.)	12,43	17,42	19,57	10,57	7,32	6,33	15,65	8,16	14,61	20,93	9,52	21,92	12,30
A better induction programme for beginning teachers	9,32	5,09	5,43	4,07	7,32	14,73	10,88	10,20	5,62	12,40	9,52	13,24	3,21
A highly qualified profession	2,23	1,96	2,17	4,88	1,63	0,81	5,44	4,08	2,25	2,33	2,38	0,91	11,76
A higher salary	12,52	11,15	19,57	15,45	21,14	16,80	10,20	12,24	19,10	14,73	16,67	12,33	8,56
A more recognised status and a better image of the profession	10,29	10,76	7,61	8,13	5,69	14,15	6,12	12,24	4,49	6,20	17,86	11,87	10,16
An initial training more adapted to the real job	10,78	7,44	7,61	8,94	8,13	9,44	7,48	16,33	6,74	4,65	9,52	7,76	7,49
A better in-service training	3,88	4,31	5,43	10,57	1,63	5,75	8,84	7,14	3,37	5,43	4,76	1,83	9,09
More autonomy in the job	3,79	4,70	5,43	2,44	2,44	1,27	2,04	3,06	4,49	6,20	2,38	0,91	2,67
Other	1,26	1,96	3,26	0,81	4,88	0,81	0,68	1,02	1,12	1,55	0,00	0,46	0,00

Global result	DE	AT	BE	ES	FI	FR	EL	HU	IE	PL	UK	SK	TR
More opportunities of professional upward mobility	6,30	7,42	3,96	7,82	4,88	3,64	9,07	4,08	7,44	4,39	4,54	5,78	4,97
More team work within the school	5,56	5,47	5,75	7,26	7,05	1,84	4,54	2,38	7,06	2,84	6,15	1,83	3,48
Less heterogeneity among students within a class	2,28	2,08	1,08	1,89	5,42	0,92	0,68	1,70	1,86	1,55	1,14	1,06	5,31
Fewer students per class	19,43	13,52	12,23	11,30	21,68	17,12	12,70	4,08	22,90	14,73	14,74	9,74	6,62
Better working conditions (equipment, office, etc.)	7,85	10,16	13,33	5,94	5,96	3,64	13,15	7,14	9,67	13,44	6,90	13,99	4,79
A better induction programme for beginning teachers	7,93	6,31	10,41	4,58	5,15	17,04	12,02	7,48	8,15	12,92	6,85	12,62	7,58
A highly qualified profession	1,32	1,37	1,44	3,50	1,36	0,57	5,22	1,70	1,12	1,29	3,02	2,19	6,45
A higher salary	11,59	13,65	16,20	9,43	24,66	15,70	9,07	28,23	17,76	23,77	19,24	21,49	15,42
A more recognised status and a better image of the profession	16,08	20,78	20,10	18,20	10,03	15,82	7,71	27,55	7,02	9,30	17,02	20,90	15,94
An initial training more adapted to the real job	15,93	10,59	7,55	11,81	7,32	16,31	15,65	7,48	13,28	6,72	13,17	7,50	13,33
A better in-service training	2,03	2,73	2,89	12,65	2,44	5,86	6,35	4,76	1,86	3,10	3,09	1,22	6,97
More autonomy in the job	2,73	4,75	3,60	3,75	1,90	1,11	2,95	2,72	1,50	5,43	3,37	1,52	8,10
Other	0,96	1,17	1,45	1,88	2,17	0,42	0,91	0,68	0,37	0,52	0,74	0,15	1,05

Do you know induction programme for beginning teacher	DE	AT	BE	ES	FI	FR	EL	HU	IE	PL	UK	SK	TR
Yes	18,01	17,98	8,70	8,94	20,49	22,26	10,56	8,42	28,75	9,84	51,90	29,72	37,70
no	39,37	33,20	58,70	64,23	55,74	20,18	42,96	65,26	51,25	42,62	22,78	21,23	37,70
Not enough	42,62	48,81	32,61	26,83	23,77	57,55	46,48	26,32	20,00	47,54	25,32	49,06	24,59

What type of induction programme for beginning teachers seems to you the most relevant?	DE	AT	BE	ES	FI	FR	EL	HU	IE	PL	UK	SK	TR
Be helped by a mentor who is a teacher educator not teaching in the same school	17,32	25,25	16,30	9,48	12,30	21,53	3,57	4,35	10,00	27,78	2,38	12,33	13,71
A structured programme of support lasting several months	12,01	11,52	18,48	30,17	21,31	16,67	19,29	18,48	31,25	10,32	23,81	7,31	24,57
Be mentored by an experienced teacher	66,97	56,77	55,43	47,41	62,30	54,98	9,29	67,39	45,00	37,30	70,24	71,23	35,43
Be able to go back to some initial training	1,00	2,63	2,17	0,86	2,46	4,86	65,00	2,17	7,50	19,84	0,00	3,65	16,00
Self-learning with on-line tutorship	1,10	1,82	2,17	9,48	0,00	1,27	2,86	3,26	6,25	4,76	2,38	2,74	6,86
Other	1,60	2,02	5,43	2,59	1,64	0,69	0,00	4,35	0,00	0,00	1,19	2,74	3,43

The possibility for teachers to get during their career some help in order to have access to another type of job either in the field of education or outside education is	DE	AT	BE	ES	FI	FR	EL	HU	IE	PL	UK	SK	TR
Not at all important	1,00	1,18	1,14	1,71	0,00	0,71	0,71	3,23	3,41	0,00	4,82	3,48	3,39
Rather not important	16,72	13,36	14,77	14,53	20,66	5,30	13,57	5,38	11,36	9,32	12,05	18,41	14,12
Rather important	47,25	45,19	56,82	42,74	54,55	46,64	54,29	61,29	51,14	53,39	45,78	51,24	28,81
Very important	35,04	40,28	27,27	41,03	24,79	47,35	31,43	30,11	34,09	37,29	37,35	26,87	53,67

The possibility for teachers to have during their career the opportunity to benefit from mobility abroad for at least on year is	DE	AT	BE	ES	FI	FR	EL	HU	IE	PL	UK	SK	TR
Not at all important	5,11	5,11	8,33	0,00	8,13	2,12	1,39	3,13	4,60	0,82	6,67	2,87	2,66
Rather not important	31,73	30,26	28,57	10,00	24,39	13,16	2,08	25,00	6,90	5,74	27,78	22,49	9,04
Rather important	37,43	38,90	40,48	35,83	39,02	43,83	32,64	42,71	41,38	47,54	37,78	45,45	28,72
Very important	25,74	25,74	22,62	54,17	28,46	40,89	63,89	29,17	47,13	45,90	27,78	29,19	59,57

**What aspect of the teaching profession make it particularly tough?
(Select 3 aspects and rank them from 1 to 3 in decreasing order)**

1st choice	DE	AT	BE	ES	FI	FR	EL	HU	IE	PL	UK	SK	TR
Too much workload besides teaching	15,98	7,38	15,05	5,60	27,64	10,92	0,68	24,49	14,29	6,98	45,56	13,12	1,04
Insufficient institutional recognition of teacher's efforts	6,22	14,95	6,45	17,60	1,63	8,51	8,84	5,10	3,30	3,10	1,11	14,03	0,52
Initial and in-service training not well adapted to the real needs	13,40	8,74	8,60	19,20	1,63	25,63	15,65	17,35	1,10	3,10	3,33	5,43	3,11
Too much heterogeneity of students within a class	2,97	4,47	3,23	8,00	7,32	2,64	1,36	3,06	1,10	13,18	1,11	1,36	3,11
Lack of support of teachers who are meeting some difficulties	5,07	5,05	6,45	1,60	4,88	2,30	8,16	4,08	6,59	2,33	1,11	5,43	1,04
Constraints brought by national and international assessments	1,82	5,44	1,08	4,00	0,81	1,38	4,08	1,02	1,10	9,30	10,00	1,36	6,74
Constraints related to too demanding prescribed curricula and syllabi	6,03	10,29	11,83	4,80	5,69	8,62	14,97	1,02	8,79	21,71	6,67	4,52	3,11
Too many students per class	24,98	17,48	15,05	15,20	24,39	28,39	31,29	6,12	45,05	13,95	7,78	15,38	23,32
Modes of assessment of the teachers	0,10	0,19	0,00	0,00	0,00	0,92	3,40	3,06	1,10	0,78	0,00	5,88	22,80
Attitude of parents	4,69	5,24	3,23	4,00	6,50	1,84	2,72	3,06	3,30	1,55	1,11	5,88	17,10
Lack of discipline and motivation to learn by some students	7,37	15,53	22,58	11,20	13,82	5,98	4,08	16,33	8,79	8,53	12,22	12,22	4,66
Too much stress	10,91	4,85	6,45	6,40	5,69	2,53	3,40	15,31	5,49	14,73	8,89	15,38	12,44
Other reason	0,48	0,39	0,00	2,40	0,00	0,34	1,36	0,00	0,00	0,78	1,11	0,00	1,04

2nd choice	DE	AT	BE	ES	FI	FR	EL	HU	IE	PL	UK	SK	TR
Too much workload besides teaching	14,35	8,58	10,87	9,76	14,63	8,97	2,72	4,08	18,68	6,98	12,36	6,33	7,85
Insufficient institutional recognition of teacher's efforts	9,00	8,97	8,70	14,63	4,88	9,08	10,20	9,18	1,10	7,75	8,99	12,22	5,76
Initial and in-service training not well adapted to the real needs	10,53	7,41	6,52	11,38	4,07	12,30	12,93	4,08	3,30	6,98	1,12	5,88	7,33
Too much heterogeneity of students within a class	3,25	3,70	1,09	6,50	8,94	4,37	7,48	4,08	0,00	9,30	1,12	2,71	11,52
Lack of support of teachers who are meeting some difficulties	9,19	7,80	6,52	1,63	5,69	8,97	12,93	3,06	4,40	3,10	3,37	7,24	6,81
Constraints brought by national and international assessments	2,97	6,04	5,43	11,38	0,81	2,18	3,40	3,06	7,69	9,30	14,61	1,81	10,99
Constraints related to too demanding prescribed curricula and syllabi	8,80	8,77	8,70	8,94	4,07	15,06	14,29	8,16	13,19	17,05	17,98	4,07	8,90
Too many students per class	14,93	15,59	7,61	1,63	18,70	17,70	10,20	2,04	14,29	10,08	10,11	11,31	6,81
Modes of assessment of the teachers	0,48	1,36	2,17	7,32	0,81	1,84	6,12	4,08	3,30	1,55	1,12	9,05	8,38
Attitude of parents	8,61	12,48	8,70	19,51	13,01	6,90	8,16	16,33	15,38	7,75	8,99	14,93	10,47
Lack of discipline and motivation to learn by some students	9,95	14,04	19,57	2,44	14,63	8,97	6,80	15,31	13,19	16,28	8,99	15,38	9,42
Too much stress	7,66	5,07	14,13	0,00	8,13	3,45	4,76	1,02	5,49	3,88	11,24	9,05	4,19
Other reason	0,29	0,19	0,00	4,88	1,63	0,23	0,00	26,53	0,00	0,00	0,00	0,00	1,57

3rd choice	DE	AT	BE	ES	FI	FR	EL	HU	IE	PL	UK	SK	TR
Too much workload besides teaching	10,82	8,02	13,04	3,28	8,94	10,15	0,68	7,14	3,33	3,13	11,24	6,82	4,74
Insufficient institutional recognition of teacher's efforts	10,34	13,89	6,52	12,30	3,25	9,69	5,48	11,22	4,44	9,38	10,11	11,82	7,89
Initial and in-service training not well adapted to the real needs	7,15	5,48	5,43	14,75	12,20	11,30	15,75	15,31	10,00	10,16	3,37	4,55	8,42
Too much heterogeneity of students within a class	3,38	2,94	4,35	4,10	1,63	4,73	3,42	3,06	2,22	3,13	0,00	1,82	11,05
Lack of support of teachers who are meeting some difficulties	12,17	7,24	7,61	9,02	10,57	12,80	15,07	5,10	5,56	6,25	8,99	8,64	8,42
Constraints brought by national and international assessments	2,71	2,54	1,09	2,46	1,63	3,69	4,79	6,12	2,22	6,25	4,49	1,36	7,37
Constraints related to too demanding prescribed curricula and syllabi	6,38	7,24	7,61	4,10	3,25	10,27	10,96	4,08	16,67	8,59	10,11	4,09	5,26
Too many students per class	13,62	12,33	13,04	10,66	12,20	12,57	10,96	9,18	15,56	13,28	13,48	5,45	7,37
Modes of assessment of the teachers	1,16	2,35	5,43	2,46	2,44	3,23	8,22	4,08	2,22	3,91	5,62	15,00	9,47
Attitude of parents	13,82	16,83	15,22	21,31	16,26	9,92	16,44	11,22	12,22	14,84	12,36	19,55	9,47
Lack of discipline and motivation to learn by some students	8,50	12,13	9,78	10,66	15,45	5,77	3,42	12,24	13,33	9,38	8,99	12,73	11,58
Too much stress	8,21	6,07	7,61	3,28	8,13	4,61	3,42	10,20	10,00	10,16	10,11	7,73	7,37
Other reason	1,74	2,94	3,26	1,64	4,07	1,27	1,37	0,00	2,22	1,56	1,12	0,45	1,58

Global result	DE	AT	BE	ES	FI	FR	EL	HU	IE	PL	UK	SK	TR
Too much workload besides teaching	13,72	7,99	12,99	6,21	17,07	10,01	1,36	11,90	12,10	5,69	23,05	8,76	5,88
Insufficient institutional recognition of teacher's efforts	8,52	12,60	7,22	14,84	3,25	9,09	8,18	8,50	2,95	6,74	6,74	12,69	9,72
Initial and in-service training not well adapted to the real needs	10,36	7,21	6,85	15,11	5,96	16,41	14,77	12,24	4,80	6,74	2,61	5,29	9,62
Too much heterogeneity of students within a class	3,20	3,70	2,89	6,20	5,96	3,91	4,09	3,40	1,11	8,54	0,74	1,96	13,89
Lack of support of teachers who are meeting some difficulties	8,81	6,70	6,86	4,08	7,05	8,02	12,05	4,08	5,51	3,89	4,49	7,10	5,02
Constraints brought by national and international assessments	2,50	4,67	2,53	5,95	1,08	2,42	4,09	3,40	3,67	8,28	9,70	1,51	6,30
Constraints related to too demanding prescribed curricula and syllabi	7,07	8,77	9,38	5,95	4,34	11,31	13,40	4,42	12,88	15,78	11,59	4,23	5,02
Too many students per class	17,84	15,13	11,90	9,16	18,43	19,55	17,49	5,78	24,97	12,44	10,46	10,72	24,04
Modes of assessment of the teachers	0,58	1,30	2,54	3,26	1,08	2,00	5,91	3,74	2,21	2,08	2,25	9,98	3,53
Attitude of parents	9,04	11,52	9,05	14,94	11,92	6,22	9,11	10,20	10,30	8,05	7,49	13,45	2,46
Lack of discipline and motivation to learn by some students	8,61	13,90	17,31	8,10	14,63	6,90	4,77	14,63	11,77	11,39	10,07	13,44	7,69
Too much stress	8,93	5,33	9,40	3,23	7,32	3,53	3,86	8,84	7,00	9,59	10,08	10,72	5,98
Other reason	0,83	1,17	1,09	2,97	1,90	0,61	0,91	8,84	0,74	0,78	0,74	0,15	0,85

What aspects of your professional training seem the best prepare you to your futur job?

(Select 3 aspects and rank them from 1 to 3 in decreasing order)

1st choice	DE	AT	BE	ES	FI	FR	EL	HU	IE	PL	UK	SK	TR
Practical training through internships within schools (lecturing without a mentor in the class)	25,67	24,90	27,96	9,60	42,62	29,15	24,64	18,56	56,67	22,66	48,86	9,68	25,53
Lectures and workshops on pedagogy and didactics	13,94	12,84	29,03	34,40	11,48	19,59	13,04	7,22	6,67	20,31	4,55	15,67	13,83
Lectures and workshops on school subjects' content	7,69	15,95	7,53	11,20	3,28	9,56	18,84	28,87	14,44	29,69	7,95	28,57	21,81
Exchanges of ideas and experiences between students	3,27	3,11	13,98	8,80	9,02	2,88	9,42	4,12	10,00	9,38	12,50	11,52	16,49
Mentoring by trainers or experienced peers during internship	45,96	41,25	20,43	27,20	30,33	36,52	18,12	39,18	12,22	12,50	23,86	26,27	12,23
Lectures and workshops on psychology and career guidance of students	2,60	1,17	1,08	6,40	2,46	1,15	15,94	1,03	0,00	5,47	0,00	7,83	9,04
Other	0,87	0,78	0,00	2,40	0,82	1,15	0,00	1,03	0,00	0,00	2,27	0,46	1,06

2nd choice	DE	AT	BE	ES	FI	FR	EL	HU	IE	PL	UK	SK	TR
Practical training through internships within schools (lecturing without a mentor in the class)	24,49	20,27	15,05	11,20	18,85	21,88	14,81	23,16	15,91	22,66	21,59	10,65	28,80
Lectures and workshops on pedagogy and didactics	19,83	20,08	21,51	15,20	18,85	25,00	20,74	14,74	15,91	17,97	12,50	18,06	9,78
Lectures and workshops on school subjects' content	9,23	13,45	10,75	12,80	10,66	9,72	20,00	12,63	19,32	12,50	13,64	13,43	6,52
Exchanges of ideas and experiences between students	7,68	9,36	12,90	8,00	9,02	6,02	17,78	6,32	20,45	10,94	18,18	20,37	10,87
Mentoring by trainers or experienced peers during internship	30,81	28,27	32,26	28,00	32,79	31,48	11,11	37,89	26,14	15,63	28,41	21,30	29,35
Lectures and workshops on psychology and career guidance of students	7,39	7,99	7,53	24,80	4,10	5,56	14,81	5,26	2,27	20,31	5,68	15,28	13,59
Other	0,58	0,58	0,00	0,00	5,74	0,35	0,74	0,00	0,00	0,00	0,00	0,93	1,09

3rd choice	DE	AT	BE	ES	FI	FR	EL	HU	IE	PL	UK	SK	TR
Practical training through internships within schools (lecturing without a mentor in the class)	13,89	12,25	6,52	12,00	10,66	11,31	11,36	17,58	9,09	10,32	9,41	9,77	11,60
Lectures and workshops on pedagogy and didactics	24,01	21,74	13,04	20,80	21,31	27,04	21,97	16,48	20,45	14,29	17,65	17,21	10,50
Lectures and workshops on school subjects' content	20,14	20,95	11,96	8,00	14,75	15,97	12,12	31,87	20,45	18,25	18,82	19,53	12,15
Exchanges of ideas and experiences between students	16,17	16,80	19,57	20,80	31,97	14,57	15,15	5,49	18,18	20,63	28,24	20,00	11,05
Mentoring by trainers or experienced peers during internship	9,82	15,22	21,74	12,00	9,84	14,10	18,18	15,38	23,86	17,46	18,82	13,02	20,99
Lectures and workshops on psychology and career guidance of students	14,38	10,28	21,74	24,00	9,84	11,66	17,42	9,89	7,95	19,05	5,88	18,60	28,73
Other	1,59	2,77	5,43	2,40	1,64	5,36	3,79	3,30	0,00	0,00	1,18	1,86	4,97

Global result	DE	AT	BE	ES	FI	FR	EL	HU	IE	PL	UK	SK	TR
Practical training through internships within schools (lecturing without a mentor in the class)	21,35	19,14	16,51	10,93	24,04	20,78	16,94	19,77	27,22	18,54	26,62	10,08	24,35
Lectures and workshops on pedagogy and didactics	19,26	18,22	21,19	23,47	17,21	23,87	18,58	12,81	14,34	17,52	11,56	16,98	11,95
Lectures and workshops on school subjects' content	12,35	16,78	10,08	10,67	9,56	11,75	16,99	24,46	18,07	20,15	13,47	20,51	15,18
Exchanges of ideas and experiences between students	9,04	9,76	15,48	12,53	16,67	7,82	14,12	5,31	16,21	13,65	19,64	17,30	13,75
Mentoring by trainers or experienced peers during internship	28,86	28,24	24,81	22,40	24,32	27,37	15,80	30,82	20,74	15,20	23,70	20,20	19,32
Lectures and workshops on psychology and career guidance of students	8,12	6,48	10,11	18,40	5,46	6,12	16,06	5,39	3,41	14,94	3,85	13,91	13,75
Other	1,01	1,38	1,81	1,60	2,73	2,29	1,51	1,44	0,00	0,00	1,15	1,08	1,71

When did you have the feeling that your decision to become a teacher was definitive?	DE	AT	BE	ES	FI	FR	EL	HU	IE	PL	UK	SK	TR
During my first year in higher education	39,69	47,33	26,14	30,25	19,83	37,75	53,85	17,20	46,51	26,19	54,12	27,14	37,64
During my first year of initial professional training	7,32	3,91	21,59	33,61	14,88	20,40	0,77	22,58	11,63	5,56	16,47	6,67	12,92
During my first 3 years in higher education	17,73	13,99	9,09	17,65	15,70	20,87	21,54	13,98	11,63	14,29	15,29	14,76	15,73
I do not really know	7,84	10,91	4,55	6,72	5,79	5,16	3,08	7,53	5,81	0,00	5,88	7,62	12,36
I am not sure yet that it is a definitive choice	27,42	23,87	38,64	11,76	43,80	15,83	20,77	38,71	24,42	53,97	8,24	43,81	21,35

Questionnaire addressed to students in humanities, languages, mathematics and sciences

Do you envisage enrolling in a professional programme to become a teacher?	DE	AT	HR	FI	FR	IT	PL	RO	CZ	SI	TR
Yes	30,84	30,45	24,81	60,39	71,87	25,24	25,00	71,74	11,53	17,98	34,72
No	55,04	54,46	39,53	22,73	16,99	41,75	44,23	2,17	69,94	52,25	26,70
I do not know yet	14,12	15,10	35,66	16,88	11,14	33,01	30,77	26,09	18,54	29,78	38,59

What are the most attractive aspects of the teaching profession? (Select 3 aspects and rank them from 1 to 3 by decreasing order)

1st choice	DE	AT	HR	FI	FR	IT	PL	RO	CZ	SI	TR
Have more holidays and free time	2,27	4,12	12,12	7,10	2,50	0,00	16,35	1,10	12,84	4,42	4,31
Educate and transmit values	23,80	22,28	15,91	19,35	21,39	6,09	14,47	35,16	11,19	32,60	15,80
Be relatively autonomous in one's job	2,55	2,66	5,30	8,39	2,50	25,22	6,92	0,00	3,73	3,31	4,35
Do a socially useful job	6,52	8,23	6,82	14,19	11,67	7,83	3,14	2,20	7,01	4,97	2,03
Self-manage partially one's working time	0,28	1,45	6,06	0,00	0,83	0,87	4,40	2,20	3,13	3,31	3,24
Security of employment	2,27	1,69	8,33	3,23	3,06	2,61	3,77	2,20	4,18	0,55	2,41
Enjoy teaching certain school subjects	10,20	10,90	6,06	15,48	6,39	7,83	13,84	12,09	8,96	12,15	6,32
Transmit Knowledge	30,88	33,41	21,21	13,55	36,94	30,43	27,67	26,37	33,58	29,28	43,05
Work with young people	19,83	14,77	14,39	17,42	13,33	18,26	8,18	15,38	11,34	6,08	7,00
Have a relatively attractive salary	0,85	0,24	3,79	0,65	0,00	0,00	0,63	0,00	1,94	1,10	2,47
A recognise social status	0,28	0,49	0,00	0,00	0,00	0,87	0,00	2,20	1,19	0,55	4,03
Other reason	0,28	0,24	0,00	0,65	1,39	0,00	0,63	1,10	0,90	1,66	4,99

2nd choice	DE	AT	HR	FI	FR	IT	PL	RO	CZ	SI	TR
Have more holidays and free time	2,56	19,17	3,79	6,45	22,01	18,26	12,03	5,49	9,76	6,63	7,00
Educate and transmit values	19,03	3,40	8,33	16,13	6,69	3,48	12,66	16,48	11,56	17,13	14,08
Be relatively autonomous in one's job	4,83	8,98	6,06	10,97	15,60	12,17	8,23	3,30	6,46	7,73	6,08
Do a socially useful job	13,07	2,91	15,91	25,16	2,79	5,22	3,16	10,99	11,56	12,15	6,61
Self-manage partially one's working time	2,27	7,52	9,85	4,52	5,57	0,87	12,66	2,20	9,76	4,42	6,54
Security of employment	7,10	15,78	11,36	4,52	9,75	13,91	10,13	5,49	4,35	1,10	6,54
Enjoy teaching certain school subjects	14,49	14,81	7,58	9,03	16,43	18,26	13,92	10,99	11,26	15,47	17,15
Transmit Knowledge	15,34	17,23	12,12	8,39	15,32	21,74	11,39	15,38	11,26	15,47	9,01
Work with young people	15,91	2,43	21,21	10,32	0,00	2,61	9,49	18,68	16,07	16,57	10,29
Have a relatively attractive salary	4,26	0,73	3,03	2,58	0,00	0,00	5,70	4,40	4,35	1,66	6,24
A recognise social status	0,00	0,00	0,76	1,29	0,84	0,87	0,00	5,49	3,15	0,55	9,60
Other reason	1,14	6,55	0,00	0,65	5,01	2,61	0,63	1,10	0,45	1,10	0,87

3rd choice	DE	AT	HR	FI	FR	IT	PL	RO	CZ	SI	TR
Have more holidays and free time	5,73	10,68	13,64	10,97	7,52	3,51	23,42	5,49	15,04	16,57	5,92
Educate and transmit values	10,03	10,92	16,67	12,90	13,65	21,93	6,96	9,89	8,72	9,94	7,91
Be relatively aintonomous in one's job	4,30	4,61	5,30	12,90	10,86	7,02	15,19	3,30	8,12	10,50	5,18
Do a socially useful job	14,90	12,14	10,61	11,61	17,27	11,40	5,06	10,99	10,23	11,60	6,52
Self-manag partially one's working time	8,31	8,25	5,30	4,52	2,51	0,88	10,76	3,30	7,97	8,29	5,46
Security of employment	10,32	5,58	9,85	7,74	9,75	1,75	10,76	9,89	5,86	1,66	10,84
Enjoy teaching certain school subjects	11,17	12,86	12,88	10,97	9,47	18,42	6,96	21,98	11,43	11,05	15,88
Transmit Knowledge	9,46	14,08	8,33	9,03	7,24	11,40	5,70	4,40	8,42	11,60	5,43
Work with young people	14,90	13,11	9,09	9,03	14,48	18,42	6,33	13,19	10,08	12,15	8,34
Have a relatively attractive salary	5,73	3,64	0,76	3,87	3,34	2,63	5,06	2,20	3,31	1,10	6,82
A recognise social status	3,44	2,43	2,27	1,94	1,39	0,88	2,53	9,89	4,96	3,87	18,38
Other reason	1,72	1,70	5,30	4,52	2,51	1,75	1,27	5,49	5,86	1,66	3,33

global result	DE	AT	HR	FI	FR	IT	PL	RO	CZ	SI	TR
Have more holidays and free time	3,52	11,32	9,85	8,17	10,68	7,26	17,27	4,03	12,54	9,21	5,45
Educate and transmit values	17,62	12,20	13,64	16,13	13,91	10,50	11,36	20,51	10,49	19,89	13,96
Be relatively aintonomous in one's job	3,89	5,42	5,56	10,75	9,65	14,80	10,11	2,20	6,10	7,18	5,05
Do a socially useful job	11,49	7,76	11,11	16,99	10,57	8,15	3,79	8,06	9,60	9,58	4,25
Self-manag partially one's working time	3,62	5,74	7,07	3,01	2,97	0,87	9,27	2,56	6,95	5,34	4,67
Security of employment	6,56	7,68	9,85	5,16	7,52	6,09	8,22	5,86	4,80	1,10	5,12
Enjoy teaching certain school subjects	11,95	12,86	8,84	11,83	10,76	14,84	11,57	15,02	10,55	12,89	11,40
Transmit Knowledge	18,56	21,57	13,89	10,32	19,84	21,19	14,92	15,38	17,75	18,78	25,86
Work with young people	16,88	10,10	14,90	12,26	9,27	13,10	8,00	15,75	12,49	11,60	8,29
Have a relatively attractive salary	3,61	1,54	2,53	2,37	1,11	0,88	3,80	2,20	3,20	1,29	4,41
A recognise social status	1,24	0,97	1,01	1,08	0,74	0,87	0,84	5,86	3,10	1,66	8,16
Other reason	1,05	2,83	1,77	1,94	2,97	1,45	0,84	2,56	2,40	1,47	3,37

What type of change could best make the teaching profession more attractive?

(Select 3 aspects and rank them from 1 to 3 by decreasing order)

	1st choice	DE	AT	HR	FI	FR	IT	PL	RO	CZ	SI	TR
More opportunities of professional upward mobility	4,49	4,12	3,76	3,87	1,38	5,26	3,77	3,30	3,87	6,08	3,67	
More team work within the school	1,40	2,42	4,51	0,65	0,28	2,63	0,63	0,00	2,24	0,00	2,86	
Less heterogeneity among students within a class	0,28	1,69	0,00	2,58	0,55	1,75	1,26	1,10	1,19	0,55	2,26	
Fewer students per class	22,19	17,43	12,03	23,23	14,88	6,14	5,03	0,00	9,39	4,97	4,32	
Better working conditions (office, equipment, etc.)	1,40	3,87	8,27	1,29	0,83	17,54	3,14	13,19	7,45	6,08	2,19	
A better induction programme for beginning teachers	5,90	5,33	7,52	3,87	15,70	5,26	5,03	12,09	4,02	5,52	5,39	
A highly qualified profession	0,56	2,42	0,75	1,29	21,76	0,88	0,63	1,10	1,19	1,66	3,69	
A higher salary	13,48	9,93	30,83	39,35	15,98	17,54	54,72	32,97	49,18	41,44	22,32	
A more recognised social status and a better image of the profession	19,66	25,91	12,03	9,68	19,56	11,40	8,81	17,58	11,77	26,52	21,29	
An initial training more adapted to the real job	19,10	16,95	9,77	10,32	3,86	14,04	10,69	13,19	3,73	5,52	8,44	
A better in-service training	1,69	3,39	3,01	0,65	3,86	5,26	4,40	2,20	2,83	0,00	4,68	
More autonomy in the job	7,02	5,81	6,77	2,58	0,28	11,40	1,89	3,30	2,68	1,10	15,10	
Other	2,81	0,73	0,75	0,65	1,38	0,88	0,00	0,00	0,45	0,55	3,78	

	2nd choice	DE	AT	HR	FI	FR	IT	PL	RO	CZ	SI	TR
More opportunities of professional upward mobility	7,65	4,39	16,54	5,81	3,87	8,77	6,92	12,09	9,28	6,63	10,21	
More team work within the school	5,10	7,32	7,52	7,10	2,49	6,14	2,52	4,40	7,34	3,87	8,14	
Less heterogeneity among students within a class	2,55	4,15	0,75	4,52	20,17	2,63	0,00	0,00	1,35	2,21	6,44	
Fewer students per class	25,21	20,73	16,54	22,58	3,87	14,04	19,50	7,69	17,66	10,50	9,90	
Better working conditions (office, equipment, etc.)	5,95	9,76	12,78	5,16	20,72	14,91	15,72	15,38	12,72	17,68	4,79	
A better induction programme for beginning teachers	8,50	7,32	3,76	5,81	0,55	9,65	7,55	15,38	6,29	11,60	8,87	
A highly qualified profession	2,27	4,88	3,01	0,65	11,05	3,51	3,14	3,30	4,64	4,42	8,58	
A higher salary	5,67	9,51	13,53	16,13	11,88	7,89	12,58	13,19	10,33	14,36	7,11	
A more recognised social status and a better image of the profession	12,75	11,71	18,80	15,48	12,71	7,89	19,50	20,88	16,62	18,23	12,75	
An initial training more adapted to the real job	11,61	12,20	2,26	7,74	6,35	10,53	7,55	1,10	6,44	6,08	9,25	
A better in-service training	7,37	5,12	3,01	6,45	1,93	9,65	1,89	5,49	3,74	1,66	9,45	
More autonomy in the job	5,10	2,68	1,50	2,58	1,10	4,39	3,14	1,10	3,14	1,66	3,03	
Other	0,28	0,24	0,00	0,00	4,14	0,00	0,00	0,00	0,45	1,10	1,45	

3rd choice	DE	AT	HR	FI	FR	IT	PL	RO	CZ	SI	TR
More opportunities of professional upward mobility	6,88	9,18	14,29	7,84	3,59	11,50	5,03	7,69	8,64	11,73	11,14
More team work within the school	9,74	6,70	3,76	11,11	2,21	6,19	3,77	2,20	7,58	3,91	10,44
Less heterogeneity among students within a class	3,44	3,97	1,50	3,27	19,34	0,88	5,03	2,20	2,27	1,68	6,77
Fewer students per class	17,77	17,37	6,77	16,34	6,91	5,31	13,21	2,20	8,79	10,61	7,94
Better working conditions (office, equipment, etc.)	13,18	12,66	21,80	8,50	16,30	16,81	20,13	17,58	20,91	17,88	11,73
A better induction programme for beginning teachers	8,88	8,19	5,26	5,88	1,38	0,88	11,95	7,69	7,88	8,38	7,24
A highly qualified profession	3,44	5,96	3,76	2,61	11,33	10,62	9,43	8,79	5,30	3,35	12,11
A higher salary	7,45	6,70	16,54	15,69	11,33	9,73	8,81	19,78	9,24	13,41	4,92
A more recognised social status and a better image of the profession	11,17	9,93	11,28	9,15	10,22	7,96	5,66	15,38	10,00	6,70	7,96
An initial training more adapted to the real job	8,02	8,19	8,27	12,42	7,46	11,50	6,92	6,59	6,36	9,50	7,08
A better in-service training	4,58	5,46	4,51	3,92	1,38	9,73	5,03	3,30	7,27	6,70	7,13
More autonomy in the job	2,29	3,47	1,50	0,65	0,00	6,19	5,03	4,40	4,09	5,03	2,32
Other	3,15	2,23	0,75	2,61	7,46	2,65	0,00	2,20	1,67	1,12	3,23

Global result	DE	AT	HR	FI	FR	IT	PL	RO	CZ	SI	TR
More opportunities of professional upward mobility	6,34	5,90	11,53	5,84	2,95	8,51	5,24	7,69	7,26	8,15	8,34
More team work within the school	5,42	5,48	5,26	6,28	1,66	4,99	2,31	2,20	5,72	2,59	7,15
Less heterogeneity among students within a class	2,09	3,27	0,75	3,45	13,35	1,76	2,10	1,10	1,60	1,48	5,16
Fewer students per class	21,72	18,51	11,78	20,72	8,55	8,50	12,58	3,30	11,95	8,69	7,39
Better working conditions (office, equipment, etc.)	6,84	8,76	14,29	4,98	12,61	16,42	13,00	15,38	13,70	13,88	6,24
A better induction programme for beginning teachers	7,76	6,94	5,51	5,19	5,88	5,27	8,18	11,72	6,06	8,50	7,17
A highly qualified profession	2,09	4,42	2,51	1,52	14,71	5,00	4,40	4,40	3,71	3,14	8,13
A higher salary	8,87	8,71	20,30	23,72	13,06	11,72	25,37	21,98	22,92	23,07	11,45
A more recognised social status and a better image of the profession	14,53	15,85	14,04	11,44	14,16	9,09	11,32	17,95	12,80	17,15	14,00
An initial training more adapted to the real job	12,91	12,44	6,77	10,16	5,89	12,02	8,39	6,96	5,51	7,03	8,26
A better in-service training	4,55	4,66	3,51	3,67	2,39	8,22	3,77	3,66	4,62	2,79	7,09
More autonomy in the job	4,80	3,99	3,26	1,94	0,46	7,33	3,35	2,93	3,31	2,60	6,82
Other	2,08	1,07	0,50	1,09	4,33	1,18	0,00	0,73	0,85	0,92	2,82

The information available about the conditions of recruitment of teacher is	DE	AT	HR	FI	FR	IT	PL	RO	CZ	SI	TR
Not sufficient	60,90	50,55	73,64	33,56	54,39	59,79	51,01	70,37	63,44	68,24	53,23
Sufficient	39,10	49,45	26,36	66,44	45,61	40,21	48,99	29,63	36,56	31,76	46,77

The information available about the actual job of teachers (salary, working conditions, etc.) is	DE	AT	HR	FI	FR	IT	PL	RO	CZ	SI	TR
Not sufficient	47,96	49,07	75,63	43,79	65,36	54,37	43,51	75,86	50,00	39,53	54,73
Sufficient	52,04	50,93	24,37	56,21	34,64	45,63	56,49	24,14	50,00	60,47	45,27

How did you build up your perception of teaching profession?

<i>Through the image given by films, TV series or the media</i>	DE	AT	HR	FI	FR	IT	PL	RO	CZ	SI	TR
No	96,90	96,20	82,42	92,89	96,03	92,86	91,24	93,55	91,71	91,51	92,60
Yes	3,10	3,80	17,58	7,11	3,97	7,14	8,76	6,45	8,29	8,49	7,40

Through the family or social environment which allowed me to get well acquainted with one or more teachers

	DE	AT	HR	FI	FR	IT	PL	RO	CZ	SI	TR
No	37,47	40,80	66,06	59,24	59,11	56,04	43,30	48,39	71,93	59,43	77,75
Yes	62,53	59,20	33,94	40,76	40,89	43,96	56,70	51,61	28,07	40,57	22,25

Through the influence of some of my former teachers in school

	DE	AT	HR	FI	FR	IT	PL	RO	CZ	SI	TR
No	29,59	27,60	32,12	42,65	36,21	93,96	25,26	47,58	19,12	25,94	59,41
Yes	70,41	72,40	67,88	57,35	63,79	6,04	74,74	52,42	80,88	74,06	40,59

Through information campaign on the teaching profession

	DE	AT	HR	FI	FR	IT	PL	RO	CZ	SI	TR
No	98,57	96,60	92,73	98,10	97,43	86,26	97,42	91,94	94,52	95,75	94,10
Yes	1,43	3,40	7,27	1,90	2,57	13,74	2,58	8,06	5,48	4,25	5,90

Other factor of influence

	DE	AT	HR	FI	FR	IT	PL	RO	CZ	SI	TR
No	91,41	93,40	95,76	87,20	85,75	84,62	96,91	95,16	95,72	97,17	85,33
Yes	8,59	6,60	4,24	12,80	14,25	15,38	3,09	4,84	4,28	2,83	14,67

The possibility for teachers to have during their career the opportunity to benefit from mobility abroad for at least one year is

	DE	AT	HR	FI	FR	IT	PL	RO	CZ	SI	TR
Not important	4,49	4,79	5,43	5,84	3,61	2,70	1,28	2,47	6,23	3,41	7,09
Rather not important	26,05	29,22	13,95	21,43	14,17	15,32	16,03	0,00	21,31	11,93	11,95
Rather important	41,92	42,82	27,91	52,60	41,39	34,23	40,38	24,69	51,48	38,64	35,47
Very important	27,54	23,17	52,71	20,13	40,83	47,75	42,31	72,84	20,98	46,02	45,48

Questionnaire addressed to Teachers' Educator

At what level of education do you prepare to teach?	DE	AT	BE	ES	FR	IT	PT	TR
Mainly for secondary school	75,20	66,12	72,32	41,57	32,73	76,52	47,20	45,61
Mainly for primary school	24,80	33,88	27,68	58,43	67,27	23,48	52,80	54,39

Your status as a teacher's educator.	DE	AT	BE	ES	FR	IT	PT	TR
Full time	62,68	66,13	71,67	62,64	68,82	22,31	94,74	84,38
Partial time	37,32	33,87	28,33	37,36	31,18	77,69	5,26	15,63

Do you think that in your education system teachers' educators are associated to the process of reforms? (One answer only)	DE	AT	BE	ES	FR	IT	PT	TR
Enough	70,59	54,29	10,81	16,00	1,95	1,69	14,39	14,58
Not enough	28,68	45,71	61,26	65,33	27,34	42,37	52,88	62,50
Not at all	0,74	0,00	27,93	18,67	70,70	55,93	32,73	22,92

Do you think that in your country the initial professional training of teachers gives them an ability of self-learning during their career? (One answer only)	DE	AT	BE	ES	FR	IT	PT	TR
Yes	26,67	60,16	43,09	33,86	21,20	37,50	36,28	11,69
No	68,00	25,78	50,41	52,38	69,96	57,03	33,95	55,84
N/A	5,33	14,06	6,50	13,76	8,83	5,47	29,77	32,47

If no, select 2 items below

Because the initial training is too short	DE	AT	BE	ES	FR	IT	PT	TR
No	94,00	90,63	82,93	89,42	57,60	89,84	88,14	94,81
Yes	6,00	9,38	17,07	10,58	42,40	10,16	11,86	5,19

Because the practical training (internships) is too short or absent.	DE	AT	BE	ES	FR	IT	PT	TR
No	62,00	91,41	91,06	77,78	56,54	72,66	88,37	75,32
Yes	38,00	8,59	8,94	22,22	43,46	27,34	11,63	24,68

Because the initial training is too much theoretical	DE	AT	BE	ES	FR	IT	PT	TR
No	59,33	88,28	85,37	68,25	86,93	75,78	77,67	71,43
Yes	40,67	11,72	14,63	31,75	13,07	24,22	22,33	28,57

Because the information technologies are not mastered enough	DE	AT	BE	ES	FR	IT	PT	TR
No	99,33	97,66	91,87	94,18	97,88	93,75	93,49	94,81
Yes	0,67	2,34	8,13	5,82	2,12	6,25	6,51	5,19

Because the "learning to learn" competence is too much neglected	DE	AT	BE	ES	FR	IT	PT	TR
No	63,33	82,81	60,16	83,60	71,02	67,97	93,72	75,32
Yes	36,67	17,19	39,84	16,40	28,98	32,03	6,28	24,68

The induction programmes for beginning teachers in your country seem to you (one answer only):	DE	AT	BE	ES	FR	IT	PT	TR
very good	2,22	2,75	2,65	1,90	1,18	0,00	7,42	8,33
Rather good	24,44	37,61	17,70	20,89	6,27	21,85	44,88	22,92
Rather not good	51,11	45,87	38,05	48,73	39,22	47,06	31,80	27,08
Not good at all	22,22	13,76	41,59	28,48	53,33	31,09	15,90	41,67

What kinds of programmes are the most effective to help the teachers having some difficulties? :

1st choice	DE	AT	BE	ES	FR	IT	PT	TR
A reduced workload	24,64	11,71	13,91	8,02	23,26	7,44	23,49	37,25
Another measure	12,32	19,82	6,09	0,62	2,33	2,48	1,68	1,96
A tutorship by a more experienced teacher	44,20	57,66	64,35	58,02	41,47	58,68	31,88	29,41
A support for professional reconversion	2,17	2,70	2,61	4,94	5,43	9,92	11,41	3,92
A supplement of training	16,67	8,11	13,04	28,40	27,52	21,49	31,54	27,45

What kinds of programmes are the most effective to help the teachers having some difficulties?:

2nd choice	DE	AT	BE	ES	FR	IT	PT	TR
A reduced workload	32,58	32,08	22,32	14,91	21,96	11,86	17,71	28,00
Another measure	5,30	8,49	10,71	1,86	5,88	0,85	2,43	2,00
A tutorship by a more experienced teacher	31,82	17,92	22,32	22,98	29,02	17,80	15,97	30,00
A support for professional reconversion	11,36	11,32	10,71	18,63	8,63	27,12	35,76	14,00
A supplement of training	18,94	30,19	33,93	41,61	34,51	42,37	28,13	26,00

What kinds of programmes are the most effective to help the teachers having some difficulties?:

3rd choice	DE	AT	BE	ES	FR	IT	PT	TR
A reduced workload	21,93	16,33	19,27	24,50	15,60	19,23	24,45	18,75
Another measure	14,91	6,12	21,10	11,26	20,80	8,65	10,22	10,42
A tutorship by a more experienced teacher	10,53	14,29	5,50	11,26	14,40	16,35	14,96	22,92
A support for professional reconversion	25,44	30,61	19,27	35,10	29,60	33,65	32,12	31,25
A supplement of training	27,19	32,65	34,86	17,88	19,60	22,12	18,25	16,67

What kinds of programmes are the most effective to help the teachers having some difficulties?:

Global result	DE	AT	BE	ES	FR	IT	PT	TR
A reduced workload	26,38	20,04	18,50	15,81	20,27	12,84	21,88	28,00
Another measure	10,84	11,48	12,63	4,58	9,67	3,99	4,78	4,79
A tutorship by a more experienced teacher	28,85	29,96	30,72	30,75	28,30	30,94	20,94	27,44
A support for professional reconversion	12,99	14,88	10,86	19,56	14,55	23,56	26,43	16,39
A supplement of training	20,93	23,65	27,28	29,30	27,21	28,66	25,97	23,37

Do you think that in your country the initial training of teachers is preparing them to face the present Challenges of their work? One answer only

	DE	AT	BE	ES	FR	IT	PT	TR
Very well	0,71	4,67	1,77	0,63	0,00	1,68	6,85	4,00
Rather well	24,11	70,09	46,02	34,59	12,50	16,81	32,88	16,00
Rather not well	64,54	22,43	42,48	57,86	59,38	57,14	42,12	54,00
Not well at all	10,64	2,80	9,73	6,92	28,13	24,37	18,15	26,00

Do you think that the initial training of teachers is preparing them properly to carry out other tasks than teaching (Student guidance, personalised tutoring, relations with parents, school development plan, etc.)? (One answer only)	DE	AT	BE	ES	FR	IT	PT	TR
Very well	0,72	0,93	0,00	0,63	0,39	0,88	3,55	4,00
Rather well	8,63	46,30	18,92	24,05	8,24	16,67	29,79	18,00
Rather not well	45,32	37,96	54,05	54,43	53,73	40,35	40,43	64,00
Not well at all	45,32	14,81	27,03	20,89	37,65	42,11	26,24	14,00

How do you assess the attractiveness of the teaching profession in your country? (One answer only)	DE	AT	BE	ES	FR	IT	PT	TR
A very attractive profession	0,71	1,83	0,00	1,88	0,00	2,54	6,51	10,00
A rather attractive profession	35,00	33,03	14,29	33,13	6,64	11,86	23,63	62,00
A rather not attractive profession	59,29	57,80	70,54	60,63	70,31	63,56	38,36	20,00
A non attractive profession	5,00	7,34	15,18	4,38	23,05	22,03	31,51	8,00

In your country does the initial training of teachers contribute to increase the attractiveness of the teaching profession? (Only one answer)	DE	AT	BE	ES	FR	IT	PT	TR
Yes, certainly	2,94	9,09	1,79	8,92	1,17	5,04	8,16	6,00
Yes, probably	11,76	36,36	22,32	32,48	7,03	20,17	31,63	12,00
Not really	63,97	50,91	62,50	37,58	40,63	55,46	39,12	50,00
Certainly not	16,18	0,91	9,82	9,55	48,44	15,13	16,33	22,00
I do not know	5,15	2,73	3,57	11,46	2,73	4,20	4,76	10,00

What types of change could best make the teaching profession more attractive? Rank from 1 to 3 the most important change:

1st choice	DE	AT	BE	ES	FR	IT	PT	TR
More opportunities of professional upward mobility	3,52	2,70	6,09	4,94	3,09	8,26	2,99	3,92
More team work within the school	1,41	0,00	1,74	2,47	1,54	4,96	1,33	0,00
Less heterogeneity among students within a class	0,00	0,90	1,74	0,62	0,39	0,00	0,33	0,00
Fewer students per class	16,90	4,50	1,74	4,32	3,86	2,48	12,62	1,96
Better working conditions (office, equipment, etc)	3,52	1,80	3,48	0,62	0,39	7,44	8,64	0,00
A better induction programme for beginning teachers	4,23	1,80	8,70	6,17	5,79	2,48	1,99	1,99
A highly qualified profession	0,00	4,50	2,61	5,56	1,54	5,79	3,99	5,86
A higher salary	11,97	16,22	12,17	16,05	37,84	22,31	18,60	21,57
A more recognised social status and a better image of the profession	35,21	49,55	36,52	32,10	24,71	23,97	24,92	13,73
An initial training more adapted to the real job	13,38	9,91	18,26	20,99	16,99	11,57	4,98	15,69
A better in-service training	0,70	0,90	0,87	3,09	1,93	9,09	4,32	13,73
More autonomy in the job	7,75	6,31	4,35	2,47	1,93	0,83	14,95	11,76
Other	1,41	0,90	1,74	0,62	0,00	0,83	0,33	9,80

What types of change could best make the teaching profession more attractive?

2nd choice	DE	AT	BE	ES	FR	IT	PT	TR
More opportunities of professional upward mobility	12,68	18,02	9,65	12,35	9,27	17,36	6,00	9,80
More team work within the school	7,04	6,31	6,14	4,32	3,86	0,00	6,00	3,92
Less heterogeneity among students within a class	2,11	2,70	0,88	3,09	1,16	0,00	7,67	1,96
Fewer students per class	15,49	9,91	8,77	8,64	7,34	11,57	18,33	5,88
Better working conditions (office, equipment, etc)	6,34	13,51	12,28	3,09	1,54	4,96	12,67	7,84
A better induction programme for beginning teachers	5,63	11,71	15,79	8,64	14,67	7,44	2,33	9,80
A highly qualified profession	1,41	3,60	1,75	4,94	1,54	3,31	4,00	9,80
A higher salary	11,27	9,01	15,79	10,49	16,99	6,61	10,67	11,76
A more recognised social status and a better image of the profession	13,38	11,71	13,16	16,67	23,94	9,92	15,33	15,69
An initial training more adapted to the real job	15,49	8,11	7,89	10,49	12,74	9,92	7,33	9,80
A better in-service training	3,52	0,00	4,39	14,81	4,63	11,57	6,00	7,84
More autonomy in the job	4,93	4,50	3,51	1,85	2,32	17,36	3,00	5,88
Other	0,70	0,90	0,00	0,62	0,00	0,00	0,67	0,00

Appendix IV - Interviews

8 questions for the interviews

(Each interview should last between 50 minutes and 60 minutes, but could last a bit more)

Introduction: at the beginning expose briefly (2 min.) the context of this European study on the attractiveness of the teaching profession in 32 European countries.

- 1) Is there a shortage of qualified teachers in your country?** Did the situation change during the last 5 years and what are the perspectives for the next 5 years? If there is a shortage, at what levels of education (primary, secondary), in what areas or regions, and what subjects are particularly concerned (maths, sciences, other subject)?
(5 to 10 minutes)

- 2) What is the general image of the teaching profession in your country?**
(very good, rather good, rather not good, not good)
What are the main reasons of this image? What is the image given by the media? (5 to 10 min.)

- 3) Over the last 5 years, what main evolutions and what political measures have had an impact on the attractiveness of the teaching profession?** (10 min.)

- 4) What priority measures should be taken in order to make the teaching profession more attractive?** (10 min.)

- 5) Is there a tendency of more teachers resigning for other jobs?** (2/3 min.)

- 6) Is there a tendency of more candidates coming from other jobs?** (2/3 min.)

- 7) Over the last 5 years, was there any information or recruitment campaigns concerning the teaching profession? If so, what was their impact?** (less than 5 min.)

- 8) Any other remark or suggestion?**

List of Interviews

ALLEMAGNE	<ul style="list-style-type: none"> - un prof d'histoire et d'allemand en lycée - un responsable syndical - deux responsable Universitaires (université de Berlin) - un journaliste radio - membre d'une commission sénatoriale (commission pour l'amélioration de l'enseignement au Sénat de Berlin)
ANGLETERRE	<ul style="list-style-type: none"> - National advisor – Teacher - National Teacher Union Officer and Primary Practitioner - National Teacher Union Officer and Secondary Practitioner - Head of Initial Teacher Training at a UK University and a Specialist in the area of Mathematics Teaching
AUTRICHE	<ul style="list-style-type: none"> - Responsable syndical - un inspecteur et syndicaliste - Un vice recteur - Un responsable du ministère de l'Education - Un journaliste
BELGIQUE	<ul style="list-style-type: none"> - Un syndicaliste - Un syndicaliste - Un ancien responsable du Ministère de l'enseignement des Flandres - Une responsable au Ministère de l'éducation flamand - Un responsable du Ministère de l'Enseignement - Un responsable au Ministère de l'éducation flamand - Un journaliste
CHYPRE	<ul style="list-style-type: none"> - un doyen de Faculté - une responsable d'institut pédagogique - une enseignante responsable d'une association d'enseignants - un responsable du Ministère de l'Education - un journaliste - Un responsable de la commission du service de l'Education
CROATIE	<ul style="list-style-type: none"> - spokesman at the Ministry of science, education and sports - Lecturer at the Law Faculty - junior advisor in Ministry of science - advisor in Teacher's Trade Union Zagreb and journalist - Analyst within Risk Management Division, very active in analysis of education system, its financing and output
ECOSSE	<ul style="list-style-type: none"> - primary school teacher - school-college liaison officer
ESPAGNE	<ul style="list-style-type: none"> - Professor of Didactic of Experimental Sciences - President of the State Schools Council - President of the Madrid Schools Council - Un syndicaliste - Un journaliste

	<ul style="list-style-type: none"> - Un vice minister régional
FINLANDE	<ul style="list-style-type: none"> - Director of Teacher Training School - Une syndicaliste - Director of education in a finnish city - Member Finnish National Board of Education - Member Finnish National Board of Education
FRANCE	<ul style="list-style-type: none"> - Membre du haut conseil de l'Éducation et professeur d'université - Professeur d'Université, ancien Recteur, responsable dans l'administration centrale - Ancien Directeur de cabinet ministériel, ancien recteur, membre du comité des programmes... - Ancien Directeur de cabinet ministériel, ancien recteur... - Une journaliste - Haut responsable aux ressources humaines au Ministère - Inspectrice pédagogique Régionale, inspectrice d'Académie - Un syndicaliste
GRECE	<ul style="list-style-type: none"> - Responsable universitaire, professeur d'Université à Athènes - Directeur de collège, membre d'une fédération d'enseignants du secondaire - Directrice d'une école de formation d'enseignants au sein d'une université, professeur d'Université - Une journaliste - Enseignant chercheur ayant des responsabilités à la fédération hellénique des enseignants du secondaire (public) - Enseignant, membre d'un conseil de l'enseignement secondaire au sein du ministère de l'éducation
HONGRIE	<ul style="list-style-type: none"> - Responsable au secrétariat d'Etat pour l'Enseignement - Professeur d'Université, ancien doyen d'une faculté de Pédagogie - Maire d'une ville - Une syndicaliste - Ancien responsable ministériel, ancien Directeur d'Institut de pédagogie
ITALIE	<ul style="list-style-type: none"> - Responsable syndical de haut niveau - Un journaliste - Une inspectrice régionale de langues - Haut responsable de la conférence nationale universitaire pour la formation initiale - Un proviseur, haut responsable l'association nationale des proviseurs - Responsable au Ministère de l'éducation
LITUANIE	<ul style="list-style-type: none"> - responsable au ministère de l'Éducation et des sciences - responsable au ministère de l'Éducation et des sciences (département des décisions stratégiques)

	<ul style="list-style-type: none"> - responsable du département d'Education d'une grande ville - responsable au ministère de l'Education et des sciences (basic and secondary education) - Vice recteur d'Université
MALTE	<ul style="list-style-type: none"> - responsable d'une association d'enseignants - responsable d'une association d'enseignants - un formateur d'université de Malte - Assistant Director for Human Resources - Directorates for Education - Assistant Director for Teacher Professional Development - Directorates for Education - Education Officer - Directorates for Education - Teacher Trainer - Directorates for Education
NORVEGE	<ul style="list-style-type: none"> - Member of Executive Board - Un journaliste - Responsable d'une association de professeurs - Haut responsable educational matters and leader of GNIST regional in Sogn og Fjordane County - Project leader, GNIST partnership at the Norwegian Ministry of Education - Dep. of Teacher Education at University
POLOGNE	<ul style="list-style-type: none"> - Vice présidente d'Université - Ancien depute, - Un syndicaliste - Responsable de l'Education d'une grande ville - Responsable au Ministère de l'Education - Responsable au Ministère de l'Education
ROUMANIE	<ul style="list-style-type: none"> - Journaliste - Syndicaliste - Syndicaliste - Responsable au ministère de l'Education - Inspecteur scolaire général - Recteur d'Université, (ancien Ministre)
SLOVAQUIE	<ul style="list-style-type: none"> - ancien professeur, journaliste - membre d'une association de Directeurs, professeur - professeur d'Université - ancien responsable au Ministère de l'Education - Responsable du département d'Education d'une Université
SUEDE	<ul style="list-style-type: none"> - Représentant d'une association de professeurs - Recteur d'un département d'éducation dans une Université - Senior Lecturer in educational Sciences
TURQUIE	<ul style="list-style-type: none"> - Ancien haut responsable au Ministère de l'Education - Un doyen de faculté - Une directrice adjointe d'un lycée - Une directrice de département à l'Université

- Un enseignant d'école primaire

Protocole de restitution des entretiens

(Durée recommandée d'un entretien : de 50 mn à 60 mn)

1. L'expert 2 dressera une fiche pour chacun des cinq entretiens réalisés, en s'efforçant non pas d'interpréter ou d'analyser les propos recueillis mais en restituant de manière synthétique et le plus fidèle possible les réponses aux questions posées.
2. L'expert 2 rédigera une fiche de synthèse sur l'ensemble des entretiens menés

Pays où s'est déroulé l'entretien.....

Nom de l'expert

Nom de la personne interviewée (le nom ne sera pas communiqué dans les rapports à la Commission)

.....

Fonction et niveau de responsabilité (merci d'être précis)

Date et durée de l'entretien.....

Introduction : au début, rappeler en 2 à 3 minutes le contexte et les objectifs de l'étude sur l'attractivité du métier d'enseignant dans 32 pays européens

Question 1

- **Existe-t-il une pénurie d'enseignants ayant des qualifications suffisantes dans votre pays ?** Comment la situation a évolué depuis quelques années et quelles sont les prévisions ? Si pénurie, à quels niveaux d'enseignement ? Partout ou dans certaines zones géographiques ? Quelles sont les principales disciplines concernées ? (5 à 10 minutes)

--

Question 2

- *Quelle est l'image du métier d'enseignant dans le pays ?*

Image : très positive, plutôt positive, plutôt négative, négative ?

Quelles en sont les principales raisons ?

Quelle est l'image véhiculée par les médias ? (5 à 8 mn)

Question 3

- *Durant ces 5 dernières années, quelles évolutions ou mesures politiques ont eu un impact sur l'attractivité du métier d'enseignant ? (10 mn)*

Question 4

- *Quels sont les aspects du métier d'enseignant à améliorer en priorité pour le rendre plus attractif ? (10 mn)*

Question 5

- *Y a-t-il dans votre pays de plus en plus d'enseignants qui démissionnent pour choisir une autre profession ? Si oui, pour quelles raisons ? (5 mn)*

Question 6

Réciproquement, y a-t-il de plus en plus de candidats à la profession enseignante venant d'autres professions ? (2/3 mn)

Question 7

- *Au cours des 5 dernières années, y-a-t-il eu des campagnes nationales de communication sur le métier d'enseignant et des campagnes de recrutement ? Si oui, quel a été leur impact ? (moins de 5 mn)*

Question 8

- *Autres remarques sur l'attractivité du métier ?*

Merci de retourner les protocoles de restitution, en un seul envoi, ils seront ensuite installés sur la plateforme.

Appendix V - Protocoles de restitution des ateliers de créativité

Conduite de l'atelier de créativité

L'expert, en début d'atelier, veillera à bien expliciter les enjeux de l'étude et la raison d'être de cet atelier. Il garantira la confidentialité des échanges. Il s'agit là de conseils pour mener l'atelier, plutôt que de consignes

Dans la première phase de récit très faiblement guidée (d'expression libre) l'expert lancera le débat sur des questions très générales liées au métier enseignant, par exemple : Exemple : pourquoi avez-vous choisi de faire ce métier ?

L'expert fera en sorte que tous les acteurs présents puissent préciser leur fonction (étudiants, enseignants etc.)

Dans la seconde phase L'expert s'efforcera de recentrer les échanges sur les thèmes mentionnés ci-dessous et questionnera les participants pour faire émerger leurs motivations et leurs représentations du métier enseignant, à partir des thèmes suivants sur :

- les modalités de recrutement et la diversité des voies d'accès à la PE
- la qualité de l'accompagnement en début de carrière
- la qualité de l'accompagnement en cours de carrière
- la qualité de la formation initiale (adaptée ou non au métier)
- les opportunités de mobilité (géographique mais surtout professionnelle)
- les conditions de travail
- l'opinion des participants sur les grands axes de la politique nationale de l'éducation en général et sur des mesures récentes prises dans le pays

Dans la troisième phase, phase de synthèse, l'expert reformulera les éléments clé du débat en mettant l'accent sur les invariants.

Lieu d'organisation de l'atelier :

Nom de l'expert :

Date :

Durée :

Nombre de participants :

Statut ou fonction des participants : indiquez le nombre dans la case

- enseignants en poste depuis : moins de 4 ans plus de 4 ans
- formateurs : à temps complet dans l'institution à temps partagé
- étudiants : en cours d'études en fin d'études
- autres personnes, (précisez les statuts ou fonctions) :

Durée de l'atelier : moins de deux heures plus de deux heures

Phase 1, phase faiblement guidée

A partir de quel questionnement très général le débat sur l'attractivité du métier enseignant a-t-il été engagé ?

Sur quels aspects dans cette phase faiblement guidée, les échanges ont-ils porté ?

Résumez les interventions qui vous ont paru les plus récurrentes, notez le cas échéant, avec précision une intervention particulièrement éclairante des problématiques du métier enseignant.

Phase 2, *phase de recentrage*

Résumez les interventions, les réactions ou les commentaires des participants (insistez sur les intrer- actions entre participants)

Développez le cas échéant avec précision une ou deux interventions particulièrement éclairantes des problématiques du métier enseignant.

Phase 3, *phase de reformulation*

L'expert reformule les interventions les plus récurrentes pour faire émerger les invariants

Remarques libres de l'expert

L'expert pourra proposer des éléments d'analyse au vu de la connaissance qu'il a du contexte du pays, des enjeux des réformes en cours ou de sa propre expérience d'enseignant et de formateurs de formateurs.